

THE ACADEMIC ADVISER OF STUDENTS
IN OREGON STATE COLLEGE

by

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THE ACADEMIC ADVISER OF STUDENTS IN OREGON STATE COLLEGE

CHAPTER I

INTRODUCTION AND PURPOSE

Statement of the Problem. There seems to be a common tendency to treat the advisement of college students solely in terms of scholasticism, courses, or academics. This function is necessary but fails to give due emphasis to the individual student and his differences. Furthermore, such a mechanistic approach is out of keeping with the Oregon State College interest in the student's personal welfare as stated in the Catalog (19, p.87): "The total experience of a student while attending Oregon State College should result in satisfactory growth socially, emotionally, and educationally."

It is felt by many students of this problem that the limited staff approach is caused by several factors; some of the more apparent of which are: lack of time, lack of interest in students, lack of vision, diffidence, and channelization of the staff member's interest in his own academic area.

Decentralization, with its implied lack of campus-wide line authority, introduces another problem in advising

students. This type of administration makes it difficult to establish any prevailing procedure through the use of directives. At present the actions taken by the schools and divisions of the College, regarding student personnel problems, come from internally felt needs or through administrative persuasion.

Because of such flexibility, and because of the large numbers of administrative and staff people involved, future action taken by the schools and divisions will conceivably result in increasingly effective solutions to the problem of individual guidance in the College. The various schools and departments will undoubtedly improve the training of their student's advisers. This will only take place when it is commonly recognized that there is more required of the adviser than an ability to interpret the Catalog.

Purpose of this Paper. There is a three-fold objective in writing this paper: (1) to review the present status of the academic adviser of students in the College, (2) to broaden the instructive base and thus improve the functioning of the academic adviser, and (3) to make such recommendations as seen properly deducible from the material presented. (The term, academic adviser of students, being rather awkward, will hereafter be replaced with the

term adviser or, for greater clarity, student's adviser).

The fulfillment of these purposes will first show the adviser's relationship to (a) the philosophy and organization of the College regarding student personnel work, (b) the student, and (c) other staff members.

Secondly, this paper will present to the adviser a concept of the size and expansiveness of a field which is now known as Life Adjustment Education.

It is hoped that, as the student's adviser gains a greater understanding of the problem involved in more complete and effective advising, the advisory program will better assist students to arrive at their own factual, satisfactory solutions of their numerous problems.

CHAPTER II

PERSONNEL COUNSELING

The College Personnel Program. There has been increased pressure by faculty, students, and parents to improve the quality of student advising on the whole campus. There has been some effective personnel work done among many students by several schools and divisions. For the campus as a whole, however, student advising has been uncoordinated, incidental, relatively unplanned, and, in many instances for the student, ineffective to the extent of wasting his time, money, and effort.

To aid in improving the present situation the position of Personnel Coordinator was established and the Personnel Council was created.

The office of Personnel Coordinator was established July 1, 1948. The position is described in the Catalog in the following words (19, p.87):

The Personnel Coordinator is primarily responsible for campus-wide academic guidance, for coordination of the various student personnel agencies of the institution, and for assisting in the promotion of an efficient student personnel service in each school or division of registration. The following personnel groups work in cooperation with and under the direction of the Personnel Coordinator; Head Counselors, Testing and Counseling Bureau, Clinical Services, and Academic Deficiencies Committee.

As the statement is comprehensive and self-explanatory no more need be added.

The Personnel Council was activated September 1, 1949, in order to promote an "...efficient student personnel service in each school or division of registration, as well as for the institution, and to coordinate the various personnel agencies of Oregon State College" (19, p.87). The personnel functions now being performed on the campus deal principally with six student personnel problems (26, p.1):

- a) admission to college;
- b) orientation in college;
- c) elimination of waste through straightening out potential failures, disciplinary, and other problem cases;
- d) curricular guidance in college;
- e) preparation for life after college; and
- f) research to improve methods of handling the preceding major problems.

The Council has taken for its field of activity the above problems. This organization works through and with the Personnel Coordinator for the campus.

The deans of men and women continue to be "...available for consultation on [the student's] personal problems" (19, p.87). This function will not be supplanted but supplemented according to the present plan.

The head counselors "...are appointees of the deans of the respective schools and are responsible jointly to

the deans and to the Personnel Coordinator for the personnel program in their respective school organizations" (19, p.87). These head counselors are functioning in the following: Lower Division, Science, Agriculture, Business and Technology, Education, Engineering, Forestry, Home Economics, and Pharmacy.

It is the usual practice for the head counselor, with the consent of the dean, to choose the faculty members who shall be the student's advisers in the school or division which he represents. The adviser and the problems attached to his work will be discussed in Chapter III.

The head counselor also works closely with the Academic Deficiencies Committee whose function is to be (19, p.88)

...responsible for the administration of the regulations of the State College governing student scholarship. The committee is in close cooperation with the head counselors, attempts to learn causes for poor student accomplishment, and promotes policies and procedures deemed advisable for improvement of scholastic status of students in general.

Another item of student personnel work in the College is student placement. The Catalog states (19, p.88-89) that placement is the concern of the general faculty and, particularly, of the dean of each school. Each school is expected to keep close contact with the

professional fields for which its graduates are prepared. Teacher graduates have a special service through the Teacher Placement Service (Ib., p.277-278).

Interim monetary needs of the students are those of self-support (19, p.93-94). Students are assisted through the Student Employment Bureau and the Loan Funds (Ib., p.95-96). There are numerous scholarships and fellowships available to those who are able to fulfill the requirements (Ib., p.96-99). There are also honors and awards granted, of which some are monetary (Ib., p.99-103).

Faculty-student committees are provided (19, p.88) on Student Life, Student Housing, Health and Sanitation, Religious Education, and Educational Activities. In addition to these committees there is the Student Employment Bureau (see above), the Student Health Service, the Student Loan Fund (see above), and other agencies devoted to student welfare.

The Problem of Advising. Most students, having left an environment to which they were accustomed, are placed in new and unfamiliar situations. Even though these students are approaching adulthood and usually accept their developing responsibilities, their many, and individually important, decisions must be founded on facts.

The College has, by implication, committed itself

to make such facts available to the students by these words (19, p.87):

Primary responsibility for student welfare is shared by the Offices of the Dean of Women, the Dean of Men, and the Personnel Coordinator. Student welfare includes personnel services, student living, social and activity programs, loan funds, scholarships and fellowships, and honors and awards.

In the opinion of the writer, the responsibility here established is not being adequately fulfilled. The result is that much unofficial and irresponsible advising is done by the students. Students need much information and they are going to seek it; it should therefore be well prepared and made available from the only source of this information: the College. Advice from other students might not be so generally sought if students were able to come to some staff member whom they knew to be (1) interested, (2) adequately prepared, (3) professionally equipped, and (4) who was provided the time to do student advising.

Many instructors have found it much easier to teach subject matter than to teach students. Many instructors are able to ignore the individual differences, or life adjustments, and the peculiar needs of each student. Student advising often consists solely in making out a program of studies. Without instruction, indoctrination, or suitable assistance in seeing a deeper and broader meaning in

student advising it will probably continue on this level. It is entirely possible that part of the 65% of entering freshmen who do not graduate may be salvaged through the establishment of adequate student advising.

The writer feels that non-graduating students are not treated in proportion to their importance as indicated by their numbers. Those undergraduates who arrive unemotionally, or with socially approved emotion, at an intellectually logical and acceptable reason for leaving the campus do not here concern us. For the failing students there are no accepted, standardized, nor proven procedures utilized by the schools and divisions of the College to ease the shock of failure, to provide public-relations exit interviews, or in general to assist the student to readjust his life's plans. At the present time, from 3 to 4% of the failing students may be offered, through the Office of the Personnel Coordinator, in cooperation with the student's school and under certain documented conditions, a terminal program. This program is individually set up for each student. There is no procedure established whereby the terminal student may receive a certificate of achievement or other recognition upon completion of this program.

In returning to consideration of the staff, there are attitudes common to most staff members regarding

increased student advisory activity. These are well stated by Erickson and Smith (6, p.209):

1. Fear that the development of a guidance program will tend to imply criticism of what the school has already been doing
2. Doubt of their ability to carry out these new responsibilities
3. Fear that the new program will mean more work - records to keep, etc.
4. Reluctance to depart from the established routine
5. A tendency to regard the guidance program as "another fad"
6. Uncertainty about the attitude toward the guidance program.

These disturbing factors must be considered carefully.

Cowley has given further emphasis to the important relationship between college staffs and the students (34, p.18-19):

Many professors have forgotten the animation and romance, the self-enlargement and self-realization which student life has meant for most students. To the colleges in this century have come vast hords of students hoping for broader and deeper intellectual range as well as for invigorating social relations, but in their search for the more abundant life they have found little help from most faculty members. ... Meeting such disdain if not condemnation, students returned like for like and frequently appraised their professors and all their ways with something less than enthusiasm. ... As freshmen they entered college starry-eyed and impressionable, bursting with zest for living, ripe for rich, loyalty-commanding experiences; but few of their instructors had the gift of making the

intellectual life vibrant and appealing. ... Faculty members have not been interested in the kinds of self-realization which youth demand. ...

[Only when] ... reorganization has been consummated will it be possible for the colleges to provide students with the opportunities for the wider-ranging, more socially valuable kinds of self-realization which basically they seek. At present faculty members are understandably absorbed in their own professional concerns, and thus they remain blind to student needs and to the social upheaval in American life which has made the college the cynosure of youth. This has produced a cleavage between the advertised intellectual purposes of higher education and the powerful subterranean dynamics of students. This seems to me to be tragic for students, for professors who should be continuously revitalized by the enthusiasm of youth, and for American society. We must recognize that both the intellectual goals of the faculty and the human-relations objectives of the student have validity.

The kinds of self-realization which this quotation describes can only be gained for and by the student through a careful analysis of himself and his needs toward which assistance is given him by his adviser.

This discussion of advising very naturally leads to the question: "What is guidance?" Mathewson gives the following description (14, p.120):

Guidance is the systematic, professional process of aiding individuals in making their choices, plans, and adjustments, in undertaking effective self-direction, and in meeting problems of personal living related to education.

