AN ABSTRACT OF THE THESIS OF

Charles Douglas Sanders for the Ed.D. in Education

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Title Student Personnel Services in Negro Colleges of the South Atlantic States

Abstract approved Redacted for Privacy

The problem

The general purpose of this study was to determine the completeness and adequacy of student personnel services in Negro colleges of the South Atlantic States. Specifically, the problem was (1) to identify and analyze the nature of student personnel practices in Negro colleges of the South Atlantic States; (2) to compare student personnel practices in private colleges, public colleges, junior colleges, senior colleges, colleges accredited by the Southern Association of Colleges and Secondary Schools, and colleges not accredited by the Southern Association of Colleges and Secondary Schools; (3) to analyze these practices in light of significant trends as revealed through a review of the literature in the field of student personnel work; and (4) to offer suggestions and recommendations commensurate with what appears to be sound policy and practice prevailing in the field of student personnel work.
Methods of investigation

1. Permission to study the student personnel programs in the colleges was requested from the governing authorities of the institutions.

2. Cooperation in securing data was requested from the coordinators of student personnel services.

3. A personal visit was made to each institution and data were obtained by an interview with the coordinator of student personnel services. Administrative officers, faculty members, and students were also consulted for information. An interview instrument was designed for structuring the interviews.

4. Literature in the field of student personnel work was reviewed in order to discover what appears to be sound policy and practice prevailing in the field. This information was useful in devising the interview instrument; it served as a basis for making comparisons and inferences for suggesting improvements of student personnel services.

5. A rating scale was designed by the writer to serve as a self-evaluation device for each institution.

Findings and conclusions

The results of the cumulative point averages from the rating system and the percentage ratings of the different categories of colleges were as follows: (1) accredited colleges rated first; (2) senior colleges rated second;
private colleges rated third; (4) public colleges rated fourth; (5) nonaccredited colleges rated fifth; and (6) junior colleges rated sixth.

Weaknesses were more pronounced in the deeper aspects of the services. The term "deeper aspects" refers to the use of methods which delve deep into the personality of the individual in assisting him in solving problems and making decisions and choices.

Adequate provision was made for the development of the religious life of students, functional student governing bodies in residence halls, and part-time jobs for students.

The recent establishment of the majority of junior colleges contributed to many of the inadequacies in their student personnel programs.

Recommendations

Several suggestions were made by the writer for the improvement of the many services and their different aspects; however, careful scrutiny revealed that the weaknesses in the deeper aspects of services and the following elements were most in need of improvement: (1) trained coordinators of student personnel services; (2) better communication between college personnel workers and high-school counselors; (3) involvement of the student personnel staff in the admissions program; (4) more attention directed toward remedial services, vocational counseling and testing, and placement in nonteaching positions; (5) referral
by faculty advisers to special counselors; (6) provision for more student union buildings or similar structures; (7) use of more interest, personality and general achievement tests; and (8) making the research and evaluation service real and practical.
STUDENT PERSONNEL SERVICES IN NEGRO COLLEGES OF THE SOUTH ATLANTIC STATES

by

CHARLES DOUGLAS SANDERS

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Duke University, Fayetteville State Teachers College, North Carolina State College, Raleigh, North Carolina College at Durham, and the University of North Carolina, Chapel Hill.

C. D. S.

Oregon State University
Corvallis, Oregon
May, 1963
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CHAPTER I
INTRODUCTION

Student personnel services are those agencies of the college designed to assist the student beyond the regular classroom activities and routine office procedures. Student personnel work is both a program of organized services for students and a point of view about these students. The student personnel point of view stresses individual differences, the wholeness of the personality, and the optimum growth of the individual.

The general objectives of student personnel services may be fulfilled through specific objectives as those recommended by Anderson (3, p. 453-454). These objectives are:

1. Interpreting institutional objectives and opportunities to prospective students, their parents, and to workers in secondary education.

2. Admitting students in cooperation with secondary schools.

3. Orienting the new student to his college environment, and keeping him continuously and adequately informed of the educational opportunities and services available to him.

4. Providing counseling services which, with the aid of diagnostic facilities and other referral agencies, assist the student in adjusting to and planning for his educational, vocational, emotional, social, and religious growth.
5. Determining the physical and mental health status of the student, and providing appropriate health service.

6. Providing and supervising an adequate housing program for students.

7. Providing and evaluating an adequate food service for students.

8. Developing, supervising, and evaluating a program for student activities.

9. Assembling and making available information to be used for improvement of instruction and in making the curriculum more adjustable to the needs of individuals.

10. Supervising and coordinating the program of financial aid and part-time employment of students, and counseling students who need such help.

11. Assisting the student to find appropriate employment when he leaves the institution and following up the student after he has left the institution.

12. Keeping student personnel records and making them available to the proper persons.

13. Regulating student conduct to the end that the individual will be strengthened and the welfare of the group advanced.

14. Maintaining student group morale by evaluating, understanding, and developing student mores.

15. Carrying on research studies designed to evaluate and improve personnel functions and services.

The proper functioning of student personnel services is based upon the integrative efforts of all members of the college community—administration, staff, students, and others connected with the student's past and present. Kamm's (85, p. 17) philosophy essentially states that a student personnel program's chief function is the
integration of a student's experiences and the development of a many-sided life. Wrenn (173, p. 24) also feels that student personnel services, if they are to be fully effective, must be correlated with each other and with the instructional and business programs of the college or university.

Finally, growth is an ultimate aim of student personnel services. Growth is achieved through continuous evaluation. Hopkins (78, p. 431) views evaluation as an appraisal and a willingness to adjust and readjust to fit changing conditions. Wise (169, p. 559-566) reports the major changing conditions in higher education as (1) larger student bodies, (2) more community colleges, and (3) a more diverse student group. These changes hold implications for consideration by student personnel programs in the nation's colleges.

**Purposes of the study**

1. To identify and learn the nature of student personnel practices in Negro colleges of the South Atlantic States.

2. To compare the student personnel practices in private colleges, public colleges, junior colleges, senior colleges, colleges accredited by the Southern Association of Colleges and Secondary Schools, and colleges not accredited by the Southern Association of Colleges and Secondary Schools.
3. To analyze these practices in light of significant trends as revealed through a review of the literature in the field of student personnel work.

4. To offer suggestions and recommendations commensurate with what appears to be sound policy and practice prevailing in the field of student personnel work.

Scope of the study

The student personnel services studied compared favorably with those recommended by Feder (56) and Rackham (125). These services were: admissions, orientation, counseling, student activities, religious service, health service, housing and boarding, discipline, testing, records, financial aid, remedial services, placement, follow-up, and research and evaluation.

Definitions

1. The South Atlantic States include those states bordering the Atlantic Ocean, and south of the District of Columbia. The states are Virginia, North Carolina, South Carolina, Georgia, and Florida.

2. Accredited colleges are those colleges holding full membership in the Southern Association of Colleges and Secondary Schools.

3. Nonaccredited colleges are those colleges not holding full membership in the Southern Association of Colleges and Secondary Schools.
4. Junior colleges include all nondegree-granting institutions of higher learning. The term community college is used synonymously with the term junior college. Degree refers to at least the bachelor’s degree.

5. Senior colleges include all degree-granting institutions. Degree refers to at least the bachelor’s degree.

6. Private colleges are those colleges supported by such means as gifts, foundations, endowments, or churches.

7. Public colleges are those colleges supported by public funds. These institutions may be referred to as tax-supported colleges.

Delimitations

1. Institutions studied. The colleges are limited to those attended predominantly by Negro students.

2. Subject matter. Information from research for the support of the study and data gathered from participating institutions are confined to student personnel services. Details of the curricular and business operations of the institutions were not given full consideration.

The Negro college

The Negro college holds a unique position in the framework of higher education in America; therefore, background information on the Negro college is essential to establish a frame of reference in the study of its student personnel practices.
There are 116 institutions of higher learning in the United States established and operated primarily for Negroes. With a few exceptions, these institutions are located in the South. These institutions run the gamut from the small nonaccredited junior college to the full-fledged university like Howard University with its nine accredited schools and colleges, a graduate program in the arts and sciences leading to the degree of doctor of philosophy, and an enrollment of approximately four thousand five-hundred.

According to Wright (177, p. 281) all of the Negro institutions except Cheyney State Teachers College (present name: Cheyney State College) and Lincoln University in Pennsylvania and Wilberforce University in Ohio, were founded after 1865. The majority were founded during the thirty-five years between 1865 and 1900.

The evolution of the Negro college can be divided roughly into four periods which overlap to some extent, but which, at the same time constitute the major turning points in its development:

1. 1865-1885. The establishment and early development of the private college by Northern denominations.

2. 1885-1916. The period of the establishment of colleges by Negro denominations and the Southern states.

3. 1916-1938. The period in which the colleges that survived became of age, and in many cases, achieved accreditation.
4. 1938-present. The period of development and expansion of graduate and professional programs stimulated by litigation.

Frazier's (58, p. 491) study indicated that institutions of higher education established by the Negro church organizations did not maintain the standards of those set up by the white missionaries from the North. The American Negro college came into being nearly a century ago as a post-Civil War measure of those to whom the abolition of slavery had been a great and consuming cause. It was founded for the specific purpose of preparing teachers for the nearly four million newly-freed, illiterate people who had little except their freedom. The colleges also trained ministers.

Despite the fact that sixteen of the state colleges and universities have land-grant status, none has an accredited engineering school. No state-supported institution has a medical school, dental school, or school of journalism. North Carolina College at Durham has a doctoral program, but it is limited to one field—education.

Wright (177, p. 293) observed that the curriculum of the typical private Negro college is liberal arts with teacher training attached to it. Hampton Institute and Tuskegee Institute are exceptions; both have terminal vocational curricula of a college caliber. The curriculum in
the state-supported college is more varied, but they all have teacher-training programs.

Baer (6, p. 760) confirmed this point by indicating in his results that the proportion of Negro graduates is higher in education, and lower in engineering, premedical studies, and earth sciences.

The formal training of the Negro college faculty is weak. Wright (ibid., p. 292) reported that only twenty-one per cent of the faculty in state-supported colleges hold a doctorate and twenty-five per cent in private colleges. Regulations forbid the employment of white teachers in many state-supported institutions.

Frazier (58, p. 480) is convinced that the character of Negro college has been determined to a large extent by the type of students which they attract. The colleges suffer the initial handicap of having to draw the majority of their students from inferior high schools. Although many students come from the professional and business class, the majority come from the lower socio-economic class, in which the parents have little education. Ginzberg (61, p. 2) reported that the largest percentage of illiterates among Army inductees was found among the rural Negro population of the Southeastern States. The average Negro student entering college has had little contact with books in the home and has not developed the proper reading habits for performing college-level work.
Ginzberg (ibid., p. 53) learned from a college president that a high proportion of the graduates of Southern Negro high schools are unable to cope with college instruction unless they are provided with from six months to a year of special additional training. Jackson (80, p. 111) discovered that when standardized tests are administered to Southern Negro youth, the results are such that the average scores of this group are lower than those of other ethnic groups. This is true despite the fact that some of the Negro subjects make scores as high as can be made by any other group. Test results suggest a relatively few superior subjects, an abundance of poor subjects, and practically none of the theoretical average group. This is true when subjects are tested at random and also when a group is a select one such as the upper ten per cent of the senior classes of several high schools. The curve of test results is usually positively skewed with the largest group at the bottom.

Derbigny's (43) study revealed that many of these student deficiencies are due to a lack of opportunity—educational, economic, political, and social—which the Negro faces. Some colleges are developing their programs to provide for this wide range of aptitudes, abilities, and interests through remedial courses, variation in assignment, individual and group conferences, sectioning other than remedial sections, tutorial and honors courses,
comprehensive examinations, and advanced classification on the basis of examination.

The problems of adequate finance, competent faculty, quality students, extended offerings, and maintaining and achieving regional accreditation have their influence upon present student personnel practices and the methods and effectiveness of achieving the goals of an ideal student personnel program.

Research methods

1. Permission to study student personnel services in the Negro colleges was requested from the State Board of Higher Education in each state. Permission to study the state Negro colleges was also requested from the president of each institution.

2. Permission to study the private Negro colleges was requested from the president of each institution.

3. The coordinator of student personnel services in each college was contacted in order to secure his cooperation in obtaining data for the study.

4. Literature in the field of student personnel work was reviewed in order to discover what appears to be sound policy and practice prevailing in the field. This information was useful in devising the interview instrument; served as a basis for making comparisons and inferences, and served
for offering suggestions for the improvement of student personnel services.

5. A personal visit was made to each of the thirty-four institutions that agreed to participate in the study, and data were obtained by an interview with the coordinator of student personnel services. Administrative officers, faculty members, and students were also consulted for some information.

6. An inventory form was designed by the writer in order to achieve some objectivity of the nature and adequacy of the student personnel services in the colleges studied. It also aided in the structuring of interviews.

7. A rating scale accompanied the inventory form. The rating scale served as a self-evaluation device for each institution. A point system was designed to determine the completeness and adequacy of a service. Three points were given if more than one-half of the provisions for a service were met. Two points were given if the college met one-half of the provisions for a service. One point was given if the college met less than one-half of the provisions for a service. No points were given for a service which was needed if it failed to exist. Three points were given if there was no need for a particular service.

