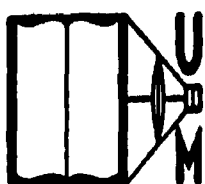


DOCTORAL DISSERTATION SERIES

TITLE A STUDY OF THE STRUCTURAL
ORGANIZATION OF STUDENT PERSONNEL
SERVICES IN CERTAIN STATE COLLEGES
AND UNIVERSITIES
AUTHOR ERNEST EDWARD HANSON
UNIVERSITY MICHIGAN STATE COLL. DATE 195.
DEGREE Ed. D. PUBLICATION NO. 4038



UNIVERSITY MICROFILMS

ANN ARBOR • MICHIGAN

A STUDY OF THE STRUCTURAL ORGANIZATION OF STUDENT
PERSONNEL SERVICES IN CERTAIN STATE
COLLEGES AND UNIVERSITIES

By

Ernest Edward Hanson

A DISSERTATION

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

DOCTOR OF EDUCATION

Department of Education

1952

ACKNOWLEDGMENTS

The writer wishes to express his earnest appreciation to Dr. Walter F. Johnson, Chairman of the Guidance Committee, for his invaluable guidance and timely assistance during the preparation of this study. Likewise, sincerely appreciated is the friendly direction and counsel given by Dr. Clifford E. Erickson who relinquished the chairmanship of the writer's committee at the time he was appointed to the position of Dean of the Basic College.

Genuine appreciation is extended to Dr. Harold H. Anderson, Dr. Leonard J. Luker, and Dr. Cecil V. Millard, members of the Guidance Committee, for their cooperation and helpful recommendations.

To the administrative heads and the student personnel functionaries of the participating colleges and universities who cooperated in an attempt to make this study a success, the writer expresses his indebtedness.

The most sincere gratitude is expressed to my family for their constant encouragement and inspiration.

Ernest Edward Hanson
candidate for the degree of
Doctor of Education

Final examination, May 26, 1952, 10:00 A. M., 116 Morrill Hall

Dissertation: A Study of the Structural Organization of Student
Personnel Services in Certain State Colleges and
Universities.

Outline of Studies

Major subject: Education (Guidance)
Minor subject: Psychology

Biographical Items

Born, April 25, 1906, Kingston, Illinois

Undergraduate Studies, Northern Illinois State Teachers College,
Bachelor of Education, 1930

Graduate Studies, University of Minnesota, Master of Arts, 1935;
University of Chicago, Graduate Student, Autumns 1939, 1940, 1944,
and Summer, 1943; Michigan State College, Graduate Student, Summer,
1946, 1946-47, Winter and Spring, 1951, and Winter, 1952

Experience: Teacher, Lincoln Junior High School, Rockford,
Illinois, January, 1930 - June, 1931; Principal,
Central Junior High School, Woodstock, Illinois,
1931-37; Superintendent, Lake Bluff Public School,
Lake Bluff, Illinois, 1937-41; Graduate Assistant,
Michigan State College, 1946-47; Visiting Professor,
Montana State College, Summer, 1947; Dean of Men,
Northern Illinois State Teachers College, 1941 to
present

Member of: American College Personnel Association, Chicago Guid-
ance and Personnel Association, Illinois Guidance and
Personnel Association, National Education Association
(Department of Higher Education), National Vocational
Guidance Association (professional member), and Super-
intendent's Round Table of Northern Illinois

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the problem	1
Significance of the study	2
Need for the study	5
Limitations and scope of the study	8
Method and source of data	9
Treatment of data	11
Organization of the dissertation	14
II. A SURVEY OF THE LITERATURE	15
General field of student personnel services	15
Selection and admission of students	21
Orientation	23
Knowing the student: Cumulative records - Tests - Counseling	25
Health services	28
Housing and food services	30
Summary	32
III. PROVISION FOR STUDENT PERSONNEL SERVICES	33
Student personnel services provided	34
Selection and admission of students	36
Cumulative personnel forms	40
Counseling	43
Testing	46

CHAPTER

PAGE

Physical and mental health	49
Housing program and food services	53
Remedial services	57
Orientation of students	60
Social and recreational activities	62
Student discipline	67
Student financial aid	69
Placement and follow-up	75
Evaluation	79
Summary	81

IV. PROVIDING FOR THE COORDINATION OF STUDENT

PERSONNEL SERVICES	89
Responsibility for the coordination of student personnel services	91
Title of the person responsible for the administra- tion of student personnel services	92
To whom is the chief coordinating officer responsible	95
Effective date of coordinated program	96
Academic rank of chief personnel officer	97
Use of advisory committees or councils	99
Difficulties encountered in the administration of personnel services	101
Techniques used in coordinating personnel services .	103

CHAPTER

PAGE

Suggestions to person or committee responsible for the administrative organization of student personnel services	105
Summary	111

V. THE ADMINISTRATIVE ORGANIZATION OF THE STUDENT

PERSONNEL SERVICES	115
College A	116
College B	120
College C	124
University D	127
College E	129
University F	134
Summary	137

VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR

FURTHER STUDY	139
Summary	140
Conclusions	146
Recommendations for further study	148

BIBLIOGRAPHY	149
APPENDIX A	154
APPENDIX B	166
APPENDIX C	168
APPENDIX D	170

LIST OF TABLES

TABLE		PAGE
1.	State Colleges and Universities with Enrollments of Less than 5,000 Participating in the Study Classified According to Type of Program	12
2.	Coeducational State Colleges and Universities with Enrollments of Less than 5,000 to which Question- naires were Sent Classified According to Type of Program	13
3.	Student Personnel Services Provided in 187 State Colleges and Universities with Enrollments Under 5,000	35
4.	Title of Person or Committee Responsible for Selection and Admission of Students	38
5.	Title of Person or Committee Responsible for Cumulative Personnel Records	41
6.	Title of Person or Committee Responsible for Counseling	45
7.	Title of Person or Committee Responsible for Testing	48
8.	Title of Person or Committee Responsible for Physical Health Program	50
9.	Title of Person or Committee Responsible for the Mental Health Program	52
10.	Title of Person or Committee Responsible for the Housing Program	55

TABLE

11.	Title of Person or Committee Responsible for Food Services	56
12.	Title of Person or Committee Responsible for Remedial Speech	58
13.	Title of Person or Committee Responsible for Remedial Reading	58
14.	Title of Person or Committee Responsible for Remedial Study Habits	59
15.	Title of Person or Committee Responsible for the Orientation of Students	61
16.	Title of Person or Committee Responsible for the Program of Social Activities	64
17.	Title of Person or Committee Responsible for the Program of Recreational Activities	66
18.	Title of Person or Committee Responsible for Student Discipline	68
19.	Title of Person or Committee Responsible for Loans .	70
20.	Title of Person or Committee Responsible for Scholarships	72
21.	Title of Person or Committee Responsible for Part-Time Employment	74
22.	Title of Person or Committee Responsible for Placement	77

TABLE

23.	Title of Person or Committee Responsible for Follow-Up	78
24.	Title of Person or Committee Responsible for Evaluation	80
25.	Replies of Colleges and Universities to the Question, "Is There Any Person to Whom the Responsibility for the Coordination and Direction of Student Personnel Work in Your College is Assigned?"	92
26.	The Official Responsible for the Administration of Student Personnel Services	93
27.	Replies to the Question, "To Whom is Chief Adminis- trative Officer of Student Personnel Services Responsible?"	95
28.	Year in Which Those Institutions with a Coordinated Program of Student Personnel Services Put Their Organizations Into Effect	96
29.	Replies of Colleges and Universities to the Question, "Does the Chief Administrative Officer of Student Personnel Services Have Academic Rank?"	97
30.	Academic Rank of the Official Responsible for the Administration of Student Personnel Services	98
31.	Replies to the Question, "Is the Chief Administrative Officer of Student Personnel Services Assisted or Advised by a Committee or Council?"	99

TABLE

PAGE

32.	Title of Advisory Committees or Councils	100
33.	Difficulties in the Administration of the Student Personnel Program	101
34.	Specific Techniques Used to Coordinate Student Personnel Services	104

CHAPTER I

INTRODUCTION

An effectively administered program of personnel services for college and university students occupies a prominent place in higher education because of its functional relation to almost every aspect of the educative process. Colleges and universities that provide the various elements of a program of student personnel services are faced with the problem of coordinating these services and directing them toward the adjustment of individual students. To integrate the efforts of all staff members involved and to coordinate the various elements to the point where they reinforce each other is an important aspect of the program of student personnel services in higher education.

Statement of the Problem

The purpose of this study was to determine the trends and practices in the organizational structure of student personnel services in selected state colleges and universities. Specifically, the study was undertaken to answer the following questions:

1. In what proportion of the state colleges and universities is there a coordinated program of student personnel services?
2. Who is responsible for its direction?
3. What student personnel services are provided?
4. For which functions are those concerned with student personnel services responsible?

5. What techniques are being used to coordinate the various elements of student personnel services?

Significance of the Study

The first half of the twentieth century has seen the growth and development of student personnel services in higher education until such services are now considered an important phase of college and university administration. With institutions of higher education giving more and more attention to the belief that education must concern itself with the whole student, there has been an increasing emphasis on services which are concerned with the personal development of the individual.

The present concept of student personnel work has evolved with a changing concept of education which in turn has come about through a new psychology of learning and human development which recognizes the importance of individual differences, and the development of new educational techniques for studying the individual. Two important factors which have given particular emphasis to the program of personnel services are: (1) provision for the evaluation of student personnel services by accrediting agencies, and (2) meaningful statements of the nature and meaning of student personnel work by recognized individuals and committees associated with personnel work in higher education.

The early movements in guidance work were without the modern techniques of student analysis which have developed since the turn of the century. Emphasis was placed upon giving information to the student and methods of self-analysis. Practitioners were relatively untrained and without scientific background.

An itemized account of the development of student personnel services would be impractical because of the immensity of the amount of publication which has been done in this general field. Space will be devoted to a summarization of a few publications and studies which tend to indicate an era of scientific study in the area of personnel work in higher education. Early in the twentieth century the age of scientific guidance was visioned by President Harper of the University of Chicago when his prophesy predicted development in student personnel work:

This (the scientific study) of the student will be made (1) with special reference to his character . . . (2) with special reference likewise to his intellectual capacity; (3) with reference to his special intellectual characteristics . . . (4) with reference to his special capacities and tastes; (5) with reference to the social side of his nature. (15:320)

This feature of twentieth-century college education will come to be regarded as of greatest importance, and fifty years hence will prevail as widely as it is now lacking . . . (15:325)

One of the earliest organized movements in personnel services at the level of higher education was the organization established for this purpose at Stanford University in 1911. In that year according to Maverick, (30:7-9) the faculty of Stanford University appointed a committee to make a survey of the "individual training and vocational guidance" of college students; and in 1913 a permanent Committee on Individual Training and Vocational Guidance was established.

Summarizing the use of Thorndike's scholastic aptitude test as a means of predicting success in college, Wood, (52:86), in 1923, presented evidence which pointed out the value of beginning guidance at the time of registration.

Young (56:495-501) tells us that about 1920 the increase in college enrollments found administrators rapidly losing contact with students

and their institutions charged with being very impersonal in their attitudes toward students. They further realized the necessity of placing more emphasis upon the student as a person rather than upon intellectual training alone.

The responsibility of the college to the student and thus to society in an even greater measure was emphasized by the Committee on Educational Tests and Their Uses when it reported:

. . . Educational guidance, social guidance, employment guidance, vocational guidance and all other desirable types of guidance are merely different phases of a single program whose purpose is to build the happiness and most fully integrated personalities possible upon the foundation with which nature and previous experience have provided the individual. The principles of guidance are the same in all fields. While occupational guidance is most often discussed, it is only one phase of the total process and it should not be viewed as an individual task. (47:43)

The desirability of educating the total individual with reference to the total life situation was summed up in 1937 by the American Council on Education Committee on Student Personnel Work when it said in part:

One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture -- the product of scholarship, research, creative imagination, and human experiences. It is the task of the colleges and universities so to vitalize this and other educational purposes as to assist the student in developing to the limits of his potentialities and in making his contribution to the betterment of society.

This philosophy imposes upon educational institutions the obligation to consider the student as a whole -- his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone. (7:1)

An indication that student personnel work is now generally accepted as a major function of colleges and universities is evidenced

by the fact that regional accrediting associations have adopted complete standards covering student personnel services. For example, the North Central Association of Secondary Schools and Colleges (6:19) in its statement of policy relative to the accreditation of institutions of higher learning includes a standard for the purpose of evaluating student personnel services. Numerous other accrediting agencies, including many state departments of education, have modified their requirements in the same direction. These standards have stimulated interest in student personnel work and officially directed the attention of colleges and universities to it.

That colleges and universities are presently placing important emphasis on the welfare of the student as an individual was suggested in a recent publication of the American Council on Education Committee on Student Personnel Work as it discussed present-day objectives in education:

The student personnel movement constitutes one of the most important efforts of American educators to treat the college and university students as individuals, rather than as entries in an impersonal roster. The movement, at the same time, expresses awareness of the significance of student group life in its manifold expressions from student residence to student mores, from problems of admission to problems of job placement. It has developed as the division of college and university administration concerned with students individually and students as groups. In a real sense this part of modern higher education is an individualized application of the research and clinical findings of modern psychology, sociology, cultural anthropology, and education to the task of aiding students to develop fully in the college environment. (50:3)

Need for the Study

From the foregoing it becomes apparent that in the organization and administration of institutions of higher education the student

personnel program takes its place with the instructional program, with business management, and with public relations as one of the four major functional divisions of the institution. It was in 1939 that Brumbaugh stressed the importance of a coordinated program of student personnel services in colleges and universities when he said:

It should be emphasized that there is a growing recognition of the importance of student personnel work in colleges and universities. There is a wide variation, however, in the direction in which these services have been developed. Seldom does one find a well-rounded and coordinated program of personnel activities, but the steps already taken along these lines indicate that in a few more years student personnel programs fully developed and well coordinated with the educational program of the institution will be found in every reputable college and university. (4:528)

The fact that the student personnel program has developed to the point of being recognized as an essential phase of college and university administration does not mean that the program has been coordinated so as to utilize the potentialities of the services in full. A number of authorities in the student personnel field continue to express concern over the fact that while many institutions provide a number of the personnel service agencies, yet they reflect a lack of organization. Blaesser in discussing the desirability of coordinating student personnel work with instruction pointed out that, "By far the majority of institutions have failed to provide any administrative or coordinating direction for their various student personnel programs." (1:85)

Even more recently concern was expressed over the lack of effective patterns of administrative organization as one of the problems which must be remedied if the student personnel program is to serve the needs of students during their contact with the institution of higher learning. This concern for the student personnel program was

expressed by Erickson when he said:

. . . It is now important that all of us begin to utilize the findings of our student personnel programs for the purposes of reorganizing and improving all of the services carried on by our institutions.

Student personnel programs need energetic and intelligent leadership. This point of view has only recently been recognized. The importance of providing adequate leadership and effective patterns of administrative organization has been seriously slighted in the past. Many of our student personnel services consist of a series of duplicating, conflicting and uncoordinated empires. (8:293)

From the above viewpoints it could be inferred that the coordination and integration of student personnel services on college and university campuses have not kept pace with the growth and status of such services as an important phase of the program of higher education. To plan and administer a program of student personnel services is a problem demanding careful study and investigation. Because of varying local conditions in the smaller colleges, it is often difficult for them to adopt the more formal organizational patterns of the larger institutions to their student personnel program.

The complexity of the student personnel program and the need for coordination are apparent when we realize that a total program must take account of the student needs served by such elements as admission, orientation, counseling services, physical and mental health services, housing and food services, cumulative records, extra-curricular activities, financial aids, special remedial clinics, evaluation, and placement and follow-up.

Because the first half of the twentieth century has been a formative period in the student personnel movement, it seemed timely to the investigator to make a study of the structural organization of student

personnel services in institutions of higher education. There was need for first hand information concerning the services which are currently being provided by our colleges and universities and the degree to which such services are coordinated. Information gathered through a study of this kind should:

- (1) Help define desirable organizational patterns of student personnel services in state colleges and universities.
- (2) Serve as a basis for making recommendations for the improvement of personnel programs in the institutions studied.
- (3) Suggest techniques for coordinating and integrating the various elements of a student personnel program.

Limitations and Scope of the Study

Because of the extent of the study, nationwide in its scope, and including a study of the structural organization of student personnel services in a large number of colleges and universities, it was necessary to establish certain limitations: (1) the study was limited to co-educational state controlled colleges and universities; and, (2) only colleges and universities having an enrollment of less than 5,000 students were included.

A further limitation, because of the extent of the study, was that no attempt was made to determine the extensiveness or quality of the student personnel services which were reported as being provided.

Still another limitation was that no attempt was made in this study to investigate the training or qualifications of the people responsible for the administration of the program of student personnel services in the participating institution.

It was the intent of this study to attempt to find what elements of a program of student personnel services were being provided; the personnel to whom responsibility for the various functions were assigned; and the plans for coordinating the program of student personnel services.

The elements of a program of student personnel services included in this study were adapted from those recommended by the American Council on Education Student Personnel Committee (50:7): (1) admission of students; (2) personnel records; (3) counseling services; (4) student health services; (5) remedial services; (6) housing and food services; (7) orientation; (8) social and recreational activities; (9) student discipline; (10) financial aids; (11) placement and follow-up; and, (12) evaluation.

Method and Source of Data

Data were secured by four methods during this study: (1) questionnaires were sent to cooperating colleges and universities, whereby each institution was requested to furnish the desired information; (2) through the examination of catalogs, handbooks for students, bulletins, record forms, and organizational charts; (3) by writing to several of the cooperating institutions asking them for a description of their student personnel organizations; and, (4) through personal interviews with administrative officers of student personnel services in state colleges and universities.

Particular attention was given to the details of the study. Each one of the many personal letters sent during the study were individually

typewritten and sent by first-class mail. For replies, self-addressed envelopes were enclosed, bearing air mail postage. Personal interviews with administrative officers of student personnel services were made only after definite appointments were arranged.

The items, check lists, and questions chosen for the questionnaire were selected after an analysis of the general literature in the student personnel field and from ideas obtained by interviewing people actively engaged in student personnel work. A preliminary questionnaire was prepared and sent to twenty-one personnel administrators selected at random for a try-out experience and inviting criticisms and suggestions prior to the final preparation of the form. From the suggestions and criticisms received the questionnaire was revised and printed with careful consideration being given to the wording and arrangement of items in order to make it convenient for participating colleges and universities to report completely and accurately the desired information concerning their respective student personnel programs.¹

From the Higher Education Directory issued by the Office of Education (10:15-167) a list of coeducational state controlled colleges and universities enrolling less than 5,000 students was prepared, including the name of the administrative head of each institution. A letter was then mailed to the administrative head of each institution concerned, briefly describing the proposed study, seeking his cooperation as a participant, and the name of the personnel officer to whom the questionnaire

¹ See Appendix D for a copy of questionnaire.

should be mailed.² Upon receipt of the requested information the questionnaire forms were then mailed to the designated person at each of the cooperating institutions, with a letter³ expressing appreciation for this cooperation.

When completed report forms were received from the cooperating institutions, the investigator selected eighteen of the institutions for the purpose of interviewing the person who completed the questionnaire, and, also, for the purpose of requesting a description of the student personnel organization in their respective institutions. Appointments to discuss the respective programs of student personnel services were scheduled so as to inconvenience each one as little as possible.

Treatment of Data

The type of program offered by the coeducational state supported colleges and universities cooperating in this study varied. For purposes of comparison and analysis, a plan of grouping and classification by type of program offered was adopted. The Higher Education Directory (10:2) was used as a guide in the determination of the type of program offered by the respective cooperating institutions. The participating colleges and universities⁴ were classified according to type of program as follows:

² See Appendix B for a copy of this letter.

³ See Appendix C for a copy of this letter.

⁴ See Appendix A for list of colleges and universities and classification.

Type I. Institutions offering programs which were primarily teacher preparatory.

Type II. Institutions offering programs which were liberal arts and general, teacher preparatory, and terminal-occupational.

Type III. Institutions offering programs which were liberal arts and general with one or more professional schools.

The method of classification and grouping used is shown in Table 1 which also gives the total number of state colleges and universities participating in the study and the number and percentage in each classification. From this table it is noted that 39.6 per cent of the participating institutions were classified as Type I; 43.8 per cent were classified as Type II; and 16.6 per cent were classified as Type III.

TABLE 1

STATE COLLEGES AND UNIVERSITIES WITH ENROLLMENTS
OF LESS THAN 5,000 PARTICIPATING IN THE STUDY
CLASSIFIED ACCORDING TO TYPE OF PROGRAM

Type of Program	Number Participating	Per cent of Total
Type I (Primarily teacher preparatory)	74	39.6
Type II (Liberal arts and general, terminal- occupational, and teacher preparatory)	82	43.8
Type III (Liberal arts and general with professional schools)	31	16.6
Total	187	100.0

The total number of coeducational state colleges and universities in each classification to which questionnaires were sent and the number and percentage of completed questionnaires returned is given in Table 2. It is shown in this table that a high percentage (83.5 per cent) of returns were received. Completed questionnaires were received from 81.4 per cent of Type I institutions; 83.7 per cent of Type II institutions; and 88.6 per cent of Type III institutions.

Data from each cooperating college and university obtained either from the questionnaire form, or from the other materials furnished, or by interviews, were classified according to the type of program group in which the institution was included. Care was taken to omit all confidential statements and information.

TABLE 2

COEDUCATIONAL STATE COLLEGES AND UNIVERSITIES WITH ENROLLMENTS
OF LESS THAN 5,000 TO WHICH QUESTIONNAIRES WERE SENT
CLASSIFIED ACCORDING TO TYPE OF PROGRAM

Type of Program	Questionnaires		
	Number Sent	Number Returned	Per cent Returned
Type I (Primarily teacher preparatory)	91	74	81.4
Type II (Liberal arts and general, terminal- occupational, and teacher preparatory)	98	82	83.7
Type III (Liberal arts and general with professional schools)	35	31	88.6
Total	224	187	83.5

Organization of the Dissertation

For purposes of convenient consideration, the following divisions of subject matter have been adopted:

Chapter I furnishes a statement of the problem with indications of its significance, the limitations and scope, and the method and source of data.

Chapter II is a review of the survey of literature in the field of student personnel.

Chapter III attempts to present the student personnel services currently provided in state colleges and universities as revealed by the data from the questionnaire.

Chapter IV presents the trends in the administrative organization of student personnel services in the cooperating colleges and universities as indicated by the data from the questionnaire.

Chapter V presents a description of the student personnel organization in selected colleges and universities cooperating in this investigation.

Chapter VI presents the summary and conclusions growing out of the investigation and recommendations for further research.

This investigation undertook to determine the trends and practices in the organizational structure of student personnel services in state colleges and universities with enrollments of less than 5,000. An attempt was made to find what personnel services were being provided; the personnel to whom responsibility for the various functions were assigned; and what proportion of the colleges and universities had a coordinated plan for the administration and direction of the student personnel program.

CHAPTER II

A SURVEY OF THE LITERATURE

It is the purpose of this chapter to present a review of literature related to the subject of this study as follows: (1) studies and research in the general field of student personnel services; and, (2) studies, books, and articles which are related to selected elements of student personnel services included in this study.

General Field of Student Personnel Services

A review of literature in the field of student personnel services in higher education tends to indicate that the real purpose of the services provided point in the direction as recently stated by the American Council on Education Committee on Student Personnel Work:

. . . The development of students as whole persons interacting in social situations is the central concern of student personnel work and other agencies of education. This emphasis in contemporary education is the essential part of the student personnel point of view. (50:1)

Strang (40:1-277) presented summaries of 618 investigations in the field of student personnel, selected from studies made from 1919 to 1934. While opinions varied as to the most effective types of organization, methods, practices, and techniques to use, it was apparent that all workers were interested in seeking desirable changes in the college students who came in contact with the services provided.

Blake (2:1-285) made a study of the status of guidance and personnel work in colleges for women in 1925. The aspects of the program

which she studied were admissions, counseling, orientation, vocational information, reading problems of students, extra-curricular activities, and placement. While the study describes various phases of personnel work including organization and administration, it brought out the need in these colleges for assisting students in their educational and vocational planning.

In 1932 Townsend (46:79-83) made a study of the administration of student personnel services in teacher-training institutions. After establishing twelve criteria for evaluating personnel services, he made a survey of the various teacher-training institutions for the purpose of evaluating the personnel programs. Included in his recommendations was a suggestion that all of the specialized functions of personnel services be placed under the direction of a person trained in personnel work and that he be directly responsible to the president. He pointed out, too, that only three per cent of the colleges participating in the study had a trained personnel director.

A survey by Reeves (35:82-110) and others of thirty-five liberal arts colleges associated with the Methodist Episcopal Church and reported in 1932 showed, among other things, that in the colleges studied no one was designated as the coordinator of the personnel program.

An interesting report on the reorganization of personnel services at the University of Minnesota was given by Williamson and Sarbin in 1940. A description of the total student personnel program is given including the structure and function of the personnel agencies as well as the administrative relationships. They report that a Coordinator of Student Personnel Services was appointed in July, 1938, and given

the following responsibilities.

