PERSONNEL ORGANIZATIONS AND SERVICES IN SMALL COLLEGES IN THE NORTH-CENTRAL AREA

by

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Typed by Margaret Lieber
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Educators generally agree that one of the important objectives in higher education is a well balanced program which will help each student to develop an integrated personality which will aid him to meet life's situations. An efficient program includes counseling and guidance of youth in recognizing problems, in appraising problem situations, and in pursuing an effective program of action once a choice has been made. In recognition of this major function of higher education, college administrators are devoting more time and thought than ever before to perfecting programs of counseling and guidance which will enable students to go forth to their respective places in society and function efficiently.

To achieve a well-integrated personality, the student must develop a sense of values which will enable him to meet life's situations effectively, to live harmoniously in his own home and community, to contribute to social well-being, and to perform efficiently his share of the work of the world. He must display emotional maturity, recognize problems for what they are, and solve them in ways
satisfactory to himself and to the society of which he is a part.

One factor which adds to the difficulty of making satisfactory adjustments today is the increased tempo of living. There is more hurry and strain than formerly with less time for meditation and relaxation. Demands upon time and energy are great. Individuals need to learn to balance the pressure of demands with the time and energy that are expendable. Time-clocks and time-schedules have made people time-conscious and pressure-conscious. Rapid changes in one's environment require quick adjustments. Failure of an individual to reconcile, in a satisfying and harmonious manner, inner drives or desires with the requirements of society may generate fears and frustrations that are destructive or disorganizing to one's personality.

A situation that often requires adjustment on the part of the college student is the necessity for reconciling the customs and mores of his early training with those of the college campus. In a changed environment a student needs counseling.

Increased enrollment in colleges is another factor which has created a great demand for improved methods of exploring the needs and potentialities of students, and of strengthening college programs of counseling and guidance. An effective program of counseling requires some central person or committee with power to organize and synchronize
the efforts of individual faculty members. There is a growing need for faculty members trained in the techniques of gathering, recording, and evaluating various types of information pertinent to the counseling of students.

Since it is now generally recognized that an effective program of counseling and guidance is an essential part of a comprehensive college program, it should be helpful to discover the present status of student-personnel organizations and services in colleges. Such an investigation might indicate some ways in which services to college students can be improved.

Purpose of the Study

This study was made, first, to ascertain the status of student-personnel organizations and services in small private and church-related coeducational colleges in the North-Central area of the United States during the school year 1948-49, and secondly, to discover how such organizations and services were administered for the benefit of students.

An attempt was made in this investigation to answer the following questions:

1. How many of the small colleges studied had an organized program of student-personnel services? How were personnel services administered?
2. What did these colleges offer in orientation programs for freshmen?

3. What was the relationship of counselors to students?

4. What fields were included in the testing and counseling programs, and were test results available to counselors?

5. Did the small colleges keep student-personnel records of all students attending college?

6. In what areas did the colleges provide services in the student-personnel programs?

**Scope and Procedure of this Study**

This study was confined to twelve states in the North-Central (25, p.vi) area of the United States (Appendix B). The institutions selected for this investigation were coeducational colleges of liberal arts and sciences with four-year programs of studies leading to baccalaureate degrees. The selection was further limited to church-related colleges — either Catholic or Protestant — and other private colleges. Professional schools were omitted, and no tax-supported colleges were included in this study.

The *Educational Directory* for 1947-48 (26, pp.1-153), published by the United States Office of Education, classifies colleges according to student enrollment. This study included colleges with fewer than 2500 students.
following classifications given in the Educational Directory were used in this survey: (Appendix A)

<table>
<thead>
<tr>
<th>Class</th>
<th>Student enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>1000 to 2499</td>
</tr>
<tr>
<td>V</td>
<td>500 to 999</td>
</tr>
<tr>
<td>VI</td>
<td>fewer than 500</td>
</tr>
</tbody>
</table>

Questionnaires (Appendix C) were mailed to administrators of all the colleges in the North-Central area which the Educational Directory indicated were within the scope of the study. This directory listed twenty-four private colleges and one hundred six church-related colleges. Replies were received from ninety-seven administrators, or seventy-five per cent of the total number to whom questionnaires were mailed.

After the questionnaires were returned, they were sorted into classes IV, V, and VI on the basis of the 1948-49 student enrollments as they were given by the respondents. This changed five colleges from one class as given in the directory to another class. The number responding in each class were: Class IV, 25; Class V, 41; and Class VI, 31.

Both accredited colleges and colleges with no accrediting agency listed in the Educational Directory (26, pp.1-153) were included in this survey. Seventy-three of the colleges were accredited; for twenty-four no accrediting agency was listed.
The *College Blue Book* (10, pp. 22-85) lists each college included in this study as accredited by a college accrediting agency or by an educational institution within the state in which the college was located. One college was accredited with certain restrictions.

**Definitions of Terms Used**

Counseling: "Individualized and personalized assistance with personal, educational, or vocational problems in which all pertinent facts are studied and analyzed, and a solution is sought, often with the assistance of specialists, school and community resources, and personal interviews in which the counselee is taught to make his own decisions". (8, p. 104)

Counselor: "One who assists persons in life planning or in the solution of problems, especially as they relate to social, educational, and vocational situations". (8, p. 105)

Integrated personality: "An active, adapting personality, characterized by unity of action, in which responses of the various parts have meaning only in terms of their relation to the functioning of the whole; that is a personality in which all the tensions and forces that play a part in human life, physical, spiritual, social, emotional, moral, aesthetic, etc., work together in harmony with the purposes, desires, and needs of the individual concerned".
Orientation course: "(1) A course the aim of which is to introduce the student to some phase of life or education or to help him to adjust to it; (2) especially, a college course the aim of which is to help the student adjust to college life and which treats of study habits, library methods, utilization of college facilities, social practices, etc.; (3) a course of study, generalized in nature, used to guide pupils and students in the selection of further courses of study". (8, p.108)

Personnel Service: "Organized programs of assistance to students in the solution of personal problems; includes counseling, testing, job placement, health programs, and controlled group activities". (8, p.294)

Profile: "A line diagram indicating the relative position of an individual or a group in each of several traits, thus bringing into relief divergent standing in each of several traits, as well as the general tenor of the scores or ratings". (8, p.311)
CHAPTER II

A REVIEW OF RELATED LITERATURE

The material in this chapter was derived from the literature relevant to the organization of personnel services and the guidance programs provided for students attending colleges. A brief history of personnel services, the techniques of counseling, and some studies of student-personnel services in educational institutions are included. The opinions and conclusions of persons well-versed in personnel services are of paramount importance in evaluating the efficiency of present practices and of pointing the way for the organization or improvement of personnel services in educational institutions.

There is an increasing emphasis in recent years upon personnel organization and counseling if the amount of professional literature and the present interest in meeting student needs are adequate criteria. There is evidence of increased recognition of scientific and utilitarian services offered in all phases of human development. Different areas of personality development are receiving the attention of educators.

Some of the influences which have stimulated the creation of guidance programs are: (1) Philanthropy, or humanitarianism, which stresses benevolent regard for the welfare of mankind; (2) Religion, since young people should
be trained for the good life; (3) Mental hygiene, or mental therapy, in which people learn when they are young to get a perspective of their abilities in relation to life's goals, to prefer open behavior to secretive behavior, to understand the significance of sex, to meet their problems rather than to practice escapism, to avoid infantile fixations, to develop self-dependence, and to assume the qualities which characterize a healthy, adult mental and emotional state; (4) Social change which is taking place constantly; and (5) Recognition of individual differences. (24, pp.4-6)

Recognition of individual differences and the development of more accurate forms of tests and measurements have accelerated the guidance movement in American institutions. The standardization of tests with established norms has facilitated the discovery of abilities and personality traits of individuals. Test results available to a counselor in profile form reduce the time required for discovering the needs and abilities of students and increase the number of students a counselor may interview in a given time.

The terms personnel work, personnel services, and guidance are used interchangeably by some educators; and in this thesis the terms are used interchangeably at the college level. In the Encyclopedia of Modern Education, (21, p.352) the customary use of the terms is delineated.
Guidance. To many persons the aim of guidance, simply stated, is to help every individual develop the best that is in him as an individual and as a member of the groups to which he belongs. From this central aim stem all the principles and procedures included in the terms guidance and student personnel work. Guidance is the term more commonly employed in elementary school and high school, student personnel work and personnel work are the terms more frequently applied to similar work in college and industry.

The functions of student-personnel work include the wholesome development of an individual in all his attributes and variables. A fairly representative point of view is that student-personnel work embraces a philosophy of education which places major emphasis upon the development of the student as a whole — his intellectual, social, emotional, physical, moral, religious, and aesthetic development. (16, p.248)

The full significance of guidance as it is understood by many counselors is well expressed by Jones, (11, pp.68-69) who writes:

Guidance is found in that area of educational endeavor which involves assistance given by agencies or persons to the individual in making choices, in helping him to choose a line of action, a method of procedure, a goal. It is not choosing for him or directing his choice; it is helping him to make the choice.

Education deals with the entire scope of human development. From one standpoint it is the conscious effort of society to change and develop the individual so that he may conform to society, take his place in it, and in doing this secure his own optimum development.....
When society merely determines what shall be learned and does nothing to secure the cooperation of the individual in the choice of things to be learned or methods to be used, guidance is not present, for there is no choice by the individual.

**Development of Personnel Services**

Cowley (4, pp.17-22) reports that counseling is one of the newest yet the oldest branch of science. The close relationship between teacher and student is as old as Greek philosophy and teaching. Teachers in early American institutions may not have emphasized individual differences as we do but guidance was there. In early American colleges the professors counseled students; then came the secularization of colleges, with many German-educated professors interested primarily in academic learning and indifferent to the personal problems of students.

In the late nineteenth century college administrators placed more emphasis upon residential housing and the general welfare of students. In the last decade student personnel research and personnel administrative practices have made great contributions to college students. (4, pp.17-22) The term guidance has come into common use within educational circles since about 1910. (1, p.3)

Reed (19, p.46) says:

The first wave of interest in vocational guidance began about 1910, reached its crest between 1908-1912, and then during World War I, when interest was centered in other objectives,
was largely static. Thus it is justifiable to assign the beginnings of organized guidance to the years 1900-1916 and to consider these years a logical first period in the history of the organized guidance movement.

Recently came mass education with specialization in chosen fields. Thus personnel services were inaugurated in educational institutions. These services covered a wide range, including personal development and satisfactory adjustment in the social and business world.

Many college freshmen are away from home for the first time in a situation removed from the accustomed environment and the mores of their earlier training. The colleges are assuming the responsibility of assisting these persons to attain their optimum of a useful, satisfying, well-balanced life.