There are two different approaches to advising students. These are the directive and the non-directive techniques (35, p.104):

The directive method would define counseling as a process of passing on the accumulated wisdom of the counselor who analyses the student's problem and gives advice. [Williamson.] Non-directive counseling is defined as mutual advising, a permissive relationship which allows the individual to gain an understanding of himself and to take positive steps in the light of new orientation received through the interchange of experiences and opinions. [Rogers.]

Much college advising has been of a directive nature but it is hoped that advisers will be able to get a broader understanding of their position of responsibility as educational leaders and be better able to use a combination of the directive and non-directive techniques.

There are three main levels of advising and it is necessary for us to come to this realization. These are (35, p.107):

(1) Simple counseling, which is largely factual. Each teacher should be a counselor in problems related to his field of teaching. Counseling is a part of good teaching. Much of this counseling may be directive. (2) Semi-professional counseling, which covers the gamut of problems on which the individual may need information and guidance. Many counseling situations involve problems of adjustment, not psychoneurotic in character, which require semi-professional skill. Teachers with an aptitude for counseling can be

trained at this level. A college often will train a selected group to engage in this level of counseling, which combines the directive and non-directive approach according to the degree of student maturity. It is often a mistake to throw an individual back on his own resources when he needs the benefit of the wisdom and greater experience of the trained counselor. (3) Professional counseling. ...

This is McKinney's contribution and very clearly sets forth the area of operation of the college adviser. There is much detail accompanying the third level which is not pertinent here. It is sufficient to say that the staff person who advises will be busy if he fulfills the requirements of the first two levels. It would be wise of him to recognize his professional limitations and the danger to the student, as well as to himself, if he ventures into the area reserved for the professional counselor. When there are indications that a student needs professional services then the adviser must call on the technical or Clinical Services of the College (see pg.22³, this paper).

The functional aspect of the head counselors' work is important to the adviser; it is therefore here presented as practices in a school and in a division. These two were chosen for illustrative purposes and also because of the differences in their advisemental organizations.

In the School of Forestry the Head Counselor, Dr. McCulloch, has instituted a definite program of inviting

people from various schools, departments, and services to address the staff for the purpose of instruction and for the gaining of techniques such as; how to construct tests, the interpretation of Test Bureau results, the services of the different schools, etc. The thought back of this program is that if a man has the right philosophy toward the student he will advise well. In addition to staff meetings he sends out intentionally transitory materials in the form of memoranda. This instructional material is not supposed to be filed; the purpose being to avoid fixing a developing program.

The Head Counselor for the Lower Division of the Liberal Arts, Dr. Parks, has a different approach (23). It takes the form of an eleven page "Memoranda to Advisers," and is used as a basis for group talks, for discussion, and for reference. He takes groups of about ten staff members and conducts in-service training. Department heads take no more than five students for advising and other staff members take about ten. Dr. Parks acts as a personnel counselor as well as the supervisor of advisers in the Lower Division.

This "Memoranda to Advisers" is a good example of the instructive and reference material needed to meet the requirements of Level 1, described on page twelve of this paper.

Dr. Parks feels that the crux of the problem of advising students is three-fold: (1) it is surprising how little the advisers know as to student-advising needs, (2) advisers see students so few times, for advising, that they seldom know the students' problems unless the students themselves become problems, and (3) the students' shyness and fear of being called in to see the adviser, are serious matters. To reduce this shyness and fear Dr. Parks suggests that students be invited to meet the adviser in his office as a friendly means of getting personally acquainted. He feels that the most important question is: "How can advising of students be improved?"

In regard to the phenomena of student shyness and fear, an explanation is this: one of a youth's most important continuing experiences is that of obedience to personalized authority. At college he is away from his family's authority, often for the first time. He there comes into contact with the unaccustomed impersonal authority of the college. This new type of authority has, for the student, unknown power characteristics; therefore it is to be feared and avoided.

College-wide work-shops, seminars, or similar devices have been proposed as solutions for the problems of lack of minimum uniformity and low quality in student advising

on the campus. The wisdom of establishing such procedures may be seriously and sincerely questioned by many staff members as violating the independence of the several educational units. This is a serious consideration but an even more serious matter is the presently violated principle of student well-being.

Prior to the setting up of any campus-wide system of training and supervision, there are several questions which must be answered; some of them are, (1) what training should be provided, (2) how shall this training be provided, and (3) how shall student's advisers be persuaded to attend? The writer makes no attempt to answer these questions.

It is probable that the whole staff of each school or division should not advise students. Due to individual differences all people do not have the personal and professional qualifications for giving advice to students. It would be better if only the interested people and/or those chosen through clearly defined and acceptable criteria were trained. These people could then be given time for advising and their removed instructional loads distributed among those who do not wish to advise or who are not selected for advising.

From the foregoing we may deduce that the often repeated statement, "Anyone who can read the Catalog can

advise," is no longer defensible except to fulfill the requirements of Level 1 (see page twelve, this paper).



CHAPTER III

THE ADVISER AND HIS WORK

The Adviser. Tests may sometime be devised which will permit accurate prediction of a staff member's success as a student's adviser. We are far from this ideal. It is therefore necessary to depend upon more subjective methods and materials for estimating the adviser's success. Personality tests may be of some value in choosing the adviser. It will also be necessary to determine the reasons for his interest in students' problems. In addition, the following generalizations, some of which are the writer's, regarding personal characteristics of a student's adviser should prove to be beneficial in a selection program.

Advising must rest on a basis of trust and respect.

The adviser should not be Jehovistic. He assists the advisee to properly evaluate the factors in his life and thus come to valid decisions in the light of these revealed factors.

The adviser's attitude must be such that he can discover that which is objective through the subjective and vice versa.

"The cynical attitude is always a hybrid of the comical and the tragic;..."
(5, p.488).

He permits neither discouragement nor enthusiasm to interfere with his accomplishment.

It must be the inclination of the adviser to want a student to gain something to take with him each time he comes.

"Korzybski very properly calls man 'the time binder' who synthesizes past experiences for future use." (5, p.500).

"Personnel workers give their greatest service in anticipating abilities and helping in their development." (Dean Salser, in class, 1942).

"We now think of teachers not merely as directors of learning, but as friends and counselors of pupils and we certainly are not limited to learning in the academic sense" (1, p.718).

"We teach with what we are. The spiritually barren impart their own emptiness." (18, p.200).

One's goal, in advising with a student, is to improve his chances of discovering his own happiness.

The practice of democracy is required in student-adviser relations.

There is, too, the insistent moral demand for the strong to help the weak, for the knowing to help the uninformed, for the able to help the unskilled, for the developed to help the undeveloped, and for the mature to help the immature. This is well documented in all inspired, moral, ethical, philosophical, and religious writings. These responsibilities are also an essential part of the work of staff members performing as students' advisers. In

brief, the adviser is not a director, but an illuminator of waymarks.

The Work of the Adviser. The first step in describing the work of the students' adviser is to determine what is officially expected of him in his work. The official pronouncement of the College does not set forth the task of the adviser but is made from the standpoint of student welfare (19, p.87):

The whole experience of a student while attending Oregon State College should result in satisfactory growth socially, emotionally, and educationally. ...

The department of student personnel makes available to all students the campus advisory and guidance services through the various Head Counselors, advisers, Counseling and Testing Bureau, and Clinical Services. Individual students are invited to use the services anytime they may desire.

This quotation indicates that the named agents and agencies are expected to assist in the social, emotional, and educational growth of the student. It is assumed by the writer that the sequence in which these three factors were mentioned was not accidental. If this assumption is warranted, the implication for the Service Division of Welfare, Personnel, and Placement (19, p.14) is inescapably clear.

The writer concludes, from the preceding paragraph, that the academic adviser of students must, in performance of his advisory duties, refute the logic of his professional position as an highly trained subject-matter specialist. His position, seemingly, would impel him to give first consideration to subject-matter and student education. If the writer's interpretation of the above quotation is defensible the academic adviser of students must, contrary to common practice and expectancy, also assist the student to orient himself so that he may have a suitable social life, and to regulate himself so that his emotions become his servants instead of his masters.

Such activity on the part of the adviser comprises the work described in Level 1 (simple counseling on scholastics) is, of course, necessary to comply with the academic requirements of the College.

In relation to the foregoing, the description of the work of the students' adviser, as given by Bathhurst (3, p.510), is informative:

We propose that student personnel work constitutes all activities undertaken or sponsored by an educational institution which have as their primary aim the growth, development, and integration of the talents and capacities of an individual to the limits of his potentialities; the unfolding through progressive changes of all powers and abilities of

the individual by emphasizing those activities which are most suitable to the individual's special aptitudes and talents even when such activities do not conform to traditional policies, purposes, and procedures, thus insuring the most effective personality in all areas of modern life.

It is hoped that this introduction to the work of the students' adviser will indicate the range of his personnel duties.

The foregoing proposal, in the opinion of the writer, fulfills the advising requirements specified in Level 1 (page 12, this paper), and hints at the requirements of Level 2.

The training of an academic staff member for work as a students' adviser need not be particularly arduous but there are, without going into detail, a minimum of topics which must be understood well enough to be used.

1. The form and use of cumulative records.
2. The instructor's part in building the cumulative records and keeping them current.
3. Sources of useful information to the student.
4. Information as to the implications of the courses taken.
5. Exploratory and training opportunities in the school.
6. The function of the instructor as an incidental counselor.
7. How to observe and interpret the behavior of students.
8. The use of the anecdotal record.
9. How to make case studies.

10. The instructor's role in case conferences.
 11. The instructor's responsibility for gathering data about students.
 12. The developing of the proper student attitudes toward the advisory program.
 13. Assisting with an orientation program for students.
 14. Techniques of interviewing.
- (Adapted from 6, p.194-195).

There is enough material in the above list to be disturbing to an already well loaded instructor who is chosen, or who has volunteered, to be a students' adviser. Most of these items can, however, be reduced to a routine use without loss in effectiveness. It is also true that most student needs will be met through utilizing only a few of the items.

The adviser's relationship to the Clinical Services and technical services will be covered in more detail in the section on the Working Tools (see page ³⁵ 47, this paper). Whenever it seems that a student might profit by the use of these services he should be referred to the appropriate one.