- a. Encouraging further cooperation among personnel officers to eliminate undesirable duplication.
- b. Facilitating the exchange of case data so that each personnel worker may have a better understanding of all aspects of each Student's problems.
- c. Increasing the effectiveness of each type of personnel assistance.
- d. Encouraging students to make use of available resources.
- e. Discovering the need for and recommending the establishment of new personnel departments to care for students' needs previously neglected.
- f. Integrating personnel services with instruction.
- g. Assisting personnel officers to keep abreast of personnel work in general as well as in their own specialities, research in various phases of higher education, and the various disciplines basic to personnel work.
- h. Stimulating workers to evaluate their existing services and to develop new techniques.
- i. Integrating the objectives of different services to the end that they supplement each other in a balanced philosophy.
- j. Studying the organization of personnel departments and recommending needed changes designed to improve the effectiveness of the Personnel program. (51:67)

They emphasize the fact that the responsibilities listed above comprise student personnel coordination, and not student personnel services for students. Coordination is supplementary to the services and is concerned with the entire personnel program.

A study in the field of personnel work including an extensive group of high schools and colleges and dealing with the problems of preparation, teaching loads, and salaries of personnel workers was made by Sturtevant, Strang, and McKim (43:1-110) in 1940. While much of their attention was centered upon a description of the positions of dean of women and dean of girls in colleges and high schools, they report a trend toward the use of coordinating committees, the recognition of health services, and the responsibility for placement being delegated to a specially trained person.

That the interest on the part of colleges in developing their personnel services may be due in a large part to the influence of the veterans guidance centers which were organized on many campuses in 1945 and after is suggested by Russell when he reports a survey which he made of negro colleges in 1948. With returns from twenty state or municipally controlled institutions he found that 52.3 per cent of them have started their present guidance programs since the autumn of 1945. He says in part:

It appears that this survey indicates a trend toward the inclusion of organized guidance service in the overall planning of Negro colleges. It appears, further, that this trend has been motivated and influenced by the presence of veterans' guidance centers on the campuses of many of these colleges and in some cases by the presence of these centers in the cities where these colleges are located. The fact that 80 per cent of the colleges indicating full-time programs and 37 per cent with part-time programs have started since 1945 is indicative of the influence. Particularly significant is the 42.5 per cent increase in the number of full-time counseling and guidance services between 1946 and 1948. (37:25-27)

An excellent summary of administrative practices generally approved by student personnel workers is given in the Proceedings of the Institute for Administrative Officers of Higher Institutions. (36:1-300) Descriptions of the organization and administration of the work in small colleges and in large universities, together with rather critical analyses of these activities, are presented.

Lloyd-Jones and Smith (27:3-47) point out that student personnel services should be made an integral part of higher education utilizing the findings of modern psychology, sociology, and biology to adapt educational objectives to the needs and ability of each student. In discussing the philosophy and organization of a student personnel program, they feel that the program must be headed up by some one person no

matter how many services the institution wishes to provide for its personnel program. They maintain that personnel workers should realize that making life in college as full and immediately rewarding as possible for students may well be accomplished more fully if the day-to-day living in college brings physical well-being, social drives, emotions, interests, and aesthetic tastes into an effective balance. Their belief in a coordinated program is further evidenced:

. . . That, if the student personnel program is to serve higher education well, it must include within its scope a concern not only for educational guidance, intelligence testing, selection and admissions of students, etc., but also health programs, housing programs, social programs, counseling, religious programs, extracurricular activities, etc. It furthermore means, if we are to implement our theories effectively, that these various programs, set up to serve the various aspects of the student, must all be well coordinated so that they will not function separately but rather with a common viewpoint and in relation to each other. (27:11)

One of the first universities to institute a program of personnel work according to Lloyd-Jones (26:1-253) was Northwestern University. She made a survey at Northwestern University which centered around admissions, counseling, orientation, extracurricular activities, placement, records, mental hygiene, financial aids, and the role of personnel officers in university research. Few readjustments of any kind were made in the early administration of the program since the service centered in a personnel office under the supervision of the president.

In 1936 Lloyd-Jones (27:27-34) attempted to get a picture of the personnel programs in colleges and universities as they existed then. She examined 521 college and university catalogs and listed the administrative and academic titles which frequently imply the performance of

at least some of the personnel functions. She found 6,850 persons with 216 different titles either sharing their time or giving full time to personnel functions of some type. In commenting on the findings, she says:

. . . It is evident from any analysis (of the titles) that the definition and organization of duties in this field (personnel) are anything but clear. Great interest and activity are evident -- but not much order, again no doubt due to organizational inertia, to the personalities and whims of those concerned, but even more to the lack of knowledge of what actually constitutes a good student personnel program. (27:34)

One frequently finds that individuals holding the same title in different institutions may have considerable diversity in their respective duties and functions performed. Because of the variations from institution to institution, Strang feels that "it is more satisfactory to describe personnel work in terms of functions performed than in terms of personnel officers." (40:32)

The philosophy of the development of the whole person, which is a distinctive aspect of the personnel movement and, also, an integral part of the philosophy of modern American education, makes it extremely important that educators have a clear meaning of the coordination of the various aspects of the total educational program. In one of the most recent publications describing student personnel work in college, Wrenn mentions five premises in the philosophy of personnel services which guided him in his writing:

(1) Student personnel services and instructional services are parallel and sometimes overlapping phases of the educational program. (2) The college and university are concerned with the development of persons in their contemporary social setting and accept the psychological truism that in this development each phase of the personality is affected by, and in turn affects,

every other phase of the total personality. (3) Student personnel services are in every sense services to students and must therefore be developed in response to a realistic analysis of student needs. (4) Individual assistance to students, and assistance through the development of group situations, are of equal and interrelated significance in a student personnel program. (5) Although some educational functions can be clearly accepted as student personnel functions, others are borderline between instructional and student personnel, or between general administration and student personnel administration; whether they are appropriately considered a part of the student personnel program depends upon the manner in which they are administered. (53:iv)

It would seem then, to the writer, since all aspects of the educational program have a vital role to play if the optimum development of students is to be achieved, each aspect of the program should facilitate each other on a cooperative, reciprocal relationship.

Selection and Admission of Students

A major problem facing the high school graduate who plans further scholastic work is the selection of an institution for this purpose and the proper planning of work in that institution. On the other hand, every college and university faces the problem each year of securing accurate information concerning prospective students if the amount and quality of service to be given students is to be of the greatest value. The time and effort spent by an institution in studying its prospective students, their abilities, needs, and desires, and in informing them about the possibilities of college work before they enroll should result in a greater degree of success in all phases of their college activities. Strang points out the importance of getting admission data on students as it relates to their success in college.

Parallel with the interest in selecting students who will fit the college as it is now organized, runs the interest in fitting institutions of higher learning to the student for whom success in the traditional type of college or university seems impossible. Closely associated with this tendency is the use of information obtained before college entrance in the adjustment of the student to college so that each student will achieve in accordance with his abilities. Admission data should be a means of helping the student to make his course of study worth-while. (40:133)

The fact that admission requirements of higher education institutions are many and varied has a tendency to cause confusion on the part of the young people seeking a college education. In one study made of fifty-seven institutions Gardner (12:13-18) found as many as twenty different plans for admission used. He believed, however, that the variety of plans in use indicated an attempt on the part of institutions of higher learning to improve the selection of students. There was an apparent lack of articulation between the secondary schools and institutions of higher learning.

In recent years, however, secondary schools and institutions of higher learning have done much to attempt to bring about a closer relationship so that high school graduates may be more intelligently informed concerning various colleges and universities. This may be due in part to the acceptance of personnel services at both of these levels of education. Houston describes a plan which a group of college educational counselors in Colorado agreed that they would offer to supplement secondary-school guidance efforts. The plan includes:

- (1) Assisting the college registrars and secondary-school principals with a testing program if desirable.
- (2) Planning and holding a guidance institute at one of the state colleges for the purpose of informing principals about recent trends and techniques in guidance.

(3) Providing literature and materials of an informational character about the colleges for the use of principals and students.

(4) Giving adequate notice of their coming and coordinating their visits so as to avoid too frequent interruptions of school schedules -- to visit secondary schools and talk to students designated by the principal as needing guidance concerning colleges. (17:273-275)

This trend on the part of colleges and universities to cooperate with secondary schools in the development of more effective programs of pre-college guidance tends to bear out the thinking of Lloyd-Jones and Smith when they state that "the student should be assisted in selecting his college by educators who will serve as educational counselors rather than high-powered salesmen or hi-jackers." (27:63)

Orientation

The recognition of special problems of students at the time of their entrance to college and the realization of student mortality because of these problems have resulted in an effort on the part of colleges and universities to render special guidance to students as they make the adjustment to college life. That the entrance to college is a period of vivid first impressions and important decisions is brought out by the American Council on Education through its Committee on Educational Counseling of Students when they say:

No adjustments have quite the same vividness as the initial ones of the freshman year. The entering student will find it necessary to consider his time, expenditures, his living habits, his home and social adjustments, and his educational objectives. (3:9)

From the above it is apparent that the orientation process for college students must necessarily be for a longer time than a period of from two or three days to a week at the opening of the college year.

With an acceptance of the student personnel point of view and an increase in the number of services for students, colleges and universities consider the orientation process as being continuous throughout the college experiences of the students. In discussing some of the most urgent needs in student personnel work, Wrenn lists the orientation of new students as being the first need to be stressed. He suggests that the orientation process should extend past the freshman week period and be thought of as a program of continuing induction. "In fact," he says, "freshman week has been in the past too often a rationalization for the absence of a significant and continuing program of contact for the student." (54:28-30)

Specific reasons why orientation was found necessary in colleges and universities as listed by Knode (19:89) in 1930, are as follows: enlarged enrollments; lack of homogeneity in social background of students; growing complexity of college offerings; growing independence of the high school; and the current confusion and conflict among educational objectives.

Williams (49:292) made a study in 1936 to determine the scope of advice offered freshmen by 107 colleges and universities ranging in size from 1,000 to 3,000 enrollment. He found that most of the schools had a freshman week as part of the orientation program. Advice was given to students on the choice of majors; on the procedure for dropping courses; on how to improve work when failing; on personal problems; on conduct; on extracurricular activities; on vocations; transferring to other colleges; use of leisure time; on ability grouping from test records; and on remedial instruction.

As the student assumes a place of membership in the student body and becomes a part of the group life of the college or university in its many and varied phases, it is the continued problem of the student personnel program to help the student " . . . become adjusted to his present situation in such a way as to provide for the greatest development for him and to aid him in planning for his future." (13:2)

Knowing the Student: Cumulative Records - Tests - Counseling

Counseling is perhaps one of the most effective means by which a college or university may emphasize the development of the individual as a whole person rather than upon his intellectual training alone. Since all counseling has the welfare of the "whole" student as its objective it is difficult to separate the personal from the academic and vocational problems of students. If, as Traxler states, " . . . one of the most important functions of guidance is to help bring about a better distribution of young people to the offerings of the school and to vocations, . . ." it follows that one of the main responsibilities of educators is to " . . . develop a continuing program of individual counseling which will lead students to discover and recognize the opportunities best suited to their potentialities." (48:14)

Increased enrollments in institutions of higher learning brought about the need for more data on each student since it is virtually impossible for one person to know more than a few students well enough to attempt to provide counseling on the basis of personal acquaintance alone. "The concept of the cumulative record and of the systematic collection of information for it by means of regular testing and other

procedures was the last to develop among the sources contributing to the growth of guidance programs." (48:14) A personnel department to provide these data in a compiled form was recommended by Zook (57:350) of the United States Office of Education in 1932. He suggested that such a department be formed in every college in order that a central office with individual student record files, posted up to date, would be readily available for the one who advises.

It is the opinion of Miller (31:183) that one who has never used cumulative records is likely to underestimate their worth. Information on the student's psychological measurements, his physical condition, family background, financial status, and the like prove to be of inestimable value in counseling students.

That students do have problems is pointed out by Wrenn and Garrett (55:38) when they list some of the difficulties faced by students at Stanford University. They indicate that freshmen and transfer students have difficulty in budgeting their time, in accelerating their reading rates, in selecting a major field of study, and in determining distinctive differences between required and elective courses. It is possible that many of these same difficulties are faced by students on other college campuses.

The proper utilization of test results and a cumulative record system are all necessary to a well organized counseling program. Several studies have been made in which grade achievement has been the basis of evaluating the effectiveness of the work of the counseling program. However, Toven (45:459-466) reported the results of a study made to determine the effectiveness of a program of counseling at the

college level which includes factors other than grade achievement as a criteria for evaluation. An experimental group of 188 students chosen at random were matched person to person with a control group taken from the same classes. Items on which they were matched included psychological examination scores and percentile ranks, sex, chronological age, religion, initial curriculum chosen and socio-economic status. To evaluate the effectiveness of the organized counseling program, he considered such factors as graduation or non-graduation, student mortality, cumulative yearly averages achieved, the number of passing and failing grades received, the percentile ranks upon graduation, and the number of college credits completed.

Of the counseled students 53.7 per cent were graduated while only 36.2 per cent of the non-counseled group were graduated. At the end of the first year only 18.6 per cent of the counseled students discontinued as compared to 37.8 per cent discontinued from the non-counseled group. As the counseled students discontinued the counselors assisted them in formulating new educational or vocational plans, yet the non-counseled students often left college very much frustrated. Counseling aided the non-graduate to formulate plans and establish goals that were commensurate with abilities and aptitudes. The results of Toven's study furnishes evidence of what can be done in the way of assisting students by providing a well-organized and continuous counseling program.

The President's Commission on Higher Education states its position on the importance of counseling when it reports:

One of the most important instruments for accomplishing the purpose of higher education outlined in this report is an effective guidance and counseling program. In mass education, counseling provides the most likely means for adapting instruction to the individual student.

In diversifying its means and programs to meet the range of interests and abilities of an enlarging student body, the college necessarily assumes the obligation for providing the individual student with skilled and informed guidance in selecting from the variety of college offerings those best suited to his purposes and aptitudes

. . . Skillful use of measures of ability, interest, aptitude, and previous educational achievement will enable the counselor to help each student to develop a program of courses and activities adapted to his personal needs. . . .

The counseling staff should be large enough and varied enough in training, interests, and experience to provide adequate guidance also in the student's adjustment to the emotional and social problems he meets on the campus. . . . Without enlightened and enlightening counsel, he may actually derive more harm than benefit from parts of his campus experience. An expanded counseling program is essential to full realization of the enlarging aims of higher education. (32:65-66)

From the foregoing statement there is little doubt but that the Commission feels that counseling plays an important part in the program of student personnel services in higher education.

Health Services

If colleges and universities are to aid the student in making adjustments to college life -- his study habits, his extra-curricular activities, his choice of a curriculum, his social life -- provision must be made for adequate health services as an integral part of the student personnel program. These services should include both the mental and physical aspects of health. Usually, colleges and universities have considered physical and medical examinations as the first step in any health service. Physical examinations are usually required by institutions of higher learning at the time of admission. It is common practice for colleges and universities to require physical examinations of students before allowing them to engage in intercollegiate athletics.

Difficulties and problems which confront students are not only scholastic and physical, but also, the difficulties are of a psychological nature. This is borne out in a list of problems commonly reported by college students and compiled by Cole (5:204) from studies made by forty-seven different investigators concerned with everyday problems of adjustment to the college environment. In addition to such academic problems as too little guidance in the selection of courses, at least half of the students examined reported a number of social adjustments and emotional difficulties, such as: feelings of inferiority; embarrassment, or self-consciousness; newness and strangeness to campus life, with resulting feeling of being insecure and lost in a crowd; ignorance of how to make social contacts; and timidity in class.

In a study reported by Hunter and Gorton (18:256-268) they present evidence which shows the value of a psychiatric consultant to a student health clinic. The majority of students who were referred to the psychiatrist were freshmen who seemed to be bewildered, confused and overwhelmed by the new type of experiences they were meeting and the responsibilities with which they were faced. Ninety-five per cent of the cases interviewed and treated remained in college in improved conditions. Five per cent withdrew and were advised to consult other psychiatrists. Referrals to the psychiatrist were made by the health service, some by faculty members, and others were self-referrals. Hunter and Gorton stress the fact that only a psychiatrist or an especially trained social worker under psychiatric supervision is equipped to recognize the more deepseated, serious illnesses from some of the simple surface phenomena.

It is obvious that inadequate counseling services account for many of the difficulties that students continue to face after the usual short orientation period at the beginning of the school year. To meet the needs of students colleges and universities must provide adequate health services to aid students in both mental and physical health problems.

Housing and Food Services

The American Council on Education Committee on Student Personnel holds that:

Comfortable and congenial living arrangements contribute to the peace and mind of efficiency of the student. If effectively organized and supervised, the facilities that provide food and shelter can also contribute to his social development and to his adjustments to group opportunities and restraints. (50:7)

Since the personnel point of view in higher education stresses the optimum growth of the whole individual, which includes all of living, we must then recognize the housing and dining facilities as being an essential part of the whole program of student personnel services. Lloyd-Jones and Smith ". . . take the point of view that housing units are subpersonnel divisions of the larger campus personnel program." (27:190) Through the housing program the colleges and universities have an opportunity to make real contributions to the many influences and experiences which affect the development of students.

It is important that the person serving in the capacity of resident adviser have the student personnel point of view if maximum benefits to the students are to be developed. Thompson points out that a residence hall program is an excellent place to develop social competencies when she says:

. . . The right kind of residence-hall situation is an excellent setting in which to learn the techniques of dealing in human relationships and, more importantly, acquiring every-day every-minute practice in them. It would be impossible to live that intimately with a great many people for four years and not learn a great deal about them and about one's self in relation to them. The residence hall is inherently a laboratory for such learnings.

. . . Since it is the problem of every college to make the most effective use of each one of its facilities, it is essential that the person in charge of the program in the residence hall have a conception of the educational objectives of group living. (44:103)

Some colleges and universities have developed such programs as study aids; residence hall councils and self-government; varieties of activities to meet the interests and needs of the students in residence; and counseling help on problems of adjustment. McCarn in describing the plan of housing students at Northwestern University lists some of the things which it is hoped that students will get out of their living group:

1. A capacity to live happily with people their own age who have come from different backgrounds.

2. An atmosphere that makes for growth in each individual in his immediate problem of learning self-direction to replace parent direction.

3. An opportunity to practice the principles of cooperative, democratic living.

4. A discovery of intellectual interests new and compelling and enriching.

5. Some ways of using leisure time intelligently and fruitfully.

6. A chance for each student to participate actively in the program of the dormitories -- to feel himself a needed member of the group. (29:203-4)

The administration of housing seems to be one of the most difficult problems in the student personnel field. Sharing responsibility for the administration of college or university-owned residences with the business manager presents a major problem. The business manager

is concerned with the operation and physical maintenance, while the personnel services division is concerned with the use of the residence for the educational and social development of the student. Wrenn suggests the following arrangement for the administration of housing:

A director of housing, responsible to a dean or vice president for the proper functioning of all housing, should have on his staff an expert in building operation and maintenance. The man or woman so appointed as a building expert should be one of whom the controller approves, but he will report to the housing director. The financing of the buildings, original cost and maintenance, should be the joint function of dean and controller, both reporting to the president.

If such a unified plan is not adopted, and the very tangible but secondary physical aspect is allowed to dominate the educational, then one has an example of structure before function, a situation which social architecture abhors. (53:317-318)

Summary

Education broadly conceived takes into consideration the total development of the individual. The early pattern of administrative organization in most institutions did not seek the achievement of this objective or did not have the staff personnel to meet it. With the steady increase in the enrollments of institutions of higher education and changes in philosophy of higher education, demands were made upon the administration to provide adequate housing, boarding, health, recreational, counseling, testing, and other personnel services and to make them more significant in the educational program.

The acceptance of the philosophy of the development of the whole person, which is a distinctive aspect of the personnel movement, and, also, an integral part of the philosophy of modern American education, makes it extremely important that educators have a clear meaning of the coordination of the various aspects of the total educational program.

CHAPTER III

PROVISION FOR STUDENT PERSONNEL SERVICES

It will be recalled from Chapter I that it was proposed to present in this chapter the findings concerning the provision for student personnel services in state colleges and universities as revealed by data from the questionnaire. It will be recalled, too, that for purposes of comparison and analysis, since the type of program offered by the institutions cooperating in this study varied, a plan of grouping and classification according to the type of program offered was adopted, dividing the 187 participating colleges and universities into three groups as follows:

Type I. Institutions offering programs which were primarily teacher preparatory.

Type II. Institutions offering programs which were liberal arts and general, teacher preparatory, and terminal-occupational.

Type III. Institutions offering programs which were liberal arts and general with one or more professional schools.

For purposes of brevity in comparing and analyzing the data, reference will be made to the colleges and universities in the discussion to follow as being either Type I, Type II, or Type III institutions in accordance with the groupings as defined above.

Student Personnel Services Provided

An important question was that of how extensively the elements of a program of student personnel services were provided in state supported colleges and universities. The answer to this question is presented in tabular form in Table 3. None of the 187 colleges and universities answering the questionnaire failed to provide for the selection and admission of students and for the orientation of students. Other services which were mentioned as being provided in more than 90 per cent of the institutions in each of the classifications were part-time employment, counseling, social activities, testing, a physical health program, housing program, loans, recreational activities, student discipline, food services, and cumulative personnel records. The least frequently provided elements were remedial services in speech and reading, follow-up, evaluation, and a mental health program.

A possible explanation of the fact that remedial services in reading and speech were not listed more frequently as a student personnel service may be that in some colleges and universities the academic department concerned with such programs instructionally have assumed the responsibility for the remedial work, too.

It is noted in Table 3 that the service which institutions in all three classifications mentioned as being provided least frequently was mental health. While only about 50 per cent of the institutions reported that this service was provided as a part of the student personnel program, it might well be that on the campuses not reporting such service, some phases of a mental health program were provided even if not directly related to the student personnel organization. Progress

TABLE 3

**STUDENT PERSONNEL SERVICES PROVIDED IN 187 STATE COLLEGES AND
UNIVERSITIES WITH ENROLLMENTS UNDER 5,000**

Type of Service	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Selection and admission of students	74	100.0	82	100.0	31	100.0
Cumulative personnel records	68	91.9	76	92.7	30	96.8
Counseling	73	98.7	81	98.8	30	96.8
Testing	71	96.0	81	98.8	29	93.6
Health program:						
a. Physical	72	97.3	79	96.3	30	96.8
b. Mental	36	48.7	40	48.8	16	51.6
Housing program	71	96.0	79	96.3	31	100.0
Food services	67	90.5	77	93.9	31	100.0
Remedial services:						
a. Speech	56	75.7	61	74.4	20	64.5
b. Reading	54	73.0	59	72.0	19	61.3
c. Study habits	58	78.4	57	69.5	18	58.1
Orientation of students	74	100.0	82	100.0	31	100.0
Program of social activities	71	96.0	82	100.0	29	93.6
Program of recreational activities	69	93.2	78	95.1	28	90.3
Student discipline	69	93.2	79	96.3	29	93.6
Financial aids:						
a. Loans	70	94.6	79	96.3	30	96.8
b. Scholarships	66	89.2	73	89.0	29	93.6
Part-time employment	73	98.7	81	98.8	31	100.0
Placement	73	98.7	78	95.1	27	87.1
Follow-up	49	66.2	50	61.0	17	54.8
Continuing evaluation of student personnel services	50	67.6	53	64.6	17	54.8

in the program of the mental health of students has been increasing steadily in recent years along with our knowledge about mental illness and emotional and social maladjustments. The acceptance of the personnel point of view with an interest in the development of the student as an individual is relatively new in higher education. With personnel such as qualified counselors, psychiatrists, and clinical psychologists being added to the staffs of well-planned personnel programs, it would seem that higher education is cognizant of the importance of the inclusion of an effective mental health program.

A further examination of Table 3 reveals the fact that of the twenty-one elements of a student personnel program listed, seventeen were reported as being provided in more than 75 per cent of the Type I institutions. Fifteen of these elements were reported as being provided in more than 75 per cent of the Type II and Type III institutions. It would seem from the responses and the tabulations that the cooperating institutions in all three classifications considered it a definite responsibility to provide for a reasonably full program of student personnel services.

Selection and Admission of Students

Colleges and universities face the problem each year of properly assimilating its new students, and accurate information concerning prospective students is an important factor in the amount and quality of the possible service which an institution can render. The person or committee charged with the responsibility of the selection and admission of students plays a particularly important part in the program of personnel services designed to meet the needs of prospective students

as well as students already enrolled. Every student who receives intelligent guidance before he makes important choices is likely to be prepared for a greater degree of ultimate success in the work upon which he decides. Only as the prospective college student possesses accurate and adequate information concerning further scholastic work can he make intelligent preparation to enter upon that work. Particularly is this true if the college or university offers a wide variety of preparatory, vocational, or other curricula, as do so many state schools.

Equally important in the student personnel program is the securing of information concerning prospective students. Such information as data concerning the student's family, the student's anticipated college plans, the student's avocational interests, the rank of the student in the high school graduation class, a record of the student's vocational experiences, a report of the student's special abilities and disabilities, and a recommendation for college admission by the high school are mutually helpful in giving both the student and the college more of a common basis of understanding than would otherwise exist. Wrenn points out that:

. . . the difference between recruiting and selection lies in the extent to which attention is given to the best interests of each prospective student. Selection may be exacting, but if based upon research and the individualization of admission procedures it is always in the best interest of the student as well as the institution. Students admitted carelessly or upon the basis of generalized admission criteria are done a real injustice. And so are prospective students who are denied admission upon the basis of inadequate evidence. . . . (53:424)

Data showing the title of the person or committee responsible for the selection and admission of students in the state colleges and universities cooperating in this study are presented in Table 4.