In reviewing the history of educational institutions, the relation of the church, or of religious influence, to colleges should be considered. The beginnings of higher education in the United States stemmed from the church. (20, p.3) Not only the colonial colleges, but nearly all the colleges founded before the Civil War were organized, supported, and in most cases controlled, by religious interests. (22, p.15-16)

The objectives of education in a small church-related college are given by Richards: (20, pp.6-7)

Education in any college, if it is liberal, will succeed in producing graduates who in some degree are free and effective
personalities. But the small private Christian college of liberal arts, by its nature and organization can consciously aim to do this more effectively. It can conserve the finest elements of our cultural heritage; trace the development and emphasize the importance of the self-corrective tendencies in our scientific, democratic, Christian history; acquaint the student with spiritual principles which serve as standards for the evaluation of the elements and trends of contemporary civilization; and introduce him to the techniques -- scientific, political, economic, social, and spiritual -- by which the freedom of persons may be maintained and extended. This it can do in a rich intimate fellowship of student with student and student with teacher.

At times some educational institutions have tended to adopt the attitude that the private life of a student was his own responsibility. No doubt, in all institutions there have been professors who accepted an obligation to help youth to develop guiding principles and desirable habits of living. In recent years college administrators are assuming a greater responsibility of guidance for all students who will avail themselves of the opportunity.

Some advantages of a counseling program were given by Taven (23, p.146) in appraising a college program at the college level. Taven compared groups matched, person for person, on scholastic aptitude, sex, age, class, race, religion, and curriculum. One group was counseled by selected faculty advisers while the other group received no special attention. A significantly larger percentage of the counseled students graduated. Men were more responsive to counseling than women; counseling reduced student
mortality; counseling was effective in avoiding scholastic difficulty; and counseled students earned a greater number of credits.

**Viewpoints of Educators**

Interest in counseling students and in the techniques of guidance has accelerated considerably in the last decade, as the abundance of literature relating to personnel services indicates. A few quotations from literature published in recent years follow.

Russell, (22, p.v) reporting in 1940 on the Proceedings of the Institute for Administrative Officers of Higher Institutions of Education, states:

The program for the 1940 Institute was built around the central topic of student personnel services in institutions of higher education. Various aspects of this topic have been treated in previous sessions of the institute, but it was believed that present interest in the subject warranted the devoting of the entire time of one annual Institute to the manifold problems involved in maintaining effective personnel services for students in a modern institution of higher education.

Some recent trends in personnel work that include problems which were formerly considered outside a counselor's prerogative are revealed in a collection of papers edited by Williamson (28, pp.v-vi) and published in 1949:

A most significant contribution is the description of a slowly emerging program of religious counseling as a part of the institutional personnel program. Student housing is
treated as an educational program in contrast to the dominant emphasis on income producing enterprise. The problems of foreign students come in for special attention. Discipline is treated as a part of the counseling program and not as a punitive procedure in the area of administration.

Russell (22, p.30) believes the following functions should be included in personnel services: Orientation of students; maintenance of students' records; educational counseling; counseling about personal affairs; supervision of extracurriculum activities; financial assistance to students; health services; housing and boarding; placement services; and maintenance of student discipline.

Reed (19, pp.460-462) warns administrators of the dangers of mechanization in developing the implements required to administer the various functions pertaining to personnel services. Testing and guidance may become mechanized to the extent that personal insight and understanding is lost. Miller (18, p.6) suggests that more sympathetic guidance may be maintained by professors in a small institution than by those in a large university.

He says:

The writer has attempted to point out that the small college in its true historical sense does not in reality exist except as it makes available to its students the best possible personnel services. There is, then, no alternative to basing the program of the small institution on a foundation of individualized education. The large university may seek distinction in other directions but not so the small institution. Destroy this function of individualization and you destroy the right of the small college to
exist.

A few pages later, Miller (18, pp.9-10) continues:

To summarize, in the large university personnel services are recognized as a part of the total administrative machinery, and hence a vital part of the institution; but in the small college they are by necessity the underlying structure of the educational program. The university may go on haltingly without these services; but in the small college the educational philosophy and ideals of the institution will fail unless personnel services are employed, and indeed they must lead the way..... In the large university personnel work is carried on by a department and a separate staff; in the small college it constitutes the institution itself and is carried on by the entire staff.

Hopkins (9, pp.439-450) suggests eleven essential student personnel services. Briefly summarized they are:

1. A program of pre-college counseling, selection, and applicant-centered admissions.

2. An organized program for diagnosis and counseling of students.

3. An effective orientation program, spread throughout the freshman year.

4. Remedial assistance in various areas for the students who need it.

5. Definite provision for the supervision, coordination, and integration of the co-curricular program on the campus.

6. A student health service, providing professional services in areas of both physical and mental health.

7. An adequate program of supervision of living
arrangements.

8. A well-organized program for administering financial aids, student employments, post-graduate employments, and job follow-ups.

9. Special facilities for developing and evaluating the religious life and interests of students on the campus.

10. An adequate system of permanent cumulative personnel records, which include pertinent information relative to all aspects of student life and student accomplishment.

11. At present, and for the next few years, a special service providing for the coordination of veterans' affairs is an essential part of the total program.

The Role of Administrators, Counselors, and Advisers

In order to function efficiently, a business or service must be organized and administered wisely. The lack of an adequately planned guidance organization in educational institutions results in waste of student time and higher student turnover. (13, p.v)

Brouwer (2, pp.156-157) has pointed out:

Administration is the use of power to control the behavior of people, individually or collectively, in order to secure integrated and harmonious action in the achievement of educational objectives..... The primary problem of administration, therefore, regardless of who is the administrator, involves the integration of human effort toward the achievement of common ends. The secondary problem involves the
devices by which this desirable integration may be achieved.

Small colleges may have problems similar to those found in the larger institutions. Zeran (7, p.xi) says:

Organization and administration of a guidance program is a challenge to administrators, teachers, and counselors. No school system is too small or too large to offer coordinated, well-planned services. No school system is without some interested and partially trained personnel who can develop a guidance program. No administrator is unaware of the need for such a program, and no school is totally lacking in these services.

Blake (1, p.182), writing of personnel services, says these agencies must be coordinated into one department in order to render the greatest service and to establish a unified and constructive program of guidance.

The type of organization chosen for the personnel service should be in harmony with the total institutional setup. Two methods of administration prevail. Some administrators prefer to have a committee of guidance to institute and direct the policies of the personnel program. Moreover, a committee may educate the public concerning the advantages of personnel services, secure financial support for developing the guidance program, and attract influential persons to serve in conducting the program. The second method is administration by a single official acting under the general direction of a board, president, or secretary. (19, pp.56-60) The administrative officer may be identified by the title "Director of Personnel" or
"Coordinator of Personnel Services" or some similar title.

A director of personnel services should devote his time and talent to the functions of the office, select qualified personnel to perform the duties of testing and counseling, determine the goals attainable within the resources of the college, determine the functions to be performed, determine the means of securing individual data and the best method of filing it for use, and secure the cooperation of the faculty. Perhaps the most important function is the selection of trained counselors who are sensitive to the responses of others and who can establish rapport easily. To grasp the import of a situation and the possible solutions, and to present each plan of action with its probable accompanying results requires superior intelligence and a sympathetic comprehension.

Some colleges employ counselors who devote full-time to counseling. Many of their counselees are referred to them by teachers or fellow students. Other institutions have some member or members of the faculty as part-time counselors. After a study of personnel procedures in a selected group of small colleges and universities in 1948, McDonald (17, pp.143-144) concludes:

Counselors are a necessary part of a good personnel program. They were employed for both part-time and full-time counseling. It was believed that all counselors should teach a class or two to keep them in touch with the students, and to keep them aware of the problems of the classroom. The time spent in counseling
and teaching should be divided evenly.

The use of counselors in specific fields of counseling such as vocational, educational, etc., was not the general policy but the aim was to have counselors who could counsel in any or all of these fields. The use of specialists in a personnel program was considered advisable; and many colleges engaged the services of such specialists as psychiatrists, psychologists, speech and reading pathologists, doctors, and nurses in personnel programs.

McDonald (17, p.48) asked the question: "Do you have people professionally trained in counseling and guidance?" Eighteen respondents answered "Yes" and eight replied "No". Another question was: "Are special consultants available?" Replies from twenty-six small colleges were summarized as follows:

<table>
<thead>
<tr>
<th>Consultant</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Doctor</td>
<td>24</td>
</tr>
<tr>
<td>Nurse</td>
<td>23</td>
</tr>
<tr>
<td>Psychologist</td>
<td>15</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>3</td>
</tr>
</tbody>
</table>

In the McDonald study it was found that in eleven colleges all faculty members were appointed as advisers, but fifteen colleges did not follow this practice.

Erickson (6, p.181), in A Practical Handbook for School Administrators, maintains the counseling should be carried on by staff members specifically selected for this responsibility.

There appears to be a divergence of opinion as to
whether teachers should act as part-time counselors or whether specialists in the field of counseling should devote full-time to counseling. Both systems have their proponents. It appears to the writer that there is more literature extolling the advantages of employing specialists in the guidance program than is found advocating part-time counselors. Perhaps a lack of sufficient finances hinders the employment of specialists in small colleges.

Some advantages of part-time counselors are given by Klein and Moffit: (13, pp.13-14)

It is our belief that every teacher is more or less a counselor, whether occupied exclusively with classroom instruction or assigned as a part-time counselor. Only the teacher knows the student in a normal, natural way; there is the psychology of teamwork in the classroom; there are opportunities for continued and frequent observation; and wholesome rapport is already established. . . . Rather than taking anything from instruction, counseling strengthens teaching in that the instructor becomes more aware of the students and their needs and sees the course in its true light -- a contribution to these needs.

However, Erickson cautions that every teacher can not and should not be expected to become an effective counselor. (6, p.181) He also says the fewer counselees per counselor the better -- provided the level of counseling can be maintained. (6, p.184)

The problem of assigning counselors to counselees is an ever present one. To mate compatible personalities and to combine the background of information a counselor has
with the particular requirements of the counselee is most difficult, especially in cases in which the counselee cannot define his needs.

Some proponents of a selective basis of assigning counselors advocate guidance workers should be assigned to students on the basis of vocational objectives. (15, p.47) This method is common practice after a student has decided upon a vocation. Prior to a decision of a vocational choice the student should have a counselor qualified to offer pertinent suggestions for consideration, and capable of assisting him in evaluating the factors involved and the probable outcome. Each student should have some one individual in the school who is responsible for his guidance.

Selections of persons who interview students is of paramount importance. The ideal counselor would be a person with a sound philosophy and high integrity, with training, experience, and emotional maturity. A counselor should have the ability to use personnel data, have a sympathetic understanding of behavior, and be able to help a counselee toward insight and confidence rather than to subject him to dictatorial counseling.

In this connection Klein and Moffit (13, p.5) state:

Personal and individual interviewing is the "heart" of the whole counseling effort. The technique of a successful interview, getting all pertinent information, establishing rapport, and actually accomplishing desired results are among the most difficult challenges facing anyone who attempts counseling.
Some authorities believe that the responsibility of seeking perturbed counselees belongs to the counseling faculty, while others say the counselee should voluntarily contact the counselor if counseling is to be effective.