Analyzing the areas of student welfare in the adviser's field of service is advantageous; it helps to clarify his thinking regarding his contribution to the student. Lefever, Turrell, and Weitzel propose the following areas in which guidance may be of service (12, p.343):

1. Vocational.
2. Health.
3. Recreation.
4. Social-civic.

These authors also propose the following as problem areas which would be treated under the foregoing items (Ibid.)

1. Educational planning.
2. Educational adjustment.
3. School attendance.
4. Scholarship.
5. Vocational guidance.
6. Social guidance.
7. Economic guidance.
8. Recreational guidance.
9. Physical health.
10. Mental health.

There are also certain basic assumptions in an advisory program which will indicate the extent of the work to be done by the students' adviser. Jones states them in these words (10, p.84):

1. The differences between individuals in native capacity, abilities, and interests are significant.
2. Native abilities are not usually specialized.
3. Many important crises cannot be successfully met by young people without assistance.
4. The school is in a strategic position to give the assistance needed.
5. Guidance is not prescriptive but aims at progressive ability for self-guidance.

It is vitally necessary that the adviser become well acquainted with the maximum and minimum expected of him and operate within those limits.

There is much information needed by all students. This can be given to them by lecture, by published materials, and by group counseling. The lecture method is so well established that no explanation of its uses is needed.

The published-materials means of dissemination of information has large possibilities. The Catalog (19) is, of course, the academic handbook and, as such, should be thoroughly understood by the adviser; this is not as simple as it seems. There are also leaflets such as, "Admission Information from the Registrar" (20), "Fields of Study" (18), "Student Housing" (21), and "Your Key to the Campus" (22) with which the adviser should be acquainted. The use of this medium could be expanded, probably with profit to the students. It would also save the adviser's time.

Group counseling is a very effective method of transmitting information needed by more than one person. The groups can be of any size up to one comprising the whole student body. If the presentation-question-answer plan is used, small groups are more suitable. One of the subjects which could be presented by this means is the interpretation of the college to the student. This is a very serious matter and, properly presented to students

as a conscious program of indoctrination, could conceivably reduce the terrific scholastic mortality suffered by students (see page 8, this paper). No attempt is being made by the writer to offer such an interpretation.

The interpretation of the Catalog (19) to the students is another important matter. Discussions held by the writer with several faculty members have verified his opinion that the Catalog, comprising 467 pages, is an intricate and complicated compilation of condensed information which students often fail to grasp. It is particularly important that the student understand the section on General Information (Ib., p.67-111). This does not mean that he should be uninformed as to the rest of the Catalog. It would be advisable to have the meetings wherein this information is presented conducted so that questions and even personal problems, for illustrative purposes only, could also be introduced.

It is pertinent to here introduce the thinking of three personnel officers on the subject of the adviser's service to the student. These officers are Mr. Wm. M. Langan, Head Counselor of the School of Agriculture, Dr. W. F. McCulloch, Head Counselor of the School of Forestry, and Mr. D. W. Norton, Personnel Coordinator.

A conference with Mr. Langan brought forth the following attitudes, comments, and advice:

He feels that advisers should be broadly experienced in other occupations than education; that "outside" experience will enable the adviser to better assist the student. The adviser should also have marked ability to get a boy to tell about his likes and dislikes.

He believes that his greatest contribution is made, and perhaps his best advice is given, to the boy who is not going to finish college or who should transfer to another school.

Mr. Langan says that the boy who can not think for himself and/or cannot understand, or interpret, from his reading and is to be eliminated therefore, is just as emotional as the one who can think well. The damage to the collegiate failure is very serious and must be obviated, if possible, by assisting him to regain his self-respect through the discovery of abilities and interests in other fields.

Dr. McCulloch, in his unpublished notes on "The Improvement of Teaching" (16, pg.1) distributed to his students' advisers, asks, "What can we do about individual development?" and gives the following answers:

It is useless to graduate men who will be barred from success by personal peculiarities or difficulties. If these things can be remedied, we should be alert to detect and remedy them. If a man has a difficulty with his studies because he reads poorly, it is useless to try to cram more education into him until his reading deficiency has been overcome. Similarly, personal habits or faults which will interfere with a professional career should be corrected.

Attempts should be made to find any special aptitudes, and to help the man develop those talents, in whichever field they may lie. A man with a constructive hobby is likely to be a better student than one who spends his spare time in aimless frittering.

Our basic responsibility here is to make each student feel that we are interested in him as an individual, not as a statistic. When we have thus gained his confidence and cooperation, it will be easier to educate him.

Mr. Norton's thinking, which would be of interest to the adviser, is substantially as follows:

There is good organization at the administrative level, but at the adviser level the organization breaks down in not providing the advisers with the information, motivation, facilities, and understanding necessary for successful advisement.

The adviser's task is to assist the student, through self-evaluation, to fully develop his abilities by wise school and course choices thus reducing the chances of his own academic annihilation.

An important problem relating to the adviser's knowledge of the student is not so much the matter of getting the information, for a great deal is readily available from college records, but of getting it used to the point of equal benefit to all students.

The adviser may call upon the Office of the Personnel Coordinator for five personnel forms (see pgs. 38-43) for his files. They are carefully designed to record an optimum amount of information concerning the student. The manner of transferring the personnel information from the college records to the adviser's forms has not as yet been formalized by all of the schools and divisions.

The American Council of Education (A. C. E.) scores and deciles (Q., L., & T.); the high school decile or the transferred grade point average (G. P. A.); English, for grade and reading class; mathematics, score and class; are, as part of the information available on each student, compiled in book form and distributed to each school and division. There seems to be some difficulty in getting this information properly used and interpreted by all advisers.

The Personnel Coordinator, in an attempt to persuade faltering or failing students to try to put forth greater effort, (there are approximately 1500 students each term whose grades average less than C) sends one or more of three form letters, as needed, to these individuals. These letters give information, first, to a student placed on warning by the faculty Committee on Academic Deficiencies (19, p.83), second, to one placed on probation, and third, to the student who has been suspended.

A major problem is, "How can the faculty be best used as advisers? How can 'understanding' be gotten to all of them so as to generally improve and promote guidance?" Quite a bit of excellent advising is being done but the general level can and should include instruction in handling personal, scholastic, and vocational problems.

Mr. Norton would be glad to see the student personnel program broadened considerably but until it is, he is going to continue to stress simple counseling (see Level 1, pg. 12, this paper).

These three reports give several very worthwhile suggestions for the student's adviser. Such experiences and proposals can be very useful guides.

The adviser's attention is again called to the fact that advising is a highly variable art. Many procedures can be routinized to a remarkable degree, as can the use of the several techniques and tools, but it must be remembered that to reduce the whole to a mechanistic function defeats the expressed purpose of student advising. The varying factors in advising are pointed out by Erickson and Smith (6, p.69).

Two sets of variables stand out as basic to every activity aimed at providing assistance to boys and girls: data concerning the individual, his abilities, interests, aptitudes, experiences, and background; and information about the area wherein he must make choices and plans. Once the counselor has acquainted the individual with his own strengths and limitations and the requirements for the next step, a choice must be made.

The adviser is here reminded that he must assist the student to discover the factors pertinent to the decision to be made, permit the student to make the decision, and not make it for him. In certain areas, the following of advice can make the adviser legally responsible for the steps taken. (see pgs. 45, 67)

As the expanded concept of advising is relatively new to most of those who will advise, some pointers on conduct are worthwhile. Wright and McFarland (33, p.183-184) have given several excellent hints which might be

referred to in the original in order to amplify the thought.

Get as thoroughly acquainted as you possibly can with each pupil in your group.

Be professional in your use of personal information.

Try to like and accept all of them.

Avoid being sarcastic or making fun of them.

Remember that scolding usually helps the adviser more than it helps the pupil.

Keep your own mental health rating high.

Give as little direct and positive advice as possible.

Keep in mind the growth and development pattern ...

Remember that you must guide the group because the group influences the individual.

.....

Reserve your field of operations to areas in which you are competent and can operate safely.

The adviser, through his own experience, will add much more to such a list as this.

The writer feels that a basic, tentative, and expandable outline of suggested information and activities might be of benefit to the adviser. It is here proposed as a check-list and for further development as experience and conferences on it may suggest.

- I. Knowledge of the student
 - A. Pertinent personal history
 - 1. "Successful" traits
 - 2. "Negative" traits
(Such as shyness, swagger, etc.)
 - 3. Other necessary personal history
 - B. Social background and status
 - C. Ambitions
 - 1. Own
 - 2. Parental
 - 3. Others', for him
 - 4. Realism regarding
 - D. Personal qualities
 - 1. Stated and documented objectively
 - a. By students
 - b. By parents
 - c. By employers
 - d. Others
 - 2. Revealed
 - a. By placement examinations
 - b. Counseling and Testing Bureau
 - 1a. Achievement
 - 1b. Aptitude
 - 1c. Interest
 - 1d. Personality
 - 1e. Diagnostic
 - E. Evaluations by those closely associated with student
 - 1. Friends and authoritative people
(including references)
 - a. Past
 - b. Present
 - 2. Instructors and other educative people
 - a. Former
 - b. Present
 - F. Health
 - 1. Stated
 - a. Mental
 - b. Physical
 - 2. Examination results
 - a. Mental
 - b. Physical
 - G. Economic standing
 - 1. Money sufficiency
 - a. Wisdom displayed
 - 2. Money insufficiency
 - b. Solution to problem

- II. Knowledge related to student's field of activity
 - A. Opportunities in chosen field
 - 1. Satisfaction
 - 2. Economic
 - B. Prerequisites of the chosen field
 - 1. Personal
 - 2. Training
 - C. Technological developments and the chosen field
- III. Knowledge of offerings of the whole college
 - A. Knowledge of the Catalog
 - B. Knowledge of the various schools, etc.
 - 1. Philosophies
 - 2. Aims
 - 3. Unique requirements
- IV. The adviser's synthesis
 - A. The technical needs of mankind
 - B. The individual's needs, opportunities, and contributions
 - C. To so organize the foregoing as to serve both
- V. Scheduling of conferences
 - A. Assures no neglect
 - B. Offers occasion for:
 - 1. Opportune direction
 - 2. Catharsis
 - 3. Prevention
 - 4. Synthesis
 - C. Tends to build
 - 1. Confidence and trust
 - 2. Ease of approach
- VI. Cumulative record
 - A. A necessity

It has been seen that the work of the adviser, as outlined in this section, is considerably more comprehensive than is ordinarily thought to be the case. He bears, for the student, a far more important role, as an adviser, than as a teacher of subject matter.