TABLE 4

TITLE OF PERSON OR COMMITTEE RESPONSIBLE FOR SELECTION
AND ADMISSION OF STUDENTS

Type of Service	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Registrar	30	40.5	50	61.0	13	41.9
Admissions committee	20	27.0	17	20.7	7	22.6
Director of admissions	15	20.3	5	6.1	8	25.8
Dean/Director of student personnel services	4	5.4	3	3.7	1	3.2
Dean of students	1	1.4	2	2.4	2	6.5
Dean of instruction	3	4.1	1	1.2	-	-
Committee on admission, promotion, and graduation	1	1.4	1	1.2	-	-
Dean of administration	-	-	1	1.2	-	-
Dean of the college	-	-	1	1.2	-	-
Dean of men	-	-	1	1.2	-	-

An inspection of this table shows that the registrar was mentioned as being responsible for this function in more than 40 per cent of the Type I and Type III institutions and in 61.0 per cent of the Type II

institutions. An admissions committee and a director of admissions were the titles of committees or persons most frequently mentioned in addition to the registrar.

The selection and admission of students was reported as being the responsibility of an admissions committee by 27.0 per cent, 20.7 per cent, and 22.6 per cent of Type I, Type II, and Type III institutions respectively. Further, it is shown that 20.3 per cent of Type I institutions and 25.8 per cent of Type III institutions reported that this function was assigned to a director of admissions. It is interesting to note that only 61 per cent of the Type II institutions reported that they had a director of admissions.

In addition to the three titles referred to above there were seven other titles reported which designated the person or committee responsible for the selection and admission of students. These titles were: dean of instruction, dean or director of student personnel services, dean of students, dean of administration, dean of the college, dean of men, and a committee on admission, promotion, and graduation. Table 4 shows the number and per cent of each title in each of the three classifications of colleges and universities.

With the exception of the director of admissions which was reported by only 6.1 per cent of the Type II institutions, it would seem that institutions in each of the three classifications tend to assign the responsibility for the selection and admission of students to persons and committees with similar titles. In fact, of the ten different titles reported and listed in Table 4, three of them, the registrar, the admissions committee, and the director of admissions were reported by 87.8

per cent of the institutions in each of the Type I and Type II classifications and by 88.3 per cent of the Type III institutions.

Cumulative Personnel Forms

One of the most important functions of the student personnel program is to study the individual student in order to discover his abilities, interests, and needs and thereby to help him make an effective adjustment to college and to give shape to his future plans. This involves the collection, recording, and interpretation of much data concerning individual students and its use in counseling. The success of the personnel program is to a very large extent dependent on the system of cumulative records since the information in the records should be available and easily accessible to counselors and others qualified to use and interpret significant information.

Many sources of information are available from such places as the application for admission form, the official high school record, the health service, instructors, the residence halls, employers, and interviews. To be of use in the improved understanding of the individual student, it is the responsibility of the student personnel program to make provision for the assembling and recording of the information received from the various sources in a meaningful cumulative form.

The title of the person or committee responsible for the cumulative personnel records in state colleges and universities is tabulated in Table 5. The registrar assumed this responsibility in 28.4 per cent of the Type I institutions, 24.4 per cent of the Type II institutions, and 32.2 per cent of the Type III institutions.

TABLE 5

TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR CUMULATIVE PERSONNEL RECORDS

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Registrar	21	28.4	20	24.4	10	32.2
Dean of men - women	12	16.2	14	17.1	8	25.8
Dean or director of student personnel services	13	17.6	24	29.2	4	12.9
Dean of students	6	8.1	11	13.4	4	12.9
Counselor of students	6	8.1	1	1.2	-	-
Director of counseling and guidance	3	4.1	1	1.2	-	-
Coordinator of student personnel	1	1.4	2	2.4	-	-
Dean of administration	1	1.4	1	1.2	1	3.2
Dean of instruction	3	4.1	-	-	-	-
Recorder	1	1.4	-	-	2	6.5
Dean or director of student life	1	1.4	1	1.2	-	-
Director of student affairs	-	-	1	1.2	1	3.2

While the record kept by the registrar contains much pertinent information concerning the student, it is usually thought of as the official record of the student's academic relationship with the institution. The central personnel record, or cumulative record, which is used in many colleges and universities differs from the registrar's record in that it contains those items of information that can be used for diagnosis and counseling in relation to specific problems of students.

There were twelve different titles of persons or committees responsible for the cumulative personnel records as reported by all of the institutions. The three most frequently mentioned titles in addition to the registrar were the dean or director of student personnel services, the dean of students, and the dean of men or dean of women. The other remaining eight titles reported, and which are tabulated in Table 5, were: counselor of students, coordinator of student personnel, dean of instruction, recorder, dean of administration, dean or director of student life, director of counseling and guidance, and director of student affairs.

If the type of records kept by the personnel designated as dean or director of student personnel services, the dean of students, and the dean of men or dean of women may be regarded as substantially central personnel records, it is noted in Table 5 that the persons with these titles were reported as being responsible for the cumulative records in 41.9 per cent of Type I institutions, in 59.7 per cent of Type II institutions, and in 51.6 per cent of Type III institutions.

It would seem from Table 5 that the title of the person responsible for keeping the cumulative records tended to be quite similar in the colleges and universities in each classification. While approximately one-fourth to one-third of the respondents reported that the registrar was assigned this responsibility in their institutions, it is significant to note that over one-half of the colleges and universities in each classification reported that the responsibility for keeping the cumulative records was assigned to persons with such titles as the following: dean of men or dean of women; dean or director of student personnel services, dean of students, counselor of students, and director of counseling and guidance.

Counseling

The student personnel point of view emphasizes the development of the student as a whole. Williamson in stating the purpose of higher education and the relation of the student personnel program to the education of the student, says:

. . . The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted economic, political, or religious doctrine, or vocational skill. As a responsible participant in the societal processes of our American democracy, his full and balanced maturity is viewed as a major end-goal of education and, as well, a necessary means to the fullest development of his fellow-citizens. From the personnel point of view any lesser goal falls short of the desired objective of democratic educational processes. . . .

The realization of this objective -- the full maturing of each student -- cannot be attained without interest in and integrated efforts toward the development of each and every facet of his personality and potentialities. His need for developing a sound philosophy of life to serve as the norm for his actions now and in adult life is not neglected in the college's emphasis on his need for intellectual and professional competence. Rather are all known aspects of the personality of each student viewed by the educator and personnel worker as an integrated whole -- as a human personality living, working, and growing in a democratic society of other human personalities. (50:1-2)

One of the most effective means by which the colleges and universities can fulfill this essential phase of the personnel point of view is through the counseling process. Many phases of student personnel work can be adequately cared for by group methods, such as orientation courses and survey courses. However, many other student situations require the attention of a counselor for the specific problems and personality of the student. Group guidance must of necessity be somewhat impersonal and general, and it, therefore, must be supplemented by more attention to the individual. According to Erickson counseling is:

The entire process of helping a person having problems and needs to achieve more desirable goals. Interviewing is only one stage in the counseling process. Counseling includes:

1. Gathering data about the counselee.
2. Conferring with other persons about the counselee.
3. Interviewing
4. Giving, scoring, and interpreting tests.
5. Attempting to locate helpful information and referral sources.
6. Checking cases with others to compare notes, evaluate counseling process.
7. Following up and evaluating help given.
8. Writing up case report or recording results. (9:49)

The process of counseling in an institution of higher learning involves the utilization of such information as may be available from the high school records, health service, test profiles, college academic records, employers, residence hall reports, instructors, parents, and the extra-curricular interests of students. The program of counseling, then, to be effective should be under the supervision of an individual or office since in the counseling situation all of the information obtained about the individual student through observation, carefully kept records, and other sources of information should be readily available and usable.

An examination of Table 6 shows that four titles, namely, dean of men or dean of women, dean or director of student personnel services, dean of students, and director of counseling and guidance were reported as the most common designations of the person responsible for the counseling program in the state colleges and universities included in this investigation. The dean of men or dean of women was reported as having this responsibility in 39.2 per cent and the dean or director of student personnel services in 17.6 per cent of the Type I institutions. The dean or director of student personnel services, the dean of men or women,

and the dean of students were reported by 31.7 per cent, 20.7 per cent, and 15.9 per cent, respectively, of the Type II institutions as being responsible for the counseling program. It is further shown in Table 6 that the dean of students and the director of counseling and guidance each assumed this responsibility in 22.6 per cent of the Type III institutions. Also, in this group of colleges and universities, the dean of men and dean of women, and the dean or director of student personnel services each assumed the responsibility for counseling in 19.4 per cent of the thirty-one schools.

TABLE 6
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR COUNSELING

Person or Committee	Type of Program					
	Type I		Type II		Type III	
	(74)		(82)		(31)	
	N	%	N	%	N	%
Dean of men - women	29	39.2	17	20.7	6	19.4
Dean or director of student personnel services	13	17.6	26	31.7	6	19.4
Dean of students	7	9.5	13	15.9	7	22.6
Director of counseling and guidance	7	9.5	7	8.5	7	22.6
Counselors	6	8.1	5	6.1	-	-
Faculty advisors	4	5.4	3	3.7	1	3.2
Dean or director of student affairs	2	2.7	1	1.2	1	3.2
Guidance committee	1	1.4	3	3.7	-	-
Dean of administration	-	-	2	2.4	-	-
Director of psychological clinic	-	-	1	1.2	-	-
Director of psychological service center	-	-	-	-	1	3.2
Director of student life	1	1.4	-	-	-	-

Other titles of persons or committees responsible for the counseling program which were mentioned rather infrequently by the respondents included: counselors, faculty advisors, dean or director of student affairs, guidance committee, dean of administration, director of psychological clinic, director of psychological service center, and director of student life.

It is interesting to note in Table 6 that approximately two-fifths of the Type I institutions and one-fifth of both the Type II and Type III institutions reported that the dean of men and the dean of women were responsible for the counseling program. It would appear that the titles, dean of men and dean of women, were still retained in many of the participating institutions even though there has been considerable reference to the discontinuance of these titles during the past ten or fifteen years. There does seem to be a tendency, however, for the colleges and universities to assign the responsibility for counseling to directors of student personnel services, directors of counseling and guidance, and deans of students. This seems to be more true in Type II and Type III institutions than in Type I institutions.

Testing

Froehlich (11:196) has stated that, "tests should be introduced to supply facts which are supplementary to other evidence or to provide information not otherwise readily available or obtainable."

That the testing program is an important phase of the program of personnel services has been suggested by Lloyd-Jones and Smith when they point out that:

. . . Testing has value only in its proper relationship to the educational and vocational guidance program, as a supplementary aid for proper and wise counseling, and is merely one phase of the services in the student personnel program on the campus. (27:140)

A well planned testing program, wisely administered, should provide a means of securing additional information about students. Tests results, if wisely interpreted and used, should be most useful in providing information to supplement that which has been secured from records and interviews. The importance of the testing service and its relationship to the total counseling process is summed up very well by Blaesser in this statement:

The determination of level of ability, special aptitude, differential achievement, occupational interest patterns, and certain personality characteristics may be speeded up and refined by the use of appropriate psychological testing procedures. Since knowledge of personal characteristics is essential in the total counseling process . . . faculty counselors must be able to turn to specialists for instruction in the use and interpretation of such tools. It would be wise for the student to be referred early in his college career to the college testing agency so that he can obtain objective information about his interests and abilities. (1:42-43)

The colleges and universities which cooperated in this study reported fifteen different titles of persons, committees, or departments as being responsible for the testing program in their respective institutions as revealed in Table 7. Seven titles, including dean or director of student personnel, the psychology department, director of counseling and guidance, director of testing, dean of students, testing committee, and dean of men were those most frequently reported by 70.4 per cent, 89.0 per cent, and 87.1 per cent of Type I, Type II, and Type III institutions, respectively.

It is shown in Table 7 that 25.8 per cent of the Type III

institutions have a director of testing, while only 6.8 per cent of the Type I institutions and 12.2 per cent of the Type II institutions indicated that a person with this title administered the testing program. The dean or director of student personnel services was reported most frequently by both Type I and Type II institutions as being the title of the person in charge of the testing program. It is seen in Table 7 that 34.1 per cent of the Type II institutions and 20.3 per cent of the Type I institutions assign the responsibility for testing to the dean or director of student personnel services.

TABLE 7
TITLE OF PERSON OR COMMITTEE RESPONSIBLE FOR TESTING

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Dean or director of student personnel services	15	20.3	28	34.1	5	16.1
Director of counseling and guidance	9	12.2	9	11.0	5	16.1
Director of testing	5	6.8	10	12.2	8	25.8
Psychology department	8	10.8	6	7.3	5	16.1
Dean of students	4	5.4	9	11.0	2	6.5
Dean of men	8	10.8	2	2.4	2	6.5
Testing committee	3	4.1	9	11.0	-	-
Dean of the college	3	4.1	2	2.4	-	-
Registrar	4	5.4	1	1.2	-	-
Dean or director of student affairs	2	2.7	1	1.2	1	3.2
Dean of instruction	2	2.7	1	1.2	1	3.2
Psychological clinic	2	2.7	2	2.4	-	-
Director of admissions	3	4.1	-	-	-	-
Dean of administration	1	1.4	1	1.2	-	-
Director of student life	1	1.4	-	-	-	-

Physical and Mental Health

The health service when planned as an integral part of the educational pattern of a college or university serves as an important element in the student personnel program. To achieve the objectives of a good health program necessitates close cooperation between those charged with the responsibility for the physical and mental health of students and every other department and individual in the college or university. Instructors, counselors, and others have an opportunity to observe students who may seem to be in need of health care and advice.

The importance of the health service as an agency for understanding the student and the need for close cooperation of all agencies is well stated by Reed and Congdon, when they point out that:

No department of the institution has a better opportunity to understand and to help with student problems than has the good health service because of the traditional confidence of patient in physician and the interchange of information possible between the internist and the psychiatrist in the well-organized health service. Parenthetically, the health service will never fulfill its duties to the utmost unless there is close cooperation with deans and other educational officers and advisers. In this connection it is well to remember that so far as we know, all learning involves physiological processes. The role of the physician in the group who are concerned with understanding the student and assisting him to adjust to college seems clear. Finally, the efficient health service staff must have in mind continually the greatest good of the institution as a whole, as well as that of the individual student. (34:157)

As summarized in Table 8, it is shown that the responsibility for the physical health program was assigned to the college physician or director of health services in 41.9 per cent of Type I institutions, 39.1 per cent of Type II institutions, and 58.0 per cent of Type III institutions. Other titles most frequently reported included health

health committee, director of physical education, and college nurse. A further examination of Table 8 shows that the persons or committees with the four titles mentioned above assumed the responsibility in 83.9 per cent, 75.7 per cent, and 77.4 per cent of the Type I, Type II, and Type III institutions, respectively. In other words, when the replies of all of the colleges and universities reporting were considered, these four titles were reported by more than three-fourths of them to designate the persons or committees responsible for the administration and supervision of the physical health program.

TABLE 8

TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR THE PHYSICAL HEALTH PROGRAM

Person or Committee	Type of Program					
	Type I		Type II		Type III	
	(74)		(82)		(31)	
	N	%	N	%	N	%
College physician or director of health services	31	41.9	32	39.1	18	58.0
Health committee	9	12.2	14	17.1	2	6.5
Director of physical education	9	12.2	12	14.6	3	9.7
College nurse	13	17.6	4	4.9	1	3.2
Director or chairman of health and physical education dept.	5	6.1	8	9.8	1	3.2
Director of student personnel services	2	2.7	3	3.7	-	-
Director of health education	2	2.7	1	1.2	1	3.2
Dean of men - women	-	-	1	1.2	1	3.2
Dean of students	-	-	-	-	2	6.5
Director of student affairs	-	-	1	1.2	1	3.2
Health coordinator	-	-	2	2.4	-	-
Health clinic	1	1.4	1	1.2	-	-

It was shown previously (Table 3, p. 35) that one of the elements of the student personnel program least frequently mentioned was the mental health program, being provided by approximately 50 per cent of the colleges and universities. Yet, as shown in Table 9, these same institutions reported sixteen different titles of persons or committees responsible for the mental health program. While no title seems to stand out as being reported more frequently than others, it is noted that the dean or director of student personnel services was reported by 12.2 per cent and 13.4 per cent of Type I and Type II institutions, respectively. The psychologist, the college physician or director of health services, and the department of psychology were each reported by 9.5 per cent of the institutions in the Type III classification.

When combined, such titles as psychologist, psychological-educational clinic, psychiatrist, and mental hygienist constituted 17.8 per cent of the titles reported by Type I institutions. The titles of psychologist, psychological-educational clinic, and psychiatrist were reported by 13.4 per cent of the Type II institutions. The tendency to place the responsibility for the mental health program in the hands of people with a background in psychology is even stronger in the Type III institutions. An examination of Table 9 shows that the responsibility for the mental hygiene program in 29.1 per cent of the Type III institutions was centered in four titles which included psychologist, department of psychology, psychiatrist, and psychological-educational clinic.

TABLE 9

TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR THE MENTAL HEALTH PROGRAM

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Dean or director of student personnel services	9	12.2	11	13.4	-	-
College physician or director of health services	4	5.4	7	8.5	3	9.7
Psychologist	5	6.8	5	6.1	3	9.7
Dean of men - women	5	6.8	2	2.4	1	3.2
Psychological-educational clinic	3	4.1	4	4.9	1	3.2
Committee on health and physical education	2	2.7	5	6.1	-	-
Psychiatrist	2	2.7	1	1.2	2	6.5
College counseling service	1	1.4	2	2.4	1	3.2
Dean of students	1	1.4	-	-	2	6.5
Department of psychology	-	-	-	-	3	9.7
Director of guidance	1	1.4	1	1.2	-	-
College nurse, state psychiatrist	1	1.4	-	-	-	-
Dean of students and consulting psychiatrist	-	-	1	1.2	-	-
Mental hygienist	1	1.4	-	-	-	-
Mental hygiene clinic - state psychiatrist	1	1.4	-	-	-	-
Special counselor	-	-	1	1.2	-	-

Housing Program and Food Services

The housing and boarding services planned as a part of the student personnel program provide another means by which the college or university can contribute to the welfare and development of students. Housing and feeding arrangements, suitably supervised, should provide excellent opportunities for informal counseling and for both informal and planned social experiences for students. Hand places the influence of the student living group as one of the most important in the life of the college student when he states that:

Ranking over any other factor in college learning is the twenty-four-hours-a-day influence of the student living group. A student's adjustment to society, his scholarship, his attitudes, and his mental and physical health are as a whole largely determined by where and how he lives. (14:147)

It is important that the personnel responsible for the housing and feeding services on a college or university campus be trained in personnel work. The residential groups provide opportunities for the development of self-government within the respective residences. Cooperation with other personnel services in utilizing the housing and dining facilities can aid greatly in promoting the general development of students through counseling, integrated recreational activities, the social program, and health activities.

Lloyd-Jones and Smith express the point of view that:

. . . housing units are subpersonnel divisions of the larger campus personnel program. Dormitories for both men and women, private homes in the community which house students, and cooperative houses are all units in this program. Group living can have much the same values that family life offers and an institution that neglects its opportunities in this direction does not offer a complete educational program. (27:190)

It is shown in Table 10 that the dean of men and dean of women were responsible for the housing program in 54.1 per cent and 47.5 per cent of the Type I and Type II institutions respectively. However, in Type III institutions this responsibility was delegated to a director of housing in 41.9 per cent of those reporting. Institutions in this classification also reported that this responsibility was assumed by the dean of men and the dean of women in 22.6 per cent of their schools. Apparently the housing of students was the responsibility of the dean of men and dean of women in approximately one-half of the Type I and Type II institutions and in about one-fifth of the Type III institutions. There seemed to be a trend toward the assignment of this responsibility to a director of housing in Type III institutions.

The title of the person responsible for the management of the food services was the dietitian in 36.5 per cent and 39.0 per cent of Type I and Type II institutions respectively as shown in Table 11. Type III institutions reported the title as being director or supervisor of food services in 22.6 per cent of their schools with the title of dietitian being used by 19.4 per cent of them. While sixteen titles were reported concerning the responsibility for the food services, it is interesting to note that more than 40 per cent of the institutions in each classification reported either the dietitian or the director of food services as being the person responsible for directing this function.

There was no opportunity in the questionnaire for the respondents to indicate the relationship between the student personnel

services and the business management division. Because of the nature of student housing and food services, joint supervision of this phase of the personnel services program with the business management division is generally recommended by authorities in the field of student personnel work.

TABLE 10

TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR THE HOUSING PROGRAM

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Dean of men - women	40	54.1	39	47.5	7	22.6
Director of housing	6	8.1	4	4.9	13	41.9
Dean of students	4	5.4	7	8.5	4	12.9
Dean or director of student personnel services	3	4.1	8	9.8	1	3.2
Dean of women	6	8.1	3	3.7	1	3.2
Business manager	3	4.1	5	6.1	-	-
Housing committee	4	5.4	3	3.7	1	3.2
Director of dormitories	1	1.4	2	2.5	1	3.2
Manager of housing	1	1.4	1	1.2	2	6.5
Director of student affairs	-	-	2	2.5	1	3.2
Secretary to president	2	2.7	1	1.2	-	-
Dean of administration	-	-	2	2.5	-	-
President	1	1.4	1	1.2	-	-
Dean of the college	-	-	1	1.2	-	-

TABLE 11
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR FOOD SERVICES

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Dietitian	27	36.5	32	39.0	6	19.4
Director or supervisor of food services	10	13.5	9	11.0	7	22.6
Manager of cafeteria	5	6.8	10	12.2	3	9.7
Business manager	6	8.1	6	7.3	5	16.1
Manager or director of dining hall	-	-	6	7.3	4	12.9
Manager or director of union	2	2.7	4	4.9	2	6.5
Dean of women	3	4.1	3	3.7	-	-
Dormitory manager	4	5.4	-	-	2	6.5
Dean of students	1	1.4	2	2.5	2	6.5
Business manager and dietitian	2	2.7	1	1.2	-	-
President	3	4.1	-	-	-	-
Student-faculty board	2	2.7	1	1.2	-	-
Bursar and dean of women	1	1.4	1	1.2	-	-
Dean of administration	-	-	1	1.2	-	-
Director, department of business and finance	1	1.4	-	-	-	-
Supervisor of auxiliaries	-	-	1	1.2	-	-

Remedial Services

Recognizing that students may enter college with deficiencies in the areas of speech, reading, English, mathematics, and proper study habits, authorities in student personnel work recommend that colleges and universities make provision in their programs for such assistance in these areas as may be needed by students. That colleges and universities should provide remedial services for students who need help was suggested by Williamson as he pointed out factors related to a student's success in college or university.

The college or university has a primary responsibility in selecting for admission students who have basic qualities of intelligence and aptitudes necessary for success in a given situation. However, many otherwise able students fail, or do not achieve up to maximum capacity, . . . because of deficiency in reading or study skills, because they do not budget their time properly . . . In order that each student may develop effective work habits and thereby achieve at his optimum potential, the college or university should provide services through which the student may acquire the skills and techniques for efficient utilization of his ability. . . . the student may also need remedial reading and speech services, training in effective study habits, remediation of physical conditions, counseling concerning his personal motivations, and similar related services. (50:7)

From Table 12 it is revealed that the speech department was reported most frequently as being responsible for the remedial speech program. Approximately three-eighths of the colleges and universities in each of the three groupings reported that the speech department assumed this responsibility in their respective institutions. It is shown that the English department was mentioned next in order to the Speech department in assuming this responsibility. The title, director of speech clinic, was listed next in order by institutions in all three groupings according to Table 12.

TABLE 12
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR REMEDIAL SPEECH

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Speech department	29	39.2	31	37.8	12	38.7
English department	13	17.6	15	18.3	4	12.9
Director, speech clinic	9	12.2	13	15.8	2	6.5
Speech correctionist	1	1.4	1	1.2	1	3.2
Speech and hearing clinic	2	2.7	-	-	-	-
Psychological-educational clinic	2	2.7	1	1.2	1	3.2

In Table 13 it is shown that the English department, the department of education, and the director of the reading clinic were most frequently reported as being responsible for the remedial reading program.

TABLE 13
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR REMEDIAL READING

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
English department	17	23.0	26	31.7	8	25.8
Department of education	17	23.0	8	9.8	2	6.5
Director of reading clinic	10	13.5	10	12.2	3	9.7
Director, student personnel services	3	4.1	7	8.5	-	-
Psychological-educational clinic	-	-	5	6.1	1	3.2
Reading specialist	3	4.1	2	2.4	1	3.2
Counselors	2	2.7	-	-	2	6.5
Orientation course	1	1.4	-	-	1	3.2
Psychology department	1	1.4	-	-	1	3.2
Director of guidance	-	-	1	1.2	-	-

In the Type I institutions the English department and the department of education were each reported by 23 per cent of the schools. The English department assumed the responsibility for the remedial reading program in 31.7 per cent of the Type II schools and also for the program in 25.8 per cent of the Type III schools.