Fifteen student personnel services plus the organization and administration of the services were rated. This
made a total of sixteen student personnel areas. The highest possible number of points was forty-eight.

8. Data from the thirty-four colleges participating in the study were gained primarily through a personal visit to each institution. The visits averaged three hours in duration.

There was a possibility for each college to be classified in three of the six categories: accredited, nonaccredited, private, public, junior, or senior.

9. Some data were presented in tabular form. The tables show the percentage of the total number of colleges within a particular category of colleges offering a particular service or an aspect of a service.

Other data indicated the total number of colleges within a particular category of colleges offering a particular service or an aspect of a service.

All tabular data are presented in Appendix A.

10. The majority of the comments relative to student personnel programs were taken from student personnel directors during the time of the interviews.

11. Conclusions were based on an analysis of the strengths, weaknesses, and unique features of the student personnel programs.

12. Recommendations were based on an analysis of services, needs of college students, recent literature in the field of student personnel work, and the unique function of each institution.
CHAPTER II
A SURVEY OF RECENT RELATED LITERATURE

An immense quantity of literature is available in the form of articles, books, reports, speeches, and complete volumes on the general subject of student personnel services and many of its aspects.

The writer read the best thoughts and experiences of authorities and workers in the field. The ideas of authorities have been analyzed and synthesized in a manner to serve as criteria and background information for forming opinions and developing a philosophy of what should exist in an adequate student personnel program.

Previous studies

A thorough review of literature on student personnel services does not reveal a study comparing the student personnel practices in Negro colleges of the South Atlantic States in these six types of institutions: accredited, nonaccredited, junior, senior, private, and public colleges.

Several studies have been made about student personnel services in Negro colleges. Boger (19) made a study of student personnel service in one of the Negro colleges of the South Atlantic States—Morehouse College, which is located in Atlanta, Georgia. Young (178) and Bowen (21)
made a study of student personnel services in Negro land-grant colleges.

Jones (83) made an interpretive and evaluative study of student personnel services in all of the Negro colleges. Knight (89) made a study of all of the Negro colleges accredited by the Southern Association of Colleges and Secondary Schools, but this study will also deal with nonaccredited institutions.

Troup's (153) study was confined to student personnel services in Negro colleges of one state—Georgia.

None of these studies were comparative in nature. No significant research is available on the Negro junior college.

**Organization and administration of student personnel services**

Two basic principles are dominant in the organization and administration of student personnel services—coordination and integration. Coordination may be considered the bringing together of the many separate parts of a program into a balanced over-all program. Integration implies the interpenetration of these various parts. A unanimity of purpose underlies administration, instruction, and personnel work in higher education. Each has as its ultimate objective the development of competent, responsible, and well-rounded individuals. Brunson (30, p. 35)
suggested five principles basic to the processes of coordination and integration: (1) the principle of reciprocal activity, (2) the principle of responsible participation, (3) the principle of shared concern, (4) the principle of mutual respect, and (5) the principle of communication.

Williamson's (163, p. 87) fundamental idea for the coordination of services is the fact that the individual is a total personality. It is unreasonable to expect any one staff member or any group of staff members to be sufficiently expert in all phases of personality adjustment to perform all the needed services for any one student. If the total individual is to be assisted in his personal development in an educational institution, all staff members who specialize in certain aspects of his personal development must correlate their services into a totality according to his particular needs.

Hardee (72, p. 151) offered the following points for judging an effectively coordinated program: (1) promoting and maintaining a spirit of unity, (2) building understandings among the professional staff, (3) welding groups of the instructional staff with professional counselors, (4) decreasing or eliminating duplication of effort among the various offices in the institution, and (5) facilitating communication between individuals and groups working together on common tasks for the good of the students within the total institutional setting as well as in the community.
Any plan of organization should be flexible in order to accommodate local consideration. Rackham (126, p. 699) believes organization and administration of student personnel services on any campus will be affected by such factors as the size and complexity of the institution, variations in curricula and faculty, and financial resources.

Various writers seem to agree with Blaesser (14, p. 113), in general, that the major administrative functions in college student personnel work include the following: establishing objectives based upon continuous research; providing for policy determination by instructional and personnel staff and students; coordinating decentralized personnel services and integrating them with the instructional and business phases of the college; selecting, inducting, assigning, and supervising staff; developing a high quality of interpersonal relationships and cooperation; financing the student personnel program; providing for continuing in-service training and professional development of the staff; establishing record keeping and reporting procedures for coordination, research, and evaluation; initiating critical self-study of the processes, tools, and techniques of the student personnel program; and evaluating the extent to which objectives of the program are being attained.

Cottingham (37, p. 535) proposed five defined types of personnel workers:
1. Positions requiring assembling and recording of data about individuals, formulating and carrying out admissions policies, keeping of records, and planning and carrying out research studies from personnel files.

2. Positions requiring direction of student activities and organizations, orientation of students, regulation of student conduct and behavioral standards.

3. Positions chiefly concerned with the counseling of individuals.

4. Positions chiefly concerned with testing.

5. Positions concerned with student employment, graduate placement, and administration of financial aid.

Persons performing these positions may be grouped as educational advisers, general personnel workers, personnel counselors, and personnel technicians.

Boykin (22, p. 398) is among many writers who feel that the coordination of services seems to require leadership from trained student personnel workers and the centralization of responsibility in one person or agency. Mehl (104, p. 439) is convinced that one person should be responsible for coordinating the student personnel program. This provides the most satisfactory and thorough means of coordinating the various services for students. The college president knows who is responsible, the faculty members know whom to contact, and students know who has the authority and who can help them with various problems.

The coordinator of student personnel services is commonly called the dean of students. Woolf and Woolf (171, p. 368) set up his qualifications to include training and
experience in educational administration, a study of democratic and educational philosophy, a knowledge of the techniques of counseling, a knowledge of test interpretation, and training in the principles of psychology and group leadership.

It is common agreement that the following functions should be the direct responsibility of a dean of students:

1. Development and coordination of general plans and policies for the unification of all personnel services into a comprehensive program.

2. Development and organization of the counseling, advisory, and orientation programs.

3. The administrative responsibility for eligibility and scheduling of student activities.

4. Execution of faculty policy governing scholarship standards, probation, and other disciplinary matters.

5. Chief counselor in matters relating to students.

6. Personnel research and the maintenance of up-to-date information on job opportunities and vocational trends.

7. Delegating responsibility and authority to the administrative officers on his staff.

8. Eliminating overlapping functions and defining duties.

9. Maintaining communication between agencies.
10. Hiring or assisting in hiring capable, well-trained personnel people to carry on the various aspects of the program, and establishing employment standards for staff members under him.

11. Maintaining favorable contacts with faculty members.

12. Helping to plan the adviser-training program.

13. Encouraging professional development of the staff.

14. Maintaining staff morale.

Feder (56, p. 35) concluded that the test of effectiveness of services and their administration lies not in the extent and detail of the machinery for operations, but in how well maximum education for the student is insured. He proposed a list of questions for the evaluation of the effectiveness of a student personnel program:

1. Is the president of the institution overburdened with a number of different persons reporting to him?

2. Does competition or cooperation among persons holding separate administrative responsibility characterize their operations?

3. Has a particular service become localized in a department which is relatively isolated from other services?

4. Are services in close communication and working together in serving individual students?

5. Can the actual operational costs of services be identified and justified in the total budget appraisal of the institution?

6. Is the plan of organization retained because it yields effective results or merely by tradition?
It is generally agreed that each institution has its own unique responsibility for defining, expanding, or limiting its administration of student personnel services according to its particular characteristics, needs, and opportunities.

A resume of authoritative opinions on the organization and administration of student personnel services

1. Coordination and integration are basic principles in the administration of student personnel services.

2. Any plan of organization should be flexible in order to accommodate local situations.

3. The student personnel program needs stated objectives and an effective plan of operation.

4. Specific functions of various offices should be defined and a job analysis made for each staff position.

5. Executive leadership for a carefully selected staff of competent and skilled persons to carry out plans and functions is needed.

6. Provision should be made for periodic appraisal of results achieved in relation to basic philosophy and objectives.

Admissions

The selection and admission of students are administrative and personnel functions. The policy of admissions, whether it be selective or inclusive, is a determining factor in the character of the institution as a whole, as well as affecting the way in which students are dealt with after they are actually enrolled in the college. The information
gathered for admissions purposes is of great value to the student personnel program.

Wrenn and Bell (175, p. 159) placed admissions policy into three categories: (1) acceptance of all who meet minimum standards, with expectancy of a heavy freshman mortality; (2) rigid selection of only those who are thought able to profit from that particular environment, and with the expectancy of a small proportion of failure; and (3) an acceptance of those with academic weaknesses, with the expectation of extending individual help in remedying their deficiencies. Regardless of the policy for admission, the purpose of the college is to obtain the student body suited to its curriculum and the available personnel functions.

The selection aspect of admission is designed to choose from the applicants the persons who in a given school will benefit the most personally, and at the same time, develop the skills, attitudes, interests, and knowledge that will make them of maximum social value. Mueller (112, p. 164) recommended better articulation between high school and college in selection procedures. This is perhaps the most important factor in establishing the best selection practices and cooperation between the colleges and secondary schools.

The most consistent method used in selection is a student's previous record. Tests of various kinds are used. Some colleges use ratings and letters of recommendation. A combination of these practices makes for better selectivity.
Precollege counseling is a practice of the admission function. It is closely related to recruitment. The purpose of recruitment is to identify students who should apply for admission to a particular kind of college and university, and then do whatever must be done to see that an optimum number of these students actually apply for admission.

Various methods are used in precollege guidance and counseling. The common practices are (1) statewide testing programs, (2) visitations by students to various colleges, (3) visitations by college representatives to high schools, (4) accelerated programs for gifted students, and (5) distribution of well-prepared literature about colleges. Gardner (59, p. 28) recommended giving objective information to college students rather than that information which is designed solely for attraction.

Recruitment is a function of admissions procedure. The job of recruitment is to interpret the institution to the applicant, to his parents, and to officials of the secondary school. According to Arbuckle (4, p. 4), regardless of the individual recruiter's background, he must approach prospective students and their secondary school counselors as a guidance worker, qualified to discuss the aims, programs, and standards of his institution. He must not be merely a salesman. The common methods of recruitment are the distribution of printed material, conducting interviews, evaluating credentials, and making public speeches.
Feder (56, p. 4) presented the following criteria for the evaluation of the effectiveness of the institution's admissions procedures:

1. The extent to which faculty policies for admissions and standards are properly interpreted and applied.
2. Provision for review of existing policies as a result of information which suggests this need.
3. Integration of admissions function for efficiency.
4. Close coordination with the office of the registrar.

It can be concluded, therefore, that admission programs may be expected to identify institutional excellence when they are composed of a combination of requirements and procedures which will select students whose ability and previous preparation qualify them to pursue the work which the institution offers. An institution may also be expected to select students who are in harmony with its aims and purposes.

A resume of authoritative opinions on admissions

1. Regardless of the organization of the institution, the admissions function carries responsibility for the receipt and processing of all contacts with prospective students even though other offices may be involved.

2. Admissions policies determine the character of the institution.

3. In selecting students, the main guideline for a college is to obtain the student body suited to its curriculum, facilities, and personnel.

4. A combination of sources of information about the individual aids in better selectivity.

5. Precollege counseling is a vital part of the admissions function.
Orientation

Orientation is a process of assisting the student in acquiring techniques of living in his new academic environment. It is assumed that the new student will achieve a beneficial balance among all the demands and opportunities of college, and will gain perspective and a sense of purpose through the orientation program. There are four phases to a complete program of personnel services to new students: (1) the precollege guidance given and the attempt to articulate the high-school and college counseling services; (2) the new-student week or other definite orientation period; (3) the orientation course or other continuing orientation effort for new students only; and (4) the program of personnel services for all students, of which the new as well as the old student may avail himself.

Precollege counseling is a prevalent trend in higher education during recent years. Through a highly personal and planned on-the-campus experience, McCracken, Wharton, and Graff (100, p. 437) received excellent results in a precollege clinic. Through intimate contact and diagnosis of the high-school student, the clinic afforded valid predictions of students' success in college-level work. Clinical methods emphasized the importance of study of all aspects of the student as a basis for recommendation. The clinic's emphasis was upon self-evaluation and team work with parents and high-school officials.
Crow (42, p. 124) listed other precollege orientation procedures: (1) informal visits to the high schools by college representatives, (2) informal visits to the college by high-school pupils, (3) the distribution of student handbooks and other interesting materials, and (4) letters written to prospective registrants by college upperclassmen who have been assigned as counselors to new students. The purpose of precollege orientation is to enable the newcomer to enter upon the college scene with greater self-confidence, more understanding of what college life means, and increased motivation for serious study.

The effectiveness of precollege orientation projects that are being tried by various colleges depends upon such factors as (1) displayed interest and enthusiasm of faculty members, parents, and applicants participating in the project; (2) cooperation of high-school advisers; (3) attitude toward the college of the applicants themselves; and (4) acceptance of these experiences by parents as a need for their maturing child.

In planning orientation week, the duration of the program is an important factor. Gardner (59, p. 41) is of the opinion that sufficient time should be taken to insure that students are not hurried and confused.