In any new field of endeavor it is extremely helpful (1) to make a study of the work to be done and that which should not be done, (2) to be able to readily discover the philosophy upon which the program is founded, and (3) to be able to clearly discern one's relation to it. The best way by which these aims may be achieved is through the making of a comprehensive job analysis of the task to be performed.

Such a job analysis of advising is here presented as adapted from Erickson and Smith (6, p.102).

1. Advising services

These services may be summarized under the following headings:

- a. Secures data about the advisee
- b. Secures and makes readily available adequate data about job opportunities and trends, about the kinds and amounts of skills and traits required
- c. Secures and makes readily available information about educational and training opportunities and requirements
- d. Conducts interviews
- e. Establishes advisor-student working relationships
- f. Does follow-up work
- g. Creates favorable public reaction and support in the college
- h. Provides suitable physical facilities and services

2. Related information and special skills needed by adviser

The adviser needs the information and skills that must be employed in accomplishing items "a" to "h", above.

3. Devices or tools

The adviser must know what tools and devices can be used in carrying on the functions suggested above. He must know how to use effectively each tool and device.

With the presentation of this job analysis, the writer feels that the section on the work of the adviser has been sufficiently outlined to indicate to the present or prospective students' adviser the scope of his activities. The devices or tools used by advisers will now be very briefly discussed.

The Working Tools. The key tool in student advising is the cumulative record. This is, in simple form, a folder which contains all the information gathered about the student. For various reasons, such as space saving, folders themselves have, at times, been printed so that information of a permanent nature concerning the student can be recorded directly on it. There are many combinations of materials which could be worked out for such a form. If it seems advisable to have such a standardized folder it should be worked out cooperatively so as to contain the optimum of pertinent material common to all advising situations. Other individually needed information should be filed in the folder to supplement the basic material.

Standardization of the information gathering process has a marked advantage over haphazard and incidental amassment of materials. First, it furnishes a guide for such assemblage so that the important can be distinguished from the unimportant. Second, it prevents unintentional oversight of relevant material. Third, it assures a necessary orderliness to the whole process.

One of advising's serious pitfalls is that the adviser is often unable to distinguish between significant and non-contributory facts. Facts have no implication for the adviser unless they advance the solution of the problem. It is also true that "...what may appear to be facts at first thought, and so accepted, may not be facts at all" (2, p.97). A well thought out form for a personnel folder, or set of separate forms, will assure the assemblage of useful information concerning the individual student.

The Personnel Coordinator has, available to all advisers who wish to use them, five well worked out personnel forms. They are a student personal information blank (Form A), Freshman Personnel Blank (Form B), Student's Biographical Report (Form G), Instructor's Personnel Report (Form D), and the Adviser's Record of Student Conference (Form F) and are illustrated on the next pages.

No comment is necessary concerning their use as they are self-explanatory.

Williamson has made a very thought-provoking observation which is pertinent to the adviser's use of Form C, Student's biographical Report (see pg. 36⁴¹, this paper). Inasmuch as the internal structure of the blank is autobiographical the comment (30, p.73) is apropos: "...the autobiography is a loose form of analysis by the free-association method." This signifies that the answers and information given by the student on such a form may, wholly without intention, be more subjective than objective in their content. It may be wishful thinking, solely the student's reactions, or, in a few cases, without factual basis. Experience and inservice training will enable the adviser to use this form, (or one developed with the purpose of being a psychological instrument designed for diagnosis,) to the advantage of the student.

After the personnel records of the students have been established in cumulative form it is next necessary to become conversant with the intent, the content, and results of the medical and placement examinations.

At present there is no medical report made to the students' advisers. The writer was informed, however, that a report form is being developed. There are certain

Form A														
1	Record of	School	Major	Date of	Transfer	Degree								
2	Date and Place of Birth	Last Name	Sex	Race	Married	Number					Religion			
3	Permanent Address													
4	College Social Fraternity Sorority or Club													
5	H. S. last Attended													
6	Names of Parents or guardians		Place of Birth	U. S. Citizen	H. S.	Education	College	Degree	Occupation	Address				
TEST RATING IN DECILES														
7	Kind of Test	Decile	American Council Psychological Examination Scores						H. S. Rating Decile					
			Linguistic	Quantitative	GROSS	Math.	Eng.							
PERSONALITY RATING AND SCHOLARSHIP														
8	Year in College													
9	Calendar Year													
10	Course and Instructor													
11	Address and Manner													
12	Initiative													
13	Leadership													
14	Attitude													
15	Stick-to-it-iveness													
16	Thoroughness													
17	Scholar-													
18	ship													
19	Discipline													
20	Remarks													
PHYSICAL CHARACTERISTICS														
21	Height, Weight, General Health													
22	Disabilities													

EDUCATIONAL DATA				
23	Calendar Year and School Year			
24	Educational Plans			
25	Vocational & Professional Plans			
26	Educational Suggestions of Adviser			
27	Other Institutions Attended			
28	Reasons for Leaving			
EXTRA CURRICULAR ACTIVITIES				
29	Athletic			
30	Non-Athletic			
31	Professional and Honor Societies			
32	Offices in Societies, Clubs, Fraternities, etc.			
PLACEMENT DATA				
33	Experiences, Notable Accomplishments, Unusual Responsibilities			
34	Studies Notably Strong			
35	Studies Notably Weak			
36	Has Special Ability in			
37	Record of Work	a. During School Year	Hrs. Per Week	
			Kind	
			Rate	
		b. During Summer	Kind	
		Rate		
		Employer		
38	Loans and Scholarships			
39	Hobbies			
40	Adviser and His Comments			
41	Best Fitted for		Research - () Management () Sales - - - () Supervision - () Extension - () Teaching - ()	

FRESHMAN PERSONNEL BLANK

Form B

(Information given on this sheet will be kept strictly confidential)

1. Name _____ In what school or division are you registering? _____ Date _____

2. Date and place of birth _____ Sex ☐ M ☐ F Race _____ Nationality _____ Married _____ Date _____ Children _____ Religion _____

3. Permanent Address _____ Lodge Affiliations _____

4. High School last attended _____ Location _____ Date of Graduation _____

5. Names of parents or guardians _____ Place of birth _____ U. S. Citizen _____ H. S. _____ Education _____ Degree _____ Occupation _____ Address _____

Corvallis Address _____ Telephone _____ Height _____ Weight _____ Health _____

Disabilities, Poor eyesight (____), Deficient hearing (____), etc.
Place an L before the two subjects taken by you in high school that you liked best.
Place a D before the two subjects you disliked most or liked least.

☐ English Literature ☐ Biology ☐ General Science
☐ English Composition ☐ Bookkeeping ☐ Social Science
☐ Agriculture ☐ Typewriting ☐ Mechanical Drawing
☐ Mathematics ☐ Shorthand ☐ Home Economics
☐ Latin ☐ Painting ☐ Shop Work
☐ Modern Languages ☐ Drawing ☐ World Geography
☐ Physics ☐ Music
☐ Chemistry ☐ History

List your extra-curricular activities together with any offices you have held in high school.

Name of other special schools attended.

School _____ Course _____ Year _____

What experience have you had working for pay?

Kind of work	Just what did you do?	Yrs.	Mo.	Sal.

Special training you have had, such as music, art, dancing, speech, etc.

Kind _____ Amount _____
Kind _____ Amount _____
Kind _____ Amount _____

Indicate strong interests or hobbies up to the present.

Books recently read _____

Magazines and papers read regularly _____

Are you totally or partially dependent on your earnings? _____ If so, state hours per week and nature of work you expect to do while in college.

Receiving aid from what special fund or honorary scholarship, if any? _____

What do you plan to take up as your life work? _____

What led you to choose this occupation? _____

Are you working for a degree? _____ Would you like additional information concerning vocational opportunities? _____

Father living _____ Mother living _____ Number of brothers and sisters older _____ Younger _____

Did you live at home while attending high school? _____ If not, state why.

Do you have an automobile? _____ If so, did you bring it to college? _____

School of _____
STUDENT'S BIOGRAPHICAL REPORT

- Date _____
1. Name _____ (Last name) Major _____ Class _____
 Minor _____ (Fr. So. Jr. Sr.)
2. Married (no) (Yes-Date) _____
3. Permanent Address _____
4. College Social Fraternity, Sorority or Club _____ Lodge _____
21. Height _____ Weight _____ General Health _____
24. Educational Plans:
- (a) Are you working toward a degree? _____
- (b) What is your option or major field? _____
- (c) Do you intend to work for an advanced degree? _____
25. Vocational and Professional Plans:
- (a) What do you want to do when you leave college? Give at least four options in different types of work.
1. _____ 2. _____
3. _____ 4. _____
27. What other educational institutions above high school rank have you attended?
- _____
- _____
28. What were your reasons for leaving? _____
29. List your athletic activities (other than your regular gym work) for the present school year.
- _____
- _____
30. List your non-athletic activities (Example—Debate or Journalism) _____
- _____
31. List your membership in professional or honor societies _____
- _____
32. What offices did you hold during the past year in societies, clubs, fraternities, etc? _____
- _____
33. Have you had any unusual experience, responsibilities, or notable accomplishments of any kind, outside of school work during the present year? _____
- _____
34. In what studies have you had greatest success? _____
- _____
35. In what studies have you had most difficulty? _____
- _____
37. Record of work:
- (a) During _____ Hours per week _____
 Present _____
 School _____
 Year _____ Kind _____
 Rate per hour or day _____
- (b) During _____ Kind _____
 Summer _____ Rate per hour or day _____
 Preceding _____
 Employer _____
38. Did you find it necessary to borrow money for educational purposes during the present school year? _____
- From Student Loan Fund _____ From Other Sources _____
39. Do you have a hobby? _____ If so, what? _____

Signed _____

(Adviser)

Oregon State College
INSTRUCTOR'S PERSONNEL REPORT

Name of Student	School	Major	Class
-----------------	--------	-------	-------

Will you please rate the above named student with respect to each question by placing a check (V) mark on the appropriate horizontal line at a location which will indicate your estimate of him. Also any special handicap which in your opinion may affect his work.