An examination of Table 14 indicates that the dean of men and the dean of women were assigned the responsibility for the remedial study habits program in 20.3 per cent of the Type I institutions. In this same group of colleges and universities counselors were assigned the responsibility in 16.2 per cent of the schools and 13.5 per cent having indicated that this function was carried on through orientation courses. Remedial work in study habits was reported as the responsibility of the counselors in 20.7 per cent of the schools and of the dean or director of student personnel services in 18.3 per cent of the schools classified as Type II. In the Type III institutions, 22.6 per cent reported that this responsibility was given to the counselors.

TABLE 14

TITLE OF PERSON OR COMMITTEE RESPONSIBLE FOR REMEDIAL STUDY HABITS

Person or Committee	Type of Program					
	Type I		Type II		Type III	
	(74)		(82)		(31)	
	N	%	N	%	N	%
Counselors	12	16.2	17	20.7	7	22.6
Dean or director of student personnel services	6	8.1	15	18.3	2	6.5
Dean of men - women	15	20.3	4	4.9	2	6.5
Orientation course	10	13.5	6	7.3	1	3.2
Dean of students	6	8.1	3	3.7	3	9.7
Psychology department	2	2.7	5	6.1	1	3.2
Director of guidance	3	4.1	4	4.9	-	-
Department of education	3	4.1	-	-	-	-
English department	1	1.4	-	-	-	-
Psychological-educational clinic	-	-	3	3.7	-	-

The academic departments concerned with the institutions of specific subject matter fields frequently have assumed the responsibility for the remedial work in their respective fields. However, an increasing acceptance of the student personnel point of view in the colleges and universities should bring about a closer relationship between the student personnel program and the various departments in offering the needed remedial services. The addition of psychological-educational clinics, staffed with qualified personnel, to a program of student personnel services should increase the effectiveness of the remedial services on the campuses able to provide such a clinic.

Orientation of Students

The orientation process is considered as a program of activities designed to assist students in their social, scholastic, emotional, and personal adjustment to the college or university campus.

Effective pre-college guidance and effective induction procedures must be supplemented by a continuous program of orientation while the student is in college. For, as Wrenn states:

Orientation is part of the counseling and group processes carried on throughout the college years. In a sense, orientation is the initial step in meeting the day-by-day problems of college life. The orientation aspect of personnel work is most prominent at the beginning of the freshman year and near the end of the senior year. At the latter time the student is confronted with the problem of what to do with his life after college, for which college has been a prelude. (53:290)

A program of orientation activities, then, must depend for its success upon the effectiveness with which it is organized and administered, as well as the type of activities which it includes. Provision should be made for a person or committee to be responsible for the

coordination of all activities which are included in the continuous process of orientation.

The dean or director of student personnel, the dean of students, the dean of men or dean of women, and the orientation committee were the four titles of persons or committees most frequently reported by the colleges and universities as being responsible for the orientation program according to the tabulations as shown in Table 15.

TABLE 15
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR THE ORIENTATION OF STUDENTS

Person or Committee	Type of Program					
	Type I		Type II		Type III	
	(74)		(82)		(31)	
	N	%	N	%	N	%
Dean or director of student personnel services	17	23.0	23	28.0	4	12.9
Dean of students	10	13.5	22	26.8	10	32.2
Dean of men - women	20	27.0	7	8.5	6	19.4
Orientation committee	9	12.2	9	11.0	8	25.8
Freshman week committee	6	8.1	5	6.1	-	-
Student personnel committee	3	4.1	4	4.9	-	-
Counselors	-	-	4	4.9	2	6.5
Dean of the college	3	4.1	3	3.7	-	-
Director of counseling and guidance	4	5.4	-	-	1	3.2
Guidance committee	1	1.4	3	3.7	-	-
Coordinator of student counseling	1	1.4	2	2.4	-	-

It is also shown in this table that the dean of men or dean of women was reported as being assigned this responsibility in 27.0 per cent of the Type I institutions. The dean or director of student personnel, the dean of students, and an orientation committee were reported by 28.0 per cent, 13.5 per cent, and 12.2 per cent, respectively, of the Type I institutions as being responsible for the orientation program of the institutions. In the Type II institutions the dean or director of student personnel services was reported by 28.0 per cent of the schools and the dean of students by 26.8 per cent of the schools as being assigned the responsibility for administering the orientation program. In this group of colleges and universities the title listed as orientation committee was reported by 11.0 per cent of the schools.

Further inspection of Table 15 shows that in Type III institutions the dean of students was given the responsibility for the orientation program in 32.2 per cent of the schools and that the orientation committee had this responsibility in 25.8 per cent of this group of schools. In 19.4 per cent of the schools the dean of men or dean of women was assigned this responsibility and 12.9 per cent reported that the dean or director of student personnel administered the orientation program.

Social and Recreational Activities

That the activities program is an important phase of college was emphasized by Strang when she said:

Just as essential as a curriculum that meets the needs of all the students admitted to the college or university is a program of outside-of-class activities that provides additional experiences basic to the social education and personal development of each student. . . . (41:244)

Undoubtedly the extra-curricular activities of the college or university have an important bearing upon all that the student does and achieves. Student activities offer an opportunity for the development of leadership, self-realization, good citizenship, poise, and all-around growth. As Scott has stated:

. . . Extra-curriculum activities . . . are a part of the life and concern of a very large proportion of students. They make their contribution to the individual learning process and to the development or acquisitions of attitudes, appreciations, and kinds of behavior as well as of information and skills. They are a part of the complex of intellectual, social, and emotional factors at college which help to cause the individual to become what he becomes, and their impact upon his personality cannot easily be differentiated from the impact of his other experiences. (38:211)

The person or committee directing the student activities program should develop a balanced program of social and recreational activities on the campus. Lloyd-Jones and Smith place considerable importance on a well organized and well directed program of extra-curricular activities when they point out that:

. . . Extracurricular activities can provide the best possible means for developing fine leaders and followers, but this development can be very haphazard and unsatisfactory unless the extracurricular program is recognized as an important part of the total educational program of the institution and placed under the direction of someone who is competent to cultivate its potentialities. . . . (27:168)

An examination of the tabulations of Table 16 shows that most colleges reported that the responsibility for the social activities on their campuses was delegated to a social affairs or activities committee. The dean of women or the combination of the dean of men and the dean of women were listed by the colleges and universities as being the persons mentioned most frequently other than the social affairs committee in assuming the responsibility for the social activities program.

TABLE 16
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR THE PROGRAM OF SOCIAL ACTIVITIES

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Social affairs (or activities) committee	20	27.0	30	36.6	8	25.8
Dean of women	20	27.0	18	22.0	4	12.9
Dean of men and dean of women	10	13.5	8	9.8	6	19.4
Director of student activities	4	5.4	3	3.7	3	9.7
Student council	2	2.7	5	6.1	-	-
Dean of students	3	4.1	3	3.7	1	3.2
Dean or director of student personnel services	1	1.4	4	4.9	2	6.5
Social life and recreation committee	3	4.1	1	1.2	2	6.5
Personnel committee	2	2.7	2	2.4	-	-
Social director	2	2.7	1	1.2	-	-
Dean (or director) of student life	1	1.4	2	2.4	-	-
Dean (or director) of student affairs	1	1.4	1	1.2	1	3.2
Student activities and welfare committee	1	1.4	1	1.2	1	3.2
Student affairs committee	-	-	3	3.7	-	-
Calendar committee	1	1.4	-	-	1	3.2

According to Table 16 the same number of Type I institutions list the dean of women and the social affairs committee as being in charge of the social program. By combining those who reported that the dean of women and the combination of the dean of men and dean of women were responsible for the program, it was found that 40.5 per cent of the

Type I schools place the responsibility in these two offices. The situation was a little different in the Type II schools with 36.6 per cent having reported that the social affairs committee was responsible for the social activities program. Again, the dean of women was responsible in 22.0 of the schools for the program with 31.8 per cent reporting that the dean of women and the combination of the dean of men and dean of women directed the program.

It is further shown in Table 16 that the dean of women and the combination of the dean of men and dean of women were responsible for the social activities program in 32.3 per cent of the Type III institutions. The responsibility was assigned to a social affairs committee in 25.8 per cent of their schools.

A director of student activities was mentioned as being in charge of the social activities program in only 5.4 per cent of the Type I institutions; 3.7 per cent of the Type II institutions; and 9.7 per cent of the Type III institutions.

The responsibility for the supervision and administration of the program of recreational activities in the colleges and universities participating in this study seemed to be that of the physical education department as shown in Table 17. In the Type I institutions the physical education department was named by 33.8 per cent of the schools as being responsible for the program. In the Type III schools it is interesting to note that a faculty-student recreation committee was listed by 18.3 per cent of the schools and the physical education department which was mentioned most frequently in the Type I schools was listed by only 20.7 per cent of the schools in this group. Further inspection of

Table 17 reveals that the physical education department was mentioned most frequently, 19.4 per cent, by the schools in Type III institutions. However, in this same group of colleges and universities a director of intra-murals was mentioned by 16.1 per cent of the schools and a director of student activities by 9.7 per cent of them. The dean of men and dean of women, also, are listed as being in charge of the recreational activities program by 9.7 per cent of the Type III institutions and by 12.2 per cent of the Type I institutions.

TABLE 17

TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR THE PROGRAM OF RECREATIONAL ACTIVITIES

Person or Committee	Type of Program					
	Type I		Type II		Type III	
	(74)		(82)		(31)	
	N	%	N	%	N	%
Physical education department	25	33.8	17	20.7	6	19.4
Faculty-student recreation committee	7	9.5	15	18.3	2	6.5
Department of health and physical education	4	5.4	8	9.7	2	6.5
Dean of men - women	9	12.2	2	2.4	3	9.7
Director of intra-murals	4	5.4	3	3.7	5	16.1
Faculty committee	4	5.4	7	8.5	-	-
Dean of students	3	4.1	5	6.1	2	6.5
Student council	7	9.5	3	3.7	-	-
Dean or director of student personnel services	1	1.4	6	7.3	3	9.7
Dean of women	2	2.7	7	8.5	-	-
Director of student activities	-	-	4	4.9	3	9.7
Social activities committee	3	4.1	-	-	1	3.2
Committee on student activities	-	-	1	1.2	1	3.2

Student Discipline

With the growing acceptance of the student personnel point of view, there has been a tendency on the part of colleges and universities to change their concept of student discipline from that of restriction and punitive measures to a concept in which discipline is made a part of the educational pattern. Since the student personnel program is basically a part of the educational process for the effective adjustment of students through individual and group counseling, it plays an important role in this newer concept of student discipline.

That the disciplinary function may well be related to student counseling is stated by Hawkes when she says:

The regulation of student conduct, in harmony with the concept of serving the best needs of the total personality, calls for diagnosis and appraisal on a clinical counseling basis, in an effort to reorient the individual in the framework of societal demands and expectations. In other words, discipline should be educational rather than punitive, and should consider always the rights and welfare of the individual up to the point where the rights and welfare of the group, of which he is a part, must be considered. Disciplinary action of a purely punitive nature should not be taken until all remedial measures have been tried and failed. (16:117)

Approximately one-fifth of the colleges and universities in each of the three classifications reported that the dean of men and dean of women were responsible for student discipline according to the tabulations which are shown in Table 18. In the Type I institutions the dean of men and dean of women were reported by 21.6 per cent of the schools as having this responsibility with a faculty discipline committee being reported by 14.9 per cent, the dean of the college by 12.2 per cent, and a student personnel committee by 10.8 per cent of the schools. Table 18 also shows that in the Type II institutions the dean of men

and dean of women were responsible for student discipline in 23.2 per cent of their schools with a faculty discipline committee being responsible in 18.3 per cent of the schools. In this same classification of colleges and universities the dean of students and a faculty-student committee on discipline were each mentioned by 11.0 per cent of the institutions. The same general pattern prevails in the Type III institutions with a faculty discipline committee mentioned by 22.6 per cent; the dean of men and dean of women by 19.4 per cent; the dean of students by 16.1 per cent; and a faculty-student committee on discipline by 12.9 per cent.

TABLE 18
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR STUDENT DISCIPLINE

Person or Committee	Type of Program					
	Type I		Type II		Type III	
	(74)		(82)		(31)	
	N	%	N	%	N	%
Dean of men - women	16	21.6	19	23.2	6	19.4
Faculty discipline committee	11	14.9	15	18.3	7	22.6
Dean of students	6	8.1	9	11.0	5	16.1
Faculty-student committee on discipline	4	5.4	9	11.0	4	12.9
Student personnel committee	8	10.8	5	6.1	2	6.5
Dean of the college	9	12.2	4	4.9	-	-
Dean or director of student personnel services	6	8.1	6	7.3	1	3.2
Administrative council or committee	1	1.4	5	6.1	2	6.5
Student council	3	4.1	3	3.7	1	3.2
Dean or director of student affairs	1	1.4	2	2.4	1	3.2
President	4	5.4	-	-	-	-
Student problem committee	-	-	2	2.4	-	-

Student Financial Aid

Several types of financial aid including scholarships, grants-in-aid, part-time employment, fellowships, and loans are available in colleges and universities. The administration of the financial aid program should take into consideration the need of students for financial assistance, the amount of time which students might well afford to take from study time, the possible effect of the mental and physical health of the student, and the possibilities of developing in the students those attitudes and abilities which tend to make them increasingly self-sufficient.

The need for centralizing the responsibility for the administration of financial aid in colleges and universities has been suggested by Wrenn when he points out that:

A "student personnel point of view" has seldom invaded a financial aid program, and yet it is most necessary that this step be taken. Tradition has it that a scholarship or a fellowship has more prestige than part-time employment or a loan. Therefore student employment is frequently not even linked with financial aid in the form of scholarships and loans. A student on many campuses can get a loan, and then secure part-time work, each from a different person and with no cross examination. And yet both loan funds and employment are limited in resources. Justice to all students is impossible with such sharp separation of types of financial aid. Organizing as one unit in a personnel program the total facilities of financial aid means relating such aid more closely to counseling information and to personnel records. . . . (55:363)

The colleges and universities participating in this study were asked to list the name of the person or committee responsible for the administration of three financial aids to students, loans, scholarships, and part-time employment.

It is shown in Table 19 that the administration of the loans was the responsibility of a loan fund committee in 33.8 per cent of the

TABLE 19
TITLE OF PERSON OR COMMITTEE RESPONSIBLE FOR LOANS

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Loan fund committee	25	33.8	22	26.8	12	38.7
Dean of men - women	9	12.2	12	14.6	3	9.7
Dean or director of student personnel services	7	9.5	11	13.4	1	3.2
Business manager	6	8.1	11	13.4	4	12.9
Dean of students	4	5.4	7	8.5	3	9.7
President	7	9.5	4	4.9	1	3.2
Scholarship committees	1	1.4	2	2.4	3	9.7
Dean of the college	3	4.1	2	2.4	-	-
Registrar	2	2.7	3	3.7	-	-
Dean of administration	-	-	4	4.9	-	-
Dean of men	3	4.1	1	1.2	-	-
Scholarships and loans committee	-	-	-	-	2	6.5
Student aid or loan corporation	2	2.7	-	-	-	-
Committee on student economic services	-	-	-	-	1	3.2

Type I institutions; 26.8 per cent of the Type II institutions; and 38.7 per cent of the Type III institutions. The dean of men and dean of women were mentioned by 12.2 per cent of the Type I institutions, by 14.6 per cent of the Type II institutions and by 9.7 per cent of the Type III institutions as having this responsibility. The dean or director of student personnel services and the business manager were each reported by 13.4 per cent of the Type II institutions as being in charge of the loan program. It is also noted in Table 19 that the

business manager was reported as being responsible for administering the loan program in 12.9 per cent of the Type III institutions. In the Type I schools the president was reported as being in charge of the program in 9.5 per cent of the schools.

In addition to the titles referred to above there were eight other titles reported which designated the person or committee responsible for the loan program. The number and per cent of each of these titles in institutions in each of the three classifications of institutions which are shown in Table 19 were: dean of students, scholarship committee, dean of the college, registrar, dean of administration, scholarships and loans committee, student aid corporation, and committee on student economic services.

As shown in Table 20 the administration of the scholarship program seems to be the responsibility of a committee on scholarships in most of the colleges and universities in each classification. This committee was reported by 36.5 per cent of the Type I institutions, 45.1 per cent of the Type II institutions, and 48.4 per cent of the Type III institutions. In the Type I institutions the president was reported as having the responsibility for the administration of the scholarship program in 14.9 per cent of the schools. Approximately one-eighth of the Type II schools reported that the dean of men and dean of women administered the scholarship program.

If the positions designated as dean or director of student personnel services and dean of students may be regarded as essentially similar, it is seen in Table 20 that these two officials were reported as being responsible for the administration of the scholarship in 10.8

per cent, 11.0 per cent, and 12.9 per cent of the Type I, Type II, and Type III institutions, respectively.

Other titles mentioned less frequently and which are tabulated and shown in Table 20 were: faculty committee on student aid, registrar, deans of colleges, admissions and scholarship committee, dean of administration, director of admissions, administrative council, and committee on student economic services.

TABLE 20
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR SCHOLARSHIPS

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Committee on scholarships	27	36.5	37	45.1	15	48.4
Dean of men - women	6	8.1	10	12.2	-	-
President	11	14.9	3	3.7	1	3.2
Dean or director of student personnel services	4	5.4	6	7.3	1	3.2
Dean of students	4	5.4	3	3.7	3	9.7
Admissions and scholarship committee	2	2.7	4	4.9	2	6.5
Faculty committee on student aid	2	2.7	3	3.7	3	9.7
Registrar	4	5.4	2	2.4	-	-
Business manager	2	2.7	2	2.4	-	-
Deans of colleges	-	-	-	-	3	9.7
Dean of administration	-	-	2	2.4	-	-
Director of admissions	1	1.4	1	1.2	-	-
Administrative council	2	2.7	-	-	-	-
Committee on student economic services	-	-	-	-	1	3.2

As revealed by an inspection of Table 21 the dean of men and dean of women were responsible for the administration of the part-time employment program in 43.2 per cent of the Type I institutions. The dean of student personnel services was mentioned by 12.2 per cent and the dean of students by 10.8 per cent as having the responsibility for part-time employment in Type I institutions. The percentage of the frequency of mention of the title of person or committee in charge of part-time employment in Type II institutions is shown to be dean of men and dean of women, 24.4 per cent; dean or director of student personnel services, 14.6 per cent; director of student employment, 12.2 per cent; and, the dean of students, 8.5 per cent.

It is shown in Table 21 that in the Type III institutions the dean of students administered the part-time employment program in 25.8 per cent of the colleges. Others mentioned most frequently in this group of colleges and universities were the director of student employment, 16.1 per cent; the dean of men and dean of women, 12.9 per cent; and the director of placement, 12.9 per cent.

Nine other titles which were reported less frequently which designated the person or committee responsible for the part-time employment program and which are shown in Table 21 were: president, student work committee, student aid committee, dean of the college, dean of student affairs, committee on part-time employment, committee on student economic services, director of campus Y. M. C. A., and director of student activities.

It would seem from the responses from the institutions in each of the three classifications that the supervision and administration of

both loans and scholarships tended to be that of a committee set up for this particular purpose.

The responsibility for the part-time employment program tended to be a responsibility of one of the personnel offices, that is, the dean of men, the dean of women, the dean of students, and the dean or director of student personnel services. It is interesting to note that while the placement office on some campuses assumes the responsibility for part-time employment, that the percentage of the respondents who reported such an arrangement on their respective campuses was rather small.

TABLE 21
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR PART-TIME EMPLOYMENT

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Dean of men - women	32	43.2	20	24.4	4	12.9
Dean of students	8	10.8	7	8.5	8	25.8
Dean or director of student personnel services	9	12.2	12	14.6	3	9.7
Director of student employment	1	1.4	10	12.2	5	16.1
Director of placement	4	5.4	5	6.1	4	12.9
Business manager	6	8.1	5	6.1	1	3.2
Student aid committee	2	2.7	4	4.9	1	3.2
Student work committee	2	2.7	3	3.7	2	6.5
Dean or director of student affairs	1	1.4	2	2.4	2	6.5
Committee on part-time employment	2	2.7	3	3.7	-	-
Dean of the college	1	1.4	2	2.4	-	-
Committee on student economic affairs	-	-	-	-	1	3.2
Director of campus Y. M. C. A.	-	-	1	1.2	-	-
Director of student activities	-	-	1	1.2	-	-
President	5	6.8	6	7.3	-	-

Placement and Follow-Up

The centralization of placement functions on a college or university campus seems desirable. Such centralization lessens the number of contacts which a prospective employer need make prior to visiting a campus in seeking prospective candidates for employment. Also, it should make it much simpler for interviews to be arranged between the prospective employer and graduating students.

The placement office should have in its files all pertinent information concerning individual graduating students who are seeking employment. This information should be readily available to employing officials. Likewise, information concerning potential employment possibilities, adequate description of vacancies and working conditions, and employment trends should be kept up-to-date and made available to students by the placement service. To function effectively, the placement service needs to cooperate fully with all departments or divisions of the college or university as well as with the potential employers. Through close cooperation the placement office should be in a position to nominate qualified candidates for job openings which it receives. Also, by keeping in touch with employers it should be possible for the placement service to keep candidates for employment from all departments of the institution fully informed of opportunities for employment.

The placement of a graduate in a job should not terminate the placement office's interest in the graduating student. A college or university should be interested in the satisfactory adjustment of the graduate on the job as well as assisting him in promotions and the securing of better jobs for him. The follow-up function is closely

related to the placement service. Placement follow-up may be considered to have two main purposes according to Wrenn (53:405): " . . . (1) Individual student follow-up to assist the individual in his job adjustment; and (2) more general follow-up to secure information regarding former students, alumni reactions, and job conditions that will be useful in educational planning."

The colleges and universities participating in this study were asked to list the title of the person or committee in charge of the placement services on their respective campuses. Their replies are tabulated in Table 22. Nearly one-half of the institutions in each of the three classifications reported that the responsibility for placement on their respective campuses was in charge of a director or supervisor of placement. Another title mentioned by institutions in all three classifications of colleges and universities was a placement bureau or service. This title was mentioned by 12.2 per cent of Type I institutions, 11.0 per cent of Type II institutions, and 12.9 per cent of Type III institutions. In Type I institutions the department heads were reported as being responsible for placement by 12.2 per cent of the respondents. In Type III institutions the dean or director of student personnel services was mentioned as being responsible for the program by 12.9 per cent of the schools.

In addition to the four titles referred to above there were eight other titles reported which designated the person or committee responsible for the placement program. These titles which are listed in Table 22 by number and per cent as reported by institutions in each classification were: dean of the college, dean of students, director

of student teaching, committee on placement, director of student employment, alumni office, dean of instruction, and director of laboratory school.

TABLE 22
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR PLACEMENT

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Director or supervisor of placement	34	45.9	38	46.3	15	48.4
Placement bureau or service	9	12.2	9	11.0	4	12.9
Dean or director of student personnel services	-	-	9	11.0	4	12.9
Department heads	9	12.2	4	4.9	-	-
Director of student teaching	8	10.8	2	2.4	-	-
Dean of the college	5	6.8	4	4.9	-	-
Dean of students	2	2.7	5	6.1	1	3.2
Committee on placement	1	1.4	4	4.9	1	3.2
Director of student employment	1	1.4	3	3.7	-	-
Alumni office	-	-	-	-	2	6.5
Dean of instruction	2	2.7	-	-	-	-
Director of laboratory school	2	2.7	-	-	-	-

It is shown in Table 23 that the director of placement is the title of the person most frequently mentioned as being responsible for the follow-up program. This title was mentioned by 35.1 per cent of the Type I institutions; 25.6 per cent of the Type II institutions; and by 29.0 per cent of the Type III institutions. The dean or director of student personnel services was mentioned as being responsible for the follow-up

program by 18.3 per cent of the Type II institutions and by 16.1 per cent of the Type III institutions. The director of student teaching was reported by 14.9 per cent of the Type I institutions as being the person responsible for the follow-up program in these colleges and universities.

TABLE 23
TITLE OF PERSON OR COMMITTEE RESPONSIBLE
FOR FOLLOW-UP

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Director of placement	26	35.1	21	25.6	9	29.0
Dean or director of student personnel services	1	1.4	15	18.3	5	16.1
Director of student teaching	11	14.9	1	1.2	-	-
Dean of the college	2	2.7	5	6.1	1	3.2
Director of public relations	2	2.7	4	4.9	1	3.2
Heads of departments	2	2.7	1	1.2	-	-
Dean of students	-	-	1	1.2	1	3.2
Co-ordinator of field services	2	2.7	-	-	-	-
Dean of administration	-	-	1	1.2	-	-
Dean of instruction	1	1.4	-	-	-	-
Director of off-campus activities	-	-	1	1.2	-	-
Director of special services	1	1.4	-	-	-	-
Integration department	1	1.4	-	-	-	-

The tabulations of the titles in Table 22 and Table 23 would tend to indicate that there was a tendency on the part of the institutions in this study to assign the placement function and the follow-up function to the same official. For example, the director of placement was

mentioned most frequently by institutions in each classification as being responsible for both placement and follow-up. It is noted, too, that the director of student teaching was mentioned as being responsible for the placement program in 10.8 per cent, and for follow-up in 14.9 per cent of the Type I institutions.