In a study of thirty-five small colleges with good personnel programs, McDonald (17, p.88) found that eighty per cent of the respondents reported that the student was called into conference by the counselor, and that ninety-four per cent reported the student voluntarily contacted the counselor. It appears that a large majority of the colleges used both methods.

In some colleges administrators have found it expedient to secure the cooperation of upperclassmen in the college to help advise freshmen and to acquaint them with the procedures of the institution. Brouwer (2, p.39) writes:

Many of the present programs of counseling by students originated in Big Sister or Big Brother plans by YWCA, YMCA, student council, or faculty organization.... The chief function of the upperclass student is to provide a protective induction of the newcomer into campus rites, living conditions, and traditions.

The college freshman finds himself in a new environment. He is beset with numerous situations which require solution with respect to both the immediate and the long-range view. Consequently a guidance program should offer a variety of services which will assist the student in making wise choices and in achieving effective living
Services Included in Personnel Programs

The techniques of guidance continue to revise and improve methods employed in counseling and to expand utilitarian services. Formerly, counseling consisted principally of person to person advice based upon the experience and the observation of the adviser. Now personnel services commonly include the use of standardized tests, evaluation of test results in terms of norms, the use of cumulative records, supervision of campus activities and residence, provision for placement services, and a number of other activities. Moreover, college personnel programs today are planned to assist students with a wide range of problems—personal, social, educational, and vocational.

In a study made in 1926, Blake (l, pp.35-48) found in a study of ninety-five educational institutions that forty-nine had some kind of vocational conference, sixty-seven appointed faculty advisers, thirty-seven had some form of vocational counseling, seventy-eight had placement bureaus, and fifty kept some records other than academic.

In 1949 McDonald (17, p.59) reported the extent to which certain services were provided by a selected group of twenty-six small colleges and universities as follows: student housing by eighty-six per cent of the colleges surveyed; job placement for graduating students, eighty-six
per cent, and part-time placement for other students, ninety-two per cent; extra-curricular activities, eighty-six per cent; and student health, ninety-four per cent.

Effective orientation practices make significant contributions to both the college and the students. The guidance program should include a comprehensive orientation program for all new students entering the college for the first time. The orientation period should be of sufficient duration to enable the students to attain confidence and a sense of belonging to the institution.

Klein and Moffit (13, pp. 28-29) cite two values to students in being well oriented:

(1) A student's chances of success in whatever he undertakes are greater, and (2) an underlying psychological factor of feeling that he belongs is engendered. For the school two practical results follow: better attendance on the part of students whose courses have been well planned is noted, and fewer students withdraw from them.

Knode (14, p. 262) in a study of one hundred twenty-five educational institutions concludes that the following conditions make an effective orientation program necessary in the modern college: enlarged enrollments, lack of homogeniety in student's social backgrounds, growing complexity of the college curriculum, growing independence of secondary schools, and conflict and confusion of educational objectives.

The orientation program should acquaint new students
with the ideals and the traditions of the college; give them an over-all picture of the school, the general program of procedures, and the services available; provide a survey of the courses which lead toward the ultimate goal that the student has in mind; administer diagnostic and placement tests which will facilitate judicious treatment and proper class enrollment; provide instruction in remedial reading, study methods, and refresher courses when needed; and give attention to problems of personal and social adjustment.

Much can be accomplished in a one-week freshmen orientation program. Information can be provided through lectures, handbooks, newspapers, and upperclass advisers. But orientation courses and remedial work should extend through the first year. McDonald (17, p.71) found that fifty-one per cent of the colleges extended the orientation program throughout the freshman year. This study included thirty-five small coeducational colleges which had been designated by authorities as having good personnel programs.

Kamm and Wrenn (12, pp.90-91) made a report in 1947 of a survey they had made. Among the privately supported colleges which planned orientation activities for each new group at the beginning of each new term in the 1946-47 school year, they found the following activities: tests of various kinds, one hundred per cent; program of social activities, ninety-eight per cent; and program of religious activities, eighty-five per cent. Seventy per cent of the
reporting institutions planned to offer various orientation courses as a part of the 1946-47 orientation program. The course most frequently mentioned was "How to Study". Approximately forty per cent of all the institutions reported they planned to use outstanding upperclassmen as counselors for new students.

The counseling program seeks to reduce or eliminate the needless student mortality, and one means of accomplishing this goal is by careful testing and counseling. Traxler (24, p.2) states:

A complex environment and an awareness of individual differences make an attempt at guidance in the schools inevitable. Such an attempt would be characterized largely by trial and error were it not for the fact that techniques of measurement and the recording of observations have laid the basis for an applied science.

Occasionally, failure to become adjusted to the school program is due to some personality difficulty or to poor habits of study. The administration of a personality test or a diagnostic test of study habits and of reading ability may be helpful. (13, p.85-86) Most colleges have found that the formulation of a reasonable testing program is necessary as a basis for effective counseling.

In a survey of twenty-six colleges in 1949, McDonald (17, pp.48-49) reported the types of tests given to freshmen and the number of colleges which gave each type as follows: aptitude, eighteen; interest, twelve;
intelligence, twenty-four; personality, nine; and achievement, seventeen.

A testing program may discover abilities and potential aptitudes which can be explained to the student, yet a lack of incentive can hinder achievement. Motivation is a problem in itself. This is another area in which effective counseling may be of considerable value.

The terms "personnel records", "individual inventory", and "cumulative records" are employed by various educators. Effective counseling requires adequate and utilitarian methods of acquiring and filing personnel records of all students.

Traxler (24, pp.203-207) states that the great need at present is to improve the scope, reliability, and the organization of the information collected and recorded about students and to train teachers in the intelligent use of this information. A school should have complete, comprehensive cumulative records.

The virtue of the individual inventory lies in its two fundamental aspects: (1) data, instead of guesswork; (2) permanent records instead of memory. By the possession of the complete background and personal data of a student, the counselor is enabled to help him much more intelligently than he could if provided only with impressions and hasty estimates obtained from a brief personal contact. (13, pp.66-67)
Darley and Bordie (5, pp.9-10) suggest two major functions of personnel work: first, helping the student to choose the educational field or job in which his chances of success are greatest; and second, helping to ease or prevent or cure any conditions which may cause the student to do poorer work than he is capable of doing.

Closely interrelated are educational counseling and occupational counseling when the student makes his choice of a major. At graduation, the student must make a third choice. This calls for both educational and occupational counseling, and, in many cases, placement service. (27, p.18) Problems related to the choice of a vocation challenge guidance resources as never before.

The students' extra-class activities are of great importance in their educative effects. If the college aims to develop the total character and personality of the student as well as his intellectual skill, it must not only provide opportunities for rich and varied extra-class activities, but it must evaluate them. (5, p.5)

Many students attending college live in dormitories, in fraternity or sorority houses, or in private homes other than their own. In most institutions the home must be approved by a counselor or some administrative officer in the institution. Freshmen may be required to live in dormitories. In the college-operated residences, head residents act as hostesses and as advisers. A carefully
selected upperclassmen may live in the residence as a counselor. Whatever the form of supervision, most colleges maintain some guidance procedures relating to student housing.

Administrators of educational institutions express a deep concern for the health and well-being of the students. (20, p.23) The college and university physician should be available to the students at stated hours each day. The McDonald study discloses that the physical health program for students is a part of the personnel and counseling program in eighty per cent of the twenty-six colleges included in the investigation.

Summary

Changed educational policies and requirements and increased enrollments have stimulated guidance programs. More accurate forms of testing and measurements, and improved techniques of guidance are now available. These conditions tend to accelerate counseling practices. The techniques of guidance are manifold. They include a testing and counseling program with adequate records of all students. The counseling program is beginning to develop into an applied science.

A comprehensive orientation program for all new students is an important part of the college program. The orientation process should extend throughout the first
An adequate orientation of the new student may reduce student mortality and improve the mental attitudes and the social relations of students.

Professionally trained administrators and counselors should be a part of every guidance program; at the same time teachers and other college personnel have a real contribution to make to the program. Some educators advise a system of part-time counselors rather than persons employed exclusively to counsel students, though many authorities advocate the employment of specialists or of persons trained in the techniques of counseling. Those who counsel need insight into the problems of college students and a sympathetic understanding of their behavior.

The guidance program includes many areas such as scholastic progress, personal and social development, and moral and religious growth. Counseling has proved of considerable assistance to students in solving their immediate problems, in choosing and preparing for vocations, and in planning for other needs which they will encounter as adult citizens.

Many services are included in personnel programs. These services should include an orientation program for freshmen; an adequate diagnostic and counseling program with a utilitarian system of keeping personnel records; remedial assistance for students who need it; supervision and integration of campus activities; congenial housing
conditions; a student health service, including both mental and physical health; and employment services for both students and graduates.
CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

This study was made to discover the status of student personnel organizations and services in ninety-seven selected small colleges in the year 1948-49. The survey was made by mailing questionnaires to all the colleges in a selected area that were within the chosen limitations given in the introduction of this thesis. To what extent the small colleges conform to personnel techniques and practices as advocated by educators deserved investigation.

A study of how selected small colleges in twelve states (Appendix B) administered their personnel programs and of the fields of services offered will give a basis for comparison by colleges in the areas of personnel organization and services.

Findings are based on the data of questionnaire returns from ninety-seven colleges classified in three groups. There were twenty-five respondents in Class IV with enrollments ranging from 1000 to 2499, forty-one respondents in Class V with enrollments ranging from 500 to 999, and thirty-one respondents in Class VI with enrollments of fewer than 500 students. The tables include the data from all ninety-seven respondents in the three classes, although some respondents failed to answer some items in the questionnaire.
Comments of some of the persons who answered the questionnaire are included in this study, as they add to the understanding of personnel programs in the small colleges.

**Colleges with Organized Personnel Services**

The questionnaire (Appendix C) contained the question: Does the college have an organized student personnel service? Table I gives the number and per cent of colleges which reported organized personnel services.

**TABLE I**

Number and Per Cent of Colleges with Organized Personnel Services

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Number not Answering</th>
<th>Colleges Without Organized Program</th>
<th>Colleges with Organized Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>25</td>
<td>2</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>0</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>1</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>3</td>
<td>13</td>
<td>81</td>
</tr>
</tbody>
</table>

Table I reveals that eighty-four per cent of the colleges studied had organized student personnel programs and thirteen per cent had an informal program of counseling. Three respondents failed to answer the question.

The percentage of colleges with an organized personnel
program was found to vary from a low of eighty-one per cent in Class VI to a high of eighty-eight per cent in Class IV, a difference of seven per cent. Very little difference, two per cent, was found between Class V and Class VI colleges.

The following statements appeared on the returned questionnaires:

- Organization is being developed this year. (Two colleges)
- Reorganization taking place. (Three colleges)
- Not formally organized but a highly personalized program. (Two colleges)
- Much informal counseling. (Three colleges)

The eighty-four per cent of the colleges with an organized personnel program plus those indicating the development of a program or the improvement of their services show that educators in these colleges were sensitive to the needs of students and to the importance of the personnel program in the college.