Samuelson (138, p. 65) ranked the student becoming acquainted with the personnel of the college—faculty members; administration; upperclassmen in key positions; and, above
all, fellow freshmen of prime importance among the objectives of orientation week. A second important purpose is to introduce the student to his new environment; to faculty members and students who perform specialized functions; to the college curriculum; to the college as an institution—to its traditions, standards, customs, services, rules, and regulations; to extraclass activities of the college; and to the physical plant, neighborhood, and surrounding community. A third general purpose is to secure from the new student necessary information to assist the college in guiding him in his college experiences. A fourth major purpose is to assist the new student to make wise choices of college experiences for himself.

Orientation week activities usually include: registration, testing, counseling with advisers, meeting student leaders, social events, religious activities, lectures and assemblies, discussion of the student handbook, campus and community tours, health examination, discussion of academic skills, discussion of student activities, and an evaluation of the orientation week by the new students.

According to Wrenn (172, p. 28), there is an emphasis upon fewer lectures and more contacts with both faculty and students during orientation week. The use of upperclassmen in orientation procedures is a recent trend, as well as the use of as many faculty members and administrative officers
as is necessary. They participate in the planning as well as the execution of the orientation procedures.

Orientation is a continuous process during a student's college career. It does not end with orientation week. One method of making orientation continuous is the offering of a course in orientation. The areas covered in this subject might be classified roughly into five units: (1) understanding one's self (testing, counseling, and psychology); (2) exploring the college offerings and how to study; (3) learning about vocations and the world of work; (4) developing a feeling of responsibility for the good of the group and the community; and (5) understanding world problems.

Orientation should be offered to students during any period in which they enter college, such as the beginning of semesters, quarters, and summer sessions rather than only at the beginning of the academic year. The term "new student" also includes the transfer student. Procedures more extensive than those for natives must be designed for foreign students.

The basic reasons for a continuous program of orientation are to aid the student in being self-supporting in all phases of his development and to serve as one agency for the student personnel program to grasp information needed for helping the student who is seeking aid.
A resume of authoritative opinions on orientation

1. Precollege counseling is effective and indicates positive results in the total adjustment of the college student.

2. Precollege counseling promotes better articulation between high schools and colleges.

3. The new-student week is designed to acquaint the student with the entire college environment.

4. The college gains valuable information about the student from orientation procedures.

5. Orientation continues beyond the new-student week.

Counseling

Counseling is a process of interpersonal communication between an individual who needs help and assistance in taking a course of action and a professional worker whose training and experience have qualified him to help others reach solutions to various types of difficulties. Berdie (12, p. 13) concluded that the act of counseling should help a person reduce his level of anxiety, eliminate or reduce certain defense mechanisms, and help a person to improve his own problem-solving skills.

Special counseling techniques are necessary for the fulfillment of desirable outcomes. Zeran and Jones (182, p. 13-14) made an excellent coverage of techniques in their article:

V. Counseling - Techniques

Remember that the work is individual in nature and this situation is the result of a preliminary interview.
A. Steps in counseling

1. Planning the counseling interview
   a. Preparing for the interview
      (a) secure a quiet, private room. This is necessary for obtaining the best results.
      (b) Gather beforehand sufficient information on and for the individual.
      (c) Have a general plan of action.
      (d) Allow sufficient time for the interview.
      (e) Avoid dragging out the interview.

2. Conducting the interview
   a. Try to discover the problem as soon as possible.
   b. Be a good listener.
   c. Be observant.

3. Terminating the counseling interview
   a. End interview when objectives have been accomplished.
   b. Summarize the plan of action agreed upon.
   c. Make definite appointment for the next meeting.

4. Recording results of the counseling interview
   a. Record facts of the interview after individual leaves.
   b. Note any pertinent observations.

5. Supplementing the counseling interview
   a. Tests may be necessary.
   b. Additional facts about the individual may be desired.
(a) From counselee
(b) From staff
(c) From others

c. Additional information for individual may be desired.

(a) Catalogs and other school training aids
(b) Sources of information
(c) Occupational pamphlets, books, etc.

6. Follow-up of the counseling interview:
   Is the plan of action carried out?

B. Case conferences

1. Useful devices to see whether the counseling given would be the same given by other counselors on the staff.

C. Assembling facts useful to educational, training, and other agencies in plans for serving counselees.

D. Identification and disposal of cases presenting special problems.

1. Referrals to professional assistance.
   a. Medical cases
   b. Psychiatric cases
   c. Welfare cases

2. Referrals to established agencies with special jurisdiction.

Counseling lies at the very heart of a program of student personnel services. There are certain institutional objectives of counseling. Counseling should provide opportunity for student development; reduce student mortality, turnover, and migration; serve as one method for the institution to evaluate its curriculum and teaching methodology; and
it can assist in the building of rapport between students and faculty. Counseling services should strive to increase that proportion of the student population which succeeds without intensive counseling.

Rackham (126, p. 698) is of the opinion that faculty advisers should be selected for special types of counseling, and at the same time, the clinical type of counselor should always be used to deal with the more complicated problems, and whenever possible prevent their occurrence. Advising is a more immediate and limited interchange between student and teacher, and counseling is a lengthier and deeper process.

Mueller (112, p. 209) observed that when a student is seeking information, explanation, or criticism from the instructor, or when he wishes to explain his difficulties, reactions, enthusiasm, and hesitancy—especially in relation to the subject matter or a general intellectual problem—the exchange may be termed advising. Counseling is reserved to designate a more extensive conference or series of conferences in which the counselor is helping the student to explore his feelings and attitudes, and in which the student learns from the very process of the interview. The faculty adviser engages more often in advising than in counseling, and even his counseling is more likely to deal with intellectual problems rather than attitudes and motivations.

Literature in the field of counseling reveals a constant use of the term "clinical counseling." This approach
is distinguished by the increased care and attention given to the collection of information that will aid in the analysis of a student's capacities and needs, and by studying these data prior to counseling him. It emphasizes the collection of as much objective information as possible, in addition to the use of faculty judgments.

Wrenn (173, p. 30) said that clinical counseling is postulated upon an expectation of both inter- and intra-individual differences. The clinical counselor has training in psychology, clinical procedures, vocational, social and economic change, and mental hygiene.

Parents must not be omitted in the counseling process. Blum (18, p. 152) found that parents desire to share in the counseling act, and they desire to be informed regarding the outcomes of counseling.

Group counseling may be effective under certain conditions. According to Rogers (134, p. 544), the leader of a group must respect the capacity of the group to meet its own problems, and the leader must have skill in releasing individual expression. If these conditions persist, attitudes are expressed, heretofore denied attitudes are brought into the discussion, attitudes are perceived differently, strong morale is developed, a feeling of closeness is developed, and constructive ways of handling the problem may be resolved.
Vocational guidance in the college is concerned with counseling, the gathering and dissemination of information, testing, and placement. Lewellyn and Grace (92, p. 25) found that vocational counseling should be conducted by persons who are themselves members of the vocation. Members of student personnel services in several colleges have accepted this fact. As a result, vocational counseling is conducted in the various academic departments of a college.

Mental hygiene is considered a phase of the college counseling services. Mueller (113, p. 20) concluded that there is greater emphasis on the prevention of personal problems, and there is a realization that a mental hygiene program can be built successfully on the foundation of a well-planned personnel and counseling program. Mental hygiene is viewed from the standpoint of promoting mental health, preventing mental illness, and correcting mental illness.

Due to the fact that counseling is a complex process, many institutions have combined the many aspects of counseling into the coordinated area of psychological services. Some of the common titles for centers for psychological services are: counseling center, mental hygiene clinic, psychological clinic, student counseling service, and testing and guidance bureau. Ross and Feder (136, p. 1063) discovered that the services also differ in accordance with whether they emphasize the training of counselors,
clinicians, or psychometrists, or stress research as contrasted with service functions. As a result, identifying terminology relates to the type of institution, its particular objectives, and the role of psychological services in the setting.

Among the factors contributing to the establishment of various types of psychological services in higher education are: the development of psychological testing; the vocational guidance movement; a knowledge of psychotherapy; a knowledge of individual differences; improved knowledge in the remediation of reading, speech, and other deficiencies; and the development of a cohesive student personnel point of view.

Feder's (56, p. 9) test for the evaluation of counseling services is as follows:

1. Increased efficiency of the student as shown by his academic record.
2. Evidences of attention to needs of average or superior students as well as marginal ones.
3. Reduced mortality in the student body.
4. More discriminating choices in major and in educational planning.
5. Evidences of responsible social behavior and emotional balance in students.
6. Extent of voluntary use of the counseling service by students.

The primary goal of the counseling service is self-direction by the students whom it serves.
A resume of authoritative opinions on counseling

1. Counseling has to do with interaction between two people.

2. The basic objective of counseling is to help the individual to become independent and capable of functioning on his own.

3. Counseling is a professional task for professionally trained people.

4. Referral of clients to specialized agencies is sometimes necessary.

5. Parents aid in the counseling process by providing specific information unavailable at other places.

6. Group counseling may be effective with the proper leadership.

7. Vocational counseling is more often conducted through a student's major department.

8. The many aspects of the counseling service are often coordinated in the college's department of psychological services.

9. The effectiveness of the counseling service may be seen through: (a) increased efficiency of the student's academic record, (b) allowance for individual differences, (c) independent actions, and (d) voluntary use of the counseling service.

Student activities

The student activities program should provide opportunities for training in community and citizenship responsibilities, growth in social responsibility and adjustment, development of constructive leadership and followership traits, and development of the personality. Student leaders and faculty sponsors should keep these ideas of group development in the forefront: (1) the feeling of belonging
and the security of group members; (2) the assumption of responsibility by all the members; (3) the need for broad participation in planning, problem-solving, and evaluation; (4) the need for a group climate that is conducive to membership participation and group progress; and (5) the need for the group as a whole and each member in it to have a sense of independence for the recognition of the individual and his importance.

The student government should have a responsibility in the coordination of all student organizations on the college campus. It should be the central organization for student organization decisions and operations. The student government has the responsibility for promoting, organizing, and directing those activities which involve the whole student body, but not for a particular organization or group. It has the responsibility for the formation of policies concerning all student life and student activities on the campus. The student government should provide the means for achieving mutual understanding and close cooperation among students, faculty, and the administration; thus creating the concept of a college campus community.

Rodgers (132, p. 174-175) gave the following basic principles for the organization and administration of a student activities program:

1. The student council should be developed into an organization representing the college in all extra-college activities.
2. An inter-club council should be developed as a control on internal problems relating to the conduct of the activity program.

3. An athletic council should be developed to sponsor and control intramural competition.

4. The college dean should be the administrative officer responsible for the over-all developing of an activity program; a member of the student personnel staff should serve as the coordinator.

5. Each club or organization should have a faculty sponsor.

6. Students should be given as much control of their activities as they give evidence of being able to assume in a satisfactory manner.

7. There should be at least one club or organization whose purpose appeals to each student.

8. There should be a balance between organizations in their purposes and activities.

9. Officers of clubs and organizations should be given an opportunity early in the school year to become proficient in parliamentary procedure and the duties of their office.

10. Where possible, clubs and organizations should be affiliated with national organizations.

11. Provision should be made on the college schedule for meeting time for all organizations, with provisions for called meetings at other times when necessary and desirable.

12. A system for limiting the amount of activity for the individual student should be adopted.

13. Each organization should operate under a constitution and by-laws approved by the dean and the inter-club council. A charter should be presented to an organization after approval of its constitution and by-laws.

14. Each organization should keep an accurate set of minutes.
15. Financial affairs for the activity program should be entrusted to the college business office.

16. Certain key officers should be elected in the spring in order to insure continuity in club affairs, with the other officers being elected in September.

17. An orderly, preconceived method of financing should be developed and adhered to in supporting the activities of the program.

A faculty adviser or sponsor is necessary for each activity and organization; therefore, his role is important. Klopf (88, p. 41) recommended that the adviser give support to the group, know when to participate in discussion, when to contribute ideas, and when to initiate action. He might explore with the group, and particularly with the leadership of the group, some understanding of leadership roles and group member roles. Maximum learning will occur if he is a skillful social analyst and methodologist. Since the chief responsibility of an adviser is teaching and research, the coordinator of student activities responsibility is to define the duties of advisers.

The student union is a comparative newcomer to the student activity program. Lancaster (91, p. 545) discovered that the most successful unions in this country are located on coeducational campuses and housed in coeducational buildings. Student union goals are: (1) to help provide a recreational program for the student body, (2) to further fellowship and understanding by providing an opportunity for
students of different cultural and social backgrounds to interact on an equal basis, (3) to promote the personal development of students by bringing the best in the arts, (4) to provide a situation where students participate in self-government and learn to cooperate with others, and (5) to unify the campus.

Experiences in student activities have values of significance complementary to those gained through formal study. These activities may promote growth in the academic areas.