Evaluation

An evaluation of the program of student personnel services is considered an integral part of the entire program. Evaluation, which must be considered a continuous process, should indicate areas in which the various services are of value to the students and, also, pointing out those areas that are ineffective for the student or the institution and need to be modified or discontinued. Hawkes has suggested certain principles which must underlie any evaluative process and may be applied to an evaluation of student personnel services.

She lists:

1. Evaluations must of necessity be in terms of specific services rather than in terms of the program as a whole.
2. Evaluations require a clear concept of the objective of the service being evaluated, and they should check the effectiveness of the techniques and procedures used to achieve those objectives.
3. Plans for the installation of new personnel services should include plans for the evaluation of those services.
4. Although evaluation is more effective if it is planned on a long range basis, it cannot wait for the developments of ideal instruments and procedures.
5. Evaluation should be in terms of the needs of the persons whom the service is designed to serve: students, faculty, administration, and the society of which they are a part.
6. Criteria used in evaluations should be varied and comprehensive and should not be restricted to academic achievement alone. (16:120-121)

It is shown in Table 24 that the responsibility for the evaluation of student personnel services was delegated to a student personnel committee in 32.4 per cent of Type I institutions, 20.7 per cent of the Type II institutions, and 25.8 per cent of Type III institutions. The dean or director of student personnel services assumed this responsibility in 18.3 per cent of the Type II institutions and 10.8 per cent of the Type I institutions. The Type III institutions reported that the dean of students was responsible for the evaluation of student personnel services in 16.1 per cent of their institutions.

TABLE 24
TITLE OF PERSON OR COMMITTEE RESPONSIBLE FOR EVALUATION

Person or Committee	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Student personnel committee	24	32.4	17	20.7	8	25.8
Dean or director of student personnel services	8	10.8	15	18.3	2	6.5
Dean of students	6	8.1	7	8.5	5	16.1
Faculty guidance committee	2	2.7	6	7.3	2	6.5
Administrative council	1	1.4	3	3.7	-	-
Dean of men - women	2	2.7	2	2.4	-	-
Director of counseling	3	4.1	-	-	-	-
President	2	2.7	-	-	-	-
Curriculum council	1	1.4	-	-	-	-
Dean of administration	-	-	1	1.2	-	-
Dean of instruction	-	-	1	1.2	-	-
Director of public relations	-	-	1	1.2	-	-
Evaluation committee	1	1.4	-	-	-	-

It is interesting to note that approximately two-thirds of the Type I and Type II institutions and slightly over one-half of the Type III institutions have indicated that they have a person or a committee responsible for the evaluation of student personnel services. As was suggested above, a continuous evaluation of the student personnel services should bring personnel workers to a clearer understanding of their common objective. However, an institution of higher education needs to evaluate all of its resources which contribute to the education of the student if he is to be assisted in developing to the limits of his potentialities. To consider the student as a whole and to individualize the educational program cannot be accomplished by the personnel staff working alone or independent of the instructional staff and other administrative units. The evaluation process, if it is to meet the needs of the individual student, must be a cooperative undertaking carried on by all agencies of the college or university.

Summary

The purpose of this chapter was to present the findings concerning the student personnel services provided by the colleges and universities participating in this study. The presentation included the title of the person or committee responsible for administering each of the services provided by the cooperating institutions.

A total of 187 colleges and universities, classified into three groups according to type of program offered, returned the questionnaire. The three groups were:

Type I. Institutions offering programs which were primarily teacher preparatory.

Type II. Institutions offering programs which were liberal arts and general, teacher preparatory, and terminal-occupational.

Type III. Institutions offering programs which were liberal arts and general with one or more professional schools.

None of the 187 colleges and universities failed to provide for the selection and admission of students and for the orientation of students. More than 90 per cent of the institutions in each of the three classifications indicated that they provided for the following services: part-time employment, counseling, social activities, testing, a physical health program, housing program, loans, recreational activities, student discipline, food services, and cumulative personnel records. The provision for a mental health program was mentioned least frequently by institutions in each of the three classifications.

The registrar was reported as being responsible for the selection and admission of students in approximately two-fifths of the Type I and Type III institutions and approximately in three-fifths of the Type II institutions. Two other titles reported by the respondents next in order to the registrar were an admissions committee and a director of admissions.

In the Type I and Type III schools the registrar was mentioned most frequently, and second in order by Type II schools, as being responsible for the cumulative personnel records. The dean or director of student personnel services was mentioned most frequently as having this responsibility by the Type II institutions. Other titles which were mentioned by at least ten per cent of the institutions included the dean of men and dean of women and the dean of students.

The responsibility for counseling tended to vary from one classification to the other. The dean of men and dean of women assumed this responsibility in approximately two-fifths of the Type I institutions and in approximately one-fifth of the institutions in the Type II and Type III classifications.

The dean or director of student personnel services was mentioned most frequently by the Type II institutions, approximately three-tenths of them, as being responsible for the counseling program. The dean of students and the director of counseling and guidance were each mentioned by 22.6 per cent of the Type III institutions as being responsible for the counseling program.

The responsibility for the administration of the testing program differed from one classification to the other. A director of testing was reported as being responsible for this phase of the personnel program by one-fourth of the Type III schools. About one-eighth of the Type II schools and less than ten per cent of the Type I schools reported this title. The dean or director of student personnel services was mentioned most often by the Type I and Type II schools as being responsible for the testing program. Other titles which were mentioned by at least ten per cent of the institutions in one or more of the classifications included the director of counseling and guidance, the psychology department, dean of students, dean of men, and testing committee.

The college physician or director of health services was reported most frequently as being responsible for the administration of the physical health program by institutions in each of the three types of

program. Three other titles which were mentioned by ten per cent of the schools in one or more of the classifications were: a health committee, the director of physical education, and the college nurse.

Sixteen different titles were reported by the colleges and universities to indicate the person or committee responsible for the mental health program. The dean or director of student personnel services was reported as having this responsibility in approximately one-eighth of the institutions in each of the Type I and Type II groupings. No title seemed to be mentioned frequently enough to attach any significance to it. However, by combining titles which would require personnel with a strong background in psychology it was found that such titles were reported by 17.8 per cent of Type I institutions, 13.4 per cent of Type II institutions, and 29.1 per cent of Type III institutions. Included in these titles were: psychologist, psychiatrist, psychological-educational clinic, mental hygienist, and the department of psychology.

The responsibility for the administration of the housing of students was that of the dean of men and dean of women in 54.1 per cent, 47.5 per cent, and 22.6 per cent of Type I, Type II, and Type III institutions, respectively. There was a tendency on the part of the Type III institutions to assign this responsibility to a director of housing since 41.9 per cent of these institutions reported this title. The most common designation of the person in charge of the food services in the Type I and Type II institutions was a dietitian. A director or supervisor of food services was the title most frequently mentioned by Type III institutions.

Institutions in each of the three classifications reported three titles, namely, speech department, English department, and director of speech clinic, all in the same order, as being responsible for the work in remedial speech. The remedial reading program tended to be the responsibility of the English department, the department of education, and the director of the reading clinic. In the Type I institutions the department of education was mentioned just as often as the English department.

Counselors were reported most frequently in the Type II and Type III institutions as being responsible for administering the program of remedial study habits. In the Type I institutions the dean of men and dean of women were reported most often by the respondents as having this responsibility. Two other titles, the dean or director of student personnel services and orientation courses were also reported by more than ten per cent of the institutions in one or more of the classifications.

The responsibility for the orientation program in the participating institutions seemed to be largely that of the following persons or committees: the dean or director of student personnel services, the dean of students, the dean of men and dean of women, and an orientation committee.

The social affairs (or activities) committee was the most common designation of the committee responsible for social activities as reported by colleges and universities in each of the three classifications. The dean of men and the dean of women were named next in order to the social affairs committee as assuming this responsibility. The

program of recreational activities was reported most frequently as being administered by persons or committees with the following titles: physical education department, faculty-student recreation committee, director of intramurals, and dean of men and dean of women.

Colleges and universities tended to report that the dean of men and dean of women were responsible for student discipline. However, approximately the same number as reported the dean of men and dean of women in each classification reported the assignment of this responsibility to a faculty discipline committee. A faculty-student committee on discipline, the dean of students, the student personnel committee, and the dean of the college were other titles reported by at least ten per cent of the institutions in one or more of the classifications.

A loan fund committee was reported most frequently by institutions in each classification as being responsible for administering student loans. Other titles mentioned by ten per cent of the schools in one or more of the classifications included the dean of men and dean of women, the dean or director of student personnel services, and the business manager.

Scholarships were reported as being administered by a committee on scholarships by 36.5 per cent, 45.1 per cent, and 48.4 per cent of Type I, Type II, and Type III institutions, respectively. Type I institutions reported that the president administered the scholarship program in 14.9 per cent of their institutions. The dean of men and dean of women were reported as having the responsibility in 12.2 per cent of the Type II institutions.

Student aid through part-time employment was administered by the

dean of men and dean of women in 43.2 per cent, 24.4 per cent, and 12.9 per cent of Type I, Type II, and Type III institutions, respectively. The dean of students was reported most frequently by the Type III schools with 25.8 per cent of them having reported the responsibility for part-time employment being in this office. Other titles which were reported by ten per cent of the institutions in one or more of the classifications included the director of student employment, the dean or director of student personnel services, and the director of placement.

The responsibility for both placement and follow-up was reported most frequently as being that of the director or supervisor of placement by colleges and universities in each of the three groupings. The placement bureau was mentioned by more than ten per cent of the institutions in each of the three classifications as being responsible for the placement function. Type I institutions reported that department heads and the director of student teaching were responsible for placement in 12.2 per cent and 10.8 per cent of their institutions, respectively. The dean or director of student personnel services assumed the responsibility for placement in 11.0 per cent and 12.9 per cent of Type II and Type III institutions, respectively. The responsibility for follow-up, in addition to the director of placement, was reported as being that of the director of student teaching in 14.9 per cent of the Type I institutions and that of the dean or director of student personnel services in 18.3 per cent and 16.1 per cent of Type II and Type III institutions, respectively.

The student personnel committee was reported most frequently by

institutions in each of the three classifications as being responsible for the evaluation of student personnel services. Two other titles, the dean or director of student personnel services and the dean of students were mentioned by more than 10.0 per cent of the institutions in one or more of the groupings as being responsible for evaluating the student personnel services.

CHAPTER IV

PROVIDING FOR THE COORDINATION OF STUDENT PERSONNEL SERVICES

It is the purpose of this chapter to present data as revealed by the questionnaire concerning the administration of student personnel services in state colleges and universities as follows: (1) trends in the assignment of the responsibility for the coordination of student personnel services; (2) difficulties encountered in the administration of the student personnel program; (3) specific techniques used in coordinating personnel services; and, (4) suggestions to a person or a committee responsible for the administrative organization of student personnel services.

The same grouping and classification of institutions as was proposed in Chapter I and followed in Chapter III, for purposes of comparison and analysis, was used in this chapter. It will be recalled that the 187 participating colleges and universities were divided in three groups according to type of programs offered as follows:

Type I. Institutions offering programs which were primarily teacher preparatory.

Type II. Institutions offering programs which were liberal arts and general, teacher preparatory, and terminal-occupational.

Type III. Institutions offering programs which were liberal arts and general with one or more professional schools.

The coordination of the personnel services provided for college

students and the integration of the effort of all persons involved, so that duplication will be eliminated and all services will reenforce each other, is an important aspect of the efficient functioning of a program of student personnel service.

Administrative practices, in colleges and universities which recognize admissions, orientation, counseling, housing, mental health, physical health and development, extra-curricular activities, financial aid, placement, follow-up, and social adjustment as a part of the total educational process along with the intellectual development of college students, are likely to be different from administrative practices which have developed in institutions of higher education whose primary concern has been focused on the intellectual development of the students.

The organizational pattern of a student personnel program tends to vary from campus to campus according to local circumstances. The program must be developed by each institution in accordance with its facilities, training and experience of the staff, philosophy, type of students, local history, and the inter-relationship of the personnel services to the instructional program.

Student personnel services have grown up on many campuses without a predetermined plan for coordinating the services provided by the several agencies concerned with aiding the individual in his adjustment to college life. For example, Lloyd-Jones (27:26-27) reports that in one institution in which she attempted to survey the personnel work being done and to discover by whom it was performed, "it was evident that those participating in the program had no clear ideas as to who was

performing which personnel functions or as to how those doing the various kinds of personnel work were related to each other and to other administrative officers of the institution."

That student personnel services need to be coordinated both with one another and with other aspects of the institution's educational activities in order to permit an integrated approach to serving the needs of the whole student was suggested by MacRae as he discussed the organization for student personnel:

The formalization of the concern for the total development of the student is evidenced today on almost every campus in some type of personnel services. These services have grown up on many campuses in an unplanned way with a variety of departments and officers performing personnel functions with little or no relationship to one another. As a result there is competition among the various agencies in their efforts to serve the students. To be effective agencies in maximum student development, these services need to be coordinated with one another and with other aspects of the total educational program. (28:52)

There has been a trend on the part of colleges and universities to place the responsibility for the coordination and direction of the various student personnel services under one administrative head who is responsible directly to the president.

Responsibility for the Coordination of Student Personnel Services

The questionnaire was constructed in such a manner as to make it possible for colleges and universities to indicate whether or not the responsibility for the coordination and direction of student personnel work in their respective institutions was assigned to any one person. An examination of Table 25, which gives the responses from all institutions answering the questionnaire, shows that the

responsibility for the coordination and direction of student personnel work was assigned to one person in 56.8 per cent of Type I institutions, 80.5 per cent of Type II institutions, and 77.4 per cent of Type III institutions.

TABLE 25

REPLIES OF COLLEGES AND UNIVERSITIES TO THE QUESTION,
"IS THERE ANY PERSON TO WHOM THE RESPONSIBILITY
FOR THE COORDINATION AND DIRECTION OF STUDENT
PERSONNEL WORK IN YOUR COLLEGE IS ASSIGNED?"

Reply	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Yes	42	56.8	66	80.5	24	77.4
No	32	43.2	16	19.5	7	22.6

Title of the Person Responsible for
the Administration of Student
Personnel Services

The one hundred thirty-two colleges and universities which indicated that the coordination and direction of student personnel work was the responsibility of one person in their respective institutions reported seventeen different titles for this person as revealed in Table 26. The two titles mentioned most frequently were dean or director of student personnel services and dean of students. The dean or director of student personnel services was the title mentioned by 31 per cent of the Type I institutions, 43.9 per cent of the Type II institutions, and 16.7 per cent of the Type III institutions.

TABLE 26

THE OFFICIAL RESPONSIBLE FOR THE ADMINISTRATION
OF STUDENT PERSONNEL SERVICES

Title	Type of Program					
	Type I (42)		Type II (66)		Type III (24)	
	N	%	N	%	N	%
Dean or director of student personnel services	13	31.0	29	43.9	4	16.7
Dean of students	10	23.8	16	24.2	13	54.2
Dean or director of student affairs	3	7.1	2	3.0	3	12.5
Director of counseling and guidance	4	9.5	3	4.5	-	-
Dean of men	2	4.8	2	3.0	2	8.3
Director of student personnel and guidance	1	2.4	4	6.1	-	-
Dean of women	3	7.1	1	1.5	-	-
Coordinator, student personnel services	1	2.4	2	3.0	-	-
Coordinator of student counseling	1	2.4	1	1.5	-	-
Dean of administration	-	-	2	3.0	-	-
Dean of the college	-	-	2	3.0	-	-
Dean or director of student life	1	2.4	1	1.5	-	-
Director, department of student personnel services	1	2.4	-	-	1	4.2
Chairman, committee on co-ordination of student affairs	-	-	-	-	1	4.2
Chairman, counseling service committee	1	2.4	-	-	-	-
Chairman, student welfare committee	1	2.4	-	-	-	-
Dean of student welfare	-	-	1	1.5	-	-

The title, dean of students, was mentioned by 54.2 per cent of the Type III institutions and by 24.2 per cent and 23.8 per cent of Type II and Type I institutions, respectively.

A further examination of Table 26 shows that five of the types of officials listed by Type III institutions could be classified as personnel officers, namely, dean or director of student personnel services, dean of students, dean or director of student affairs, dean of men, and director of department of student personnel services. The positions designated by these five titles were reported by 95.9 per cent of the Type III institutions. The duties of the chief personnel official would be thought of as being primarily the administration and supervision of the program of student personnel services. Approximately 94 per cent of the titles in Type II institutions could be classified as personnel officers. At least eleven of the thirteen titles reported by the Type I institutions, constituting approximately 95 per cent of the institutions in this group, could be classified as personnel officers. The two remaining titles in this group, chairman of counseling service committee or chairman of student welfare committee, might well be people with special training in student personnel work.

It would seem from the data in Table 25 and Table 26 that there was a definite tendency on the part of colleges and universities in each of the three classifications to assign the responsibility for the coordination and direction of the student personnel program to a person or an official who could be classified as a personnel official rather than the traditional administrative officer of the college or university.

To Whom is the Chief Coordinating
Officer Responsible

The colleges and universities which indicated that the coordination and direction of the student personnel work was under the direction of one person were asked to indicate to whom he was responsible. The tabulations in Table 27 show that three titles were reported, namely, the president, the dean of the college, and the dean of the faculty. It is significant to note, however, that over 90 per cent of the institutions in each of the three classifications reported that the chief administrative personnel officer was responsible directly to the president.

TABLE 27

REPLIES TO THE QUESTION, "TO WHOM IS CHIEF ADMINISTRATIVE
OFFICER OF STUDENT PERSONNEL SERVICES RESPONSIBLE?"

Responsible to:	Type of Program					
	Type I		Type II		Type III	
	(42)		(66)		(24)	
	N	%	N	%	N	%
President	38	90.4	61	92.4	23	95.8
Dean of the college	2	4.8	4	6.1	1	4.2
Dean of the faculty	2	4.8	1	1.5	-	-

Experts in the area of student personnel work in higher education generally recommend that the person charged with such duties as budgetary control, staff recommendations, and the responsibility for the coordination between the various services in the student personnel program should report directly to the president of the institution. It is evident from the data in Table 27 that the official responsible for the

direction of the student personnel work in the participating institutions, with few exceptions, reported directly to the president.

Effective Date of Coordinated Program

An examination of Table 28 gives the years during which institutions with a coordinated and directed program of student personnel services put their existing plans into effect.

TABLE 28

YEAR IN WHICH THOSE INSTITUTIONS WITH A COORDINATED
PROGRAM OF STUDENT PERSONNEL SERVICES PUT
THEIR ORGANIZATIONS INTO EFFECT

Year	Type of Program					
	Type I (42)		Type II (66)		Type III (24)	
	N	%	N	%	N	%
1926 - 1930	1	2.4	1	1.5	1	4.2
1931 - 1935	1	2.4	3	4.5	-	-
1936 - 1940	3	7.1	6	9.1	1	4.2
1941 - 1945	7	14.3	12	18.2	7	29.2
1946 - 1950	30	71.4	44	66.7	15	62.5

These data show a significant trend toward a coordinated program in recent years. It is significant to note that of the colleges and universities with a coordinating officer that 85.7 per cent of the Type I institutions, 84.9 per cent of the Type II institutions, and 91.7 per cent of the Type III institutions had put their plans into effect since 1941. A further analysis of these data provide a strongly significant indication of a trend toward the coordination of student personnel services with 71.4 per cent of Type I institutions, 66.7 per cent of Type II institutions, and 62.5 per cent of Type III institutions having reported putting their plans into effect since 1946.

Academic Rank of Chief Personnel Officer

A summary of the replies to the question, "Does the chief administrative officer of student personnel services have academic rank?" is presented in Table 29. More than 70 per cent of the institutions in each of the three classifications which reported that one person was responsible for the coordination and direction of student personnel work indicated that this person had academic rank. There were 14.3 per cent of the Type I institutions and 18.8 per cent of the Type II institutions which reported that academic rank was not given to their respective faculties.

TABLE 29

REPLIES OF COLLEGES AND UNIVERSITIES TO THE QUESTION,
"DOES THE CHIEF ADMINISTRATIVE OFFICER OF STUDENT
PERSONNEL SERVICES HAVE ACADEMIC RANK?"

Reply	Type of Program					
	Type I (42)		Type II (66)		Type III (24)	
	N	%	N	%	N	%
Yes	31	73.8	48	72.7	18	75.0
No	5	11.9	9	18.8	6	25.0
None of the faculty ranked	6	14.3	9	18.8	-	-

The institutions which indicated that the chief personnel officer had academic rank were asked to indicate the academic rank of this official. These replies are summarized and presented in Table 30.

The Type I institutions reported that 90.3 per cent of these officials held the rank of professor or associate professor.

Similarly, in Type II institutions it was reported that 93.8 per cent of these officials were either professors or associate professors. None of the chief personnel officers in Type III institutions held academic ranks other than that of professor or associate professor.

It is apparent from the data presented in Table 29 and Table 30 that the colleges and universities cooperating in this study gave academic rank to the person responsible for coordinating the student personnel program. Authorities have recommended that qualified people in the field of student personnel work be given faculty rank commensurate with that of the teaching faculty. In a discussion of the organization and administration of student personnel programs, Seidle has recommended that "The members of any established student personnel organization should not be isolated within the college structure but should, when qualified, be offered the benefits ordinarily associated with faculty rank and status." (39:35)

TABLE 30

ACADEMIC RANK OF THE OFFICIAL RESPONSIBLE FOR THE
ADMINISTRATION OF STUDENT PERSONNEL SERVICES

Academic Rank	Type of Program					
	Type I (31)		Type II (48)		Type III (18)	
	N	%	N	%	N	%
Professor	19	61.3	27	56.3	12	66.7
Associate professor	9	29.0	18	37.5	6	33.3
Assistant professor	3	9.7	3	6.2	-	-

Use of Advisory Committees or Councils

Because it is generally recommended that the personnel administrator be assisted by a committee or council in carrying out established policies and in furthering the student personnel program, the question of the extent to which such officials were assisted by advisory groups was an important one. It was interesting to find according to the data presented in Table 31 that approximately 80 per cent of the officials responsible for the coordination of the student personnel program in institutions in each of the three classifications were assisted or advised by committees or councils.

TABLE 31

REPLIES TO THE QUESTION, "IS THE CHIEF ADMINISTRATIVE
OFFICER OF STUDENT PERSONNEL SERVICES ASSISTED
OR ADVISED BY A COMMITTEE OR COUNCIL?"

Replies	Type of Program					
	Type I (42)		Type II (66)		Type III (24)	
	N	%	N	%	N	%
Yes	34	81.0	54	81.8	19	79.2
No	8	19.0	12	18.2	5	20.8

The titles of the advisory committees or councils reported as working with the person responsible for the direction of the student personnel program are shown in Table 32. These existing committees or councils were variously designated as the student personnel committee, guidance committee, counseling service committee, personnel council, advisory council, committee on student affairs, student

welfare committee, and student life committee. The predominating title in more than 50 per cent of the institutions in each of the three classifications was the student personnel committee. Approximately one-fifth of the Type II and Type III institutions, also, reported that this advisory group was called the guidance committee. In 14.7 per cent of the Type I institutions this advisory body was designated as the personnel council.

TABLE 32

TITLES OF ADVISORY COMMITTEES OR COUNCILS

Titles	Type of Program					
	Type I		Type II		Type III	
	(34)		(54)		(19)	
	N	%	N	%	N	%
Student personnel committee	18	52.9	30	55.6	12	63.2
Guidance committee	2	5.9	10	18.5	4	21.1
Counseling services committee	2	5.9	5	9.2	-	-
Personnel council	5	14.7	2	3.6	-	-
Advisory council	3	8.8	3	5.6	-	-
Committee on student affairs	1	2.9	3	5.6	2	10.5
Student welfare committee	1	2.9	1	1.9	1	5.2
Student life committee	2	5.9	-	-	-	-

Difficulties Encountered in the Administration of Personnel Services

The questionnaire provided an opportunity for the respondents to answer the question, "What particular difficulties have you met in the administration of the student personnel program on your campus?" The answers were tabulated under the headings as shown in Table 33. The chief problem facing student personnel workers in the participating colleges and universities seemed to be that of the need for more clerical assistance since it was mentioned by 48.6 per cent, 41.5 per cent, and 38.7 per cent of Type I, Type II, and Type III institutions, respectively.

TABLE 33

DIFFICULTIES IN THE ADMINISTRATION OF THE STUDENT PERSONNEL PROGRAM

Item	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
More clerical assistance	36	48.6	33	41.5	12	38.7
More time for counseling	27	36.5	28	34.1	9	29.0
Better understanding of personnel point of view by faculty	25	33.8	26	31.7	11	35.5
More trained personnel	17	22.9	19	23.2	8	25.8
Need for coordination of personnel services	21	28.4	9	11.0	3	9.7
Need for in-service training program	9	12.2	13	15.9	5	16.1
Need for better communication with faculty	15	20.3	11	13.4	-	-
Need for better facilities	10	13.5	12	14.6	3	9.7
Need for larger budget	8	10.8	8	9.8	5	16.1
Better understanding of personnel point of view by the administration	4	5.4	3	3.7	1	3.2
No comment	9	12.2	11	13.4	3	9.7
No special difficulty	6	8.1	6	7.4	4	12.9

The next three greatest needs in which there seemed to be common agreement among the respondents from each of the three classifications of institutions were: (1) more time for counseling; (2) a better understanding of the personnel point of view on the part of the faculty; and, (3) more trained personnel.