Intellectual ability

Very limited in ability	Slower than the average	Average	Alert, above average	Keen, Superior
-------------------------	-------------------------	---------	----------------------	----------------

Adequacy of educational background

Poorly prepared	Lacks in certain fields	Satisfactory	Better than average	Excellent both in tool subjects and content subjects
-----------------	-------------------------	--------------	---------------------	--

Command of English

Very poor	Improvement is necessary	Satisfactory	Very good	Excellent mastery
-----------	--------------------------	--------------	-----------	-------------------

11. How do his appearance and manner affect others?

Avoided	Tolerated	Unnoticed	Well liked	Sought out
---------	-----------	-----------	------------	------------

12. How does he attack his work?

Needs much prodding in doing ordinary assignments	Needs occasional prodding	Does ordinary assignments of his own accord	Completes suggested supplementary work	Seeks and set for himself additional tasks
---	---------------------------	---	--	--

13. Does he get others to do what he wishes?

Probably unable to lead his fellows	Satisfied to have others take lead	Sometimes leads in minor affairs	Sometimes leads in important affairs	Displays marked ability to lead his fellows — makes things go
-------------------------------------	------------------------------------	----------------------------------	--------------------------------------	---

14. How does he control his attitude toward work and fellow workmen?

Too easily angered, depressed or dissatisfied	Tends to grumble and be dissatisfied	Usually well balanced	Sincere attitude, sound judgment	Unusual balance of judgment and sincerity
Unresponsive Apathetic	Tends to be unresponsive			

15. Does he hold tenaciously to a problem or program?

Aimless Trifler	Aims just to get by	Works faithfully Under direction	Stays with problems until completed	Unusual determination in accomplishment of objectives
-----------------	---------------------	----------------------------------	-------------------------------------	---

16. How accurately and neatly does he do his work?

Slovenly, work never completed	Uninterested in the quality of work	Content with average accuracy and neatness	Work accurately, neatly, and thoroughly done	Unusual degree of thoroughness with accuracy
--------------------------------	-------------------------------------	--	--	--

Rated by _____

In Course No. _____ Date _____

Return to _____

If you care to make personal comment, do so on the back of this sheet.

ADVISER'S RECORD OF STUDENT CONFERENCE

Form F

Student.....	Date.....	Adviser.....
Problem Discussed	V	Voluntary
		Summoned
1. Tentative Registration		Comment and Recommendation
2. Change of Registration		
3. Unsatisfactory Progress		
4. Quizzes		
5. Study Conditions		
6. Study Habits		
7. Health		
8. Worry		
9. Finances		
10. Outside Work		
11. Campus Activities		
12. Campus Friendships		
13. Choice of Specialization		
14. Choice of Vocation		
15. Home Problems		

moral and legal responsibilities involved in divulging professionally gained information, concerning a person's physical and/or mental condition, to non-medical people. Once these problems are resolved satisfactorily the report form will be used, either upon the request of the student, the adviser, or automatically.

The Catalog states the purpose of the placement tests as follows (19, p.77): "To provide the faculty with a basis for reliable advice and assistance to students planning their college programs, ..." The results of the placement examinations are published for the advisorial service (see pg. 27, this paper). The adviser can use this information to the student's advantage if student scores are understood, otherwise the report is meaningless. For an explanation of the American Council of Education scores the adviser is referred to the leaflet, "Oregon State Counseling and Testing Bureau," (24, p.4) by Dr. Reichart. This A.C.E. test, as it is more commonly called, is described therein in non-technical terms and can be then more easily understood. The percentiles and deciles are also explained. Every adviser should have a copy. It is available from the Testing Bureau.

The reports of the Counseling and Testing Bureau are very useful devices for objectifying the traits, qualities, and so on, of the student.

The College maintains a counseling and testing service that is available to assist the student in determining his aptitude and ability to do college work, his interest and aptitude for work in a particular academic or vocational field, and the causes of difficulties (19, p.87).

This counseling service consists of three parts:

1. The initial interview.
2. The testing program.
3. The interpretation and suggestion interview. (24, p.1).

Those taking advantage of the services of the Bureau are required to pay a fee of five dollars to partially defray the expenses involved. For this fee they receive services totaling eight to twelve hours. Decisions are made during the first appointment as to what tests are to be taken and an appointment is made for the taking of the tests. Afterward the tests are scored and interpreted.

In the interpretation and suggestion interview there are five phases (24, p.3): (1) discussion as to test indications, (2) assistance in organization of the test and interview facts into a meaningful pattern, (3) help in matching what the student has to offer with what various occupations demand, (4) assistance in planning the necessary steps. The decisions, however, have to be made by the student. (See pgs. 29, 64).

The Counseling and Testing Bureau offer achievement, aptitude, interest, personality, and diagnostic

tests. The scores are reported in percentiles. Percentile scores are designed to be objective and comparative and are great improvements over the former non-related scores. The report made to the student by the Bureau is comprehensive and ordinarily no further interpretation is necessary on the part of the adviser. He may find it advantageous to have the student copy the main points of the report or to have an extra copy made for the cumulative record. One of the more inclusive reports is included on the next two pages for purposes of illustration.

For further interpretation of test scores the adviser should be guided by the following comments:

Seasoned judgment is required in order to gauge the true meaning of the items on a person's test record. (4, p.9).
Test scores have diagnostic significance only in relation to case data; scores should not be interpreted without a knowledge of the case record of the student. Tests should be used in a clinical procedure much as a doctor uses a thermometer. (31, p.75).

The interpretation of tests is a highly technical operation and the students' adviser probably should not attempt it without a background of training in psychology.

If there is any indication of abnormality in the student it is incumbent upon the adviser to make tentative decisions, usually with the student, as to what clinical service or technical assistance should be called upon for

Oregon State College
COUNSELING AND TESTING BUREAU

Date _____

VOCATIONAL COUNSELING RECOMMENDATION

NAME _____ Address _____

EDUCATIONAL STATUS:

A recent graduate from _____ High School.

SIGNIFICANT TEST RESULTS: Name of Tests

	Norm	Percentile
OHIO STATE	Coll. Fr.	53
AGCT	Army Men	92
IOWA H.S. CONTENT: English, Math, Science, History	Coll. Fr.	37, 69, 38, 36
IOWA PHYSICS	Coll. Fr.	8
MINN. PAPER FORM BOARD	Occup. Gr.	47
BENNETT MECH.	Engr. Fr.	15
MEIER ART	Art Students	50
LEWERENZ ART: Proportion, Drawing,	Univ. Art Stud. Inf., V. Sup.,	
Light-Shade, Subj. Matter, Visual Mem.	" " " V. Sup., Ave., Ave.	
ENGR. & PHYS. SIC. APT.: Math, Form., Mech., Total	Adult Trainee	84, 82, 52, 58
CARDALL PRIM. BUS. INT.: Coll. & Adj., Acc'ting,	Bus. Coll. Fr.	85, 99,
Sales-Office, Sales-Store, Stenog-Filing	" " "	85, 88, 45
NELSON-DENNY	12th Grade	83
OTIS INTELLIGENCE		97
KUDER: Outdoor, Persuasive, Artistic, Literary, Musical	Adults	76, 83, 91, 97
COMMENT: STRONG: Farmer, Carpenter, Office worker,	Succ. Adults A, B, B,	
Sales Mgr.	" " B	

In our conversation we concluded that you showed sufficient scholastic aptitude to get through a university course. This was borne out by your score on the Ohio State Psychological Examination on which your score placed you at the 53rd percentile of the college freshman group. On the AGCT test you placed at the 92nd percentile as compared to the general population and on the Otis Higher Examination at the 97th percentile for the general population. Your scholastic aptitude was confirmed by your score on the Iowa High School Content Examination where your math placed you in the 69th percentile as compared to college freshmen. Your math score on the Engineering and Physical Science Aptitude Test was at the 84th percentile and your arithmetical reasoning at the 54th percentile on an adult trainee norm. On this test your physical science comprehension was at the 32nd percentile which is similar to your rank at the 38th percentile for science on the Iowa High School Content Test, and it is considerably better than your score at the 8th percentile for the Iowa Physics.

As we discussed, these scores look as though you would have to really do some good solid work in your physics courses in order to make your minor. However, your scholastic aptitude indicated that if you would do the work, there was no reason to think that you could not master physics, which really is quite important for your future work. Your reading level is quite high, being at the 83rd percentile on the Nelson-Denny for 12th grade students.

Your interests on the Strong Vocational Interest Inventory were found to be at the "A" level for farmer and "B" level for carpenter, office worker, and sales manager. This corresponds fairly well to the scores on the Kuder Preference Blank which showed you as having significantly high interest in the persuasive area which is related to sales work, outdoor which is related to farm work, and also interests in the artistic, literary, and musical areas.

On the Cardall Primary Business Interest Test you showed high scores in each area except stenography and filing. Your personality scores indicate that you are quite normal with some tendency to place yourself in the best possible light. However, that characteristic is quite reasonably desirable in salesmen as long as it is not carried to extremes. Your scores on the art tests indicated that you had considerable talent, but it is somewhat doubtful whether you should think of making your living in this field.

RECOMMENDATIONS:

The conclusion that we came to was that you should take your work in the field of Business and Technology with your minor physics; the expectation being that you would go into your father's business when you finished school. You will remember that we discussed the advisability of doing some review work in your mathematics, particularly algebra, prior to starting your physics minor in your sophomore year. You will remember also that we discussed the fact that with your scholastic ability you should have been in the upper quarter of your high school class. Since you were in the lower quarter, actually, you have probably developed some highly undesirable study habits which will need to be corrected if you are going to make the success of college work that you should. In this regard I would suggest that you start in on the first day of lectures and plan to go over the material covered in your lecture in the library as soon as possible rather than leaving this studying to be done at night in your living quarters. You do not want to make college a pure grind of studying, but you should work on the incentive plan whereby you earn your time for relaxation by first having gotten through the studying that you need to do.

Counselor

help for the student. The adviser is not expected to carry the full load of assisting the student and it would be unwise, from several standpoints, for him to attempt to do so.