**Colleges with a Committee to Establish and Direct the Policies of Personnel Services**

Table II discloses that slightly more than half of the colleges studied had a committee to develop the policies of the personnel program and advise the director of personnel.
**TABLE II**

Number and Per Cent of Colleges with a Committee to Establish and Direct the Policies of Personnel Services

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Number not Answering</th>
<th>Number without a Committee</th>
<th>Colleges with a Committee Number Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>25</td>
<td>3</td>
<td>7</td>
<td>15 (60)</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>5</td>
<td>11</td>
<td>25 (61)</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>4</td>
<td>12</td>
<td>15 (48)</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>12</td>
<td>30</td>
<td>55 (57)</td>
</tr>
</tbody>
</table>

Less than half of the colleges, with a student enrollment of fewer than five hundred students (Class VI) reported the college had a committee to establish and direct the policies of the personnel services. A higher percentage of the larger colleges reported committees on personnel services.

The number and per cent of colleges maintaining a committee of personnel services were: fifteen of twenty-five colleges (sixty per cent) in Class IV; twenty-five of the forty-one colleges (sixty-one per cent) in Class V; and fifteen of the thirty-one (forty-eight per cent) of the Class VI colleges. Colleges in Classes IV and V ranked very close to each other, but there was a difference of thirteen per cent between Class V and Class VI colleges.

A total of fifty-five of the ninety-seven colleges
(fifty-seven per cent) reported a committee to direct personnel services. Thirty colleges did not have a committee, and twelve respondents failed to answer the question.

**Colleges with a Director of Personnel Services**

The prevailing practice in the colleges studied was to appoint a faculty member to the office of director of personnel services who served in other capacities at the same time. Table III reveals that seventy of the ninety-seven colleges (seventy-two per cent) had a part-time director of personnel.

The number of colleges with a faculty member who assumed the duties of director of personnel services in conjunction with other duties were: seventeen of the twenty-five colleges (sixty-eight per cent) of Class IV, thirty of the forty-one colleges (seventy-three per cent) of Class V, and twenty-three of the thirty-one colleges (seventy-four per cent) of Class VI.

A total of eleven colleges (twelve per cent) employed a full-time director of personnel services. Twenty per cent of the larger colleges (Class IV), fifteen per cent of Class V colleges, and none of the smaller colleges (Class VI), employed a director of personnel services who devoted full time to the functions of counseling and guidance.
TABLE III

Number and Per Cent of Colleges with a Director of Personnel Services

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Number Answering</th>
<th>Number Without a Director</th>
<th>Part-Time Director</th>
<th>Full-Time Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>25</td>
<td>3</td>
<td>0</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>0</td>
<td>5</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>5</td>
<td>3</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>8</td>
<td>8</td>
<td>70</td>
<td>11</td>
</tr>
</tbody>
</table>

Eight colleges had no person designated as director of personnel services, and eight respondents failed to report on this item.

No prevailing practice for selection of a faculty member as a part-time director of personnel services was followed in the various colleges. Table IV gives other positions held by part-time directors of personnel services.

The directors of personnel services who were also designated as "Dean" comprised forty-seven per cent of the part-time directors. The deans who were directors of personnel services were designated as "Dean of college" by eleven respondents (sixteen per cent), "Dean of men and Dean of women" by ten (fourteen per cent), "Dean of men" by eight (eleven per cent), and "Dean of women" by four (six per cent).
### TABLE IV

Other Positions Held by Part-Time Directors of Personnel Services

<table>
<thead>
<tr>
<th>Director of Personnel Services Combined With</th>
<th>Number in Each Class</th>
<th>All Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IV</td>
<td>V</td>
</tr>
<tr>
<td>President</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Vice-President</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dean of college</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Dean of men and Dean of women</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Dean of men</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dean of women</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Teacher</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Registrar</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>More than one other position</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>30</td>
</tr>
</tbody>
</table>
Broken into classes, the number of colleges in which a faculty member functioned as both dean and director were: in Class IV, seven of seventeen colleges; in Class V, sixteen of the thirty colleges; and in Class VI, ten of the twenty-three colleges.

In eighteen of the seventy colleges (twenty-six per cent) the director of personnel services held more than one other position in the college. The other positions held were a variety of combinations. An individual might serve as a director of personnel, as a dean, and as a teacher in an institution; in another college one person might serve in the capacity of director of personnel, registrar, and coordinator of public relations. Three of the Class IV colleges reported that the director of personnel held more than one other position. This condition was present in eight colleges in Class V and in seven colleges in Class VI.

Director of personnel combined with teaching ranked third with fourteen colleges (twenty per cent) reporting this combination of positions. The number of colleges in each class which reported an individual functioning as director and teacher were: Class IV, five; Class V, three; and Class VI, six.

Other positions combined with that of director were: registrar in three colleges, president in one, and vice-president in one college.
It appears that in each of the seventy colleges which employed a part-time director of personnel services some person was selected who was versatile enough to serve in more than one position. Each college apparently developed a plan that fit best into its particular type of organization.

**Orientation Programs for College Freshmen**

Table V reveals that ninety-one of the ninety-seven colleges (ninety-four per cent) conducted orientation programs to acquaint new students with the traditions and the opportunities of college programs.

Twenty-four of the twenty-five colleges (ninety-six per cent) in Class IV, all forty-one in Class V, and twenty-six of the thirty-one (eighty-four per cent) in Class VI reported orientation programs for freshmen. Four

**TABLE V**

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Number of Colleges No answer to the Question</th>
<th>Number of Colleges Without Orientation Program</th>
<th>Colleges with Orientation Programs Number Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>25</td>
<td>0</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>2</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>2</td>
<td>4</td>
<td>91</td>
</tr>
</tbody>
</table>
respondents indicated there was no orientation program in their institutions, and two respondents failed to answer the question.

If orientation of college freshmen deserves a place in the program of ninety-four per cent of the colleges, it is of considerable importance. Table VI reveals the time devoted to the orientation of college freshmen.

**TABLE VI**

<table>
<thead>
<tr>
<th>Period of Orientation</th>
<th>Number of Colleges</th>
<th>Total Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class 25</td>
<td>Class 41</td>
</tr>
<tr>
<td>Less than one week</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>One week</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>More than two weeks</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>No orientation program</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Added by respondents:

| Freshman week plus one semester | 2 | 4 | 3 | 9 | 9 |
| Freshman week plus several weeks | 4 | 5 | 6 | 15 | 15 |
Twenty-seven of the respondents (twenty-eight per cent) indicated less than one week, and twenty-eight (twenty-nine per cent) indicated one week was allotted to the orientation program. Thirty-six of the colleges (thirty-seven per cent) devoted more than two weeks to an orientation program for freshmen. Nine of the respondents indicated they had a freshman orientation week plus a semester orientation course for freshmen, and fifteen wrote they had one freshman week plus several weeks of orientation activities for freshmen. The number of weeks of orientation courses was not given by the respondents. Three of the four colleges in which no orientation program was indicated were in Class VI.

Of the ninety-seven colleges, fifty-five (fifty-seven per cent) had a week or less devoted to orientation of freshmen, and thirty-six of the colleges (thirty-seven per cent) provided more than two weeks of orientation activities for freshmen.

One feature included in nearly all orientation programs for college freshmen was the giving of tests for placement in certain fields of study. Table VII reveals the extent to which tests in each of twelve areas were used. The first four items in Table VII, reading, English, mathematics, and science, were named in the questionnaire, and the other items were written in by the respondents.
TABLE VII
Number and Per Cent of Colleges which gave Tests for Scholastic Placement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class IV with 25 Colleges</th>
<th>Class V with 41 Colleges</th>
<th>Class VI with 31 Colleges</th>
<th>Total 97 Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num- bar</td>
<td>Per Cent</td>
<td>Num- bar</td>
<td>Per Cent</td>
</tr>
<tr>
<td>English</td>
<td>23</td>
<td>92</td>
<td>40</td>
<td>98</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>21</td>
<td>84</td>
<td>35</td>
<td>85</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
<td>69</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>52</td>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Added by respondents:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign languages</td>
<td>6</td>
<td>24</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Social studies</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Arts and literature</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Contemporary affairs</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Testing for placement in English classes ranked highest with ninety of the ninety-seven colleges (ninety-three per cent) including this subject in their orientation programs. In second place was reading and comprehension, given by eighty-two colleges (eighty-five per cent).

The number of colleges and the subjects, in addition to English and reading, in which students were given tests to facilitate placement were: fifty-two in mathematics, forty-two in science, and sixteen in foreign languages. Other subjects and the number of colleges were: social studies, eight; religion, four; arts and literature, three; speech, two; contemporary affairs, two; music, one; and medicine, one. Four respondents failed to indicate a testing program related to placement in fields of study.

The three classes of colleges varied somewhat in regard to the subjects included in testing programs. Tests in English were given in ninety-two per cent of Class IV, in ninety-eight per cent of Class V, and in eighty-seven per cent of Class VI colleges. Reading and comprehension received approximately the same attention in all three classes of colleges, with eighty-five per cent of the institutions giving tests for placement in this subject. The per cent of colleges which gave tests in mathematics and science was somewhat higher in Class IV colleges than in Classes V and VI. The per cent of colleges which included mathematics in their testing programs was: sixty-eight
per cent in Class IV, forty-nine per cent in Class V, and forty-eight per cent in Class VI. Science was included by fifty-two per cent of Class IV, thirty-nine per cent of Class V, and forty-two per cent of Class VI colleges.

Some of the areas of orientation for new students were the traditions of the college, instruction in methods of study and how to take notes, and a survey of the courses which were offered that term or semester. Table VIII gives the number and per cent of colleges that included these items in their orientation programs for freshmen.

**TABLE VIII**

Number and Per Cent of Colleges which Provided Freshman Orientation in Each of Three Areas

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Orientation of Freshmen Included</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Traditions of the College</td>
</tr>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber of Colleges</td>
<td>Cent</td>
</tr>
<tr>
<td>IV</td>
<td>25</td>
<td>88</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>90</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>86</td>
</tr>
</tbody>
</table>

Familiarizing students with the traditions of the college was included in the orientation program in eighty-three of the ninety-seven colleges (eighty-six per cent).
How to study and take notes ranked second, with sixty-seven of the colleges (sixty-nine per cent) instructing students in this field. The survey of courses offered ranked lowest, with thirty-five of the colleges (thirty-six per cent) including this item among their orientation activities.

In each of the three classes of colleges, traditions of the college appeared most frequently in freshman orientation programs; how to study and take notes ranked second; and survey of courses third. Class IV colleges included each of the three activities in the orientation program as follows: traditions of the college, eighty-eight per cent; how to study and take notes, seventy-two per cent; and survey of courses, twenty-four per cent. Totals for Class V colleges show the following percentages: ninety per cent, traditions; seventy-one per cent, how to study and take notes; and thirty-nine per cent, survey of the courses offered. For Class VI the corresponding percentages are: seventy-seven per cent, sixty-five per cent, and forty-two per cent.