A resume of authoritative opinions on student activities

1. The student activities should be student-centered in planning and participation.

2. Common principles and practices of group work should be applied.

3. Student government should have responsibility in the coordination of all student organizations on the college campus.

4. Coordination of student activities is a responsibility of the student personnel services.

5. Faculty sponsors should give support to the organization, and an understanding of group leadership.

6. The student union unifies the activities of a college campus.

7. Student activities may supplement and augment classroom instruction.

Religious service

The religious service should be centered around the needs of students and the philosophy of the institution.
Tead (150, p. 273) feels that a program of religious activities should be concerned with these principles or objectives: (1) the knowledge of religion as an historic fact, (2) the philosophic and reflective aspects of religious inquiry and concern, (3) the place of organized religious bodies on the campus, (4) the spiritual life of students, teachers, and counselors, and (5) the role of meditation and contemplation.

The students should play an important role in the organization and administration of the component parts which go to make up the religious program. Nondenominational institutions, in particular, must include students because of the many different faiths represented by its students. Arbuckle (4, p. 164) contends that if students of various faiths operate the different religious activities, there is less likelihood of any one religious group taking over and dominating the entire program.

Furthermore, students have a tendency to know what students want, and what they need. Students are not likely to have feelings of compulsion when the student body as a whole knows that the program is planned to some extent by students for students. Student participation will increase the likelihood of an increasing fellowship between those who do not have religious values and those who do. The religious program should help the student find answers to individual
religious problems and work out a way of living according to his religious values.

Student bodies are composed of students of many faiths, and some of no specific faith. The program must not fail to recognize doctrinal differences. The program cannot concentrate on denominational teaching. Religion, basically, must be an intellectual process accompanied by emotional experiences. These experiences may be gained in church groups, the chapel, or church activities. The study and understanding of many religions must also be a part of the program.

Mueller (113, p. 63) reminds us that because the student is acquiring new information which conflicts with his religious concepts, or because he is meeting for the first time persons outside his usual orbit, and they challenge his religious beliefs, the college student is frequently suffering from doubts and discouragements which may have an unfavorable effect on his personality. His faith is often a secondhand acquisition from tradition and doctrine rather than a faith derived from personal experience and insight. He needs to exchange this more narrowly conceived doctrine for a more complex and significant faith incorporating the many varieties of intellectual, aesthetic, and religious experiences.

Religious leaders are needed who can meet the student with a positive and dignified program before his problems have a chance to develop an alienation of his earlier
interests and outlooks. Religion as an attitude and a source of intellectual growth will be received better than the philosophy that religion is an unchanging creed.

Religious counseling is a phase of the religious service. Blaesser (16, p. 49) proposed the following points as objectives of religious counseling: (1) the development of sensitivity to ethical and social responsibilities, (2) the acceptance of such responsibilities through constructive actions and attitudes, (3) the achievement of an awareness of God as the spiritual power, and (4) the discovering of how to find and keep fresh the spiritual qualities of life.

Most institutions of higher learning would agree that one of their basic objectives is the development of ethical character. The religious services program is a chief source of accomplishing this objective.

A resume of authoritative opinions on the religious service

1. Students should play a major role in the organization and administration of various aspects of the religious program.

2. Institutions must recognize doctrinal differences.

3. Basically, religion should be taught as an intellectual process.

4. The study and understanding of many religions must be a part of the religious program.

5. Religious conflict must be handled discretely.
**Health service**

The health program of the college coincides with the objectives of the student personnel program. Both are concerned with the optimum development of students. Good health is a fundamental prerequisite for this development. The best health possible for each student is achieved through providing a healthful environment, educating students in healthful living, and providing health services—periodic health examinations, facilities to care for minor illnesses, and infirmary and hospital care.

Coordination of the effort of all members of the college staff is necessary. A broadly represented health committee is effective in coordination. Ideally, a physician with public health training and skill in individual and group work is desirable as a coordinator of the health program. Student participation adds to the work of the program. Wrenn (174, p. 325) believes voluntary cooperation among all persons and departments is essential.

Richardson (130, p. 23) gave a unique design for a modern total college health program embracing the following elements: (1) selection of students; (2) health problems of students; (3) health supervision and emergency treatment of students; (4) prevention of disease; (5) instruction in healthful living; (6) health promotion through physical, recreational, and psychiatric efforts; and (7) an assurance of
conditions conducive to the mental health of students and faculty.

Mental health of college students has been receiving increasing attention. Research advocates a mental hygiene service connected with the health center. The staff should include a psychiatrist, at least on a consultation basis, and well-trained persons in the field of psychology. The work of the college, according to Pallone (122, p. 589), is more preventive and diagnostic with referral for therapy. Richards (129, p. 724) found from experience that the psychiatric clinic's location within the student health center offers advantages to both patients and to medical and psychiatric staffs. Essentially and undeniably the psychiatric service is a medical service.

McHose (103, p. 161) suggested the following points for the development of the health program in a college or university:

1. Furtherance of a desirable emotional climate throughout the entire college by the encouragement of democratic administrator-teacher-student relations.

2. Interdepartmental planning of health and related courses through faculty-student committees, thus making the courses more functional.

3. Effective use of mass media on campus as applied to health matters and health activities.

4. Maintenance of close and understanding relationships among personnel workers, health service staff, physical education staff, and faculty advisers.
5. Sponsorship of timely health exhibits and forums.

6. Provision for an adequate health budget, which will permit the maintenance of the best standards of health service, healthful living, protective measures, and instructional materials in health education.

7. Pooling of resources in the way of supplementary health materials located in the various departments and community agencies, and making them available for the enrichment of teaching and service.

8. Occasional interdepartmental sharing of staff members who possess special knowledge and skills in the area of health education.

9. Inclusion of adequate plans for group insurance for students with a policy arranged to fit the needs of the individual college or institution, and the cooperation of informed personnel in the uniform interpretation of such plans to students.

10. Provision for the continuous evaluation of the health program.

The health program has other significant functions. It should have regulations concerning the examination of food handlers. Regulations should be established for health standards of living quarters and other campus facilities.

The size and organization of college health services vary with institutions. The minimum staff is a registered nurse who has access to local physicians. Contracts with physicians or clinics may provide the necessary services for institutions whose enrollments do not permit services of a full-time physician. Dental service is not considered a basic responsibility of the health service. Commercial
underwriting of insurances has proved valuable to colleges, since it removes the burden of risk from the college.

Feder (56, p. 11-12) suggested the following criteria for the evaluation of the health service:

1. Recognition by students of the favorable effects of preventive treatment and measures.
2. Increase in voluntary reporting of early symptoms by students.
3. Decrease in class absence as a result of early or preventive treatment.
4. Cooperation with other departments in recommending action for the improvement of the health of individuals and the student body in general.
5. Establishment and maintenance of effective relationships between the staff and other physicians--both those in the community and the personal or family physicians of students.
6. Control of epidemics.

The good health of students is a basic objective in all aspects of education.

A resume of authoritative opinions on the health service

1. The health service is essentially concerned with providing a healthful environment, educating students in healthful living, and providing the following services—periodic health examinations, facilities to care for minor illnesses, and infirmary and hospital care.
2. Coordination of all the efforts of staff members connected with the health of students is necessary.
3. The mental health of college students has been receiving increasing attention.
4. Group insurance has proved to be a workable plan in colleges.
5. The health program has a responsibility for establishing regulations for food handlers and the living quarters of students.

6. The minimum staff for a health service is a registered nurse with some access to local physicians.

**Housing and boarding**

If the housing and boarding services are to be worthwhile educational experiences, they must be linked with other aspects of college life. They must be administered by the director of student personnel services. Halls of residence, according to Wrenn (174, p. 293), are provided precisely as libraries, laboratories, and teachers themselves are provided—to exert educational influences and to offer educational opportunities.

The main types of student housing are dormitories, co-operatives houses, fraternity and sorority residences, and off-campus houses. The administrative functions of housing include: room assignments, supervision, handling minor discipline problems, providing recreational activities, counseling, reporting and supervising maintenance and repairs, supervising maid and janitorial services, approval and supervision of private rooming houses, supervision of fraternity and sorority houses, and general oversight of quarters especially provided for married couples on the campus. All of these activities are coordinated through the office of the dean of students or the director of student personnel services.
Albright (2, p. 702) stated that the size of enrollment, type of school, traditions, location, clientele, type of support, and existing personnel have bearings on the type of housing and boarding conditions.

Residence hall living offers group experiences of three kinds: (1) those which aid in developing skills in human relations; (2) those which assist in improving attitudes and patterns of responsible citizenship; and (3) those which aid in cultivating interests, skills, and knowledge of use to maturing individuals. The student in a residence hall learns to be one of a group; he becomes considerate of others; and he learns democracy. Student government is also enhanced by the prevailing type of residence organization. Counseling, recreation, and an opportunity to develop social skills should be provided by the residence.

Brunson (30, p. 129) thinks that, by virtue of professional training, interests, skills, personality, and leadership qualities, the head of residence becomes the key person in maintaining, with others, a hall environment conducive to intellectual growth and social and emotional development. By virtue of his philosophy of education, he works with the conviction that the residence hall may be developed as an environment in which individuals gain self-direction. He sees the residence hall program as one fully integrated with the campus educational program.
Ohlsen (118, p. 460) listed some duties for the head of residence or dormitory counselor:

1. The dormitory counselor should make himself available to students when they need to talk to a friend about personal problems.

2. He should help them with their activities.

3. He can provide facts about the student which will help others who also work with the student.

4. He should become acquainted with the students who need special help and referral.

5. The dormitory counselor should hold both orientation and exit interviews with students. (Sometimes our acceptance and talking over the matter with a student may change his mind about dropping out of school.)

6. The dormitory counselor should provide social education through dinners, teas, coffee hours, dances, lectures, musicales, and discussions.

7. The dormitory counselor contributes to the quality of scholarship by: (1) developing good study conditions in the dormitory, (2) helping students budget their time effectively, and (3) giving assistance in developing good study habits and methods.

8. The dormitory counselor may give help in educational and vocational planning.

9. He may also refer students to a more specialized counseling service at the college.

Ohlsen (ibid.) also gave a list of duties for the student assistant:

1. Help students to become acquainted in the house—both with students and staff.

2. Know the special interests, abilities, and problems of students under his supervision.

3. Refer students for help.
4. Learn student resources in the house for special tutorial help.

5. Distribute information which will help all students to keep well informed on both house and collegewide activities and regulations.

6. Promote good house government.

7. Create and maintain a friendly atmosphere.

8. Recognize problems early.

As a result of this discussion, it can be observed that dormitory counselors should be personnel workers with professional training. Training is also continuous through the in-service training program. The residence hall is an educational unit.

McCarn (99, p. 133) placed significance on the physical surroundings. They have a good deal to do with the successful operation of a residence. Adequate closet space, good light for study, and room for recreation and entertaining friends are as important as cleanliness, comfortable beds, and nourishing food. When rooms are crowded and little space is provided for leisure-time activities, tension grows and disciplinary problems develop. Attractive furnishings and decorations seem to be desirable. Physical conditions conducive to good study habits, personal convenience, comfort, and cleanliness stimulate standards of good taste.

Fairchild (49, p. 148) contends that the real reason for any building's existence is that it provides for the activities or pursuits of the persons who are to use it.
The human activities appropriate to student residences are those which support the objectives of the institution and contribute to supplementary education, such as group membership, leadership, and social competence. If the objective of higher education is to produce scholars, and its central value, the worth of the human intellect, then housing personnel must be more concerned with the building of study facilities, libraries, typing rooms, and small conference spaces rather than a preponderance of recreational areas, card rooms, and bowling alleys.

Special consideration should be given housing away from the college or university campus. Dormitory building is not keeping pace with increasing enrollments; as a result, students must seek space in rooming houses of the community. Prusok (124, p. 2) feels that by virtue of their physical separation from the institution, off-campus students may view themselves as marginal members of the campus community. Some are connected with the institution only through daily class attendance. The lack of communication is a main barrier. The student newspaper and campus bulletin boards are often their only sources of information.

Some modern trends regarding off-campus students are the provision of special advisers, lounge facilities, and an educational program for householders with students under their supervision. Preliminary and periodic checks are made of housing facilities and provisions. All of these
activities are coordinated through the office of the director of student personnel services.

An important factor in maintaining student morale on a campus is the proper functioning of an adequate food service. The dining program requires the skills of a trained dietitian working in cooperation with the student personnel program. This service is often a part of the residence hall, and, in some instances, it is a separate campus building. Due to increasing enrollments, Tupper (156, p. 224) reported that many colleges are handling the food service through a reliable food contractor.

Irrespective of the management, the dining hall should be considered a place for social education. Arbuckle (4, p. 202) is of the opinion that the family style of dining, with student hosts and hostesses, lends to more social education than does cafeteria style. Where large numbers are served, the cafeteria style is used because it facilitates matters. Throughout all cultures man has seen the partaking of food as a simple ritual that binds friends together, provides a sense of well-being, and contributes to the flow of ideas.

The dining hall should be well-ventilated, well-lighted, acoustically treated, and attractive in design. This gives attention to the esthetic as well as the utilitarian aspects of living.
Food service budgets should be adequate enough to provide meals which are substantial in nutritive value, safe under sanitary measures, well chosen, and attractively served. Wholesome meals are vital to the student's physical efficiency and over-all adjustment.

The happiness, comfort, and emotional adjustment of the student in the residence hall have direct influences on his academic efficiency in the classroom.

A resume of authoritative opinions on housing and boarding

1. Housing and boarding services should exert educational influences and offer educational opportunities.

2. Residence hall living develops social education.

3. The residence hall is a laboratory for student government experiences.

4. The head of residence or dormitory counselor is the key person for stimulating an environment conducive to intellectual growth and social and emotional development. He should be trained in personnel work and should continue his training through in-service programs.