The College Clinical Services and technical assistance available to the adviser and/or the student are here listed. The page numbers refer to the Catalog (19).

Counseling & testing	Milton Gordon	87
Health	Dr. D. C. Reynolds	94-5
Psychology	Dr. O. R. Chambers	141-2
Religion	Dr. E. W. Warrington	142-3
Remedial reading	English Department	122
Speech	Dr. E. W. Wells	131-2
Study	Lillian S. Van Loan	291

The adviser's tools are relatively few and their uses are not very technical. The demand, therefore, is strong upon him to use them well.

Student Needs and Problems. It has been said that "...the first step in guidance is often the development in the student of a frank and critical estimate of his own abilities" (31, p.45). To do this it is necessary for him to objectify in his thinking certain pertinent facts concerning himself and also the test results as reported by the Counseling and Testing Bureau.

Next, there should be an evaluation of his aims or purposes. Does he have both long and short range goals?

Why, actually, has he come to college? Often the stated reason, or cause, of his coming to college is really not the underlying motivation and equally often he does not know it. In order to have a clearly discernable and defensible foundation for his accomplishments the foregoing matters must be carefully worked out.

A study of students was started in the school year 1935-36 in the General College two year terminal course of the University of Minnesota and carried on for several years. Williams reported some discoveries which could, conceivably, be generally true for colleges. One startling finding was that more than three-fifths of the students were not attending as a result of their own choice. The author further states:

One of the most important conclusions of the study is that although young people are quite willing to say what they want from higher education and can often express their problems and perplexities quite clearly, they are just as often unable to analyze their difficulties or are completely unaware of problems and needs that are overwhelmingly evident to an objective and disinterested observer. It is therefore important to distinguish between the needs that the student himself recognizes and the equally vital needs that are recognized by those who carefully study not only the student but also the demands of his world, past, present, and future. (29, p.177)

The same author also expressed concern over the common beliefs held by parents and offspring:

Many of these students share with their parents the common beliefs that young people should hitch their wagons to a star because anyone can do anything he wants to do if he only tries hard enough. (Ib., p.178).

These and other like views are the causes of many unrealistic educational choices. Social prestige, income, parental choices and ambitions, also parental support in unwise choices, account for a great deal of maladjustment of students.

Most of the students and an even greater proportion of their parents are unable to recognize more than a few of the possible non-vocational values of higher education, and the few they do recognize are deemed of secondary importance. ... It is not hard to see why some of the most widespread and severe problems of which they and their parents are keenly aware, are educational-vocational ones.

This is the student's side of the problem; this is a picture of unsatisfied student wants. But many more fundamental student needs are revealed in this study. Students, for example, know very little about themselves, about the world in which they live, about the requirements of higher education, and about the demands of the vocations which they have chosen. Most students, for example, are likewise ignorant of the number of openings and opportunities in various fields of employment, of the requirements of various jobs in terms of basic abilities, interests, and training, of the scholastic requirements of university professional training curriculums, and of their own vocational interests, special abilities and disabilities, or general aptitudes.

These students do not know how to place a correct vocational interpretation upon their own previous academic, social, or job experiences. As a result of this lack of understanding their vocational choices revealed wide discrepancies between the requirements of the jobs chosen and their own interests, abilities, aptitudes, and possibilities for employment. Their true educational-vocational needs, therefore, must include not only a satisfaction of the very natural desire for vocational training but must also give opportunities for vocational orientation and counseling in order to facilitate more appropriate and realistic vocational choices. (Ib., p.179).

These observations might act as a guide for such a study on the Oregon State College campus. If not, then these inclusions may serve the students' adviser in his work.

The student's aptitudes are important, as indicated above. Bingham's description of aptitude as "... a present condition, a pattern of traits, etc." (4, p.17) and as "potential ability plus sufficient motivation" (Ib., p.18) is worth remembering. Any test results concerning aptitudes are, at best, in terms of probabilities and no test is a substitute for insight and common sense. In relation to this matter Bingham gives some generalizations: "(1) individual potentialities are not all equally strong, (2) people differ in potentialities, (3) many of these differences are relatively stable" (4, p.24).

Desire or motivation is a very desirable though extremely difficult thing to measure. Interests are easier to determine and have been successfully measured objectively. A student's stated interests should be carefully checked whenever it is necessary to take them into consideration. The reasons for so doing must be made clear to the student so that his decisions will be well founded on understanding.

The student's intelligence is another factor which he must be assisted to consider objectively. A very good description of intelligence is given in these words (4, p.39): "... ability to think and act intelligently is a product of at least three factors: native endowment, growth or maturity, and opportunity for educative experience." It should be stressed to the student that an intelligence score indicates only how well he did at the time the test was given. It more often indicates a lower than an upper limit to the range of his performance.

The next consideration concerns the student's emotional life. We generally recognize that "loneliness and insecurity are two great contributors toward emotional starvation" (28, p.205). Healy and Bronner add to this their findings (9, p.204):

The modern conception of the emotional life as the great dynamic force and of emotional experiences as the most

significant conditioning factor in the production of behavior tendencies receives full corroboration from our studies.

Emotional activity, or even emotional conflicts, are not to be deplored as such. Students must often be assisted to see these as common human experiences, to understand them as continually passing in greater or lesser degree through one's thinking, to understand their sources and effects, and to work toward as detached a viewpoint as possible so as to increase their own adjustment to life.

Another student need is academic success. Williamson claims that (30, p.85): "... there are at least three factors involved in academic success: (1) aptitudes, (2) skillful use of aptitudes, (3) willingness, drive, motivation, or ambition to use aptitudes in scholastic and job competition." The student must be helped to see the relationship between his scholastic efforts, his personal development, and what the college offers.

Basic subject deficiencies are often the major barriers to academic success. Of these the most important is, of course, reading. Russell (25, p.199) calls attention to the general awareness of this problem and deplores the fact that so little is being done about it. He also comments (Ibid.) that "one of the most common problems with students is the inability to read effectively or with

sufficient rapidity." Such deficiencies must be eliminated through extra study in order to stay in college. Some remedial assistance is offered through the college, as has been shown (see pg. 49).

Most students experience a sense of separation after arrival at college. To some the feeling is so acute as to be homesickness. Home represents the feeling of security derived from accustomed patterns of thought and action, and also of mental and physical relationships. Homesickness is often felt in proportion to the degree of family unity or dependence.

Home should be the center of the affections and also the foundation of obedience, usefulness, christian living, and the source of a constructive mental and physical life.

There are both physical and mental causes for homesickness. Among the physical causes are food differences which affect bodily functions, privacy differences, out and indoor climatic differences, and the effects of fatigue and mental upset. Among the mental causes are personal responsibility regarding decisions, adjustments of all sorts, college work, and occasionally, the difficulties attending the necessity for self-support. (See also pgs. 111-5)

It must be borne in upon the homesick student that he has the opportunity for building a new and satisfying life, based on a reorientation of the foregoing considerations. He should be assisted to realize that living is mental activity and that he has his share of control to exert in it. He may then develop a productive, enlarging program of growth.

The more immediate specifics for the homesick student may seem harsh and unsympathetic but they comprise impersonal requirements which must be fulfilled if the student is to remain on the campus. They are:

1. He must perform the needful tasks regardless of his dis-ease.
2. He must adjust to people.
3. He must adjust to situations.
4. He must have adequate recreation.

The fact that true contentment comes from one's own successful, morally founded, efforts cannot be too strongly presented as a challenge to the student. He is morally accountable to the state, when receiving an education at public expense, for developing urbanity, tolerant impartiality, technical ability, intellectual strength, physical well-being, and moral power.

It is quite helpful, when assessing one's self, to determine the nature of the audience before when we play. It is one of the best ways of determining our interpretation

of the world in which we live. One's self-characterizations depend upon his self-estimate as related to the world. Does the student see himself as a hero, a victim, as inconsequential, or what? Is he on the defensive, on the offensive, or going with the tide? These and many other questions as to day dreams are quite relevant to self-discovery in this area.

In concluding this discussion of homesickness, John Dewey's observation: "Most of our problems are not solved, they are outgrown" is pointedly pertinent. We might, however, expect a psychologist to amend the statement thus: "Most of our problems are not solved, they are outgrown, ingrown, or both."

Toward Further Understanding of the Student. In a paper, prepared for the 1949 meeting of the Council of Forest School Executives, Dr. McCulloch lists the more common deficiencies reported by employers, as found by them in forestry graduates and undergraduates from several schools. The survey was conducted during the summer of 1949 and concerned only students and graduated employed west of the Rockies. They are (15, p.24):

1. Students do not analyze problems adequately.
2. Students are ineffectual in the use of written and spoken English.
3. Students are too demanding.
4. Students expect too much in the way of social advantages.

5. Students are not competent in work-planning; cannot organize a job.
6. Students fail to relate their specific jobs to the whole work program of the employer.
7. Students are not safety minded.

(Lest the above be interpreted as overall condemnation of the forestry training program the following should be here inserted from page 25 of the same paper.

For the most part, forestry graduates are doing a good job, and in no instance was there observed any vital flaw in technical preparation. The chief difficulties seemed to arise from a lack of personal orientation toward a professional career.)

It seems safe to assume that several of these criticisms could very likely be made generally of college graduates, for they will have a certain familiarity to staff members who act in liason capacities with the industries who take their students. Such a critique indicates the immaturity which is a natural concomitant of youth; this is not offered as justification but as a point of departure. Every practical effort should be made to eliminate a student's negative characteristics if these will handicap his personal and professional development. The responsibility lies with each school and/or division to discover the peculiar criticisms which could be justifiably directed toward it and work to eliminate their causes.

Another indication of youthfulness, or perhaps lack of direction, was reported by Wrenn and Bell (32, p.79). In a study of thirteen colleges and universities they found that of a total of 5038 students, from freshmen to seniors, 42% had not made a vocational choice. These figures would have had somewhat more significance if broken down for each of the four years but they are indicative of the task of the adviser.

From the writings of several authors, not further identified, this writer devised a composite list of youth needs. They are:

Security	Creativeness
Recognition	Truly emancipated
Affection	adulthood
Adequacy	Sense of
Development	objectivity

The adviser cannot fulfill these needs but, through understanding, he may be able to assist the student to see that he can better comprehend himself by correct interpretation of the urges which he feels.