Upperclassmen as Assistant Counselors for Freshmen Orientation

In about three-fourths of the colleges, upperclassmen assisted freshmen in becoming oriented to college life. Table IX gives the number and per cent of colleges which used upperclassmen to assist freshmen.
Number and Per Cent of Colleges which used Upperclassmen as Assistant Counselors to Freshmen

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Colleges</th>
<th>Number of Respondents</th>
<th>Number of Students Counselors</th>
<th>Number of Upperclassmen to Assist Freshmen</th>
<th>Total No. of Colleges with Students as Assistant Counselors</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>25</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>17</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>34</td>
<td>83</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>16</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>2</td>
<td>21</td>
<td>11</td>
<td>63</td>
<td>74</td>
<td>76</td>
</tr>
</tbody>
</table>

In Class IV, twenty of the twenty-five colleges (eighty per cent) made use of upperclassmen as big brothers or big sisters to newcomers. Thirty-four of the forty-one colleges in Class V (eighty-three per cent) utilized the help of upperclassmen, and in Class VI twenty of the thirty-one colleges (sixty-five per cent) employed the system in their orientation program. Seventy-four of the ninety-seven colleges (seventy-six per cent) used upperclassmen as assistant counselors to freshmen.

The use of upperclassmen as assistant counselors was more prevalent in Class IV and Class V colleges, with approximately eighty-two per cent participating, than in Class VI institutions. Only sixty-five per cent of the Class VI colleges used this method of assisting freshmen.
In eleven colleges only women students, usually called "Big Sisters", acted as assistant counselors to freshmen. The distribution among the three classes was as follows: Class IV, three; Class V, four; Class VI, four.

Twenty-one colleges did not enlist the services of upperclassmen to help orient newcomers to the college. Two respondents did not answer the question.

Teachers as Counselors

Colleges with no person designated as director of personnel services may be divided into two groups: those in which all the teachers were counselors and those in which selected persons were assigned to counsel students. Sixteen colleges had neither a director of personnel nor a committee to establish and direct policies. Six of these colleges designated every teacher a counselor, and ten reported that selected persons acted as counselors.

Ratio of Student Enrollment to Number of Counselors

The colleges varied in the number of counselors appointed in relation to the number of students enrolled in an institution. Table X summarizes the ratio of the average number of students enrolled in each class of colleges to the average number of designated counselors in each class.
TABLE X

Ratio of the Average Student Enrollment in Each Class of Colleges to the Average Number of Counselors

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Colleges Reporting</th>
<th>Average Student Enrollment</th>
<th>Average Number of Counselors</th>
<th>Ratio of Students to Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>19</td>
<td>1440</td>
<td>28</td>
<td>51 to 1</td>
</tr>
<tr>
<td>V</td>
<td>29</td>
<td>719</td>
<td>26</td>
<td>28 to 1</td>
</tr>
<tr>
<td>VI</td>
<td>19</td>
<td>352</td>
<td>14</td>
<td>25 to 1</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>837</td>
<td>23</td>
<td>35 to 1</td>
</tr>
</tbody>
</table>

Table X indicates that Class VI colleges, with an enrollment of fewer than five hundred students per college, had fewer students per counselor than Class IV and Class V colleges. The ratio for Class VI was twenty-five students per counselor. Colleges in Class V had nearly the same ratio with twenty-eight students per counselor. Colleges with a greater student enrollment, Class IV, had an average of fifty-one students per counselor or twice as many as in Class VI colleges. When all the colleges were combined in one distribution, the mean was thirty-five students per counselor.

A study of the questionnaires reveals that Class IV colleges maintained a more formal organization of personnel services. Twenty per cent of the larger colleges reported a full-time director of personnel services, and notations written on the questionnaires indicated that Class IV
colleges had a higher per cent of trained counselors than Class IV or Class V colleges.

A greater variation in the number of students per counselor was found in the colleges studied than the class averages indicate. Table XI gives the range of low to high and the average number of students per counselor. Class IV colleges had a variation of twenty to four hundred students per counselor, with an average of fifty-one students per counselor. Class V colleges reported a range of thirteen to eighty-three students per counselor, with an average of twenty-eight students per counselor. Class VI had a range of sixteen to two hundred fifty-nine students per counselor, with an average of twenty-five students per counselor.

The number of designated counselors in Class IV colleges varied from a low of three to a high of sixty-five. In Class V colleges, the number ranged from six to fifty counselors in an institution. Class VI colleges varied from one to thirty counselors in a college. Six colleges indicated every teacher served as a counselor. Colleges with nearly the same number of students enrolled varied considerably in the number of counselors appointed.
TABLE XI

Lowest, Highest, and Average Number of Students per Counselor

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Lowest No. of Students per Counselor</th>
<th>Highest No. of Students per Counselor</th>
<th>Average No. of Students per Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>20</td>
<td>400&lt;sup&gt;1&lt;/sup&gt;</td>
<td>51</td>
</tr>
<tr>
<td>V</td>
<td>13</td>
<td>83</td>
<td>28</td>
</tr>
<tr>
<td>VI</td>
<td>16</td>
<td>259</td>
<td>25</td>
</tr>
</tbody>
</table>

<sup>1</sup>Data submitted by the respondent in the college cited indicate that the ratio of one counselor to four hundred students does not give a true picture of the services rendered students in this college. Student enrollment was predominantly men; the ratio was five men to one woman. The college maintained an organized student personnel program with testing and counseling service including profiles of test results. Job placement service was provided to students in college and at graduation. This institution supervised campus social activities, student housing, and it provided health counseling by doctor, nurse, and physical education director. It appears from a study of the questionnaire that this college had a well organized counseling program that was more adequate than was indicated by the ratio of one counselor to four hundred students.
Methods of Selecting Counselors for Students

Table XII reveals the methods used to distribute students among counselors. Seventy of the ninety-seven respondents (seventy-two per cent) reported that students were assigned to counselors. In eight colleges (eight per cent) the students selected their counselors, and seventeen respondents (eighteen per cent) reported both methods were a practice in their counseling programs.

Nine respondents wrote that freshmen were assigned counselors and that later the major professor became counselor to students majoring in his field. Nine colleges made a practice of assigning the freshmen to counselors, but allowed a former student to select his counselor. The respondents did not indicate the determining factors of selection. Thirteen respondents wrote that emphasis was placed upon flexibility of procedure in adjusting student and counselor personalities.

Colleges in which all students selected their counselors were about equally divided among the three classes. Two in Class IV, and three each in Classes V and VI granted this prerogative. This comprised a total of eight colleges in which students might select their counselors.
TABLE XII

Methods of Selecting Counselors

<table>
<thead>
<tr>
<th>Methods of selecting Counselors:</th>
<th>Number of Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class IV</td>
<td>V</td>
</tr>
<tr>
<td>Students selected counselors .......</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Students were assigned counselors ...</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Both methods used in counselor selection</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>No answer ..................</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Added by respondents:

<table>
<thead>
<tr>
<th>Added by respondents:</th>
<th>Number of Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen assigned to counselor; later may select counselor ....</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assigned as freshmen, major professor becomes counselor ...</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Emphasized flexibility of practice in assigning counselors</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
Twenty of the twenty-five respondents in Class IV (eighty per cent) reported that students were assigned counselors; thirty-one of the forty-one colleges (seventy-six per cent) in Class V, and nineteen of the thirty-one colleges (sixty-one per cent) in Class VI reported the same practice of assigning students to counselors.

Three Class IV colleges and seven each in Class V and Class VI reported that both assignment and student selection of counselors were practiced in their institutions. A total of seventeen colleges (eighteen per cent) reported both student selection of counselors and assignment of students to counselors. Two respondents in Class VI did not give the method of counselor selection.

Notations added by respondents indicated that two colleges in Class IV, two in Class V, and five in Class VI assigned counselors to freshmen, but that later the student was permitted to select his counselor. When the student might select his counselor was not indicated. Three Class IV, two Class V, and four Class VI colleges reported that when a student selected a major field of study the major professor became his counselor. Only eight of the ninety-seven colleges permitted all students to select their counselors. The prevalent practice in all three classes of colleges was to assign students to counselors rather than to permit students to select their counselors.
Methods of Arranging Interviews

The method of interviewing students formally by appointment or of students conferring informally with counselors without an appointment was explored. Table XIII shows the methods which the colleges used in arranging interviews.

Seven respondents indicated that students made appointments for interviews, and five indicated the counselor and counselee conferred informally without an appointment. Eighty-two of the ninety-seven respondents (eighty-five per cent) reported that both appointments and informal counseling were used in their personnel programs.

Both methods for interviews were reported by twenty of the twenty-five colleges in Class IV, forty of the forty-one colleges in Class V, and twenty-two of the thirty-one colleges in Class VI. Three respondents in Class VI failed to indicate the method used in interviewing students.

Counselors took the initiative in thirteen Class IV, eighteen Class V, and twelve Class VI colleges -- a total of forty-three colleges (forty-five per cent) which granted the counselor the prerogative of seeking the counselee.
### TABLE XIII

Methods of Arranging Interviews

<table>
<thead>
<tr>
<th>Method</th>
<th>Class IV</th>
<th>Class V</th>
<th>Class VI</th>
<th>Total</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make appointments ...........</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Confer informally without appointment.</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Both methods indicated ...............</td>
<td>20</td>
<td>40</td>
<td>22</td>
<td>82</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>No answer .........................</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Added by respondents:

| Counselor takes the initiative ...... | 13       | 18      | 12       | 43    | 45     |         |
Fields of Counseling in which Standardized Tests were Used

The number of colleges which utilized standardized tests to facilitate counseling procedures indicates that tests were an important factor in counseling programs. A presentation of the fields in which tests were used deserves attention. Table XIV reports the number and percent of colleges which used standardized tests in each of three areas of counseling -- social adjustment, fields of study, and choice of vocation.

TABLE XIV

Number and Per Cent of Colleges which used Standardized Tests to Facilitate Counseling in Social Adjustment, Fields of Study, and Choice of Vocation

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Colleges</th>
<th>Test Results Available for Counseling in</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Social Adjustment</td>
<td>Fields of Study</td>
<td>Choice of Vocation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Num-Per</td>
<td>Rand</td>
<td>Num-Per</td>
<td>Rand</td>
</tr>
<tr>
<td>IV</td>
<td>25</td>
<td>24</td>
<td>96</td>
<td>25</td>
<td>92</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>38</td>
<td>93</td>
<td>38</td>
<td>93</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>26</td>
<td>84</td>
<td>29</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>88</td>
<td>91</td>
<td>90</td>
<td>93</td>
</tr>
</tbody>
</table>

In the use of test results for counseling students in the fields of study which they may be qualified to pursue, all three classes of colleges ranked very close to each other, with a mean of ninety-three per cent. The greatest
difference was two per cent between Class IV and Class VI colleges -- ninety-two per cent and ninety-four per cent respectively.