5. All student residences should be coordinated through the office of the director of student personnel services.

6. The student assistant contributes to the administration, atmosphere, and morale of the residence.

7. The physical surroundings of the residence adds to the operational efficiency and morale of students.

8. Housing away from the college or university campus should be coordinated with the total housing program, and should maintain the same standards.
9. The food service should be considered as another source for the development of the social education of students.

10. Housing conditions and the food service may influence the student's academic efficiency.

**Discipline**

The concept of college discipline today is more than that of merely offering punishment to the offender. Discipline is an educational function, and, according to Feder (56, p. 23), the responsibility for achieving discipline among students rests with the student personnel services. Woolf and Woolf (172, p. 203) concluded that the goals of the disciplinary program include not only order, protection for society, and rehabilitation, but educational experience in self-discipline and group living for all members of the student body.

Effective student discipline implies, primarily, self-discipline. Disciplinary rules should motivate the student to establish for himself a pattern living molded after these rules. Most institutions establish rules governing the conduct of their students by action of one or more of the following bodies: (1) the regents or governing board may establish specific regulations; (2) the president or dean may effect rules for the well-being of the student body and the smoother functioning of the college; (3) faculty committees may set up rules; (4) the student body may offer its recommendations; and (5) representatives of all these
constituencies may confer jointly to formulate regulations in the interest of the campus community. The latter procedure is the most commonly practiced and preferred procedure.

Development of rules of conduct should be given campus-wide consideration. Students are more willing to abide by those regulations which they, or their representatives, develop. When faculty or their representatives are invited to participate in the formulation of campus rules, they are usually more willing to help students observe these rules. Approval or sanction by the administration assures proper acceptance of these regulations within the framework and purposes of the institution.

Students should be expected to obey all campus rules. Clark (34, p. 393) is of the opinion that regulations which are not enforceable or contrary to the stated aims and purposes upon which the institution is founded should be discarded promptly. Even a few impractical, obsolete, or unfair rules tend to disrupt the vital sense of responsibility the student feels toward his personal role of self-discipline.

The catalog, as well as the student handbook, should carry a clear description of what is expected from a student in terms of self-discipline and rules of conduct. Failure to publicize properly those regulations, which are to be applied to each student, can lead to a serious miscarriage
of justice in those incidents wherein the student can rightfully claim he was not adequately informed.

Several methods are used for the handling of disciplinary problems. A highly recommended procedure is the use of a discipline committee. This committee should be composed of both faculty members and students. Many advantages accrue to a committee system involving student members. It provides for the training of students in analytical thinking and just evaluation. Students must be cautioned, however, to resist their inclination of prescribing punishments which are more severe than justified by the offense.

Utilization of the committee system over and beyond the one disciplinary officer avoids quick judgments and immediate sentencing, thus resulting in greater justice to the student. Moreover, ill feelings and resentment which are often harbored against one who is solely responsible for administering discipline upon the campus are harmlessly dissipated when verdicts emanate from committee judgment.

When a student is placed on probation, suspended, or expelled, this decision should be conveyed to the student by an official letter from the dean or the president, stating precisely the nature and terms of the action taken. The parents, spouse, or guardian of the student should be notified immediately. A complete description of the incident, as well as the student's statement, should be forwarded to them in order to allay misunderstandings regarding the action
of the college. Parents and guardians need to know these facts in order to assist with the student's adjustment.

Records should be kept of disciplinary actions. Probationary status of a student should not be entered on the college transcript, but suspensions and expulsions should be indicated on it for the use of other admissions officers.

The counseling service is valuable in the disciplinary function. It can supply information for case studies; the service can help the student in accepting the disciplinary action; and can assist the student in making decisions for his rehabilitation. This approach helps to make discipline a learning process. In like manner, counseling is a means of preventing misbehavior when tendencies for occurrence are discovered.

A resume of authoritative opinions on discipline

1. Discipline is an educational function.

2. The primary goal for students is self-discipline.

3. Regulations should be established by representatives of all members of the campus community.

4. Students should be expected to obey all campus rules.

5. A clear description of all rules should be made available to all students.

6. The discipline committee is more effective in handling cases than a single disciplinary officer.

7. The student and his guardian should be notified of disciplinary action resulting from his case.

8. Records should be kept of disciplinary actions.
9. Discipline should be a learning process through the establishment of constructive rehabilitative measures with the offender.

Testimony

The value of various types of psychological and achievement tests is so generally accepted that some battery of group tests is used in the majority of colleges today. All too frequently results obtained from the tests are used for administrative purposes only. Faries (50, p. 23) is of the opinion that results are equally as valuable when they are known to students. Authorities agree that tests provide only information. How much good the information does depends upon how well the information is interpreted.

Tests may be broadly grouped into group tests and individual tests. Woolf and Woolf (171, p. 215) recommended ways that tests may be employed:

1. To help the counselor understand his client and the client to understand himself

2. To give the counselor, faculty adviser, and others leads which are useful in counseling

3. To help administrators, faculty, and personnel staff to understand the nature of their student population

4. To gather information which is useful in helping students to find a suitable place in the curriculum, and vocations

5. To evaluate the academic progress and personal development of students and the degree to which the school is satisfying the needs of the students.
All of these functions of testing involve the study of personality, emotional and social adjustments, as well as achievement, intelligence, aptitude, and interest. The student personnel staff is responsible for helping the faculty and the administration to make the fullest use of test results and to interpret them as accurately as possible.

One very basic requirement for sound interpretation of test scores is to know, before the test is given, the kinds of inferences that one wishes to make about the student. Hagen (67, p. 52) proposed some guiding questions:

1. What kinds of questions concerning the student are you trying to answer?
2. What kind of information is needed to answer these questions?
3. Will the test that you proposed to administer or use give you the information that is needed?

Test interpretation involves more than communication of facts to students. It includes an awareness of the student himself, his orientation to reality, and his readiness and ability to accept evaluation that might distort his self-concept. The general principles of counseling follow in test interpretation. Test results are data which pertain to only one part of the personality. Test results should not be handled in isolation. The experience background of the individual must be taken into consideration.

Bailard (7, p. 71) offered some sound guiding principles for test interpretation:
1. Students do not necessarily have to have high test scores to be successful; a great deal depends on personality, attitudes, drive, and other factors.

2. Tests are only one technique for evaluating a student's achievement.

3. A judgment should never be made on the results of a single test.

4. Some tests score higher or lower than others supposedly measuring the same ability.

5. Variations in testing conditions often affect the test results.

6. If most test results tend to cluster around a given point or given band, and particularly if they correlate to a high degree with the student's actual achievement in school, then the counselor has a fairly accurate picture of the student's actual ability.

7. The student's assets should be emphasized.

Dressel and Matteson (44, p. 696) offered a similar list of guides for test interpretation:

1. A test profile should usually be used as the most meaningful and simplest form for giving test results to a client. Ability, achievement, interest, and aptitude scores may be readily placed on one profile. Personality ratings must frequently be handled separately, partly because of their nature, and partly because the desirability of scores is interpreted differently.

2. Explain the general basis of the profile emphasizing the different qualities measured and the comparison of the individual with other individuals.

3. Avoid raising or discussing technical and statistical details as much as possible.
4. Recognize the client's feelings and concerns, but do not offer consolation, except as it is incidental to supplying additional facts for interpretation.

5. Do not get involved in defending the tests and in impressing on the client results not yet acceptable to him.

Standardized objective tests and special subjective tests of personality should be given, scored, and interpreted by a professionally trained person. Some members of the personnel staff should have special training in testing. In-service training should be provided for those faculty members who do not possess competence in testing.

Student personnel workers use tests to an advantage, and most of them regard testing as one means of understanding the student and of helping him to understand himself.

A resume of authoritative opinions on testing

1. Tests are one source of information in making judgments about students.

2. Tests help the counselor to understand his client and the client to understand himself.

3. Tests help the administration and faculty to understand the nature of their student population.

4. Tests are helpful in various kinds of placement of students.

5. A testing program should include standardized achievement, intelligence, personality, aptitude, and interest tests.

6. Test interpretation involves the techniques of counseling.
7. Test interpretation, administration, and scoring require the special skill of one trained in testing.

Records

Personnel records aid in the general administration of the college, and they aid in the counseling, planning, and placement relationships with students. Hardee (73, p. 1437) is convinced that the student's record is no longer restricted to a single card or folder, but is extended to include a variety of items which provide a more complete picture. There is great diversity among institutions with respect to record systems and the use of records.

There should be a cumulative record and working records. Working records may be confined essentially to an office or department and used for the better understanding and counseling of the student. If education is concerned with the continuous and total development of the student, records must tell the story of the development of the student from his earliest arrival to the end of his time in the institution. The aims of records are many, as mentioned by Goodhartz (63, p. 255):

1. To identify the student accurately
2. To develop a continuous account of the progress made by individual students
3. To assist in the communication of relevant understanding from one staff member to another
4. To create perspective from which decisions affecting the student may be made intelligently

5. To provide information through appropriate research on the effectiveness of its programs

6. To represent the student helpfully to employers and other schools

7. To store relevant information on the student's admission tests, career competency and interest, and physical and emotional health.

There are some recommended procedures to facilitate the use of records. First, separate records forms should be provided for each personnel office and should be approved by a central committee on records. Second, there should be duplication of widely used records for each personnel office. Third, a central cumulative personnel folder filed in the most accessible personnel office should be used. Fourth, in the event that records are not duplicated, a planned system for cross-reference from each office to the central personnel files should be used.

Brunson (30, p. 90) feels that personnel records bring the focus of attention to the individual as a changing and growing person. Where institution-wide participation in developing records prevails, such records will include results of standardized tests; information on scholarships, loans, and outside employment; reports of interviews; reports of academic progress; summaries of extraclass participation; and clinical reports of specialized help or remediation.
Faculty members and students should contribute to the record; the faculty adviser in particular furnishes much key data.

Records should require a minimum of clerical time, should be tailored to the institution for which they are used, and should contain only those items used often enough to justify their inclusion. Personnel records are to be used with reference to the case study, case conference, and the counselor interview. Hardee (73, p. 1435) gave important consideration to the use which students will make of their records. The key data must be available for the student's own study so that he may become aware of his status and of the growth and development he has made. However, records and notes of counselors should be kept in strictest confidence.

Effective student personnel services are dependent on an adequate system of records; for it is only by such means that the necessary information concerning the student's history can be accumulated and made available for use by workers engaged in the various personnel activities. A centralized record system facilitates the work of the personnel program and gives service to the faculty and administration.

Data from records should be used in the diagnosis, prognosis, therapy, placement, and follow-up of students.
A resume of authoritative opinions on personnel records

1. There should be a cumulative record and working records.

2. Records should give a complete picture of the student.

3. There should be a central committee on records.

4. Records should be centralized.

5. The cumulative record should be available to all personnel workers, administrative officers, and faculty members.

6. Faculty members should assist in formulating the records and contributing data to them.

7. Students should contribute information to records and the information should be available to the student for understanding himself.

8. Records should be designed for the use of minimum clerical time, should be tailored to the institution, and should be useful in comprehensive reports on students.

Financial aid

Financial aid is one of the most practical services to students. Wrenn (174, p. 360) feels that a financial aid program means more than merely assisting a student to pay his bills. Other educational advantages accrue. The financial aid service is not isolated. It is related to the placement office, health services, counseling office, the offices of the personnel deans, the admissions and records offices, and the faculty advisers.

Moon (110, p. 342) defined financial aid as any direct, material effort made by a segment of society, other than the
family, which serves either to reduce the student's expense of college attendance or to minimize the pressure of such expense on the student while in college. Scholarships, fellowships, assistantships, grants-in-aid, student employment, long-term loans, short-term loans, time payment or budget plans, dormitory remissions, free books, and employee subventions are among the many types of financial aid.

Attention, caution, and restraint must be used by colleges in finding those who need aid, in deciding who will receive it, and in what forms and amounts they will receive it. Cooperation and coordination should be joint efforts of the institution to improve and attempt to make uniform its aid practices for the improvement of the public's knowledge and understanding of student educational financing.

Williams (162, p. 92) referred to the main considerations in the administering scholarships as being the number of scholarships needed, the equitable distribution among departments, the purpose of each scholarship, and the over-all objectives of each. Detailed procedures used in selecting recipients and awarding scholarships should be carefully defined, agreed to, and adhered to. The academic records of scholarship recipients should be carefully evaluated at regular intervals.

Bulger (31, p. 225) has a firm belief that financial aid becomes a counseling process, rather than merely a service for appropriating money to students. Its philosophy,
policies, and operation must be considered in terms of the individual student, his abilities, needs, and aspirations.

Great consideration should be given toward providing assistance to students, who without it, would not be able to attend college. The financial responsibility for financing an education rests with the student and his parents. The ability of a family to meet college expenses should be determined by such principles as: current income, educational expenses for other children, debts, and extraordinary expenses. Consideration should be given to special family situations, such as the children of widows.

Moon (110, p. 347) offered the following suggestions to secondary schools in relation to their role in financial aid:

1. Discourage communication relating to scholarships and other forms of financial aid between students and college representatives not normally authorized by those responsible for the administration of financial aid at the particular college.