Next, there are the common problems of students. Erickson and Smith list those for which pupils frequently need assistance (6, p.111-112):

1. Choice of courses and subjects
2. Adjustments to the school situation
3. Determination and interpretation of personal aptitudes, interests and abilities

4. Matching personal assets and limitations with the requirements of the next opportunity
5. Placement in part-time and vacation jobs, or other situations that give promise of furthering the pupil's long-range plans
6. Home and environmental problems
7. Learning problems
8. Problems requiring referral to community agencies or specialists for assistance not available through the school's guidance program
9. Follow-up of the pupil to determine progress in a prior placement
10. Over achieving or under achieving in school subjects
11. Evaluation of physical, mental, emotional, and attitudinal handicaps in relation to the pupil's future plans
12. Recreational needs and opportunities
13. Listening: giving pupils an opportunity to "let off steam"
14. Selection of a vocation, exploratory opportunity, or a cocurricular activity that may offer needed developmental or adjustive experiences
15. Lack of interest in specific classes or subject matter areas, particularly when the subject in question is germane to preparation in the pupil's chosen vocational area
16. Inadequate participation in cocurricular activities or excessive participation in them
17. Wide discrepancy between the pupil's ambitions and his known abilities
18. Inadequate information about occupational and educational opportunities and requirements
19. Deficiencies in study skills
20. Adjustment needs growing out of feelings of inferiority, inadequate social skills, and unfortunate personality traits
21. Financial problems that present obstacles to otherwise realizable plans
22. Problems leading to dropping out of school

23. College and trade school scholarships, loan funds, and other similar educational benefits
24. Establishing a mutual understanding between counselor and counselee
25. Encouraging pupils to develop special abilities and attitudes

While this is a large list no one student will have even a major part of it apply to him. These items are indicators of the operational area of student's advisers. They might also be taken as suggestive matters for inquiry into the malfunctioning student's activities.

There is a growing interest on the part of the faculty toward making adequate provision for the education of the student of superior capacity. The means of achieving this aim have not been contrived nor is there, as yet, the necessary implementation for a movement toward this end.

At present the superior student is often allowed to take more courses than are usually scheduled. Some instructors also assign outside work to these students. These attempts at a solution are the best that can be offered by staff personnel at their levels of authority.

It is repeatedly stated that higher education is provided for the most able. This may have been true in the distant past but an accurate statement today would have to say that higher education is for the most willing. Mass production, which is one of the wise fetishes of our

land, has been, fortunately, accepted by our educational leaders. In doing so they have, however, performed the same, possibly unavoidable, disservice to colleges and universities which was done to intermediate education: the standards were lowered so that all comers might achieve at least a minimum.

This democratic pattern is so well established that an expansion of the program to provide for the needs of the superior (perhaps a wiser, kindlier, and more truthful term would be: the ultra mental) student may now be undertaken.

There are great foundations, both public and private, governmental bureaus, offices, and departments, all with tremendous wealth to call upon in order to protect our once profligately exploited natural resources. At present our national mental resources are still as wantonly, callously, and selfishly exploited, disregarded, or ignored as were the material resources a hundred years ago. Why is it that we care for and develop our livestock, our agriculture, minerals, forests and personal properties and cannot see the incongruity of disregarding the greatest wealth of all: the mental ability of our people. Mankind's most important function lies in spiritually disciplined, constructive, and productive thinking. The lesser

student requires a channel wherein he may run or dawdle; the ultramental student needs broad intellectual pastures without boundaries, but with guide posts, waymarks, and the comforting inspiration offered by one who has preceeded and yet can accompany him in his self-realization.

Dr. Sherburne, in a report on possible provisions for "students of superior capacity to learn" prepared for the Faculty Council, commented that (27, p.1):

Any adequate solution of the problem must give the superior student something separate and beyond what the average class provides. Since the superior student needs less formal teaching and class work than the average student, both time and effort can be saved for the student and the faculty if special provisions are made to meet his individual needs. Establishing provisions for the gifted student to work up to his level of capabilities has proven beneficial for the average student. S. L. Pressy at Ohio State University report that "in sections from which the outstanding students had been removed, the less able had more chance at class participation and received more attention; they were less discouraged".

Dr. Sherburne, in this paper, also makes recommendations to the Faculty Council (Ib., p.2):

[That] a study be made for the establishment of a program providing for the students of superior capacity to learn at Oregon State College which would incorporate, among other factors, some of the proposals listed below:

- a) make provision for more individualization of instruction on this campus;

- b) encourage many of the gifted to work nearer their level of ability;
- c) give instructors more time in class for the average (and if desirable, the below average) college student in his or her classes;
- d) encourage graduate work by those who are really capable of such accomplishments;
- e) offer the more capable student, coming back to college after working one or more years, an opportunity of making up some of the lost time.

Due to the completeness of these proposals this writer has none to add to them but trusts that they will be adopted.

A final matter in regard to the further understanding of students lies in the consideration of their maturity. Student maturity has been hinted at several times in this paper but has not been considered as an item in itself prior to this time. As college offers an added step toward maturity some thought should be given to this subject.

A professional organization, connected with the National Education Association, in its 1948 annual report, includes the following comment on student maturity (17, p.180):

... those directing the professional ~~Teacher training~~ program should cease treating college students like children. The professional program should have as its first motto: "The students are adults, concerned with their own present

and future, willing and able to accept responsibility for planning, study, research, and evaluation." It has been recognized generally that the composite picture of the teaching staff is also the composite picture of the institution's product.

Through the above quotation was from an article on professional preparation for college teaching it is so general that it can be applied to any college students.

Dr. F. L. Parks, in a panel discussion at Oregon State College, once said,

I believe, in a college situation, that it is possible to cater too much to students. They should be expected to be mature.

Since there are weaknesses, though, there have to be advisers. The work of the adviser is to help the student to help himself. A bogged down student, however, needs good help.

These viewpoints indicate a certain degree of expectation overlain by a glaze comprised of numerous experiences with the many immaturities of students. When so few chronologic adults attain intellectually full development is it strange that those departing from their youth should still hold to the habits which have served them in the past? Maturity is not nearly as desirable as continuous normal development.

The Interview. The interview is the device by which most of an adviser's service is offered. It is necessarily

very important; so important that, unless well-planned and constructively purposeful, it is wasteful of the staff member's time and of the student's expectations.

The purposes of the adviser in the interview must be clearly thought out and defined. Purposes will vary in their details but broadly presented they are (1) for identifying and understanding the unknown by proceeding from the known, (2) for developing the specific from the general, or the opposite, or (3) for a change of ground. Stated more exactly, these aims are: (1) for orientation of the student in all matters relating to the college, (2) for assisting the student toward self-development, and (3) for the discovery and elimination of obstacles to the student's progress.

There is much excellent material published on the techniques of conducting an interview. Because of this the treatment of the subject here will be more suggestive than exhaustive. There seem to be a few sources of trouble for the adviser which it would be well to consider.

First, there are the word connotations. The same words often have different meanings for different people. This is most important to the adviser if words are used in the interview which have some peculiar, uncommon, and/or

emotionally determined meaning for the student. In such cases the adviser must be extremely careful that the student understands exactly what is meant when such words as party, date, bull session, et cetera, are used. Local usage of certain words must also be considered.

Second, "the wise consultant asks more questions than he answers" (4, p.12). The answers must come from the student. This leads directly to the next item.

Third, decisions must be made by the student even though the adviser may assist the student to arrive at them. Advisers are often beseeched by a student to direct, instruct, or require the student to follow directions of the adviser in the hope that such vicariously devised activity will dissolve his or her troubles. Such directive advising deprives the student of needed growth by this unjustified dependence upon someone other than himself. Under no circumstance should the adviser dictate a course of action to any student.

Another reason, and a personally more compelling one, for not giving advice is this: there is a legal responsibility attached to the giving of advice! If the advice is followed to the detriment of the advisee, he may possibly make a legal case out of it. Advisors must train their advisory groups to make their own individual

decisions on the basis of factual and impersonally derived evidence. "Counselors must not rob their clients of self-discovery" (4, p.12).

Fourth. This concerns the records to be kept. Personnel records have been discussed (pgs. 34-47) and some of the factors involved have been presented; a few remain to be set forth here.

It is suggested that the adviser should not keep records which are subjective nor should there be records of a personal nature. There probably should be impermanent, running notes as to the current material being discussed with the student.

A calendar of appointments must be kept and, possibly, a flow sheet. Such an undated sheet of sequential operations keeps track of matters which might be overlooked through the sole use of an appointment list. It often permits annotations which would be difficult to record on a calendar list.

Fifth, the adviser must protect himself, the institution, and others from malicious or hysterical talk. When having a conference behind a closed door it is much safer if the construction of the room is such that there is clear glass in the door or that the partition is of clear glass. There must be no possibility of a question

arising as to the nature of the conference by others on the outside, by false stories by the student, or any one else.

The above precautions are absolutely essential if the student is an hysteric. An hysteric will often tell the most outrageous lies about the adviser (among others), particularly if some secret has been revealed to him. There is a fear that the adviser will betray confidences as the hysteric would. Therefore the logical thing to do is to completely discredit the adviser! These people seem to have varying difficulty in distinguishing between what they subconsciously wish would happen and what has happened.

Under no circumstance should the adviser permit the student to reveal, due to extreme rapport, very intimate information and particularly if it is not pertinent to the problem. The adviser should give the student no opportunity to have an emotional hold on him.

With all of the foregoing in this section cared for the adviser is now ready to prepare for his interviews. The adviser should, in anticipation of a planned interview (6, p.117):

1. Skim all data in the counselee's file
2. Get thoroughly in mind the objectives of the forthcoming interview and the approach and techniques to be employed in achieving them

3. Review summaries of all previous interviews
4. Assemble in an orderly fashion all items of data bearing upon the chief purpose of the interview
5. Study carefully all data related to the purposes of the interview
6. Supplement these data through interview with the counselee's teachers, parents, or other persons who may contribute helpful information
7. Attempt to anticipate other problems that may reveal themselves during the interview.

Most of these notations should be of a temporary nature.