The three classes of colleges followed much the same pattern percentage-wise in the extent to which they used test results in counseling students in social adjustment, and in the choice of vocations. Class IV colleges ranked highest, with ninety-six per cent of the colleges utilizing standardized test results to facilitate counseling in both fields. Class V colleges ranked second; ninety-three per cent used test results in counseling in social adjustment, and ninety per cent in advising students in a choice of vocation. The smaller colleges, Class VI, ranked lowest with eighty-four per cent utilizing test results in social adjustment of students, and eighty-one per cent in the choice of vocations students might be qualified to pursue.

When the three classes of colleges are combined, eighty-eight of the ninety-seven colleges (ninety-one per cent) utilized test results in social adjustment; ninety (ninety-three per cent) used test results to counsel a student in the fields of study he was qualified to pursue; and eighty-six (eighty-nine per cent) used test results as an aid in assisting a student to choose and prepare for a vocation.

The high percentage of colleges using standardized tests indicates that such testing was widely used in
counseling techniques. Table XV reveals areas of testing some colleges included in their testing and guidance programs that were not included in the questionnaire mailed to the colleges. Nine colleges included religion, and three colleges included each of the following: health, marriage, and study methods. Three respondents wrote that they were revising or seeking to improve their testing and counseling techniques to meet changing conditions on the college campus, but did not mention the nature of the changes.

TABLE XV

Number of Colleges which Reported Areas of Testing and Counseling Services not Included in the Questionnaire

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Testing and Counseling in</th>
<th>Health</th>
<th>Marriage</th>
<th>Religion</th>
<th>Study Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>25</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td></td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td></td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

The Use of Test Results in Counseling Students

A profile or chart which shows a student's rating in relation to a norm may be of considerable assistance to a counselor in appraising a student in the fields in which he was tested. Such profiles were utilized by all the
seventy-two colleges which gave standardized tests. Table XVI reveals the number and per cent of colleges which used standardized tests for discovering the interests, abilities and personality traits of students and made the test results available in profile form.

Seventy-two of the colleges studied (seventy-four per cent) reported that the use of standardized tests with test results available in profiles was a practice in the counseling program. A greater per cent of the larger colleges (Class IV) made use of testing procedures than of colleges in Classes V and VI.

TABLE XVI

Number and Per Cent of Colleges which Made Test Results Available in Profile Form for Counseling Students

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Counseling without Testing</th>
<th>Number of Colleges Using Tests</th>
<th>Test Results in Profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. Per Cent</td>
<td></td>
<td>No. of Colleges</td>
</tr>
<tr>
<td>IV</td>
<td>25</td>
<td>5</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>11</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>8</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>24</td>
<td>25</td>
<td>72</td>
</tr>
</tbody>
</table>
Eighty per cent of the larger colleges (Class IV) used profile charts of standardized test results as an aid in counseling. Seventy-one per cent of Class V colleges and seventy-four per cent of Class VI colleges used tests and posted test results in profiles. One respondent in Class V failed to state whether test results were made available to counselors in profiles.

Twenty-four of the ninety-seven respondents (twenty-five per cent) indicated they did not make use of tests in counseling. Notations on questionnaires indicated that in some of the colleges there was a close personal relationship between students and faculty and that they believed they achieved satisfactory results by observation and interviews without using standardized tests.

Types of Student Personnel Records Kept by the Colleges

All colleges kept some form of personnel records to facilitate the counseling of individual students. Table XVII gives the data submitted by the ninety-seven colleges concerning records.

Most of the colleges that kept records of test results kept personnel records of all students. The number of colleges which kept personnel records of all students were: twenty-two of the twenty-five Class IV colleges, thirty-seven of the forty-one Class V colleges, and twenty-eight
### TABLE XVII

Types of Student Personnel Records Kept by the Colleges

<table>
<thead>
<tr>
<th>Types of Records</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class  IV Class V  Class VI  Total No. Per Cent</td>
</tr>
<tr>
<td>Personnel records of all students ...</td>
<td>22 37 28</td>
</tr>
<tr>
<td>Only records of problems and disposal of cases ..</td>
<td>3 4 3</td>
</tr>
<tr>
<td>Records of tests taken and rating in each .....</td>
<td>21 40 28</td>
</tr>
<tr>
<td>Test results posted in profile to aid counselor</td>
<td>20 29 23</td>
</tr>
<tr>
<td>Added by respondents:</td>
<td></td>
</tr>
<tr>
<td>Anecdotal records ...</td>
<td>1 1 2</td>
</tr>
<tr>
<td>Conference or interviews</td>
<td>3 1 4</td>
</tr>
<tr>
<td>Faculty rating ...</td>
<td>3 1 4</td>
</tr>
<tr>
<td>Family background ...</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Health or medical records</td>
<td>4 3 2</td>
</tr>
<tr>
<td>Personality reports ...</td>
<td>1</td>
</tr>
<tr>
<td>Placement service ...</td>
<td>1</td>
</tr>
<tr>
<td>Work records or labor rating</td>
<td>1 3 1</td>
</tr>
<tr>
<td>Will keep complete records next year</td>
<td>1</td>
</tr>
</tbody>
</table>
of the thirty-one Class VI colleges, which makes a total of eighty-seven of the ninety-seven colleges (ninety per cent). Two more colleges kept records of tests taken and the student's rating in each than kept personnel records of all students attending college. In Table XVI, seventy-two respondents reported using tests and posting the results in profile form as an aid to counselors. Table XVII shows eighty-nine colleges kept records of tests and the student rating in each test.

Ten of the ninety-seven colleges kept records of student problems and the disposition of the cases, but did not keep personnel records of all students attending college. One respondent wrote that his college would keep complete records next year.

In addition to checking the questionnaire items, some of the respondents added comments regarding records kept as an aid in the counseling program. All of the respondents who named particular items which the college included in its guidance program indicated that personnel records of all students were kept in files. Statements written on the questionnaire as an explanation of records kept may be summarized as follows: nine colleges kept health or medical records of students; five kept work records or a student's labor rating; four colleges recorded conferences or interviews; four colleges recorded faculty ratings of students; two added anecdotal records; and each of the
following items were reported once by different colleges:
family background, personality reports, and placement ser-
VICES by students.

**Supervision of Campus Social Activities and Student Housing**

Most of the colleges submitting data indicated that college authorities exercised supervision over campus so-
cial activities and the housing of students. Table XVIII reveals the number and per cent of the colleges that assumed supervision in these fields.

**TABLE XVIII**

Number and Per Cent of Colleges which Reported Supervision of Campus Social Activities and Student Housing

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>College Supervision of Campus Social Activities</th>
<th>Student Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
</tr>
<tr>
<td>IV</td>
<td>25</td>
<td>21 84</td>
<td>19 76</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>40 98</td>
<td>39 95</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>25 81</td>
<td>26 84</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>86 89</td>
<td>84 87</td>
</tr>
</tbody>
</table>

Forty of the forty-one colleges (ninety-eight per cent) in Class V provided supervision of campus social activities, and thirty-nine (ninety-five per cent) supervised the housing of students. Class V colleges ranked
highest in such supervision.

Class IV colleges ranked second in supervision of campus social activities with twenty-one colleges (eighty-four per cent) functioning in this area, but these colleges ranked lowest in supervising the housing of students, with nineteen colleges (seventy-six per cent) exercising this function. Four of the Class IV colleges provided no supervision of either campus social activities or of student housing.

Among Class VI colleges, twenty-five (eighty-one per cent) supervised social activities, and twenty-six colleges (eighty-four per cent) supervised the housing of their students. Four of the colleges did not indicate supervision in either field.

Eighty-six of the ninety-seven colleges (eighty-nine per cent) exercised supervision of campus social activities, and eighty-four colleges (eighty-seven per cent) supervised the housing of students.

Members of College Personnel who Participated in Health Counseling of Students

Counseling of students concerning health and health problems was surveyed to ascertain the title or position of persons counseling students in this field. No attempt was made to gather data concerning the problems of health. Seventy-five of the ninety-seven colleges (seventy-seven
per cent) indicated that more than one person or department in the college counseled students relative to health.

Table XIX presents the number and per cent of various personnel who participated in health counseling.

**TABLE XIX**

<table>
<thead>
<tr>
<th>Class of Colleges</th>
<th>Number of Respondents</th>
<th>Health Counseling by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Doctor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>IV</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>V</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>VI</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>67</td>
</tr>
</tbody>
</table>

Doctors as consultants of health ranked highest in Class IV colleges. Eighty-eight per cent of the larger colleges had doctors for consultation, compared with seventy-one per cent of Class V, and fifty-two per cent of Class VI colleges.

Class V colleges employed nurses as health counselors more often than any other person. Ninety-eight per cent of Class V colleges reported nurses as health counselors, compared with eighty-four per cent of Class IV, and fifty-two per cent of Class VI colleges.
The physical education director ranked low as a health counselor with fifty-two per cent of Class IV, sixty-six per cent of Class V, and sixty-eight per cent of Class VI colleges listing a physical education director as a health counselor.

Data submitted by the ninety-seven colleges indicate that sixty-seven colleges (sixty-nine per cent) employed a doctor for consultation; seventy-seven (seventy-nine per cent) had nurses for health counseling; and sixty-one of the colleges (sixty-three per cent) had physical education directors as counselors of health.

Table XX presents the personnel which the colleges used as counselors of health. Five colleges had doctors only as health counselors. Six colleges had only nurses as health counselors, and twenty-one colleges employed both doctor and nurse in health counseling. The physical education director was the only counselor in seven colleges, and both doctor and physical education director were reported by four colleges as health counselors. Thirty-seven colleges have doctors, nurses, and physical education directors among their health counseling personnel. Nurses and physical education directors were reported by thirteen colleges as health counselors. Four respondents failed to indicate counseling in health as phases of their personnel programs.
TABLE XX

College Personnel Who Counseled Students in Health Programs

<table>
<thead>
<tr>
<th>Health Counseling by</th>
<th>Class IV</th>
<th>Class V</th>
<th>Class VI</th>
<th>Total Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Colleges</td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>Doctor only</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Nurse only</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Doctor and nurse</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Physical education director</td>
<td>9</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Doctor and physical education director</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Doctor, nurse, and physical education director</td>
<td>11</td>
<td>19</td>
<td>7</td>
<td>37</td>
</tr>
<tr>
<td>Nurse and physical education director</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Health counseling not indicated</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Added by respondents:

<table>
<thead>
<tr>
<th></th>
<th>Class IV</th>
<th>Class V</th>
<th>Class VI</th>
<th>Total Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Colleges</td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>Deans, housemothers and others</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Consulting psychiatrist</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Physician on call</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
Ten respondents wrote that housemothers, deans, or others served as health counselors. Two colleges reported consulting psychiatrists on their faculties, and five colleges had physicians on call.

Health ranked as one of the important fields of counseling; ninety-three of the ninety-seven colleges (ninety-six per cent) reported health counseling programs for students.

Colleges with Employment Services for Students and Graduates

Many colleges have personnel departments which assist students in finding employment upon the completion of courses leading to a baccalaureate degree. Almost an equal number assist their students in finding part-time work while they are attending college. Table XXI shows the number and the per cent of colleges that maintained a placement program.