2. Eliminate the practice of placing great emphasis upon the amount of financial aid.

3. All sources of financial aid by a particular student should be known by the college granting aid.

4. Local awards should be made to students.

Financial aid may be administered and distributed by one office or several offices working in close cooperation. Faculty committees assist in the formulation of policy for the administration of aid in some colleges. It is important to avoid duplication in the program.
Feder (56, p. 21) offered the following criteria for the evaluation of financial aid services:

1. Adequate screening of student applications for aid in terms of relative needs.
2. A clear-cut policy for awarding aid which considers the needs of the student as well as the objectives and characteristics of the institution.
3. Distribution of aid to the maximum number of students.
4. Exploration and use of scholarships and loans from sources outside the institution.
5. Coordination of all types of financial aid.
6. Procedure designed to make financial assistance an educational experience for the student.

Scholastic ability and need are key factors in offering financial aid to students.

A resume of authoritative opinions on financial aid

1. Financial aid is a counseling process, rather than merely a service for appropriating money to students.
2. Financial aid should be offered on the basis of need and ability.
3. The various offices or the efforts of individual staff members should be coordinated.

Remedial services

In recent years, more and more of the time of the college faculty has been devoted to meeting the needs of entering freshmen who read badly, write poorly, and figure inaccurately. The deficient student appears at all levels of
American education. Eble (46, p. 30) is of the opinion that students with poor academic background promise to become one of the major problems of higher education, due to the greatly expanding college enrollments.

Surveys show that from one-tenth to one-third of the freshman classes is not equipped with the basic skills expected of a qualified student. Remedial courses have proved helpful to these students; however, remedial courses handle only a relatively small number of students.

Increasingly, comments Williamson (163, p. 31), modern research in human development has provided a foundation for professional services to aid individuals whose scholastic development is not proceeding satisfactorily in some respects. Remediation clinics on reading, study habits, psychological therapy, and speech are administratively part of the student personnel program. In the meantime, this theory has not reached all institutions of higher learning.

Feder (55, p. 163) is another exponent for the justification and provision of remedial services among the student personnel services. His point of view is that there is a gradually dawning realization in higher education that the traditional practice of summarily eliminating the scholastically inept is inconsistent with the philosophy of American public education, which seeks to make available, to all who strive for it, every possible opportunity for
self-betterment. Simply to expose such students to almost certain failure, and then to return them to their home communities without a constructive program of life activity, is to ignore the responsibility of higher education as an agency for fostering public service and welfare.

Inadequate study habits have been shown by a recent study to be a greater deterrent to effective scholarship than other skills related to college work. Inadequate reading ability ranks next to ineffective study habits as a cause of scholastic deficiency.

Woolf and Woolf (172, p. 204) take reading deficiency and its effects to a point of including more factors. They conclude that reading disability limits the student in scholastic achievement, vocational choice, economic success, and social adjustment. Poor home adjustment, visual impairment, low metabolic rate, inferior scholastic aptitude, malnutrition, anxieties, and other emotional disturbances are among the conditions which accompany the handicaps. Poor instruction is a factor in some reading deficiencies. Reading deficiencies may be aggravated by physical conditions and personality problems. Failure to achieve in reading can produce the same kinds of needs for personal adjustment as any other kinds of failure.

Certain operating principles should accompany the remedial program. Diagnosis of student needs should be undertaken before students are sectioned into classes. The
diagnosis should be a part of the registration or preregistration activities, if possible. Instruction is more rewarding in groups of twenty or less. Blake (17, p. 289) observed that experienced study skills instructors seem to have no difficulty in accomplishing goals whether the group number is twenty or fifty; but inexperienced instructors get poorer results academically and fail to get full cooperation of their classes when the groups exceed twenty members.

These factors seem to operate regardless of the textbook used, the school setting, or whether the group is full probational, partly probational, or nonprobational.

Instruction should be integrated, since reading, writing, speaking, and listening are aspects of one process—communication. Standards of achievement should be college level. The emphasis should be on developmental training sequences rather than remedial training. In the meantime, remediation should be an integral part of the program, but not the nucleus of the course content. Research should be a part of the program, and not a secondary consideration. Research is needed to determine whether the program is achieving goals, and to determine what needs to be done to improve the program. Academic credit should be given for work completed by students.

Communication between remedial services and other student personnel services contributes to the effectiveness of the program.
A resume of authoritative opinions on remedial services

1. The primary reasons for the need of remedial services are the expanding college enrollment and the urge to educate the masses.

2. Professional services are necessary to help the scholastically deficient.

3. Inadequate study habits and reading skills are basic causes for scholastic deficiency.

4. An individual's scholastic ability and development also affect vocational choice, economic success, and social adjustment.

5. Diagnosis must precede instruction.

6. Instruction should be developmental.

7. Instruction should be of a college-level nature.

Placement

College placement involves the provision of information to the student regarding opportunities in the field of his choice, and helps in securing a satisfying and appropriate position. The organization of the placement services is related to records and the principles of records. Clifford (25, p. 37) considers placement as a multiphasic process which aids an individual to make those decisions concerning an educational or vocational step which will increase the probability that he will progress satisfactorily from one educational or vocational experience to another. The term "appropriate position" refers to a job, a vocation, or a profession which (1) is commensurate with one's interests and other emotionally toned preferences, (2) is on a level
with the configuration of one's general and specific mental abilities, (3) makes use of one's achievements and past acquisition of skills, (4) makes no physical demands upon the individual that he cannot satisfy, (5) is personally satisfying or rewarding to the individual to the degree that it continually contributes to higher levels of personality, integrity, and stability, and (6) makes a significant contribution to the improvement of the social order.

There are some inconsistent practices in the position of placement in the administrative framework of colleges. Ideally, placement should be coordinated by the student personnel program. Placement is a counseling process; it is a source of vocational information; it collects and uses a great deal of information about students; and it depends heavily upon the records office. Vhrbrock (158, p. 487) reported that placement officers are asked to supply answers to questions such as the following: (1) Which is better preparation for a business career, broad general training or specialized training? (2) What are the advantages of graduate work versus taking a job immediately after receiving the bachelor's degree? (3) What are the relative merits of teaching versus an industrial job? (4) Should one choose a government job rather than one in industry? (5) What are the salary trends in various occupations? (6) Should one work for a large company or a small company? (7) Should one change jobs during the first few years of employment in
order to broaden one's field? To answer questions of this nature, training and resources from the student personnel field are needed.

Since the placement service involves registration, counseling, classification, employment contacts, supervision, and follow-up, an adequate record system for each student must be provided. Stibal (147, p. 72) recommended the following records practices:

1. The credentials of the registrant are complete as to personal data, academic information, pertinent experience information, references and such miscellaneous data as honors, awards, and extracurricular activities.

2. Accurate and up-to-date active and inactive files of registrants are kept.

3. The employer file contains the names and addresses of employers, registrants placed with employer firms, and copies of correspondence.

4. The placement office has access to student records kept by other personnel offices. Such records include the academic record, cumulative folder, health record, and social activity records. These records and reports are treated with discretion by the placement office and are not made generally available to employers.

5. A follow-up is made of registrants placed and a record is kept of the follow-up.

6. Statistical facts relating to placement are made and such data are interpreted.

7. Promotional letters are sent to employers indicating types of training given at the institution and the objectives of the training.
8. Rating scales are used as a part of the student's credentials. Personal trait names are used in the scale and a space is provided for anecdotes illustrating such behavior characteristics.

9. A survey is conducted of seniors early in the academic year in order to ascertain their placement problems and intentions.

10. The credentials of registrants indicate education and experience in terms of a satisfactory time sequence.

11. Reports are sent to registrants concerning job possibilities and salary trends.

12. Model application letters and other application forms are demonstrated to registrants.

13. Forms or letters are sent to employers and to registrants concerning arrangements for interviews.

14. Mechanical methods or definite filing methods make possible the easy identification or location of all applicants having the qualifications specified by the employer request for candidates.

Employer-placement director relationships are important. This includes the placement director's (1) alerting prospective employers to registrants trained by the institution; (2) determining employer specifications, working conditions, opportunities for advancement, financial renumeration, and special benefits; (3) notification, arranging for interviews, and providing information regarding each registrant; and (4) counseling with the employer regarding final selection in light of job specifications and qualifications of registrants.
Various academic departments of the college receive occupational information and positions to be filled. These should be directed to the placement office.

The placement office should continue its interest in the alumni. It should be interested in their progress, their advancement, their problems, and their desire to change positions. The provision for alumni makes placement a continuous process.

A resume of authoritative opinions on placement

1. Placement activities should be coordinated.
2. Cooperation is necessary between the placement office and instructional departments.
3. Information should be available to students on job opportunities and requirements.
4. Adequate information about students should be available to potential employees.
5. Continuous contact should be kept between the alumni and the placement office.

Follow-up

Follow-up is the evaluative phase of placement and other services involved in the student personnel and instructional programs of an institution. Follow-up determines the degree to which an individual's educational or vocational choices are rewarding and satisfying to him. Clifford (35, p. 37) feels that follow-up procedures should be applicable to graduates and nongraduates--all who have at one time or another attended an institution. The three
important aspects of a follow-up study are: (1) a systematic gathering of data from former students, (2) a presentation and interpretation of that information to all concerned, and (3) a planned development or modification of the program indicated by the findings.

The follow-up may be made by personal consultation, by means of an inquiry form, or by letter. Arbuckle (4, p. 115) concluded that it is necessary to make contact not only with the graduate, but also with the employers of the graduate. The adjustment of an individual to his work situation cannot be completely determined by hearing only his side of the question.

Another aspect of follow-up is that of keeping up with individuals who have been clients for counseling. This type of follow-up is conducted to gather additional information, to note progress, to assist the student further, or to forestall the recurrence of difficulties.

Traxler (152, p. 289) discovered the following types of information, from follow-up studies, to be useful in counseling programs:

1. Occupational distribution of school leavers.
2. Occupations in which employment is increasing.
3. Occupations in which employment is decreasing.
4. Time elapsed between school leaving and employment.
5. Extent to which former students are engaged in the vocations they had in mind in school.
6. Success of graduates and nongraduates in employment.

7. Degree to which vocational training pursued in school carries over into life.

8. Influence of such factors as age, sex, intelligence, health, school achievement, home background, and marital status on occupational adjustment.

9. Earnings of school leavers in various occupations.

10. Occupational conditions which have hindered progress.

11. Extent to which graduates are engaged in further study.

12. Success of graduates in higher institutions.

13. Factors that influence the migration of young people.

14. Ways in which students feel that their school training has been most beneficial.

15. Ways in which the school has failed to meet educational or vocational needs.

The follow-up program is a reflective phase of the work performed by the other segments of the student personnel program.

A resume of authoritative opinions on follow-up

1. Follow-up is a means of evaluating the placement service, other student personnel services, and the instructional program of an institution.

2. Information derived from follow-up studies is useful in the counseling program.
Research and evaluation

Research and evaluation are basic elements of the student personnel program. To determine the effectiveness of the services for students, periodic studies of a critical and analytical nature are necessary. Kamm (84, p. 323) is an exponent of the fact that the use of sound methodology and careful statistical analysis, combined with empirically proved approaches assures us of valid answers to the question: "How good are our programs?"

Certain guidelines should accompany research and evaluation. Authorities agree on these points: (1) establishing goals and objectives of student personnel services, (2) devising methods and instruments for securing evidence that each of these specific objectives has or has not been attained, (3) gaining information about the changes which have taken place in individuals and groups, and (4) passing judgment on the value of the changes.

Research and evaluation should be a part of the inservice training of the faculty and the personnel staff. Evaluation is concerned with the cooperative formulation of goals and assessment of progress toward them. All persons involved with students should be consulted and given an opportunity to contribute their ideas. Evaluation should be continuous; growth is achieved through long-term goals, revising aims, and varying approaches.
There are certain procedures for evaluation. Woolf and Woolf (171, p. 389) found these procedures to be of value: (1) surveys of student and faculty opinion; (2) interviews with faculty members, administrators, and students; (3) testing and retesting with personality and attitudes inventories, as well as with achievement tests and other standardized tests; (4) studies of retention, failing students, classroom grades, disciplinary cases, changes from one curriculum to another, placement, number of students counseled, tested, and otherwise served; (5) extent and quality of student participation in government and all school activities, advisee-adviser contacts, number of referrals to personnel workers, use of test results by faculty advisers, quality of advisers' interview notes, use of centralized records by faculty members, administrators, committees, and hall counselors; (6) comparison of the services of a given school or college with those of similar institutions; (7) follow-up on graduates; and (8) wire and tape recordings to help evaluate counseling skills of counselors, advisers, and trainees.

The efficiency of the daily operations of the student personnel services may be a source of evaluation. Requests for information or services must receive immediate attention. Records of correspondence, referrals, appointments, and callers are helpful. Telephone messages require attention. The proper orientation of the staff is helpful in
executing these aspects. Channels of communication must remain open.

The opinions about the personnel offices by those who come into contact with them are to be given consideration. Attitudes may also be secured from what the school newspaper and the college yearbook have to say about the services. The number of contacts and the frequency of use of the student personnel services are to be considered in the evaluation of the services.