Next is the interview itself, and of it Kraines has this comment to offer (11, p.138):

The keynote of this technique is an obvious interest on the part of the physician in the patient's story. Human beings respond to interest in themselves more than to almost any other stimulus. Then, too, it must be apparent to the patient that the physician listens to the story not to gratify his own curiosity, but in an objective, non-judging manner to determine what in the patient's reaction is unhealthful and needs correction.

Dr. Kraines' viewpoint is that of the psychiatrist but the sincere, objective, interest illustrated here in the patient is worthy of emulation by all advisers.

The advising interview will probably go well if the following simple suggestions are observed (6, p.118):

1. Greet the counselee sincerely and cordially.

2. Relate the introductory conversation to some topic that is known to be of interest to the counselee, but unrelated to the purpose of the interview.
3. Establish a mutual, cordial relationship before approaching the problem that concerns the counselee.
4. Keep the counselee on equal footing; don't patronize and don't give orders.
5. Make the problem stand out, and encourage the counselee to discuss it.
6. Once the problem is approached, let the counselee point the way.
7. Ask salient questions, but don't hound the counselee to the point of embarrassment.
8. Give advice only when absolutely necessary.
9. Assist the counselee to understand his problem and to recognize the merits of possible solutions.
10. Consider other sources and what assistance they may be able to offer the counselee in meeting his problem.
11. Deserve the counselee's confidence and respect as a professional person; make him want to seek subsequent interviews.
12. Let the counselee do most of the talking.
13. Summarize the significant data and achievements of the interview.
14. Note any mistakes that you have made in the conduct of the interview.
15. Plan a program of action.

The above proposed plan of action is a somewhat ephemeral matter unless there is further guidance for the adviser. Gales proposes a definite thought and action pattern which will enable the adviser to get at the central as well as the peripheral problems of students. The suggestions are so good that they are presented in their entirety (8, p.109):

The following suggestions are made to aid the counselor in getting at the centrality of a student's difficulties quickly so that the proper help may be afforded him before a complete academic failure is the result. First, it must be assumed that a student's problem is academic unless proved otherwise. Second, if Study Skills or Reading Efficiency courses or tutors prove to be of little help, the counselor must seek to discover a non-academic cause. Third, the counselor must disregard declarations of confidence, and self-condemnatory confessions of insufficient study hours or excessive absences as such, and begin to ask the question, "Why?" Why has a student been absent so frequently? Why has a student failed to study as much as he should? Fourth, the counselor must accustom himself to analyze student's statements for their symptomatic content. By constantly recognizing certain patterns in a student's behavior he can safely assume that a central problem exists. And, by means of a sympathetic approach he may succeed in getting the student to discuss this central problem. Then the counselor is able to determine what agency can most properly help the student.

If other agencies are indicated in treatment of the student's problem they should be called upon for assistance (see pg. 47). An alert advisor soon becomes aware of the paucity of service, even in our American society, to humans in need.

The Follow-up. In the broadest sense, an adviser's work with a student is never done. Follow-ups can last as long as the student, the graduate, and the college can profit from contacts. Such an expanded sense of advising

is actually carried on in an informal way and in small amount whenever an old student looks up one of his former instructors. If such tenuous and whimsical associations could be informally developed there would, conceivably, be a mutual benefit to the college and the graduate. The college would sooner be apprized of social, industrial, and intellectual trends as they develop while former students would be more closely associated with a major source of their inspiration and development. The foregoing is not to be interpreted as an intent to expand the common pattern of alumni associations.

Through the narrower interpretation, follow-up procedures would terminate all advisorial work with the student upon his departure from college. It would also taper off advisorial contacts according to the increasing maturity of the student and his improved ability in self-determination. From several standpoints this limitation of student advising is justifiable.

Staff personnel and time limitations alone would dictate such procedures. Another thought is that too much advisement tends to increase student dependence and retard the development of independence.

Aside from these matters the follow-up largely consists of use and re-use of the interview techniques until

the student no longer needs a helping hand. The adviser sometimes discovers a student, as inferred previously in this paper, whose major need is not remedial work but psychological or even psychiatric assistance.

Psychological service to a student in college is still viewed by both the staff, to a lesser degree, and the public, in greater degree, as somewhat un-robust, faintly irreligious, or obscurely objectionable. Fortunately this attitude is vanishing. It is not generally admitted even yet that there are, in colleges, the many mental hygiene problems which can be documented by staff psychologists.

It is not the concern of this paper to interpret the findings of the psychologists on the college staff. It should, however, be stated that much of their work with students is done because of their altruistic interest and is unaccompanied by remuneration or official appreciation. (The same is true of the other services, too.) Cases should not be sent to them in large numbers nor should there be any thought that a general clinic is in operation. Students assist them in routine matters while the more complex problems come to the staff members. They will not handle cases which they diagnose as requiring psychiatric treatment.

Psychiatry is still treated as a luxury in college. Too few adults can penetrate their memories to recall more than dully the sharp, climactic, emotional disturbances of their own period of intellectual expansion. "Coming to college usually corresponds with the climax of adolescent changes in physical, impulsive, emotional, and intellectual lives" (7, p.552).

Whether there is a need felt by the college administration for psychiatric service on the campus depends upon their acceptance of the implications of complete answers to the following questions (Ib., p.552-567):

1. What are the emotional problems of students?
2. Can problems be solved by students or with the help of the dean?
3. If students do need help on mental problems should the college hire a psychiatrist?

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary. The broadest test of student advising at Oregon State College is the degree of achievement of the aims for the student (see pg. 1) of "...satisfactory growth socially, emotionally, and educationally." If a well-rounded adult is the end result of the years and money invested by him and the state then there can be no question but that advisement has made its full contribution in the educational scheme.

Advisement is comprised of qualified staff personnel, authoritarian by the logic of position, meeting with students in an atmosphere of perspicacity, trust, and positive expectation for the purpose of developing optimum student growth socially, emotionally, and educationally.

There is both weakness and strength observable in such situations. Many of both have been herein highlighted. The previously made proposals have been presented with the intent that utilization of them would help to produce an over-all improvement in the quality of student advising at Oregon State College.

Recommendations. Several recommendations are here presented in sequential order. (1) Referring to the first of Dr. Park's three comments (see page 14) as to student

adviser relationships, the recommendation is that formal adviser training classes be established on the campus.

The several schools and divisions could, without any loss of authority factually or functionally, delegate to the Personnel Coordinator, under the supervision of the Personnel Council, the power to call together, to indoctrinate, to furnish the working equipment, and to supervise the student's advisers who would then continue to be chosen and operate as at present.

It is apparent that much careful planning must go into such a program. Specific proposals in this regard do not come within the scope of this paper.

(2) It is suggested that more topics be added to such printed materials as are listed on page 25. This should be done through carefully guided over-all planning in order to supplement the work of the adviser by disseminating general information which might necessarily, for want of these sources, have to come from the advisers. This would be a time saver for the advisorial staff.

(3) One of the purposes of the advisorial system (page 27) is to see that the student will be properly presented with the interpretation of the college as to him and his aims. The formal explication is given in the catalog in which there are two omissions adversely affecting students. This omitted information must now be

supplied by the advisor or others.

The majority of students would probably profit by knowing their statistical positions. Each student should be informed at the beginning that he has roughly 35 chances out of 100 of graduating (see also pg. 29). He should understand the hard core of college discipline and its relation to him. He should also know the reasons for such disciplines, penalties, academic warnings, probation, suspension, and expulsion. Such material could advantageously be included in the catalog. A student-faculty committee might well serve in this field.

(4) It is most seriously recommended that the positions of Assistant Registrar and Personnel Coordinator (pages 4 and 28) be dissociated. The precise, exacting, mathematically deduced standards which are an inherent and dominant part of the Assistant Registrar's official duties, by their unconcealed and accustomed objectivity tend to obscure the relatively new, humanistic, and developing activities of the position of the Personnel Coordinator.

The Personnel Coordinator, as the advisers' instructive superior, should be able, without the hinderances indicated, to occupy a parallel position to that of the British leader of His Majesty's Loyal Opposition. He

could well be the students' advocate and representative.

It is the studied opinion of the writer that these two position are mutually jealous of each other.

(5) It is suggested that the successful advisement experiences of the schools and divisions be compiled, through the use of some device, by the Personnel Coordinator with the advice of the Personnel Council. (See pages 30 and 31)

(6) Direct and indirect comments by those connected with advisement work lead to the conclusion that the Clinical Services and technical assistance programs could well be expanded (see pages 49, 54 and 55). This is because of the increasing awareness on the part of faculty and students of the need for overcoming student inadequacies.

(7) One of the most serious needs for the improvement of advising lies in the basic understanding of the student who comes to the adviser for the first time (see pages 49 - 52). Too many students are dominated by the tyranny of unrealistic attitudes and, having no one to release them from their mental prisons, go down to scholastic oblivion.

There must be some serious effort made to discover the types of reasons for students coming to college.

Having that fundamental raw material the Personnel Council can then assist the advisor to present to the student a realistic understanding of the college and the student's relation to it.

Before a physician prescribes he must have at least some diagnostic knowledge of his patient. College advisement often takes too much for granted to be a great deal better than mildly, though unintentionally, pretensive. This again points to the deep need of the adviser to have a more discerning grasp of his work.

(8) The designation students' adviser is, as has been shown (see pages 29, 45 and 68), an anomaly. An adviser is expected to advise but a college "adviser" is an expositor. It is hardly to the discredit of a student if he comes to an adviser for advice. Imagine his justifiable puzzlement when he is told, "I should not advise you."

The title could be consultant but its accustomed connotations might make such use inadvisable. A list of possible titles, each of which is more accurately descriptive than the term, adviser, is here presented. This list is offered as a challenge to accustomed thinking.

- | | |
|-----------------|-------------------|
| 1. acquaintor | 12. exhortor |
| 2. admonitor | 13. expositor |
| 3. appriser | 14. expostulator |
| 4. chargor | 15. implicator |
| 5. communicator | 16. informant |
| 6. conferer | 17. injunctor |
| 7. consultant | 18. intelligencer |
| 8. counsultor | 19. intimator |
| 9. counselor | 20. monitor |
| 10. deliberator | 21. notifier |
| 11. edifier | 22. recommender |

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