Eighty-eight per cent of the larger colleges, Classes IV and V, provided employment services for students and graduates, and sixty-eight per cent of the colleges with fewer than five hundred students enrolled, Class VI, maintained such services. Eighty-eight per cent of the ninety-seven colleges had a placement bureau for graduates, and eighty-three per cent assisted students in finding part-time work while in college. Eighty-one per cent of the
colleges offered placement services for both students and graduates.

Among Class IV colleges, eighty-eight per cent indicated part-time work assistance and ninety-six per cent placement after graduation. Class V colleges reversed the rating of services offered, with ninety-three per cent assisting students in finding part-time work and eighty-eight per cent placement of graduates. Class VI colleges indicated that sixty-eight per cent had part-time work assistance and eighty-one per cent offered placement of graduates.

Ten of the smaller colleges did not report a placement service as an aid in helping students earn all or part of their expenses while attending college, and six did not maintain a placement bureau for graduates. One respondent
wrote that ninety per cent of their graduates continued in theological seminary.

Eighty-nine per cent of the ninety-seven colleges provided testing and counseling in choice of vocations, and eighty-one per cent of the colleges had placement services for their students and graduates.

Comments of Respondents Regarding Their Counseling Practices

The following comments, written by respondents on the questionnaires or in letters, reveal a wide variety of practices among the ninety-seven colleges.

Upperclass student counselors for freshmen operate under combined faculty.

... uses a system of tutors for the freshmen. Department heads handle some services for upperclassmen who are their majors. The rest are handled by the Dean of Students.

All freshmen are assigned to various members of faculty according to interests.

Freshmen are interviewed every week for the first quarter.

Every teacher a counselor, some teachers do special counseling work.

Every teacher a counselor, with few exceptions. Some can not do it, although they may be good teachers.

All teaching faculty and deans serve as advisers.

Three deans do most of it. (counseling)

We use a system of volunteer and appointed counselors.
Some special counselors assigned for advising students on medicine, dentistry, engineering, etc.

Not formally organized but a highly personalized program.

Much informal counseling.

We believe in general that counseling must originate at the initiative of the student, and that when it does not it is really something else than counseling.

A very limited counseling program is in charge of the Dean.

Since this college is small there is much informal counseling by both administrative officers and faculty on all types of student problems -- academic, health, social, financial, personal.

Although our personnel program is not highly organized or centralized, we offer considerable service to our students through a personalized program. Four or five different individuals, such as myself (Director of Admissions), the Business Manager, the Director of Religious Activities, the Head of the Education Department, all assist in making our personnel program work.

Each counselor has about twenty counselees. The counselors meet monthly to discuss policy and improvement. Students may be referred to other counselors for specific counseling in special fields such as religion, morals, and legal procedure.

Our Dean of Men and Dean of Women, together with individual members of the faculty, do a great deal of counseling since there is a close relationship between members of our faculty and the student group. Assistance is given in various ways while in college and after graduation but we do not have a personnel organization such as is found on many college campuses.
Because of our fortunate ratio of students to faculty (10 to 1), we can enjoy the advantages of a small college, i.e., every student can feel he has a friend or several friends among faculty members. We feel this personal relationship is important and worth stressing, because we feel that basic to good counseling is good rapport between faculty and students.

We have a better paper program than practical program. Who doesn't? But we try to improve it from year to year. A student can get a thorough service here, but some do not always do so. (1) A few students will attempt to avoid conferences, tests, etc. (2) Some counselors become too interested in their other work. But we feel the system works fairly well. All get some attention.

The dean of the college coordinates the program through the dean of men and the dean of women, and is chairman of a counseling corps including certain appointed teachers, director of vocational guidance and placement, etc. We emphasize flexibility and try to facilitate transfer of students to counselor of choice after initial assignment.

The Director of Personnel develops a program of counseling in cooperation with designated faculty members who have experience in the field of counseling.

Social adjustments counseling is usually done by the psychology department.

Freshmen are counseled by assigned counselors; sophomore by their major advisers if their field has been chosen, otherwise by the Dean of Men or Women; juniors and seniors by major advisers. Personal counseling is done by the Office of the Dean of Men or Women, which includes Head Residents and student counselors.

We have "stop day" shortly after middle of each semester. Student must then see his counselor to get his mid-semester marks and talk over his problems. Detailed statistical report is made each year to the president and the dean.
Ours is a guidance program with provision for (1) general elementary counseling in all areas by faculty members, (2) more specialized help by referral to and cooperation by personnel deans, and some types of specialized counseling — health, religion, vocation, etc. In academic program we depend upon guidance instead of group requirements. Necessitates a continuous in-service training program.

We have had a functioning program for over twenty years but we find a constant need of refining and adjusting to our needs which seems to change each year. We have a psychiatrist who does all our testing, including the vocational testing which is given individually. She also has the interpretation to give to the student. All reports are written and given to the counselor and kept in our permanent file of records. All freshmen and new students get grades each six weeks.

Dean of Women is pursuing her doctorate, writing handbook for counselors.

At present the man who served as dean of students for some time is doing post-graduate work in the field of personnel and guidance. After his return to ... he will be engaged full-time as student counselor. He will be assisted in his program by the Dean of Students, the Dean of Women, and the counselors. It is our opinion that much emphasis must be placed upon this program.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

This study was made to discover the status of student personnel organizations and services in ninety-seven selected small colleges in the year 1948-49, located in twelve states in the north-central area of the United States. The ninety-seven colleges were classified into three groups: twenty-five colleges in Class IV with student enrollments ranging from 1000 to 2499, forty-one colleges in Class V with enrollments ranging from 500 to 999, and thirty-one colleges in Class VI with enrollments of fewer than 500 students.

The institutions selected for this investigation were coeducational colleges of liberal arts and sciences with four-year programs of studies leading to baccalaureate degrees. The selection was further limited to church-related colleges and other private colleges.

Questionnaires were mailed to administrators of all the colleges in the north-central area which the Educational Directory indicated were within the scope of the study. Replies were received from ninety-seven administrators, or seventy-five per cent of the number to whom questionnaires were mailed.

Among the colleges surveyed, eighty-four per cent maintained an organized student personnel program, thirteen
per cent had an informal program of counseling, and three per cent of the respondents failed to indicate the status of their respective colleges. Fifty-seven per cent of the colleges had a committee to establish and direct the policies of personnel services. A full-time director of personnel services was employed in twelve per cent of the colleges, though none of the smaller colleges in Class VI reported a full-time director. Seventy-two per cent of the colleges reported a part-time director of personnel services. The colleges with part-time directors of personnel services reported various combinations of positions held by the directors. Some of the positions combined with the office of director were: teacher, twenty per cent; dean of college, sixteen per cent; dean of men and dean of women, fourteen per cent; dean of men, eleven per cent; and dean of women, six per cent.

Ninety-four per cent of the colleges reported orientation programs for freshmen, with one hundred per cent of Class V reporting such programs. The periods of orientation were: a week or less, fifty-seven per cent; more than two weeks, thirty-seven per cent; freshmen week plus one semester, nine per cent; and freshmen week plus several weeks, fifteen per cent. The respondents mentioned last did not indicate the number of weeks that their orientation programs were in operation, nor the amount of time devoted to orientation of freshmen.
The practice of using upperclassmen as assistant counselors to freshmen was found to be distributed among the three classes as follows: Class IV, eighty per cent; Class V, eighty-three per cent; and Class VI, sixty-five per cent. The mean was seventy-six per cent when all the classes were combined.

Among the sixteen colleges without an organized personnel service, six colleges designated all teachers as counselors, and ten reported that selected persons acted as counselors.

The larger colleges, Class IV, reported an average ratio of 51 students to a counselor; Class V colleges reported 28 students per counselor; and Class VI colleges, 25 students per counselor. The mean was 35 students per counselor when all three classes were combined. The range was 13 to 400 students per counselor among the colleges reporting. Several of the respondents who reported a large number of students per counselor stated that a comprehensive testing and guidance program was in operation in their institutions.

Eight per cent of the respondents reported that all students selected their counselors; seventy-two per cent reported students were assigned counselors; and eighteen per cent reported both methods were used in counselor selection. In eighteen per cent of the colleges, freshmen were assigned to counselors and students of other classes
were permitted to select a counselor, or the major professor became the counselor. Thirteen per cent of the respondents emphasized flexibility of practice in assigning counselors.

The methods of arranging interviews were reported as follows: students made appointments, seven per cent; conferred informally, five per cent; both methods, eighty-five per cent. Forty-five per cent of the respondents added that the counselor took the initiative. Three of the respondents failed to answer the question.

Seventy-four per cent of the colleges utilized test results in counseling students with but little variation among the three classes of colleges. Respondents reported the use of standardized tests in fields of counseling as follows: ninety-one per cent in social adjustment, ninety-three per cent in fields of study that the students were qualified to pursue, and eighty-nine per cent in choice of vocation. A few respondents reported testing and counseling in religion, health, marriage, and study methods.

Tests were given for scholastic placement in subjects or classes as follows: English, ninety-three per cent; reading and comprehension, eighty-five per cent; mathematics, fifty-four per cent; science, forty-three per cent; foreign languages, sixteen per cent; and social studies, eight per cent.
The per cents of colleges which provided freshman orientation in each of three areas were: traditions of the colleges, eighty-six per cent; how to study and take notes, sixty-nine per cent; and a survey of courses offered, thirty-six per cent.

Responses to the questionnaire indicated that ninety per cent of the colleges kept personnel records of all students attending, while ten per cent kept only records of cases involving problems. These records included an account of how the cases were handled. Ninety-two per cent of the colleges kept records of tests taken and the student's rating in each, and seventy-four per cent recorded test results in profiles or charts as aids to the counselors.

Eighty-nine per cent of the colleges reported supervision of campus social activities, and eighty-seven per cent reported supervision of student housing.

The personnel who counseled students in health programs were reported as follows: doctor only, five per cent; nurse only, six per cent; doctor and nurse, twenty-two per cent; physical education director only, seven per cent; doctor and physical education director, four per cent; doctor, nurse, and physical education director, thirty-eight per cent; and nurse and physical education director, thirteen per cent. When all the above arrangements were totaled, it was discovered that health programs
provided for doctors in sixty-nine per cent of the colleges, nurses in seventy-nine per cent, and physical education directors in sixty-two per cent. Four per cent did not indicate health counseling as a college responsibility.

Most of the colleges maintained a placement bureau for students or for graduates or for both. Eighty-three per cent of the colleges assisted students in finding part-time work while in college, eighty-eight per cent assisted in placement following graduation, and eighty-one per cent maintained both services.

Forty-four respondents wrote comments on the questionnaires or wrote letters of explanation or of plans being formulated to improve student personnel services. They help to illustrate how individual colleges have attempted to adapt counseling practices to local needs.

Recommendations

1. Colleges without an organized program of counseling and those with inadequate services should proceed toward an efficient student personnel program by utilizing the resources within the college.