Student personnel programs will possess flexibility which permits them to adapt themselves to varying problems and objectives. The effectiveness of services must rest upon scientific evidence and concrete facts rather than upon untried assumptions and unsupported personal opinions.

A resume of authoritative opinions on research and evaluation

1. The establishment of goals for student personnel services precedes evaluation.

2. Research and evaluation should be a part of the in-service training of the faculty and personnel staff.

3. Evaluation is a cooperative venture which involves the administration, faculty, and students.

4. Evaluation is continuous, and the procedures are numerous.

5. The efficiency of the daily operations, attitudes and opinions of the services, and the frequency of their use are to be considered as evaluative criteria for the services.
CHAPTER III

A SURVEY OF STUDENT PERSONNEL PRACTICES IN NEGRO COLLEGES OF THE SOUTH ATLANTIC STATES

The aims of this chapter are twofold: first, findings of student personnel practices in Negro colleges of the South Atlantic States will be presented; second, the services offered at accredited colleges, nonaccredited colleges, private colleges, public colleges, junior colleges, and senior colleges will be compared. The comparison will be made after the data have been treated for each service.

Some data will be presented in tabular form. The tables will show the percentage of the total number of colleges within a particular category of colleges offering a particular service or an aspect of a service.

Other data will show the total number of colleges within a particular category of colleges offering a particular service or an aspect of a service.

All tabular data are presented in Appendix A.

Certain symbols will be used in the tables. N refers to the number of colleges within a particular category. The per cent sign (%) refers to the percentage of colleges within a particular category offering a service or an aspect of a service. Acr refers to accredited colleges; nacr refers to nonaccredited colleges; pr refers to private colleges; pub refers to public colleges; jr refers to junior colleges; and sr refers to senior colleges.
The majority of the comments concerning the student personnel programs in the colleges were taken from statements made by student personnel coordinators during the time of the interviews.

**General data on Negro colleges of the South Atlantic States participating in the study**

Appendix Table I shows data relative to the colleges participating in the study.

**Founding dates.** The majority of the private colleges were founded during the period between 1865 and 1885. The colleges founded during this period were: Allen University, Atlanta University, Barber-Scotia College, Clark College, Hampton Institute, Johnson C. Smith University, Livingstone College, Mather School and Junior College, Paine College, Saint Augustine's College, and Shaw University. Fayetteville State Teachers College was the only state-supported college founded during this period.

The majority of the state-supported colleges were founded during the period between 1885 and 1916. The colleges founded during this period were: Agricultural and Technical College of North Carolina, Albany State College, Elizabeth City State Teachers College, Florida Agricultural and Mechanical University, Fort Valley State College, North Carolina College at Durham, Savannah State College, South Carolina State College, and Virginia State College. Morris
College and Morris Brown College were the only private colleges founded during this period.

Norfolk Division of Virginia State College was the only college participating in the study founded during the period between 1916 and 1938.

The majority of the junior colleges were established during the period from 1938 to the present. The junior colleges founded during this period were: Carver Junior College, Collier-Blocker Junior College, Gibbs Junior College, Hampton Junior College, Mecklenburg College, Rosenwald Junior College, Volusia County Community College, Washington Junior College, and Williston Unit of Wilmington College. The Interdenominational Theological Center was the only senior college established during this period. Mather School and Junior College is the oldest junior college in this study. It was founded in 1867.

Enrollment. Wright (177, p. 291) took a point of view that institutions of higher learning with enrollments of one thousand or less are classified as small; therefore, we can say that the Negro college is small. The average enrollment for Negro colleges is seven hundred thirty-three. Despite this small over-all average, the average for the tax-supported institutions is 1,472 or more than twice the average for all Negro institutions. State-supported colleges enroll approximately fifty-nine per cent of the students.
Eight colleges had enrollments of one thousand and above. These colleges were Agricultural and Technical College of North Carolina, Florida Agricultural and Mechanical University, Hampton Institute, Norfolk Division of Virginia State College, North Carolina College at Durham, Savannah State College, South Carolina State College, and Virginia State College. All of these colleges are state-supported, except Hampton Institute, which is privately supported.

There were five colleges with enrollments below one hundred. All of them were junior colleges. The colleges were: Carver Junior College, Collier-Blocker Junior College, Mather School and Junior College, Rosenwald Junior College, and Williston Unit of Wilmington College. With the exception of Mather School and Junior College, all of these colleges were founded during the past decade.

Twenty-one colleges had enrollments between one hundred and nine hundred and ninety-nine students.

Accredited colleges. Twenty-one colleges participating in the study held full membership in the Southern Association of Colleges and Secondary Schools. The colleges were: Agricultural and Technical College of North Carolina, Albany State College, Atlanta University, Barber-Scotia College, Clark College, Elizabeth City State Teachers College, Fayetteville State Teachers College, Florida Agricultural and Mechanical University, Fort Valley State College, Hampton Institute, Interdenominational Theological Center, Johnson C.
Smith University, Livingstone College, Morris Brown College, North Carolina College at Durham, Paine College, Saint Augustine's College, Savannah State College, Shaw University, South Carolina State College, and Virginia State College.

**Nonaccredited colleges.** Thirteen colleges participating in the study did not hold full membership in the Southern Association of Colleges and Secondary Schools. Allen University and Norfolk Division of Virginia State College were approved by the Southern Association of Colleges and Secondary Schools, but they did not hold full membership. The other colleges were: Carver Junior College, Collier-Blocker Junior College, Gibbs Junior College, Hampton Junior College, Mather School and Junior College, Mecklenburg College, Morris College, Rosenwald Junior College, Volusia County Community College, Washington Junior College, and Williston Unit of Wilmington College. Ten of the thirteen nonaccredited colleges were junior colleges. Morris College was the only senior college classified as nonaccredited.

**Private colleges.** Fourteen private colleges participated in the study. They were: Allen University, Atlanta University, Barber-Scotia College, Clark College, Hampton Institute, Interdenominational Theological Center, Johnson C. Smith University, Livingstone College, Mather School and Junior College, Morris College, Morris Brown College, Paine College, Saint Augustine's College, and Shaw University.
Mather School and Junior College was the only private junior college.

Public colleges. Twenty colleges participating in the study were classified as public colleges. They were: Agricultural and Technical College of North Carolina, Albany State College, Carver Junior College, Collier-Blocker Junior College, Elizabeth City State Teachers College, Fayetteville State Teachers College, Florida Agricultural and Mechanical University, Fort Valley State College, Gibbs Junior College, Hampton Junior College, Mecklenburg College, Norfolk Division of Virginia State College, North Carolina College at Durham, Rosenwald Junior College, Savannah State College, South Carolina State College, Volusia County Community College, Virginia State College, Washington Junior College, and Williston Unit of Wilmington College. Nine of the public colleges were junior colleges and eleven were senior colleges.

Junior colleges. Ten junior colleges participated in the study. They were: Carver Junior College, Collier-Blocker Junior College, Gibbs Junior College, Hampton Junior College, Mather School and Junior College, Mecklenburg College, Rosenwald Junior College, Volusia County Community College, Washington Junior College, and Williston Unit of Wilmington College. Nine of them were public colleges. Mather School and Junior College was private.
Senior colleges. Twenty-four senior colleges participated in the study. They were: Agricultural and Technical College of North Carolina, Albany State College, Allen University, Atlanta University, Barber-Scotia College, Clark College, Elizabeth City State Teachers College, Fayetteville State Teachers College, Florida Agricultural and Mechanical University, Fort Valley State College, Hampton Institute, Interdenominational Theological Center, Johnson C. Smith University, Livingstone College, Morris College, Morris Brown College, Norfolk Division of Virginia State College, North Carolina College at Durham, Paine College, Saint Augustine's College, Savannah State College, Shaw University, South Carolina State College, and Virginia State College.

Graduate training. Nine of the colleges offered courses leading to a master's degree. North Carolina College at Durham had a doctoral program in the field of education. Atlanta University was exclusively a graduate school. The Interdenominational Theological Center was a graduate school of theology. Colleges offering graduate training were: Agricultural and Technical College of North Carolina, Atlanta University, Florida Agricultural and Mechanical University, Fort Valley State College, Hampton Institute, Interdenominational Theological Center, North Carolina College at Durham, South Carolina State College, and Virginia State College.
Organization and administration of student personnel services

Many of the colleges made specific statements about the organization and the administration of student personnel services and their different elements.

Data from the interview with the coordinator of student personnel services at Hampton Junior College revealed the following information about its total student personnel program:

In order to aid the students with academic and personal problems, the total program at Hampton Junior College is dedicated to the individual, thus committing the College to the strongest guidance and counseling program it is possible to offer. The organized program of guidance and counseling is the responsibility of the Office of the Dean of Student Personnel. It is the primary function of this office to help the student work out a solution to educational, vocational, and personal problems. Problems handled by this office are on a referral basis from faculty advisers.

The coordinator of student personnel services at Johnson C. Smith University made a statement similar to that of the coordinator of services at Hampton Junior College:

As a part of the program of making well-rounded individuals of the students who matriculate in the institution, Johnson C. Smith University provides a program of student personnel and guidance services. The purpose of this program is to enable the student to keep in good health mentally and physically, and to give him as far as possible sound educational, vocational, and personal guidance. The Director of Student Personnel and Guidance Services is the administrative officer charged with the responsibility of developing services to meet the non-academic needs of students.
Paine College placed emphasis upon staff responsibility in developing the student personnel services. This point of view is expressed in this statement:

The personnel deans (dean of students, dean of men, and dean of women) have primary responsibility for all non-academic matters relating to the life of the students regarding personal, adjustment, financial, or other problems. The deans work with students in the planning and developing of social programs and other activities which are considered a necessary part of an adequate and wholesome life during the college years. The head resident of each dormitory is available for counseling services. The chaplain is the minister to the entire college community, and he works in close cooperation with the deans in making real the Christian aims and ideals of the college.

Albany State College gave the responsibilities of some of its student personnel workers. They are as follows:

Dean of Students

The dean of students is concerned with the welfare of all students, insuring the operation of all student personnel services in the best interest of the students. His office is responsible for:

1. Orientation of new students
2. Employment off campus
3. Information
4. Activities and organizations
5. Standards of conduct and dress
6. Other personal problems.

Associate Dean of Students (Women)

The associate dean of students (women) is in charge of all Albany State College women. Her general responsibilities will include:

1. Housing resident women
2. Counseling women students
3. Granting permits to re-enter class
4. Assisting in off-campus housing
5. Advising student leaders on social, recreational, and governmental programs
6. Establishing rigid policies on healthful living in residence halls

Associate Dean of Students (Men)

The associate dean of students (men) is directly responsible for the following:

1. Housing the men
2. Counseling with men
3. Granting permits to re-enter class
4. Checking assembly attendance
5. Advising students on social, recreational, and governmental programs
6. Establishing rigid policies on healthful living in residence halls.

Titles of college personnel responsible for coordinating the student personnel services

Various members of the administrative and personnel staffs were the coordinators of the student personnel services in the Negro colleges of the South Atlantic States.

Appendix Table II shows the titles of administrative and personnel staff members who serve as coordinators in the different categories of colleges: accredited, nonaccredited, private, public, junior, and senior.

Training of coordinators

1. Twenty-two of the thirty-four colleges had a coordinator of student personnel services with at least a master's degree in guidance.

2. Fourteen accredited colleges, six nonaccredited, nine private, thirteen public, six junior, and sixteen
senior colleges had coordinators of student personnel services possessing at least a master's degree in guidance.

**Assistance of the coordinator by a guidance committee**

1. Twenty-four of the thirty-four colleges had a guidance committee to assist the coordinator of student personnel services.

2. Seventeen accredited colleges, seven nonaccredited, eleven private, fourteen public, five junior, and nineteen senior colleges had a guidance committee to assist the coordinator of student personnel services.

**Representation of students and faculty on the guidance committee**

1. Seventeen of the thirty-four colleges had students and faculty on the guidance committee.

2. Twelve accredited colleges, five nonaccredited, seven private, ten public, four junior, and thirteen senior colleges had both student and faculty representatives on the guidance committee.

Appendix Table III shows the percentage of colleges in each category offering the various student personnel services.

Appendix Table IV shows the student personnel services available in each of the Negro colleges of the South Atlantic States.
Comparisons of organization and administration practices

1. The president, although not extensively, served as a coordinator of student personnel services in private colleges, accredited colleges, and senior colleges. He did not have this function in the nonaccredited college, the public college, and the junior college.

2. The Dean of the college coordinated services in nonaccredited colleges, public colleges, junior colleges, and senior colleges. He did not have this function in accredited colleges and private colleges.

3. The dean of the faculty was seldom used.

4. The deans of students and directors of student personnel services were used most frequently as coordinators.

5. An average of approximately sixty-six and two-thirds per cent of the coordinators of student personnel services held a master's degree in guidance. Approximately the same average percentage represented coordinators who were assisted by a guidance committee. This figure is representative of colleges in each category and the total number of colleges.

6. Less than fifty per cent of the colleges had both students and faculty members represented on the guidance committee. This figure is representative of colleges in each category and the total number of colleges.

7. The services provided most infrequently were remedial services, follow-up, and research and evaluation.
8. The religious service was offered less frequently in nonaccredited colleges and junior colleges. The same held true for the health service.