It is noted in Table 33 that there seemed to be considerable variance between the institutions from one classification to the other in regard to the need for the coordination of student personnel services. As is shown in the table, 28.4 per cent of the Type I institutions indicated a need for the coordination of student personnel services, while only 11.0 per cent and 9.7 per cent of the Type II and Type III institutions, respectively, indicated this need. A careful check of these responses revealed the fact that the indication of the need for coordination of student personnel services was made, in each instance, only by the respondents from colleges and universities which had indicated that they did not have a person to whom the responsibility for the coordination and direction of student personnel work was assigned. It will be recalled from Table 25 (p. 92) that 32 of the Type I, 16 of the Type II, and 7 of the Type III institutions had indicated that there was no person on their respective campuses to whom the responsibility for the coordination of the student personnel program was assigned. There seemed to be much closer agreement when the responses from the non-coordinated institutions were used as a basis of comparison. It seemed significant that 66 per cent, 56 per cent, and 43 per cent of the non-coordinated Type I, Type II, and Type III institutions, respectively, indicated a need for the coordination of student personnel

services on their respective campuses.

The need for better communication with the faculty was reported as a difficulty by 20.3 per cent of the Type I institutions and 13.4 per cent of the Type II institutions. It would seem from the responses reported by 12.2 per cent, 15.9 per cent, and 16.1 per cent, respectively, of the Type I, Type II, and Type III institutions, that the program of student personnel services could be improved if an in-service training program could be provided.

Two other difficulties mentioned by some respondents from institutions in each classification were: (1) the need for a larger budget and, (2) a better understanding on the personnel point of view on the part of the administration.

Techniques Used in Coordinating Personnel Services

Because coordination is usually thought of as meaning more than an administrative structure, the respondents were requested to indicate the specific techniques which they had found useful in coordinating personnel services.

An inspection of Table 34 shows that planned staff meetings was the technique reported by 45.9 per cent, 52.4 per cent, and 54.8 per cent of Type I, Type II, and Type III institutions, respectively. Bulletins, newsletters, and handbooks were reported as being used by 39.0 per cent of Type II institutions and 35.5 per cent of Type III institutions. This particular technique seemed to be used less frequently by the Type I institutions as it was mentioned by only 14.9 per cent of them.

The use of committees composed of faculty, students, and members of the personnel staff and the use of individual conferences as techniques for coordinating student personnel services were reported by approximately the same proportion of colleges and universities in each of the three classifications.

TABLE 34
SPECIFIC TECHNIQUES USED TO COORDINATE
STUDENT PERSONNEL SERVICES

Item	Type of Program					
	Type I (74)		Type II (82)		Type III (31)	
	N	%	N	%	N	%
Planned staff meetings	34	45.9	43	52.4	17	54.8
Bulletins, newsletters, and handbooks	11	14.9	32	39.0	11	35.5
Committee meetings, (faculty, personnel staff, and students	14	18.9	13	15.9	6	19.4
Individual conferences	12	16.2	12	14.6	3	9.7
Discussions at faculty meetings	15	20.3	8	9.8	1	3.2
Informal staff meetings (refreshments served)	9	12.2	6	7.4	2	6.5
Faculty-counselor workshop with consultants	6	8.1	5	6.1	1	3.2
In-service training program	3	4.1	3	3.7	1	3.2
Orientation period for new staff members	-	-	3	3.7	-	-
Rotation of committee personnel	-	-	1	1.2	-	-
No comment	11	14.9	11	13.4	4	12.9

Discussions at faculty meetings was reported as a useful technique in coordinating the personnel services by 20.3 per cent of the Type I institutions. Only 9.8 per cent of the Type II institutions and 3.2 per cent of the Type III institutions reported the use of this technique.

Other techniques which were reported as being useful in the coordination of student personnel services are listed as follows: informal staff meetings (refreshments served), faculty-counselor workshops with the aid of consultants, an in-service training program, an orientation period for new staff members, and the rotation of committee personnel.

That colleges and universities seemed to recognize the need for an understanding of the personnel program on the part of the students, faculty, and administration as well as the personnel staff was apparent from the various techniques reported as being useful in coordinating the program. With a mutual understanding of the personnel program on the part of students, faculty, administrators, and personnel workers, it would seem that some of the difficulties encountered in the administration of the personnel program might well be removed.

Suggestions to Person or Committee Responsible
for the Administrative Organization of
Student Personnel Services

Personnel people dealing directly with the problem of student personnel administration on college and university campuses should be able to make significant observations, in terms of their experiences, concerning the administrative organization of student personnel services.

With this thought in mind, the questionnaire was constructed so as to include the question, "In terms of your experience what suggestions would you make to a person or committee responsible for the administrative organization of student personnel services?" It did not seem feasible to include all of the responses to this question, so only representative statements are being presented. The order in which the statements are presented does not presume to indicate the relative importance of one statement over the other.

1. The person charged with the administration of the student personnel services should be placed in an administrative position coordinate with the dean of the instructional phase of the college and the business manager of the college. This office should coordinate all activities beginning with recruitment of students, following through with placement and follow-up.
2. Try to secure an over-all program approved by the faculty and administration. Each of the services should have a policy committee. Be sure to designate specific responsibilities to subordinate personnel officers. Plan for a continuous checkup on the efficiency of each service.
3. I would make sure that all persons working in student personnel work were responsible to the same individual.
4. Relieve the persons selected to do the administrative organization from all other responsibilities and give them sufficient clerical help.
5. See that specific duties and responsibilities are assigned, and that there is no overlapping of authority.
6. Prepare a definite job analysis with resulting job description and definition of duties.
7. That effective means for administrative control of all personnel functions be placed in the hands of a trained personnel worker and that he be required to exercise these controls.
8. Make an analysis of the available services on your campus. Determine the goals and objectives of a program in view of needs and realistic viewing of resources.

9. In organizing a new system, progress gradually and use the resources on your campus as far as possible. Make it an all-college program, using faculty and staff and students, rather than merely an administrative program. Centralize the responsibility for the program, but decentralize the actual functioning of the program.
10. Be sure that student personnel services have equal status with instructional services.
11. Avoid including those persons in your personnel who do not believe in the program and will not cooperate with other staff members. It is better to eliminate them at the start even if it means transfer to another position.
12. Make changes slowly. Be humble about the contributions of student personnel work. Don't be prejudiced against academic achievement.
13. Have specific plans and designated persons to help carry out these plans. Keep faculty and students informed of plans and progress. Keep plans flexible. Invite and accept advice when practical and possible.
14. Be assured of sufficient clerical help. Faculty counselors should be relieved of partial academic load to do the necessary counseling. Suggest the use of an advisory personnel council.
15. Keep faculty and administration informed and interested in what you are doing.
16. Student participation in the personnel planning is of great assistance in the smooth running of the program. When using faculty members as advisers, give them information enough to enable them to do an effective job. Reporting back to them on referrals is especially important.
17. Careful planning and designation of responsibilities are essential to a successful personnel program.
18. Set up a personnel committee and have it determine the objectives and make plans for evaluating the program.
19. Examine what others have done, seek advice, and study your own situation. Plan your student personnel program in terms of local needs of the students and the institution.
20. Determine the services to be rendered. Allocate specific services to individuals best qualified to handle same. Provide for the coordination of these services.

21. Move slowly, but keep moving. Select people to add to your staff who are cooperative and willing to work. Make use of students on committees.
22. Proceed slowly. Discuss your plans with the faculty and students who will be effected by the organization or reorganization of services. Have your duties defined so all may know them. Be sure faculty personnel members (committee members) are trained persons in personnel or share the personnel point of view.
23. Be sure that the idea permeates the institution that personnel services are everybody's responsibility rather than the job of one specialist or a few personnel workers. Carefully select those individuals to whom confidential material is entrusted be they of faculty rank or administrative rank.
24. I would suggest a most careful evaluation of the needs and purposes of a specific student personnel program. Decide first what one is trying to do. Next, try to develop a realization that no one person or agency is solely responsible for all personnel services. Rather, these services exist as a distributed function of all members of the faculty and student body. The profession, full-time personnel workers should try to harness and direct the efforts of the entire academic community in personnel endeavors.
25. If the services are being centralized for the first time, take it easy and be patient about the inevitable resistance.
26. Develop a clear-cut pattern of organization. Select key personnel with the greatest of care. They must enjoy the respect of faculty members and students. Enlist the cooperation of students whenever possible on committees or projects.
27. It is important to arrange for carefully planned and executed staff meetings and bulletins to keep both the staff and the entire faculty informed.
28. First sell the idea to key members of the faculty and after the services have been organized the rest of the staff will accept work.
29. Build one phase at a time. Be glad for unexpected support found in surprising places. Start with available resources and build from there.

30. Plan a program suited to the local needs. In deciding on type of administrative organization consider the qualifications of the persons working in the organization. Above all find ways and means of developing sensitivity to the personnel point of view. Without this sensitivity the program will fail. Also, facilitate easy and frequent communication of all staff members and faculty.
31. The head of the student personnel organization should rank with other persons who are directly responsible to the president. The dean of men and the dean of women should normally be members of the student personnel staff with duties assigned in connection with all students instead of duties being restricted to men and women, as the case may be. The faculty should be involved in counseling along with certain specialized counselors. All activities of the campus related directly to the student welfare, such as social activities, student employment, discipline and conduct, student morale, admissions, orientation, placement, housing, health and recreation, should be placed administratively under the person concerned with student welfare as his chief administrative function.
32. Be sure that the administration is sold on the value of personnel services and is kept informed as to the progress of the work. Select faculty members to assist who are sympathetic to and trained in personnel work if possible. Plan for a program of in-service training for personnel workers and faculty. Continue to evaluate the program.
33. Make the person responsible for the student personnel program coordinate with other administrative heads who are directly responsible to the president. Maintain among the faculty a conviction that needs of students are not completely met in the classroom. Personnel people need to demonstrate the effectiveness of the program. Faculty must know what is being done.
34. Have plenty of time allocated for the work. Spend a great deal of time orienting the faculty. Hold numerous sessions with students. Invite students to membership on committees.
35. I would advise anyone setting up a program to study carefully the objectives, plans of procedure, and discuss these plans carefully with the administration, the faculty, and the students. Move slowly and surely forward in the establishment of the program.

36. Have an orientation program for administration and faculty members before an attempt is made to set up the program. A workshop with a national figure provided the means by which we were able to introduce the program to the faculty. Plan to move slowly, taking one step at a time.
37. Move slowly. Bring faculty along for wholehearted interest and participation. Relate personnel work to instruction and common interests of teachers. Strive for consistency in all educational matters with respect to actually practicing the concept of the personnel point of view.
38. Start with educating the faculty and administrative staff to the personnel point of view and get them to feel the need for a centralized office through which all personnel matters can clear.
39. A successful program requires time for development and work must be done with students, faculty, and staff members.
40. Start with the minimum of trained personnel available. Utilize as many faculty members as possible. Be sure that the faculty is in on every step so that the personnel services will not be compartmentalized.
41. Select a competent person to coordinate all personnel work in the college. Inaugurate any new plan slowly and only after much committee work and orientation of the faculty and administration.
42. Take it slow and easy. The more information made available to faculty about students, the better, particularly if some of the data requires the faculty member to start asking questions.
43. Be patient. Do not try to organize the whole thing at once. Try for some advancement each year. Take the faculty and administration with you. Do not run off and leave them.

These statements tend to reflect a sensitiveness to many of the problems encountered in the organization and administration of the student personnel services. Suggestions on which there seemed to be common agreement were: (1) the chief personnel official should be coordinate with other persons who are directly responsible to the

president; (2) plan the personnel program to meet the local needs; (3) define specific duties and responsibilities for people working in the personnel program; (4) provide adequate clerical help; (5) provide for student and faculty participation in the planning; (6) keep faculty, students, and administration informed concerning plans and progress; (7) plan to make recommended changes with complete understanding on the part of all concerned; (8) provide for an in-service training program; and (9) provide for an evaluation of the student personnel program.

Summary

The purpose of this chapter was to present findings concerning the administration of student personnel services in state colleges and universities as follows: (1) trends in the assignment of the responsibility for the coordination of student personnel services; (2) difficulties encountered in the administration of the student personnel program; (3) specific techniques used in coordinating personnel services; and (4) suggestions to those responsible for the administrative organization of student personnel services.

For purposes of comparison and analysis, the cooperating colleges and universities were classified into three groups according to type of program offered as follows:

Type I. Institutions offering programs which were primarily teacher preparatory.

Type II. Institutions offering programs which were liberal arts and general, teacher preparatory, and terminal-occupational.

Type III. Institutions offering programs which were liberal arts and general with one or more professional schools.

The responsibility for the coordination and direction of the student personnel program was reported as being assigned to one person by 56.8 per cent, 80.5 per cent, and 77.4 per cent of the Type I, Type II, and Type III institutions, respectively.

The two titles most frequently reported to designate the person responsible for the coordination of the program of student personnel services were the dean or director of student personnel services and the dean of students. More than 90 per cent of the institutions with a coordinated program, in each of the three classifications, indicated that the chief personnel official was directly responsible to the president.

There was a significant trend toward the coordination of student personnel services in the participating colleges and universities in each of the three groupings. During the period from 1941 to 1950 it was found that 85.7 per cent of the Type I institutions, 84.9 per cent of the Type II institutions, and 91.7 per cent of the Type III institutions had established a coordinated plan. The trend toward the coordination of the personnel services was more significant with 71.4 per cent, 66.7 per cent, and 62.5 per cent of the Type I, Type II, and Type III institutions, respectively having reported putting their plans into effect since 1946.

More than 70 per cent of the institutions in each of the three classifications which reported that one person was responsible for the direction of the student personnel work indicated that this person had academic rank. The rank of professor or associate professor was given to the chief personnel officer in 90.3 per cent of the Type I institutions, in 93.8 per

cent of the Type II institutions, and in all of the Type III institutions which had coordinated programs.

Approximately 80 per cent of the institutions with coordinated programs indicated that the chief personnel officer was assisted or advised by a committee or council. The predominating title of this committee or council in more than 50 per cent of the colleges and universities in each of the three groupings was the student personnel committee.

The four greatest needs reported by the respondents in order to remove some of the difficulties encountered in the administration of the student personnel program were: (1) more clerical assistance; (2) more time for counseling; (3) a better understanding of the personnel point of view on the part of the faculty; and, (4) more trained personnel.

It seemed significant that the need for coordination was reported by 66 per cent of the Type I institutions, 56 per cent of the Type II institutions, and 43 per cent of the Type III institutions which had previously reported that their respective colleges and universities did not have a person to whom the responsibility for the coordination and direction of the student personnel program was assigned.

The four techniques found useful in coordinating personnel services in which there seemed to be common agreement among the respondents from each of the three groupings were: (1) planned staff meetings; (2) bulletins, newsletters, and handbooks; (3) the use of committees composed of students, faculty, and members of the personnel staff; and, (4) individual conferences.

Suggestions from the respondents concerning the administration of the personnel program tended to emphasize the importance of the following: (1) the chief personnel official should be coordinate with other persons who are directly responsible to the president; (2) designate specific duties and responsibilities to personnel and committees; (3) provide for student and faculty participation in the planning; (4) keep faculty, students, administration, and personnel staff informed on plans, progress, and contemplated changes; (5) plan the program to meet specific local needs; (6) provide adequate clerical assistance; (7) provide for an in-service training program and the use of consultants; and (8) provide for a continuing evaluation of the personnel services.

CHAPTER V

THE ADMINISTRATIVE ORGANIZATION OF THE STUDENT PERSONNEL SERVICES

In the preceding two chapters of this study, the phases of the student personnel program dealing with the services currently provided, the responsibility for the coordination of the services, administrative difficulties encountered, and specific techniques for coordination as revealed by data from the questionnaire have been discussed.

It is the purpose of this chapter to present a description of the administrative organization of student personnel services in six selected colleges and universities which furnished detailed information concerning their personnel programs.

From Chapter I it will be recalled that when the completed forms were received from the cooperating institutions, the investigator selected eighteen of the institutions for the purpose of interviewing the person who completed the questionnaire, and also, for the purpose of requesting a description of the student personnel organization in their respective institutions.¹ Care has been taken to omit confidential statements and information.

¹ Acknowledgement is made of the assistance of the officers of the American College Personnel Association and of the Student Personnel Association for Teacher Education, in selecting the institutions.

College A

This was a state supported college which offered a program of liberal arts, general, and teacher preparatory education. It was located in the North Central region.

Organizational Pattern of the College

The student personnel organization on this campus was headed by a Dean of Students. Coordination of the student personnel activities with other activities on the campus was achieved by the Dean of Students through membership on the President's Cabinet. Other members of the cabinet were the Assistant to the President, the Director of Instruction, the Director of Graduate Studies, the Director of Field Services, the Controller, the Director of Clinical Services, and the Director of Teacher Education.

Organization of the Division of Student Personnel

The Division of Student Personnel was headed by a Dean of Students who was directly responsible to the President for the administration of the Division. He was charged with the responsibility of the selection and supervision of division personnel, the correlation of intradivisional functions and the coordination of the activities of this division and other administrative divisions. It was his duty to supervise student records, divisional finances, and standards of student conduct and counseling. He was acting registrar and was responsible for the direction of the program of academic counseling in which many members of the faculty participated.

He served as a member of the committees on (1) Graduation and Admissions to Candidacy, (2) Curriculum, (3) Credit by Examination, and, (4) Substitutions. Further devices for the coordination of student personnel services with other phases of institutional activity by the Dean of Students included cooperation with the Controller in planning registration, the supervising of faculty reports concerning students, and serving as chairman of the divisional supervisors and the personnel counselors.

Included in the Division of Student Personnel and supervised by the Dean of Students were the following offices and services described in the words of the Dean of Students from this particular college:

The Dean of Women supervises student social activities, student organizations, and student employment, assists the Dean of Students in safeguarding the general welfare of women students, teaches orientation courses and serves as part time personal counselor.

The Dean of Men supervises admissions, orientation, veterans' affairs, rehabilitation students, acts as secretary of the Scholarship Committee, assists the Dean of Students in safeguarding the general welfare of men students, teaches orientation and serves as a part time personnel counselor.

The Supervisor of Placement aids students in finding employment during vacation periods, and helps graduates to find permanent positions in their chosen fields. He has on file in his office notices of civil service examinations and of vacancies in various organizations.

The Supervisor of Health Services is concerned both with the general health of students and with the provision of treatment for those who need medical services. Associated with her are two full-time nurses, a part-time physician and three part-time nurses.

The Supervisor of Student Housing is an interdivisional officer responsible to the Dean of Students and the Controller. He supervises all housing of students both on and off campus and is responsible for the general welfare of students so far as it can be served through the housing function.

The Supervisor of Testing is responsible for the administration, scoring, tabulating, and reporting of all entrance examinations, all standardized aptitude and achievement tests and questionnaires used in counseling, guiding and selecting students by this college.

The Clinical Psychologist is responsible for the therapeutic counseling of all persons referred to him by the Dean of Students, personnel counselors or other members of the faculty.

Personnel Counselors:

1. counsel each student who needs help in the selection of a curriculum and see that the student is assigned to and put into communication with his curriculum and departmental or interdepartmental counselors as soon as he has made a choice of a curriculum;
2. counsel and guide all students who are referred to the Dean of Students by members of the faculty;
3. report to teachers and others who are properly concerned, pertinent results of interviews;
4. guide students with unusual emotional, social, vocational, or educational problems;
5. preregister and register all students who are undecided regarding the curriculum they wish to pursue;
6. participate in guidance clinics arranged by the Dean of Students.

Departmental Counselors:

1. aid the student in learning what required courses he must include in a major or minor taken in the counselor's department;
2. guide the student in selecting the elective courses he may include in such a major or minor;
3. advise the student, if necessary, when he preregisters, and initial his preliminary registration card;
4. file with the Dean of Students a list of office hours during which he will be available to students throughout the designated preliminary registration period.

Interdepartmental Counselors:

1. aid the student in learning what courses are required for the interdepartmental major or minor of his choice;
2. help him select the elective courses to be included in such a major or minor;
3. guide the student in initiating and completing any necessary substitutions in his interdepartmental major or minor;

4. file with the Dean of Students a list of office hours during which he will be available to students throughout the designated preliminary registration period.

Curriculum Counselors:

1. guide the counselee in the choice of (a) electives to meet group requirements, (b) free electives, (c) alternative courses or programs of study;
2. counsel and aid the student in preparing and presenting applications for reasonable substitutions;
3. be sure the student understands and observes all State Board and faculty regulations regarding certification and graduation requirements;
4. approve or refuse to approve the student's proposal to drop a course or change from one course to another;
5. see that both the preliminary registration and the registration schedules of each counselee conform to all catalogue regulations;
6. sign the counselee's preliminary registration card;
7. help the student understand clearly the consequences involved and bring about the best possible registration of the student even if complete agreement cannot be reached, when conflicts arise between two or more departmental counselors of the student regarding the major or minor courses to be taken during a particular semester or summer session.

Teachers as Counselors:

Probably the best counseling relations are those which exist between the teacher and the student who understand one another. It is hoped that each teacher will:

1. teach every student to observe the courtesies and the policy regarding class attendance;
2. welcome students who want to talk over problems, both those raised by the course and others of a more personal or philosophical nature;
3. help students understand the consequences of the various alternatives to be weighed in making important decisions;
4. take a personal interest in each student and guide wherever necessary in order to help every student to live at his best;
5. report significant counseling interviews to the Dean of Students;
6. seek to know as many as possible of his students well enough to give them approximate character ratings on the class card at final marking periods;

7. report significantly good conduct or achievement by any student and also information which may aid personnel counselors in correcting the inefficiencies or less worthy activities of any student.

College B

This was a state supported college which offered a program of teacher preparatory education. It was located in the Rocky Mountain region.

Organizational Pattern of the College

The student personnel organization was headed by a Director of Student Personnel. He served as a member of the Executive Council which was the advisory group for the President of the College. Other members of the Council were the Director of Instruction, the Director of Public Relations, the Director of Business and Finance, and the Director of the Graduate School.

Organization of the Department of Student Personnel

All out-of-class activities and services for resident students were supervised by the Department of Student Personnel which was headed by the Director of Student Personnel. These services and activities included admissions, veterans' counseling, testing, registration and records, student health services, counseling, housing, social activities, student employment, and student loans and scholarships.

A Personnel Council which included representatives of each instructional division of the college as well as major administrative officers in the Department of Student Personnel constituted an advisory committee whose chief function was to assist department members in

planning and executing effective personnel practices.

There follows a brief description of the various student personnel services and activities which were administered and coordinated through the Student Personnel Department.

Admissions. All inquiries for information concerning admission from prospective students were referred to the Director of the Department of Student Personnel. Much information about all phases of college life was given through this department. Instructions for making application, evaluation of credits, orientation materials, catalogs, and other general information which was given by this department were considered by this institution to be of great importance to every student entering for the first time. A Committee on Admissions composed of members of the personnel department acted on all applications for admission.

Orientation. All new students were required to attend a Freshmen Week Program for four days prior to the opening of the fall quarter. During this period students were given a battery of placement tests measuring scholastic aptitude, achievement in various scholastic fields, special aptitudes, and interests. Data from these tests were made available to faculty advisers to whom students were assigned for assistance in the planning of their respective programs of study.

Group orientation meetings with advisers were held once a week throughout the first quarter a student was enrolled. Orientation included a discussion of general college rules and regulations, instruction on how to study, information on self-appraisal, career planning,

and the use of the library. Opportunities for individual conferences with the student's adviser were provided through these weekly meetings.

Registration and records. The Registrar was included in the Department of Student Personnel. This office was responsible for the registration procedure and for keeping complete and accurate academic records of all students. All changes of programs, withdrawals from college, and the dropping or adding of courses were cleared in the Registrar's office.

Closely associated with the Registrar and, also, a part of the Department of Student Personnel was the Supervisor of Records. The main functions of this office were: (1) to secure information, (2) to assemble information, and (3) to disseminate information. Pertinent information relative to all aspects of student life were included in a system of cumulative personnel records. These records were readily accessible to student personnel officers, to administrative officers, and to members of the faculty.

Housing. The housing of students was directly under the supervision of the Supervisor of Housing. This officer was administratively considered in the Department of Student Personnel although he worked closely with the Department of Business and Finance. The Dean of Women, the Men's Counselor, and the Supervisor of Housing represented the Department of Student Personnel in coordinating residence hall affairs.

Veterans advisement. Veterans' problems relating to subsistence, certification, eligibility, and training objectives were cared for through the Men's Counselor. Following interviews, he guided them to

those best qualified to facilitate their adjustment, cooperated with their faculty advisers, and acted as liaison officer between the Veterans Administration and the students.

Social activities. The social activities on this campus were coordinated through the Department of Student Personnel. The Director of Student Personnel was chairman of the College Calendar Committee. The Director of the Union was a member of the personnel staff and was responsible for the supervision of the social activities in the Student Union Building. Policies with respect to the campus social life was determined by a joint student-faculty council which included representation from the Student Personnel Department.

Health services. The Health Service was under the supervision of a registered nurse. A physician was present for one hour each morning and for an hour and a half each afternoon. A nurse was always on duty during daytime office hours. Health examinations were given during a student's first quarter of residence by college-employed physicians. The results of the physical examinations were used in advising students as to their scholastic work and living programs, and in determining to extent of physical activities.