2. Every college should include in its faculty some individual, or several persons, qualified through training and experience to organize and administer a well integrated counseling program.
3. The orientation program for freshmen should be extended for a longer period of time in several institutions.

4. College personnel should discover areas of inadequacy in various students and should provide a training program which would assist students to correct their deficiencies.

5. More colleges should compile and make readily available to the counselor pertinent usable test results and information related to each and every student enrolled in the institution.

6. More colleges should have professional consultants qualified as health authorities for students in need of therapeutic treatment.

7. Satisfactory housing of students should receive the attention of college administrators.

8. More colleges should assist students in making wise vocational choices.

9. The colleges should maintain a placement service for students and graduates.

Suggestions for Further Research

As a result of her study of previous research and of her experience with the present investigation, the writer recommends further research in the area of student personnel services as follows:
1. A study of the qualifications of counselors in colleges, including pre-service and in-service training.

2. A follow-up study of counselees with problems to evaluate the effectiveness of counseling procedures.

3. An investigation of tests used for counseling and the records kept and used by counselors.

4. A study of the services of specialists in both physical and mental health and the utilization of such services in health counseling.

5. An evaluation of the techniques employed by colleges to counsel a greater number of counselees per counselor.
BIBLIOGRAPHY


APPENDICES
APPENDIX A

FREQUENCY DISTRIBUTION OF COLLEGES IN EACH CLASS ACCORDING TO SIZE OF ENROLLMENT

### Class IV

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2400 - 2499</td>
<td>0</td>
</tr>
<tr>
<td>2300 - 2399</td>
<td>1</td>
</tr>
<tr>
<td>2200 - 2299</td>
<td>0</td>
</tr>
<tr>
<td>2100 - 2199</td>
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</tr>
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<tr>
<td>1100 - 1199</td>
<td>1</td>
</tr>
<tr>
<td>1000 - 1099</td>
<td>4</td>
</tr>
<tr>
<td>Enrollment not given</td>
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</tbody>
</table>

### Class V

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Number of Colleges</th>
</tr>
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<td>900 - 999</td>
<td>3</td>
</tr>
<tr>
<td>800 - 899</td>
<td>8</td>
</tr>
<tr>
<td>700 - 799</td>
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</tr>
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<td>600 - 699</td>
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</tr>
<tr>
<td>500 - 599</td>
<td>13</td>
</tr>
<tr>
<td>Enrollment not given</td>
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</table>

### Class VI

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>400 - 499</td>
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<td>300 - 399</td>
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<td>0 - 99</td>
<td>1</td>
</tr>
<tr>
<td>Enrollment not given</td>
<td>1   31</td>
</tr>
</tbody>
</table>

Total number of colleges reporting enrollment for 1948-49: 97
APPENDIX B

COLLEGES PARTICIPATING IN THE SURVEY

Class IV - Colleges with 1000 to 2499 Student Enrollment

Augustana College and Theological Seminary, Rock Island, Ill.
Illinois Wesleyan University, Bloomington, Illinois
James Millikin University, Decatur, Illinois
Loyola University, Chicago, Illinois
Wheaton College, Wheaton, Illinois
De Pauw University, Greencastle, Indiana
Valparaiso College, Valparaiso, Indiana
Morningside College, Sioux City, Iowa
Albion College, Albion, Michigan
Calvin College, Grand Rapids, Michigan
Emmanuel Missionary College, Berrien Springs, Michigan
Hope College, Holland, Michigan
Carleton College, Northfield, Minnesota
Gustavus Adolphus College, St. Peter, Minnesota
Macalester College, St. Paul, Minnesota
Union College, Lincoln, Nebraska
Baldwin-Wallace College, Berea, Ohio
College of Wooster, Wooster, Ohio
Denison University, Granville, Ohio
Oberlin College, Oberlin, Ohio
Ohio Northern University, Ada, Ohio
Ohio Wesleyan University, Delaware, Ohio
University of Dayton, Dayton, Ohio  
Wittenberg College, Springfield, Ohio  
Beloit College, Beloit, Wisconsin

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Class V - Colleges with 500 to 999 Student Enrollment

Elmhurst College, Elmhurst, Illinois  
Illinois College, Jacksonville, Illinois  
Knox College, Galesburg, Illinois  
Lake Forest College, Lake Forest, Illinois  
Monmouth College, Monmouth, Illinois  
Quincy College, Quincy, Illinois  
Anderson College and Theological Seminary, Anderson, Ind.  
Earlham College, Earlham, Indiana  
Goshen College, Goshen, Indiana  
Hanover College, Hanover, Indiana  
Marion College, Marion, Indiana  
Taylor University, Upland, Indiana  
Buena Vista College, Storm Lake, Iowa  
Central College, Pella, Iowa  
Coe College, Cedar Rapids, Iowa  
Cornell College, Mount Vernon, Iowa  
Luther College, Decorah, Iowa  
Simpson College, Indianola, Iowa  
Wartburg College, Waverly, Iowa  
Friends University, Wichita, Kansas
Ottawa University, Ottawa, Kansas
Southwestern College, Winfield, Kansas
Adrian College, Adrian, Michigan
Hillsdale College, Hillsdale, Michigan
Kalamazoo College, Kalamazoo, Michigan
Augsburg College and Theological Seminary, Minneapolis, Minn.
Drury College, Springfield, Missouri
Park College, Parkville, Missouri
William Jewell College, Liberty, Missouri
Hastings College, Hastings, Nebraska
Antioch College, Yellow Springs, Ohio
Ashland College, Ashland, Ohio
Beidelberg College, Tiffin, Ohio
Hiram College, Hiram, Ohio
Otterbein College, Westerville, Ohio
Wilberforce University, Wilberforce, Ohio
Wilmington College, Wilmington, Ohio
Augustana College, Sioux Falls, South Dakota
Carroll College, Waukesha, Wisconsin
Lawrence College, Appleton, Wisconsin
Ripon College, Ripon, Wisconsin

Class VI - Colleges with fewer than 500 Student Enrollment

Eureka College, Eureka, Illinois
George Williams College, Chicago, Illinois
McKendree College, Lebanon, Illinois
The Principia College, Elsa, Illinois
Indiana Central College, Indianapolis, Indiana
Iowa Wesleyan College, Mount Pleasant, Iowa
Kletzing College, University Park, Iowa
Parsons College, Fairfield, Iowa
Westmore College, LeMars, Iowa
William Penn College, Oskaloosa, Iowa
Bethel College, North Newton, Kansas
College of Emporia, Emporia, Kansas
Kansas Wesleyan University, Salina, Kansas
McPherson College, McPherson, Kansas
Sterling College, Sterling, Kansas
Aquinas College, Grand Rapids, Michigan
Culver-Stockton College, Canton, Missouri
Tarkio College, Tarkio, Missouri
Dana College, Blair, Nebraska
Midland College, Fremont, Nebraska
Nebraska Central College, Central City, Nebraska
Bluffton College, Bluffton, Ohio
Cedarville College, Cedarville, Ohio
Defiance College, Defiance, Ohio
Findlay College, Findlay, Ohio
Dakota Wesleyan University, Mitchell, South Dakota
Huron College, Huron, South Dakota
Sioux Falls College, Sioux Falls, South Dakota
Yankton College, Yankton, South Dakota
Milton College, Milton, Wisconsin
Northwestern College, Watertown, Wisconsin
APPENDIX C

QUESTIONNAIRE
ON
PERSONNEL ORGANIZATIONS AND SERVICES IN
SMALL COLLEGES IN THE NORTH-CENTRAL AREA

Name of College ____________________________________________

Location __________________________________________________

Present student enrollment . . . . . ( ) . . ( )
Men Women

Name and position of person answering this questionnaire

__________________________________________________________

NOTE: Circle "Yes" or "No"

1. Does the college have an organized student-
   personnel service? . . . . . . . . . . . . . Yes No
   A. A committee to establish and direct the
      policies of personnel services? . . . . Yes No
   B. A director of personnel . . . . . . . . . Yes No
      1) A full-time director . . . . . . . . Yes No
      2) A part-time director combined with:
         a) Dean of Men . . . . . . . . . Yes
         b) Dean of Women . . . . . . . . Yes
         c) Teaching . . . . . . . . . Yes
         d) Specify if any other combination

2. If not #1, specify how personnel services are
   organized and administered in your college:
A. Every teacher a counselor (so designated in catalog or as a policy of the college). Yes No

B. Certain teachers act as counselors by appointment. Yes No

C. Specify other system if not given above

How many designated counselors does the college have? 

4. Designate areas of counseling service in organized program:

A. Counseling without using standardized tests. Yes No

B. Testing and counseling in:
   1) Social adjustments or personality problems. Yes No
   2) Fields of study a student is qualified to pursue. Yes No
   3) Vocations the student may select. Yes No
   4) Specify any others

C. Placement in jobs
   1) Part-time while in college. Yes No
   2) Placement after graduation. Yes No

D. Supervision of campus social activities. Yes No

E. Supervision of housing or living units. Yes No
F. Health counseling by:

1) Doctor ................. Yes No
2) Nurse ................. Yes No
3) Physical Education Director ........ Yes No
4) Specify if any others ____________________________

5. Does the college conduct an orientation program for freshmen? ........ Yes No

A. Specify time allotted to orientation program
   (circle one) 1) Less than one week, 2) one week,
                  3) two weeks, 4) more than two weeks.

B. Areas of orientation:

1) Take tests for scholastic placement in:
   a) Reading and comprehension .... Yes No
   b) English ......................... Yes No
   c) Mathematics ..................... Yes No
   d) Science ......................... Yes No
   e) Specify others ____________________________

2) Orientation in traditions of college . Yes No

3) Survey of courses and content offered
   that term or semester ............ Yes No

4) How to study and take notes, etc. . . Yes No

6. What records does the college keep?

A. Personnel records of all students attending Yes No
B. Only records of problems and disposal
  of cases . . . . . . . . . . . . . . . . Yes No
C. Records of tests taken and rating of each Yes No
D. Specify any other records kept _________________________

7. Are test results posted in a profile to enable
   a counselor to appraise the student in all
   areas tested? . . . . . . . . . . . . . Yes No
8. How do students get into a counselor's
   group? . . . . . . . . . . . . . . . . . . .
   A. Does the student select the counselor
      he wishes? . . . . . . . . . . . . . Yes No
   B. Are the students assigned to specified
      counselors? . . . . . . . . . . . . . Yes No
   C. Specify other methods of counselor selection

9. Does the college use upperclassmen (Big Sisters and
   Big Brothers) to assist freshmen? . . . . . Yes No
10. What are the techniques for arranging interviews?
    A. Do students make appointments for interviews
       with counselors? . . . . . . . . . . Yes No
    B. Do students confer informally without
       appointments with counselors? . . . . . Yes No
    C. Specify other ways for arranging interviews ______
11. Please enumerate and comment on other phases of the personnel organization and services of your college which are not covered by this questionnaire.
(Please enclose any written material which you may have on your personnel program and services)

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