Student employment. The Department of Student Personnel acted as the clearing house in the matter of student employment. Employment needs of students were kept on file and all employers of students, both on-campus and off-campus, were referred to this department when reporting job possibilities for students. Every effort was made to find places

of employment and to systematize this service so that the largest possible number of students could be helped through part-time employment.

Scholarships and loan funds. While the Controller was the custodian of the funds available for scholarships and loans, the actual administration of all such aid to students was administered through the Department of Student Personnel. The policies concerning loans and scholarships were set up by a Committee on Loans and Scholarships which had as its chairman the Director of Instruction. The Dean of Women and the Men's Counselor were members of this committee representing the Department of Student Personnel. These last mentioned members of this committee investigated most of the cases seeking scholarships or loans and their recommendations were usually followed by the Controller.

College C

This was a state supported college which offered a program of liberal arts and general, teacher preparatory, and terminal-occupational education. It was located in the Pacific Coast region.

Organizational Pattern of the College

A President's Council which consisted of the principal administrative officers of the college served as a management aid to the President. Members of this Council included the Executive Dean, the Dean of Instruction, the Dean of Students, the Dean of Educational Services and Summer Session, and the Business Manager. The function of this committee was to advise the President on instructional and administrative matters. Other committees of the college, except those specifically

designated by the President, reported to this Council. The Council studied and summarized committee reports, made recommendations for action and transmitted these reports to the President.

Organization of Student Personnel Services

The student personnel program was under the general direction of a Dean of Students who was directly responsible to the President. The Dean of Students was responsible for the direction and coordination of the counseling, testing, admissions, academic records, student activities, student health, and placement work in the college. With members of the personnel staff and with the cooperation of the instructional staff, it was his responsibility to plan an in-service training program for faculty advisors in an effort to develop effective techniques for student advising and counseling in the college.

There follows a list of the offices which were under the supervision of the Dean of Students with a brief listing of the main functions performed by each of the offices described in the words of the respondent from this college:

Admissions Officer:

1. Evaluates records of students seeking admission.
2. Advises students in the institution desiring transfer to other schools, such as medical schools, engineering schools, other universities and colleges, of the academic requirements.
3. Adjusts credits of students transferring into the college, including evaluation of military experience.
4. Makes special studies of admission policies and procedures.
5. Supervises the academic records work of the college.

Registrar:

1. Maintains academic records of the college.
2. Maintains a student roster.
3. Reports grades of students.
4. Upon request, prepares transcripts of student records.
5. Prepares probation and disqualification lists.
6. Distributes college bulletins to high school counselors.
7. Manages the college's registration procedure.

Director of Counseling:

1. Does personal and vocational counseling.
2. Guides the counseling program, including the academic counseling of the college.
3. Reviews difficult student personnel cases.
4. Manages the loan and scholarship funds of the college from the standpoint of assignment of money to qualified students. (Bookkeeping done in the business office.)
5. Helps plan the student testing program, including the development and validation of test material.

Director of Testing:

1. Administers general tests and special tests relating to personal and vocational guidance.
2. Makes item analyses and validity and reliability tests of examinations prepared by the college.
3. Administers the college testing program.
4. Makes statistical studies relating to the test program of the college.
5. Prepares tests used in selection, placement, and academic testing of students.
6. Advises faculty members in methods of objective test preparation, when asked.

Director of Student Activities:

1. Supervises and counsels student activities.
2. Works with student and faculty in establishing policies for extra-curricular activities and events.
3. Keeps the social calendar for the campus.
4. Supervises housing of all students from the standpoint of sanitary, economic, and moral considerations.
5. Does personal and vocational counseling.

Director, Student Health Service:

1. Conducts medical examinations for students at registration

- periods and at other times deemed necessary.
2. Supervises the college sanitation program, personally investigating on-campus housing and feeding facilities.
 3. Gives emergency medical service when needed.
 4. Assists in the planning of health education.
 5. Maintains files and health records.
 6. Orders and maintains medical supplies and equipment.

Director of Placement:

1. Develops the program for placing students.
2. Maintains teacher, non-teacher, and part-time student placement records.
3. Refers students to prospective employers.
4. Keeps a file of requests from employers.
5. Makes follow-up studies of placements to evaluate the effectiveness of the teaching in relation to the success of students placed.
6. Makes referrals of part-time student help.

University D

This was a state supported university which offered a program of liberal arts and general education and had two professional schools. It was located in the North Atlantic region.

Organizational Pattern of the University

The student personnel organization on this campus was headed by a Dean of Student Administration. Coordination of the student personnel activities with other activities on the campus was achieved by the Dean of Student Administration through membership on the University Council. Other members of the Council were the Assistant to the President, the Treasurer, the Secretary, the Dean of the Liberal Arts College, the Dean of the Graduate School, and the deans of the two professional colleges.

Organization of Student Personnel Services

The student personnel organization was headed by a Dean of Student Administration who was responsible for the coordination and general supervision of student activities and welfare outside of the formal academic activities. The activities in this area included supervision of student health, counseling, living arrangements, employment service, extra-curricular activities, student financing, academic record keeping, and maintenance of academic standards. The services and agencies composing the student personnel services are described in the following paragraphs.

The Admissions Office was responsible for contacting prospective college students, processing their applications, corresponding with them, distributing bulletins and catalogues, and finally, selecting the students.

The Recorder's Office conducted registration, maintained the academic records, issued grades and transcripts, checked the students' records and advised them of their progress toward graduation. It was closely allied with the Admissions Office. Veterans' routine contacts with the Veterans Administration regarding educational benefits were handled through this office.

The Testing and Counseling Service was under the direction of a person with a degree in psychology and with extensive teaching and counseling experience. Other members of the staff included a psychologist, a counselor, a consulting clinical psychologist, a consulting psychiatrist, and a psychometrist. This service assisted students in discovering vocational abilities and aptitudes, self-evaluation, and

in the development of sound educational plans and objectives. Personal counsel and guidance were offered to those students facing problems of emotional and social adjustment. It was the university's official testing agency charged with the testing program in connection with the Orientation Week Program and such other testing as might be referred to them. In cooperation with the Admissions Office, it furnished the schools of the state the benefits of the university's trained personnel for testing and information concerning the problems of guidance.

The Office of the Dean of Women was responsible for the assignment of rooms in the women's residences and approved the housing of off-campus women who were not living at home. In cooperation with the student social committee, the social calendar was arranged through this office. Women students in need of financial assistance or those who desired employment during the college year were referred to this office for assistance.

The Office of the Dean of Men was concerned with the over-all adjustment of men students to university life. Areas such as personal finance, scholarships, work opportunities, absences, dormitory life, and fraternity houses were included in the responsibilities of the Dean of Men.

The University Health Service was under the direction of a physician. Two other physicians were also on the staff. Through this service the university was making provision for the protection, improvement, and maintenance of student health. Registered nurses were on duty at all times. Individual health guidance was given through personal conferences with the university physicians.

The Placement Bureau maintained a close contact with business and industry in order to bring employment opportunities to the attention of students and alumni. Guidance was given in the selection of employers and proper methods of interviewing employing officials. An effort was made to place the graduate in the type of work best suited to his individual qualifications and aptitudes. The Placement Bureau and the Counseling Service had a close working relationship.

College E

This was a state supported college which offered a program of liberal arts and general education and had two professional schools. It was located in the Southwestern region.

Organizational Pattern of the College

The student personnel organization on this campus was headed by a Dean of Students. Coordination of the student personnel activities with other educational activities on the campus was achieved by the Dean of Students through membership on the President's Advisory Council. He also served as an advisory member of the Academic Senate.

Organization of the Division of Personnel

The Division of Personnel was headed by a Dean of Students who was directly responsible to the President. This division was responsible for developing, supervising, and continuously evaluating services designed to meet the needs of the students on this particular campus. In addition to being a member of the President's Advisory Council and the Academic Senate, the Dean of Students was a member of the Admissions Committee and the Student Aid Committee.

Included within this general administrative unit were the following offices and services described in the words of the respondent from this particular college:

Dean of Students:

1. Has the general supervision of all staff within the division.
2. Administers the policies of the Student Aid Committee.
3. Develops employment opportunities for students and the wives of students.
4. Works with the faculty in the development of the student personnel viewpoint and encourages the faculty to participate in the counseling program.
5. Directs and supervises the general guidance and counseling program of the college.
6. Directs the pre-registration guidance of prospective students.
7. Provides a program of orientation for freshmen and new students.
8. Coordinates the work of student procurement.
9. Serves as an advisor to the student commission.
10. Is responsible for the conduct of students. (Serves as coordinator in all discipline cases.)
11. Works with faculty advisor of the Greek Council in the administration of Greek Life Policies, particularly in respect to pledging procedures.
12. Cooperates with the deans of the three schools in the administration of attendance problems. Absences due to college sponsored activities were cleared through this office.

Counselor for Women:

1. Schedules all events and is in charge of the college social calendar.
2. Cooperates with the Director of the Student Union in social planning, usage and traditions in that unit.
3. Directs student organizations and brings all under the financial plan of the college.
4. Administers Pan-hellenic rulings and pledging system for sororities. Also supervises sorority records.
5. Is responsible for personal problem advisement for all women students.
6. Serves as an advisor to the Dean of Students and the Discipline Committee in cases involving female students.

Counselor for Men:

1. Prepares, plans for, and administers the orientation program for Freshmen Days. (Coordinates the orientation program so that all freshmen and new students benefit through better adjustment.)
2. Supervises the development and preservation of the student cumulative personnel records for men.
3. Acts as the Dean of Student's representative on all fraternity matters.
4. Serves as advisor to the Dean of Students and the Discipline Committee in cases involving male students.
5. Is responsible for personal problems advisement for all male students.
6. Administers the college testing program.
7. Cooperates with the Education Department in the remedial reading program for all students.

Director of Housing:

1. Is responsible for all assignment to rooms or apartments in college owned housing.
2. Maintains reservations list for rooms and apartments.
3. Provides furniture and other necessary equipment for all students housing.
4. Supervises health and sanitation in the residence areas.
5. Selects and supervises residence hall staff and employees in cooperation with the Dean of Students.
6. Maintains apartment and residence hall inventories.
7. Cooperates with the Business Office in the collection of residence hall and apartment revenue.
8. Supervises off-campus housing facilities including fraternity and sorority houses.

Director of Placement:

1. Initiates and accepts enrollments of graduates and former students with the Placement Bureau.
2. Prepares credentials and keeps credentials up-to-date for all current enrollees.
3. Cooperates closely with deans and department heads.
4. Provides interviews for students with prospective employers both on and off campus.
5. Investigates vacancies before placement and attempts to place enrollees in desirable positions according to ability and fitness, interest, and scholarship.
6. Directs check of effectiveness of graduates after they have been placed in a position.

7. Prepares and maintains adequate and continuing placement records.
8. Makes provisions for assisting graduates who are vocationally maladjusted.

College Physician:

1. Administers the student health and hospitalization program.
2. Responsible for establishing and maintaining a high standard of health conditions throughout the campus.
3. Is available to college students in emergencies on a 24-hour basis.
4. Provides for a physical examination of all new students.
5. Treats all regular cases of student illness and prescribes medicines.
6. Performs operation on students under the Student Health Plan (with the consent of the parents.)
7. Inspects all residence units and the dining hall for sanitation.
8. Checks physical records of each student and informs parents of any corrective work needed.
9. Reports illness causing absences to instructors concerned and the Dean of Students.
10. Supervises the work of the college nurses.
11. Cooperates with the Dean of Students in the supervision and administration of the entire student health program.

Director of the Student Union Building:

1. Has general supervision of the student union buildings including:
 - a. Cleanliness and sanitation
 - b. General operation
 - c. Employment of workers
 - d. Protection of property including fire, theft, and depreciation
 - e. Upkeep and repairs
 - f. Purchasing of equipment and supplies
 - g. Inventories
2. Recommends and works out policies with the Dean of Students in connection with the operation of each division of the student union building including:
 - a. The cafeteria
 - b. The canteen
 - c. The bookstore
 - d. The recreation room
 - e. The barber shop
 - f. The grocery shop

3. Supervises social life within the student union building and is administratively responsible for scheduling all activities within the building. In this respect, he cooperates directly with the Counselor for Women who is in charge of social life in general.
4. Responsible for the establishment of worthy traditions in the union building, particularly as follows:
 - a. Dress of students
 - b. Conduct of students
 - c. Appearance of the auxiliaries in the union
 - d. Traditional activities
5. Prepares annual financial report on the condition of each auxiliary enterprise in the union building.

University F

This was a state supported university which offered a program of liberal arts and general education and had five professional schools. It was located in the Northwest region.

Organizational Pattern of the University

The student personnel organization on this campus was headed by a Dean of Students. Coordination of student personnel activities with the activities of other divisions and agencies on the campus was achieved by the Dean of Students through membership on the President's Advisory Council. Other members of the Council were the Vice President of the University, the Business Manager, the Administrative Assistant to the President, the Dean of the College of Liberal Arts, the Dean of the Graduate School, and the deans of the professional schools.

Organization of Student Personnel Services

The Dean of Students was responsible to the President for supervising and coordinating the personnel agencies, for preparing and recommending a budget for personnel services, and for submitting annually

a report on the effectiveness of the personnel services. The Dean of Students was assisted by a Personnel Committee composed of the administrative heads of the various student personnel agencies and students representing both men and women.

The Admissions Office was responsible for pre-college counseling, admissions, and the orientation program. The staff in this office was responsible for interpreting admission requirements to prospective students, receiving applications of students seeking admission, and evaluating the suitability of the applicants for admission. The orientation of new students involved the planning and coordinating of the activities engaged in by new students during the week prior to the opening of the regular college year.

The Registrar was in charge of registration procedures and responsible for the official records of the students. In addition to the scholastic record of the students, this office recorded data from the admissions records and the testing service. Information was made available to the dean of students, dean of men, dean of women, counselors, academic advisers, and other qualified staff members having need of such information.

The principal function of the Dean of Men's office was to coordinate the several agencies which contributed to the welfare of men students. While some of the duties were disciplinary in nature, most of the duties consisted of personal counseling, the adjustment of environmental conditions, aid in problems of finances, extra-curricular activities, and social behavior.

Through the Dean of Women's office such services as the following

were provided for women students: vocational assistance through individual and group conferences; counsel in housing arrangements; financial aid through loans and part-time employment; guidance in extracurricular activities; and personal counseling.

A Director of Housing in cooperation with the Dean of Men and the Dean of Women was responsible for the supervision of campus residences, including making and administering the budget, room assignments, the employment and supervision of a staff, the purchasing of new equipment, and the physical upkeep of the residences. Approved off-campus housing was cleared through this office, too.

Tests for all new students were administered, scored, and reported to the registrar, counselors, and advisers by the Testing and Counseling Service under the direction of a Director of Testing and Counseling. Additional tests and other diagnostic devices were administered if requested by faculty members, counselors, advisers, administrative officers, or by a student in conference with a staff member of the Testing and Counseling Service. Diagnosis and recommendations for achievement difficulties in reading and general study habits were available. Complete counseling service was available to students based on a careful survey of aptitudes, abilities, interests, and achievements. The staff included clinical psychologists, counselors, and a psychometrist.

The Student Health Service was under the direction of the college physician. Each new student, upon entering, received a medical examination, and whenever necessary, students were re-examined and advised regarding their physical condition. A physician was on call at all times for illnesses and emergencies occurring off the campus and in

the student's homes.

The Placement Service coordinated the placement activities for all the schools of the university. This service facilitated the bringing together of students, faculty, and department heads with the representatives of companies and agencies seeking to employ specifically trained personnel. Active public relations were maintained with prospective employers, in order that current and developing needs of industry, education, and other fields were available. This office cooperated with the Dean of Men and the Dean of Women in securing part-time employment on the campus and in the community for students who needed aid in defraying their expenses. Information was also maintained concerning jobs during vacation periods.

Summary

An examination of the descriptions of the student personnel organizations in the six selected state colleges and universities seemed to indicate certain common characteristics. In each of the institutions the chief personnel official was placed on an equal status with administrative officers in charge of other major divisions of the respective institutions.

The person in charge of the administration of student personnel services was assisted by an advisory group composed of members of the various personnel agencies and students.

The student personnel program in each institution was organized with one person as being responsible for the coordination and direction of the personnel services, and, also, he was directly responsible to the President.

There was provision made for the integration of student personnel services with other phases of educational and institutional activities through representation of the personnel division on advisory committees.

The provision for the growth and development of the individual student seemed to be evidenced through the availability of such services as (1) providing of individual and group testing and counseling to aid the student in gaining an understanding of himself so that he might plan his course of instruction in keeping with his interests and abilities; (2) providing assistance to the student in finding and remedying basic reading skills and study habits which may interfere with his academic progress; (3) providing for physical and mental health services for the treatment of illnesses, for the prevention of illnesses, and the establishment of good health habits; (4) providing housing facilities and programs which would contribute to the physical, social, and educational needs of the student; and (5) providing assistance to the student in finding suitable employment upon leaving the institution and to aid him in subsequent employment needs.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this chapter is to summarize the general features of the structural organization of student personnel services as revealed by a study of these services in 187 state supported colleges and universities. It is proposed to present this summary in the form of information which was determined from the questionnaire. Also, to present certain conclusions resulting from the study and to make recommendations for further study and investigation.

The introductory chapter furnished a statement of the problem with indications of its significance, the need for the study, the limitations and scope, the method of procedure, and the treatment of data. Chapter II included a review of literature related to the study. Chapter III presented the findings concerning the present status of the provision for personnel services in state colleges and universities. Chapter IV was an attempt to present the findings and interpretations concerning the administrative organization for the coordination of the student personnel services. Chapter V furnished a description of the student personnel program in six of the colleges and universities participating in this study.

For purposes of comparison and analysis, a plan of grouping and classification of the institutions by type of program was adopted. The cooperating colleges and universities were classified according to type

of program as follows:

Type I. Institutions offering programs which were primarily teacher preparatory.

Type II. Institutions offering programs which were liberal arts and general, teacher preparatory, and terminal-occupational.

Type III. Institutions offering programs which were liberal arts and general with one or more professional schools.

Summary

Two services, (1) the selection and admission of students and (2) the orientation of students, were reported as being provided in the personnel program by each one of the 187 participating colleges.

Services which were reported as being provided by more than 90 per cent of the institutions in each classification were the following: (1) part-time employment; (2) counseling; (3) social activities; (4) testing; (5) physical health program; (6) housing program; (7) loans; (8) recreational activities; (9) student discipline; (10) food services; and, (11) cumulative records. Provision for a mental health program was reported by approximately one-half of the institutions in each of the three classifications. Less than 70 per cent of the colleges and universities in each of the three classifications indicated that they were providing for a follow-up program and the continuing evaluation of student personnel services.

The respondents to the questionnaire were asked to list the title of the person or the name of the committee responsible for administering the various personnel service units in their respective institutions.

Approximately three-fifths of the Type II institutions and two-fifths of the Type I and the Type III institutions reported that the registrar was responsible for the selection and admission of students.

Twenty-eight per cent of the Type I institutions and 32 per cent of the Type III institutions reported that the registrar was responsible for the cumulative personnel records. In the Type II institutions, 29 per cent reported that this particular service was the responsibility of the dean or director of student personnel services.

The responsibility for counseling varied among the institutions from one classification to the other. The dean of men and the dean of women assumed this responsibility in two-fifths of the Type I institutions. Three-tenths of the Type II institutions indicated that this was the responsibility of the dean or director of student personnel services. In the Type III institutions four titles, namely, the dean of students, the director of counseling and guidance, the dean or director of student personnel services, and the deans of men and women, were each mentioned by approximately one-fifth of the schools.

The dean or director of student personnel services was responsible for the testing program in 20 per cent of the Type I institutions and 34 per cent of the Type II institutions, while 25 per cent of the Type III institutions reported that this was the responsibility of a director of testing.

Colleges and universities in each of the three classifications indicated that the college physician was responsible for the physical health program in 41 per cent, 39 per cent, and 58 per cent of the Type I, Type II, and Type III institutions, respectively.

No title seemed to be mentioned frequently enough to attach any significance to any one person or committee as being responsible for the mental health program. However, by combining titles such as psychologist, psychiatrist, and mental hygienist, all of which would require special psychological training, it was found that 18 per cent of Type I institutions, 13 per cent of Type II institutions, and 29 per cent of Type III institutions reported persons with titles such as these in charge of the mental hygiene program.

The responsibility for the housing program was assigned to the dean of men and dean of women in 54 per cent of the Type I institutions and 48 per cent of the Type II institutions, while 42 per cent of the Type III institutions reported that this was the responsibility of a director of housing.

Responsibility for the food services was reported as being under the direction of the dietitian in 36 per cent and 39 per cent of Type I and Type II institutions, respectively, with a director or supervisor of food services reported by 23 per cent of the Type III institutions.

Approximately the same percentage, 39 per cent, 38 per cent, and 39 per cent respectively of the Type I, Type II, and Type III institutions indicated that the Speech Department assumed the responsibility for the remedial speech program. Both the English Department and the Department of Education were each reported by 23 per cent of the Type I institutions as being in charge of the remedial reading program. Thirty-two per cent of the Type II institutions and 26 per cent of the Type III institutions reported that the English Department provided for the remedial reading work.

Counselors assumed the responsibility for the program of remedial study habits in 21 per cent and 23 per cent respectively of the Type II and Type III institutions. Twenty per cent of the Type I institutions assigned the responsibility for this program to the deans of men and women.

The assignment of the responsibility for the direction of the program of orientation tended to vary from one classification of institutions to another. This responsibility was that of the deans of men and women in 27 per cent of the Type I institutions; that of the dean of students in 32 per cent of the Type III institutions; and that of the dean or director of student personnel services in 28 per cent and the dean of students in 27 per cent of the Type III institutions.

The social affairs were the responsibility of a social affairs (or activities) committee in 27 per cent, 37 per cent, and 26 per cent of the Type I, Type II, and Type III institutions, respectively. The dean of women was also reported as directing this activity in 27 per cent of the Type I schools.

The physical education department was the title most frequently reported by colleges and universities in each of the three classifications, being reported by 34 per cent, 23 per cent, and 19 per cent of the Type I, Type II, and Type III institutions, respectively.

The deans of men and women were responsible for student discipline in 22 per cent and 23 per cent, respectively, of Type I and Type II institutions, while 23 per cent of the Type III institutions reported that this was the responsibility of a faculty discipline committee.

Loans were administered by a loan fund committee in 34 per cent,

27 per cent, and 39 per cent of Type I, Type II, and Type III institutions, respectively. Similarly, a committee on scholarships administered the scholarship program in 37 per cent, 45 per cent, and 48 per cent of the Type I, Type II, and Type III schools, respectively.

The administration of the part-time employment program was in charge of the deans of men and women in 43 per cent of the Type I institutions and 24 per cent of the Type II institutions. The dean of students directed this program in 26 per cent of the Type III schools.

The most frequently mentioned title of the person in charge of both the placement program and the follow-up program by institutions in each classification was the director of placement. The placement program was his responsibility in 46 per cent of both Type I and Type II institutions and in 48 per cent of the Type III institutions. Thirty-five per cent, 26 per cent, and 29 per cent, respectively, of the Type I, Type II, and Type III schools reported that the director of placement was responsible for the follow-up program.

A student personnel committee was reported by 32 per cent, 21 per cent, and 26 per cent of the Type I, Type II, and Type III institutions, respectively, as being responsible for the continuing evaluation of the student personnel services.

The responsibility for the coordination and direction of the program of student personnel services was assigned to one person in 57 per cent of Type I institutions, 81 per cent of Type II institutions, and 77 per cent of Type III institutions. The title of the person who assumed this responsibility was reported as being the dean or director

of student personnel services by 31 per cent and 44 per cent, respectively, by Type I and Type II institutions, with the title of dean of students being reported by 54 per cent of the Type III institutions. The chief personnel official was directly responsible to the president in more than 90 per cent of the institutions in each of the three classifications.

There was a significant indication of a trend toward the coordination of personnel services with 71 per cent of Type I institutions, 67 per cent of Type II institutions, and 63 per cent of Type III institutions having reported putting their plans into effect between the years 1946 and 1950.

Over 70 per cent of the institutions in each classification reported that the chief personnel official was given academic rank. Most of these officials held the rank of either professor or associate professor.

Approximately 80 per cent of the institutions in each classification with a coordinated program indicated that the chief personnel officer was advised by a council or committee. This advisory group was designated as the student personnel committee by 53 per cent, 56 per cent, and 63 per cent of the Type I, Type II, and Type III institutions, respectively.

The respondents indicated that the greatest needs in order to improve their personnel programs were: (1) more clerical assistance; (2) more time for counseling; (3) a better understanding of the personnel point of view on the part of the faculty; and, (4) more trained personnel. The need for a coordinated program of personnel services

was reported by many of the respondents from institutions without a coordinated program.

Techniques which were found useful in coordinating personnel services and mentioned most frequently were: (1) planned staff meetings; (2) bulletins, newsletters, and handbooks; (3) committees made up of students, faculty, and members of the personnel staff; and, (4) individual conferences.

There seemed to be common agreement that the chief administrative official of student personnel services should be equal in rank to others who were directly responsible to the president. The respondents indicated that for a program of student personnel services to be successful it was advisable to seek council from the students, the faculty, and the administration, and, also, to keep these same people informed concerning plans, progress, and contemplated changes.

Conclusions

From an analysis of the data contained in the questionnaire, literature in the field, and the current practices with respect to the administrative organization of student personnel services, these conclusions seemed to emerge from this study.

1. There was a definite trend toward an administrative structure in which the responsibility for the coordination and direction of the program of student personnel services was the responsibility of one person. The greatest activity toward this trend has taken place since 1946.

2. The chief personnel official was directly responsible to the

president, served on the president's advisory committee, and was coordinate with other officials who were also directly responsible to the president.

3. In most colleges and universities the chief personnel official was assisted or advised by a committee or council which was most frequently designated as the student personnel committee.

4. A dean of students and a dean (director) of student personnel services were the two titles usually used to designate the chief personnel official.

5. Most of the chief personnel officials were given faculty status and held the rank of either professor or associate professor.

6. There was a trend in a change in the status of the Office of the Registrar from an office which had been considered simply an office where grades were recorded and where certain clerical tasks were performed, to an office included as part of the personnel services and participating in the policy making, planning, administration, and operation of the student personnel program.

7. The services of specialists for special services as physician, psychologists, psychiatrists, and trained counselors were considered essential in an effective student personnel program.

8. There was a trend toward the recognition of the importance of personnel services as a means of aiding the student in his total development and adjustment to college life on the part of the administrators, faculty, and personnel workers.

9. There was a noticeable trend toward specific allocation of functions and responsibilities within the framework of the various

personnel units.

10. Colleges and universities seemed to be increasingly aware of the need for complete understanding and adequate means of communication between the personnel workers, the students, faculty personnel, and the administration if the student personnel program was to best serve the needs of the students.

11. Because of the inter-relatedness of the functions of the personnel services, it was concluded that student personnel services need to be highly coordinated both with one another and with other aspects of the educational activity of an institution.

Recommendations for Further Study

1. A study should be undertaken to investigate the qualifications and special training of the persons administering and working in such specialized areas as counseling, testing, the mental health program, the physical health program, and the various remedial services.

2. A comprehensive study should be made to determine the extensiveness and effectiveness of the student personnel services provided by colleges and universities.

3. With the increasing recognition of the importance of student personnel services, a study should be made of the budgets provided for student personnel services and the relative costs for the various services. With unpredictable enrollments in these inflationary times such a study seems timely.

BIBLIOGRAPHY

1. Blaesser, William N., et al., Student Personnel Work in The Postwar College, American Council on Education Studies, Series VI, No. 6, Washington: American Council on Education, 1945, 95 pp.
2. Blake, Mabelle B., Guidance for College Women, New York: D. Appleton and Company, 1926, 285 pp.
3. Bragdon, Helen D., et al., Educational Counseling of College Students. American Council on Education Studies, Series VI, No. 1, Washington: American Council on Education, 1939, 61 pp.
4. Brumbaugh, A. J., "Student Personnel Work in Universities," North Central Association Quarterly, 13: 518-528 (April, 1939.)
5. Cole, Luella, The Background for College Teaching, New York: Farrar and Rinehart, Inc., 1940, 616 pp.
6. Commission on Colleges and Universities, "Statement of Policy Relative to The Accrediting of Institutions of Higher Education," North Central Association Quarterly, 24: 8-44 (July, 1949.)
7. Committee on Student Personnel Work, The Student Personnel Point of View, American Council on Education, Series I, No. 3, Washington: American Council on Education, 1937, 14 pp.
8. Erickson, Clifford E., "Some Transitional Problems of Student Personnel Services," College and University, 25: 292-298 (January, 1940.)
9. _____, Practical Handbook for School Counselors, New York: The Ronald Press Company, 1949, 224 pp.
10. Federal Security Agency, Office of Education, Education Directory, Higher Education, Part 3, 1950-51, Washington: United States Government Printing Office, 1950, 189 pp.
11. Froehlich, Clifford P., Guidance Services in Smaller Schools, New York: McGraw - Hill Book Company, Inc., 1950, 352 pp.

12. Gardner, Donfred H., The Evaluation of Higher Institutions, Vol. V, "Student Personnel Service," Chicago: The University of Chicago Press, 1936, 235 pp.
13. Hamrin, S. A., and Erickson, C. E., Guidance in The Secondary School, New York: D. Appleton-Century Co., Inc., 1939, 465 pp.
14. Hand, Harold C., (ed.), Campus Activities, New York: McGraw - Hill Book Co., 1938, 357 pp.
15. Harper, William R., The Trend in Higher Education, Chicago: The University of Chicago Press, 1905, 390 pp.
16. Hawkes, Mrs. Herbert, Chapter 10, "Student Counseling." In Ralph W. McDonald (ed.), Current Problems in Higher Education, Department of Higher Education, National Education Association, Washington, 1947, 227 pp.
17. Houston, Clifford G., "Colorado Colleges Cooperating," Journal of Higher Education, 10: 273-275 (May, 1939.)
18. Hunter, Harriet and Gorton, Mary L., "The Value of a Psychiatric Consultant to a University Health Service," American Association of University Professors Bulletin, 33: 256-268, (Summer, 1947.)
19. Knode, Jay C., Orienting The Student in College, New York: Teachers College, Columbia University, 1930, 140 pp.
- 20 - 25. No references included.
26. Lloyd - Jones, Ester M., Student Personnel Work at Northwestern University, New York: Harper and Brothers, 1929, 253 pp.
27. _____, and Smith, M. R., A Student Personnel Program for Higher Education, New York: McGraw - Hill Book Company, 1938, 322 pp.
28. MacRae, James B., Chapter 7, "Responsibility of the College for the Welfare of the Student." In Ralph A. MacDonald (ed.), Current Issues in Higher Education, Department of Higher Education, National Education Association, Washington: 1950, 253 pp.

29. McCarn, Ruth O., Chapter 16, "The Housing of Students."
In J. D. Russell (ed.), Student Personnel Services in Colleges and Universities, Proceedings of the Institute of Administrative Officers of Higher Institutions, 1940, Chicago: University of Chicago Press, 1941, 300 pp.
30. Maverick, Lewis A., The Vocational Guidance of College Students, Cambridge: Harvard University Press, 1926, 251 pp.
31. Miller, Eleanor O., "Scientific Basis for Counseling,"
Journal of Higher Education, 10: 182-186 (April, 1939)
32. President's Commission on Higher Education, Higher Education for American Democracy, Establishing Goals, Volume 1, Washington: U. S. Government Printing Office, 1947, 103 pp.
33. Reed, Anna Y., Guidance and Personnel Services in Education, Ithaca, New York: Cornell University Press, 1944, 496 pp.
34. Reed, Dudley B., and Congdon, Charles B., Chapter 12, "The Health Service as an Agency for Understanding the Student." In J. D. Russell (ed.), Student Personnel Services in Colleges and Universities, Proceedings of the Institute of Administrative Officers of Higher Institutions, 1940, Chicago: University of Chicago Press, 1941, 300 pp.
35. Reeves, Floyd W., et al., The Liberal Arts College, Chicago: The University of Chicago Press, 1932, 716 pp.
36. Russell, John Dale (ed.), Student Personnel Services in Colleges and Universities, Proceedings of the Institute of Administrative Officers of Higher Institutions, 1940, Chicago: University of Chicago Press, 1941, 300 pp.
37. Russell, R. D., "Guidance Developments in Negro Colleges,"
Occupations, 28: 25-27 (October, 1949.)
38. Scott, William E., Chapter 17, "Extra-curriculum Activities." In J. D. Russell (ed.), Student Personnel Work in Colleges and Universities, Proceedings of the Institute of Administrative Officers of Higher Institutions, 1940, Chicago: University of Chicago Press, 1941, 300 pp.

39. Seidle, Charles A., Chapter 5, "Organization and Administration of Student Personnel Programs." In Ralph W. McDonald (ed.), Current Trends in Higher Education, Department of Higher Education, National Education Association, Washington, 1949, 202 pp.
40. Strang, Ruth, Personal Development and Guidance in College and Secondary School, New York: Harper and Brothers, 1934, 341 pp.
41. ———, Chapter 9, "Problems and Procedures of Student Activities." In C. Gilbert Wrenn, Student Personnel Work in College, New York: The Ronald Press Company, 1951, 589 pp.
42. ———, Chapter 10, "Orientation of New Students." In C. Gilbert Wrenn, Student Personnel Work in College, New York: The Ronald Press Company, 1951, 589 pp.
43. Sturtevant, S. M., Strang, R., and McKim, M., Trends in Student Personnel Work, New York: Teachers College, Columbia University, 1940, 110 pp.
44. Thompson, Florence M., "Developing Social Competence in Prospective Teachers Through the Residence Hall Program," The Teachers College Journal, 21: 103 (March - April, 1950.)
45. Toven, J. R., "Appraising a Counseling Program at College Level," Occupations, 23: 459-466 (May, 1945.)
46. Townsend, Marion E., The Administration of Student Personnel Services in Teacher Training Institutions of the United States, New York: Teachers College, Columbia University, 1932, 115 pp.
47. Trabue, M. R., "Recent Developments in Testing for Guidance," Review of Educational Research, 3: 41-48 (February, 1933.)
48. Traxler, Arthur E., Techniques of Guidance, New York: Harper and Brothers, 1945, 394 pp.
49. Williams, Robert L., "Present Practices in Offering Guidance to Freshmen in 107 American Colleges and Universities," Peabody Journal of Education, 13: 292 (May, 1936.)

50. Williamson, E. G., et al., The Student Personnel Point of View, American Council on Education Studies, Series VI, No. 13, Washington: American Council on Education, 1949, 20 pp.
51. _____, and Sarbin, T. R., Student Personnel Work in The University of Minnesota, Minneapolis: Burgess Publishing Company, 1940, 118 pp.
52. Wood, Ben D., Measurement in Higher Education, Yonkers, New York: World Book Company, 1923, 337 pp.
53. Wrenn, C. Gilbert, Student Personnel Work in College, New York: The Ronald Press Company, 1951, 589 pp.
54. _____, Chapter 2, "Distinctive Needs for Student Personnel Work in Universities." In J. D. Russell (ed.), Student Personnel Work in Colleges and Universities, Proceedings of the Institute of Administrative Officers of Higher Institutions, 1940, Chicago: University of Chicago Press, 1941, 300 pp.
55. _____ and Garrett, Mildred, "Adjusting Youth to College Life," Occupations, 12: 38-41 (March, 1934.)
56. Young, Kimball, Personality and Problems of Adjustment, New York: F. X. Crofts and Company, 1940, 868 pp.
57. Zook, George F., "The Administration of Personnel Work," Journal of Higher Education, 3: 348-354 (October, 1932.)

APPENDIX A

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY

Name and Location		Type of Program		
		I	II	III
		Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
<u>ALABAMA</u>				
Florence	State Teachers College		x	
Jacksonville	State Teachers College		x	
Montgomery	State Teachers College	x		
Normal	Alabama Agricultural and Mechanical College		x	
Troy	State Teachers College	x		
<u>ARIZONA</u>				
Flagstaff	Arizona State College		x	
Tempe	Arizona State College		x	
<u>ARKANSAS</u>				
Arkadelphia	Henderson State Teachers College		x	
Conway	Arkansas State Teachers College	x		
Russellville	Arkansas Polytechnic College		x	
State College	Arkansas State College		x	
<u>CALIFORNIA</u>				
Chico	Chico State College		x	
Fresno	Fresno State College		x	
Long Beach	Long Beach State College		x	
Sacramento	Sacramento State College		x	
San Diego	San Diego State College		x	

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY

Name and Location	Type of Program		
	I	II	III
	Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
<u>COLORADO</u>			
Fort Collins			
Greeley			x
Gunnison	x		
		x	
<u>CONNECTICUT</u>			
New Haven		x	
New Britain	x		
<u>DELAWARE</u>			
Newark			x
<u>FLORIDA</u>			
Tallahassee		x	
<u>GEORGIA</u>			
Collegeboro	x		
Fort Valley		x	
Savannah		x	
<u>IDAHO</u>			
Moscow			x
Pocatello			x

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, cont.

Name and Location		Type of Program		
		I	II	III
		Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
ILLINOIS				
Carbondale	Southern Illinois University			x
Charleston	Eastern Illinois State College	x		
DeKalb	Northern Illinois State Teachers College	x		
Macomb	Western Illinois State College	x		
Normal	Illinois State Normal University	x		
INDIANA				
Muncie	Ball State Teachers College	x		
Terre Haute	Indiana State Teachers College	x		
IOWA				
Cedar Falls	Iowa State Teachers College	x		
KANSAS				
Emporia	Kansas State Teachers College		x	
Hays	Fort Hays Kansas State College		x	
Pittsburg	Kansas State Teachers College		x	
KENTUCKY				
Bowling Green	Western Kentucky State Teachers College		x	
Murray	Murray State College		x	
Richmond	Eastern Kentucky State College		x	
LOUISIANA				
Baton Rouge	Southern University and Agri- cultural and Mechanical College			x
Hammond	Southeastern Louisiana College		x	

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, Cont.

Name and Location	Type of Program		
	I	II	III
	Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
LOUISIANA (cont.)			
Lafayette			X
Natchitoches		X	
MAINE			
Farmington	X		
Gorham	X		
Orono			X
MARYLAND			
Baltimore		X	
Frostburg	X		
Towson		X	
MASSACHUSETTS			
Amherst			X
Bridgewater	X		
Fitchburg	X		
Salem	X		
Worcester	X		
MICHIGAN			
Big Rapids		X	
Kalamazoo		X	
Marquette	X		
Mount Pleasant		X	
Ypsilanti	X		

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, cont.

Name and Location		Type of Program		
		I	II	III
		Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
<u>MINNESOTA</u>				
Bemidji	State Teachers College		X	
Mankato	State Teachers College		X	
Moorhead	State Teachers College		X	
St. Cloud	State Teachers College		X	
<u>MISSISSIPPI</u>				
Alcorn	Alcorn Agricultural and Mechanical College		X	
Hattiesburg	Mississippi Southern College		X	
Jackson	Jackson College	X		
University	University of Mississippi			X
<u>MISSOURI</u>				
Cape Girardeau	Southeast Missouri State College		X	
Kirkville	Northeast Missouri State College		X	
Maryville	Northwest Missouri State College		X	
Springfield	Southwest Missouri State College		X	
Warrensburg	Central Missouri College		X	
<u>MONTANA</u>				
Missoula	Montana State University			X
<u>NEBRASKA</u>				
Chadron	Nebraska State Teachers College	X		
Kearney	Nebraska State Teachers College		X	
Wayne	Nebraska State Teachers College		X	
<u>NEVADA</u>				
Reno	University of Nevada			X

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, cont.

Name and Location		Type of Program		
		I	II	III
		Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
<u>NEW HAMPSHIRE</u>				
Durham	University of New Hampshire			X
Keene	Keene Teachers College	X		
Plymouth	Plymouth Teachers College	X		
<u>NEW JERSEY</u>				
Glassboro	New Jersey State Teachers College	X		
Jersey City	New Jersey State Teachers College	X		
Newark	New Jersey State Teachers College	X		
Paterson	New Jersey State Teachers College	X		
Trenton	New Jersey State Teachers College	X		
Upper Montclair	New Jersey State Teachers College	X		
<u>NEW MEXICO</u>				
Albuquerque	University of New Mexico			X
Las Vegas	New Mexico Highlands University		X	
Portales	Eastern New Mexico University		X	
State College	New Mexico College of Agri- culture and Mechanic Arts			X
<u>NEW YORK</u>				
Cortland	State Teachers College	X		
Fredonia	State Teachers College	X		
Geneseo	State Teachers College	X		
New Paltz	State Teachers College	X		

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, cont.

Name and Location		Type of Program		
		I	II	III
		Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
NEW YORK (cont.)				
Oswego	State Teachers College	x		
Plattsburg	State Teachers College	x		
Potsdam	State Teachers College	x		
Albany	New York State College for Teachers	x		
Brockport	New York State Teachers College	x		
Buffalo	New York State College for Teachers at Buffalo	x		
Oneonta	State Teachers College	x		
NORTH CAROLINA				
Boone	Appalachian State Teachers College	x		
Cullowhee	Western Carolina Teachers College	x		
Durham	North Carolina College at Durham			x
Elizabeth City	State Teachers College	x		
Fayetteville	Fayetteville State Teachers College	x		
Greenville	East Carolina College		x	
Winston-Salem	Winston-Salem Teachers College	x		
NORTH DAKOTA				
Fargo	North Dakota Agricultural College			x
Grand Forks	University of North Dakota			x
Mayville	State Teachers College	x		
Minot	State Teachers College		x	

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, Cont.

Name and Location	Type of Program		
	I	II	III
	Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
OHIO			
Bowling Green	Bowling Green State University		x
Wilberforce	Central State College	x	
OKLAHOMA			
Ada	East Central State College	x	
Durant	Southeastern State College	x	
Edmond	Central State College	x	
Tahlequah	Northeastern State College	x	
Weatherford	Southwestern State College		x
OREGON			
Ashland	Southern Oregon College of Education	x	
Monmouth	Oregon College of Education	x	
PENNSYLVANIA			
Bloomsburg	State Teachers College	x	
Clarion	State Teachers College	x	
Kutztown	State Teachers College	x	
Mansfield	State Teachers College	x	
Millersville	State Teachers College	x	
Shippensburg	State Teachers College	x	
Slippery Rock	State Teachers College	x	
West Chester	State Teachers College	x	
California	State Teachers College	x	
Cheyney	State Teachers College	x	
East Stroudsburg	State Teachers College	x	
Edinboro	State Teachers College	x	
Indiana	State Teachers College	x	
Lock Haven	State Teachers College	x	

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, Cont.

Name and Location	Type of Program		
	I	II	III
	Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
<u>RHODE ISLAND</u>			
Kingston			X
Providence			
	University of Rhode Island		
	Rhode Island College of Education	X	
<u>SOUTH CAROLINA</u>			
Columbia			X
Orangeburg			
	University of South Carolina		
	State Colored Normal, In- dustrial, Agricultural and Mechanical College of South Carolina		X
<u>SOUTH DAKOTA</u>			
Aberdeen			
	Northern State Teachers College	X	
Brookings			
	South Dakota State College of Agriculture and Mechanic Arts		X
Madison			
	General Beadle State Teachers College	X	
Springfield			
	Southern State Teachers College	X	
Vermillion			X
	University of South Dakota		
<u>TENNESSEE</u>			
Clarksville			
	Austin Peay State College	X	
Cookeville			
	Tennessee Polytechnic Institute		X
Johnson City			
	East Tennessee State College	X	
Memphis			
	Memphis State College	X	
Murfreesboro			
	Middle Tennessee State College	X	
Nashville			
	Tennessee Agricultural and Industrial State College	X	

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, Cont.

Name and Location	Type of Program		
	I	II	III
	Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
<u>TEXAS</u>			
Alpine	Sul Ross State Teachers College	x	
Canyon	West Texas State College	x	
Commerce	East Texas State Teachers College	x	
El Paso	Texas Western College		x
Houston	Texas Southern University		x
Huntsville	Sam Houston State Teachers College	x	
Nacogdoches	Stephen F. Austin State College	x	
Prairie View	Prairie View Agricultural and Mechanical College	x	
San Marcos	Southwest Texas State Teachers College	x	
<u>UTAH</u>			
Logan	Utah State Agricultural College		x
<u>VERMONT</u>			
Castleton	State Teachers College	x	
<u>VIRGINIA</u>			
Petersburg	Virginia State College	x	
Williamsburg	College of William and Mary		x
<u>WASHINGTON</u>			
Bellingham	Western Washington College of Education	x	

STATE COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY, Cont.

Name and Location	Type of Program		
	I	II	III
	Primarily Teacher Preparatory	Liberal Arts and General, Terminal Occupational, and Teacher Preparatory	Liberal Arts and General with Pro- fessional Schools
<u>WASHINGTON (cont.)</u>			
Cheney	Eastern Washington College of Education	x	
Ellensburg	Central Washington College of Education	x	
<u>WEST VIRGINIA</u>			
Athens	Concord College	x	
Bluefield	Bluefield State College	x	
Fairmont	Fairmont State College	x	
Glenville	Glenville State College	x	
Huntington	Marshall College	x	
Institute	West Virginia State College	x	
Shepherdstown	Shepherd State College	x	
West Liberty	West Liberty State College	x	
<u>WISCONSIN</u>			
Eau Claire	State Teachers College	x	
LaCrosse	State College	x	
Menomonie	Stout Institute	x	
Milwaukee	State Teachers College	x	
Platteville	State Teachers College	x	
River Falls	Wisconsin State College		x
Stevens Point	State Teachers College		x
Superior	State College		x
Whitewater	State Teachers College	x	
<u>WYOMING</u>			
Laramie	University of Wyoming		x

APPENDIX B

NORTHERN ILLINOIS STATE TEACHERS COLLEGE
Leslie A. Holmes, President
DeKalb, Illinois

January 10, 1951

Dr. _____, President

_____, _____

Dear President _____:

I am making a study of the administrative organization of student personnel services in state colleges and universities. I should greatly appreciate the name of the person to whom a letter should be addressed inviting cooperation in completing a questionnaire form seeking the desired information concerning your student personnel program. The colleges and universities will not be identified in summarizing the materials received.

A self-addressed stamped air mail envelope is enclosed for a reply, which may be made by filling in the blanks in the form below and returning this letter.

Sincerely yours,

Ernest E. Hanson
Dean of Men

EEH:j

For reply:

The person to whom a questionnaire concerning the organization of student personnel services may be directed is:

Name _____
Title _____
College or University _____
Address _____

APPENDIX C

NORTHERN ILLINOIS STATE TEACHERS COLLEGE
Leslie A. Holmes, President
DeKalb, Illinois

January 23, 1951

Dr. _____
Dean of Students
_____, _____ College
_____, _____

Dear Dean _____:

President _____ has given me your name as the person to whom an inquiry concerning the organization of student personnel services on your campus should be directed. For the purpose of getting the desired information, a questionnaire form has been prepared and is enclosed with this letter.

The various personnel services included in the questionnaire are adapted from the recommendations of the Committee on Student Personnel Work of the American Council on Education.

I am aware of the many similar requests which are ordinarily made of you and consequently will be the more appreciative of your kindness in completing the questionnaire and returning it to me.

For your convenience in returning the completed form I am enclosing a self-addressed stamped air mail envelope. I shall be looking forward to receiving the completed form.

Sincerely yours,

Ernest E. Hanson
Dean of Men

EEH:j

Enclosures -- 2

APPENDIX D

**QUESTIONNAIRE CONCERNING THE ORGANIZATION OF
STUDENT PERSONNEL SERVICES IN STATE COLLEGES**

Part I

Date _____

1. Name of College _____
2. Enrollment (Fall 1950-51):

Undergraduate men _____	Graduate men _____
Undergraduate women _____	Graduate women _____
3. Name of person replying _____
4. Title of person replying _____

Part II

Instructions: Place a check mark in Column I after those student personnel services provided by your college.

List in Column II the title of the person or the name of the committee responsible for administering each of the services checked in Column I.

	Column I	Column II
1. Selection and admission of students	_____	_____
2. Cumulative personnel records	_____	_____
3. Counseling	_____	_____
4. Testing	_____	_____
5. Health program		
a. Physical	_____	_____
b. Mental	_____	_____
6. Housing program	_____	_____
7. Food services	_____	_____

Part II (continued)

	Column I	Column II
8. Remedial services:		
a. Speech	_____	_____
b. Reading	_____	_____
c. Study habits	_____	_____
d. Others	_____	_____
	_____	_____
	_____	_____
9. Orientation of students	_____	_____
10. Program of social activities	_____	_____
11. Program of recreational activities	_____	_____
12. Student discipline	_____	_____
13. Financial aids:		
a. Loans	_____	_____
b. Scholarships	_____	_____
14. Part-time employment	_____	_____
15. Placement	_____	_____
16. Follow-up	_____	_____
17. Continuing evaluation of student personnel services	_____	_____
18. Others (list):	_____	_____
	_____	_____
	_____	_____
	_____	_____

Part III

1. Is there any person to whom the responsibility for the coordination and direction of student personnel work in your college is assigned? Yes _____ No _____

If the answer to the above is YES:

2. What is the title of the chief administrative officer? _____

3. To whom is he responsible? _____
4. When was his office created? _____
5. Does this officer have academic rank? Yes _____ No _____
(Prof., Assoc. Prof., Asst. Prof.)
- a. If yes, with what rank? _____
6. Is he assisted or advised by a committee or council:
Yes _____ No _____
- a. If yes, what is the title of the group? _____

- b. If yes, please list the college staff positions of this group.

Part IV

1. Are there any aspects of your student personnel program which you consider especially successful or unique?

2. What particular difficulties have you met in the administration of the student personnel program on your campus? (e.g., lack of trained personnel, need for more clerical assistance, lack of understanding of personnel point of view on the part of faculty, etc.)

3. What specific techniques have you found useful in coordinating personnel services on your campus? (e.g., staff meetings, bulletins, etc.)

4. In terms of your experience what suggestions would you make to a person or committee responsible for the administrative organization of student personnel services?

Please include any available organizational charts, explanatory material, or significant information describing unusual features of your student personnel organization, which you think will help me understand your program. Mail to: Ernest E. Hanson, Dean of Men, N. I. S. T. C., DeKalb, Illinois.