9. The housing and boarding service was also offered less frequently in nonaccredited colleges and junior colleges.

10. Few of the junior colleges are justified in offering housing and boarding since they serve local communities. This means, of course, that their students commute. Nine of the junior colleges are community colleges; they are publicly supported; and they are nonaccredited. These factors affected percentages in the different categories where these nine colleges were included. Another factor affecting the junior college student personnel program was the recent establishment of many of them. The majority of them were established during the past three years. Several of the junior colleges were housed in one building. Two were using high-school facilities. Several were beginning a building program. Some lack of personnel services on the part of junior colleges was due to the lack of buildings and facilities.

Admissions

Most of the colleges in this study found that selectivity, precollege guidance, and recruitment were necessary in their admissions program.
Morris College (111, p. 8) offered these factors relative to its entrance requirements:

One of the basic ideals of the college is the development of good character. A student seeking admittance must present evidence of good character by the attestation of at least three persons of leadership in his community. The applicant must also present adequate evidence of preparation for work at the college level. Persons desiring to enter the institution during the regular session are required to submit a transcript of all work done in high school. This transcript must be presented or sent to the registrar's office at least two weeks in advance of the opening of school. The registrar will then evaluate the work and notify the applicant of his standing.

Students seeking admittance to Morris College must meet one of the following requirements:

1. Freshmen must hold a state high school diploma from a fully accredited South Carolina high school, or be a graduate of a high school recognized by another state or regional accrediting agency.

2. Freshmen applicants must be at least nineteen years of age, and must have a high school certificate earned by passing the South Carolina High School Certificate Examination.

3. Students who are graduates of non-accredited high schools, whether or not they are nineteen years of age, may be admitted as freshmen provided they come within ten points of the score required on the examination for a state high school certificate; or students may be admitted when they have taken the Army General Development Test, having made a score of not less than thirty-five on any part of the test, and having a general average of forty-five.

4. By procuring rank in the upper third bracket of the A.C.E. Entrance Examination. This applies to applicants coming from non-accredited high schools.
5. Graduation from a state accredited high school under the eleven-year plan prior to the school year 1947-1948.

Students from other colleges may be admitted to advanced standing by an evaluation of their transcripts in terms of requirements of this college. The record of the student coming from another college must show honorable dismissal. The final status of the student will be determined after he has demonstrated his ability to do the required work of the college.

Students coming from all high schools for entrance to the freshman class must take the standard entrance examination for guidance and placement.

The coordinator at Collier-Blocker Junior College made these observations about the institution's admission policies:

Students are admitted to the College by application to the registrar's office and as a result of official admission granted by that office. The requirements for admission are as follows:

1. Graduation from an accredited high school. Graduates from non-accredited high schools receive provisional admission; the student will be admitted to full membership if he earns an average of "C" during the first semester of attendance.

2. A diploma obtained through General Educational Development Tests and issued by a State Department of Education.

3. Applicants who transfer from other colleges will be allowed credit for courses in which there has been earned the grade "C" or above and for which there is an equivalent in the Collier-Blocker Junior College program.

Hampton Junior College had the following admission policy:

An applicant for admission must be a graduate of an accredited high school, and will be accepted
provisionally upon certification of graduation and presentation of a minimum of sixteen Carnegie units. Applicants must make a satisfactory score on the senior tests administered by the University of Florida.

In lieu of the above entrance requirements, Veterans of World War II, and those eligible under Public Law 550 may submit an equivalency of the graduation certificate or an Adult Diploma obtained by taking the Army General Education Development Test.

Admission of all high-school graduates applying

1. Ten of the total number of colleges admitted all high-school graduates who applied.

2. One accredited college, nine nonaccredited, one private, nine public, and eight junior, and four senior colleges admitted all high-school graduates who applied.

Admission of high-school graduates who achieved certain academic standards

Eighteen accredited colleges, four nonaccredited, eleven private, eleven public, two junior, and twenty senior colleges admitted only high-school graduates who met certain academic standards.

Precollege services

Appendix Table V shows the percentage of colleges in each category offering precollege services.

The majority of the colleges considered precollege services as a part of their recruitment program. There appeared to be some difficulty for the colleges to distinguish
between what was a part of the separate areas of precollege services and the recruitment program.

**Recruitment**

Various factors in the nature of the colleges themselves make recruitment a necessary activity of the admissions program.

Appendix Table VI shows the common recruitment procedures and the percentage of colleges of different types practicing them.

Appendix Table VII shows the staff members who were most active in student recruitment.

**Comparisons of admissions practices**

1. Accredited colleges admitted fewer of all high-school graduates who applied than any other colleges. They adhered to certain standards for admitting students.

2. Private colleges and senior colleges also ranked high in selectivity.

3. All of the public junior colleges admitted all high-school graduates who applied.

4. Private colleges and senior colleges ranked lowest in offering precollege services. The lowest rating of offerings was in the area of meetings of high-school and college personnel workers to ascertain articulation needs.

5. The president did most of the recruiting in non-accredited colleges, public colleges, and junior colleges.
The chairman of the recruitment committee did most of the recruiting in private colleges. The director of public relations did most of the recruiting in accredited colleges and senior colleges.

**Orientation**

Acquainting new students with their new academic environment was generally performed by all of the colleges studied.

A number of colleges made significant statements about their orientation programs.

The coordinator at Albany State College made this statement:

Orientation week is the week prior to the opening of school in September. It is set aside for the orientation of all new students, and all freshmen and transfer students are expected to participate. A one-day period of orientation is planned for students entering the winter and spring quarters. Hazing is not permitted.

The coordinator at Barber-Scotia College made this comment:

The orientation period is designed to give members of the freshman class an opportunity to adjust themselves to their new environment by providing general information about the campus, the academic program, and the role of the college student. The events of the period are many and varied. They range from the placement tests to the traditional weiner roast on the campus at sunset. Helpful suggestions as to the responsibilities of the student to himself and to the college are given to the new student. He is also given information concerning the services of the college.
The coordinator at Clark College presented this program for guides during orientation week:

Sophomore, junior, and senior boarding and non-boarding students of both sexes who have in the performance of their daily tasks achieved very good records in academic pursuit, social competence, and religious certainties, and who by their loyalty to high ideals and standards reflect their capability to win others to the things we live by at Clark College.

Yearly in April, the campus student council selects ten top ranking students as those leaders it feels most capable of leading the incoming freshman students to wholesome living and purposeful endeavor for the coming four years. To this number the Personnel Department adds its selection of twenty top ranking all-round students, making a total number of thirty students to guide new students not only during freshman week, but as long as the usefulness of their services are sought. After freshman week, the guides, in a recognition service, are set apart as Personnel Aides and serve in many instances as liaison members between the Personnel Department and the campus community.

These are their standards:

1. They regard with respect the regulations and policies governing the college.

2. They volunteer to work in all worthwhile college activities.

3. They not only attend the required services and cultural programs, but share in these programs joyously, attentively, and reverently.

4. They regard the church and its teachings as necessary in the fulfillment of man's noblest aspirations.

5. They move on and off the campus in dignity.

6. They are not given to picking a few friends or reflecting snobbishness in any manner.
7. They discourage gossip whenever and wherever heard.

8. They expect no special favors from anyone because of membership or friendship.

9. They are representative of those students in the college community who dare to think and act tolerantly, kindly, and nobly.

10. And they are pledged to think, walk, and act so kingly and queenly as to be second to none as a Clark man or woman.

The coordinator at Hampton Junior College referred to the institution's orientation program in this manner:

Special emphasis is placed on freshman orientation in an effort to assist the new students in making early and easy adjustments to college life. For the achievement of these objectives, wide use is made of placement, aptitude, intelligence, and personality tests. Regular orientation for entering students is conducted by giving lectures and demonstrations on study techniques, vocational guidance, notetaking, etc. Each entering student is assigned an adviser who assists students in making decisions concerning the choice of courses and the selection of a major.

Features of orientation week

Appendix Table VIII shows the different aspects of the college environment about which new students become acquainted during orientation week. Percentages of the offerings in the different types of colleges will also be shown.

Administrative procedures of orientation week

The administrative aspects of the orientation week program were considered by most of the colleges. Appendix Table IX shows the percentage of colleges in different
categories giving consideration to certain administrative details.

Orientation course

The colleges were generally cognizant of the fact that orientation is a continuous effort. For this reason, several colleges offer an orientation course.

Fourteen accredited colleges, five nonaccredited, eleven private, eight public, two junior, and seventeen senior colleges offered a course in orientation.

Appendix Table X provides information relative to the length of the course and whether or not credit was given for the course.

Comparisons of orientation practices

Aspects for acquaintance to the new academic environment

1. Seventy per cent or more of the accredited colleges offered the different aspects for orientation down to the points of methods of study, student government, methods of reading, and student publications. Most of the colleges felt that these subjects could not be treated adequately during the orientation week program.

2. The percentage for nonaccredited colleges was low in relation to the other colleges offering information on the following aspects: campus buildings, student activities, use of the library, and the religious program.
3. The offering of information by private colleges was low in the areas of enrollment procedures, financial requirements, student government, and student publications.

4. The public colleges rated favorably with all of the other colleges. The public colleges ranked on an average with other colleges in acquainting students with methods of study, student government, and methods of reading. They ranked highest in acquainting students with student publications.

5. The junior colleges were lowest percentagewise in acquainting students with religious programs, methods of study, and methods of reading.

6. The lowest percentages for senior colleges fell in the areas of methods of study, student government, methods of reading, and student publications. The percentages for senior colleges compared favorably with those of accredited colleges.

The administration of the orientation week program

1. Accredited colleges held high regard for conducting the orientation week prior to the return of upperclass students. Less than half of their colleges provided for the evaluation of the orientation week program by freshmen. The accredited colleges thought favorably of providing orientation activities for all new students.
2. The nonaccredited colleges were low percentagewise in freshmen evaluating the orientation week program and conducting the program prior to the return of upperclassmen.

3. A larger percentage of faculty members in private colleges interpreted test results and participated in the planning of orientation.

4. Public colleges excelled percentagewise in the number of colleges administering tests during orientation week and the provision of orientation for all new students.

5. Junior colleges had the highest percentage in conducting orientation at the time of the return of upperclass students. They ranked lowest in the percentage of freshmen evaluating the orientation program.

6. Senior colleges had the highest percentage among the various categories of colleges granting upperclassmen the privilege of assisting in the planning of the orientation program.

The orientation course

1. Accredited colleges ranked second with respect to their course in orientation being of one term in length, and second in the percentage of their colleges offering credit for the course in orientation.

2. Nonaccredited colleges ranked low generally in all aspects of the length and the credit for the course in orientation.
3. Accredited colleges ranked highest percentagewise in offering a one-term course and in giving credit for the course in orientation.

4. Public colleges were second to junior colleges in having the lowest percentage of their colleges offering a one-year course in orientation.

5. Junior colleges ranked lowest percentagewise in all aspects of the length and the credit for the course in orientation. None of them offered a one-year course and none offered a noncredit course.

6. Senior colleges ranked highest in the percentage of their colleges offering noncredit courses in orientation.

Counseling

Counseling was considered a basic function of the student personnel programs in the colleges studied. Elizabeth City State Teachers College (47, p. 28) had this to say about its counseling service:

There are times when all persons need to talk to someone about their questions and problems. Often, talking to a roommate or a friend will serve that need. Many times, however, the student needs to discuss his problems with someone more experienced and more skilled in counseling. For that reason, a counseling service is set up on the campus. Included in this system are the following: the personnel deans, the dormitory directors, faculty advisors, and dormitory or junior counselors.

The director of student personnel services, the dean in charge of women's affairs, the dean in charge of men's affairs, and the student work supervisor are all specially trained to do
counseling work. They are available to any student, regardless of sex, who might feel the need for their services. During the course of the school year, each student is interviewed by one of these persons at least once. In addition to this, students who have problems they feel are serious are asked to select one or several of these persons to counsel with them.

The dormitory directors are persons with training and experience in working with young people who are uniquely able to help students with their personal problems. If in the opinion of the dormitory director the problem is of such a serious nature as to require deeper counseling, the director will, with the student's consent, refer the problem to one of the personnel deans.

Faculty advisers are primarily concerned with the student's academic problems. However, most students and their advisers reach a relationship which makes it possible for the student to feel free to discuss personal matters with the adviser. This is good, since faculty advisers are people with experience and interest in the student. If they feel the necessity, they, too, refer involved cases to the personnel deans after having gained permission from the student.

Student counselors are designated either as Junior Counselors or Dormitory Counselors. A junior counselor is elected by women students to assist with the counseling program for freshman girls. Dormitory counselors, especially in the men's halls, are nominated by the outgoing dormitory counselors, rated by the personnel area, and finally selections are made by the personnel deans from the list of nominees. In either case, student counselors are selected on the basis of their personality, leadership ability, and scholastic achievement.

Counseling personnel

Appendix Table XI shows the percentage of counseling personnel available at the various colleges.
Student counseling

There are several aspects of the counseling service. One of these aspects is the use of students as counselors. Most of the colleges, with the exception of junior colleges, provided this service to some extent.

Seventeen accredited colleges, two nonaccredited colleges, nine private colleges, ten public colleges, no junior colleges, and nineteen senior colleges had students serving as counselors.

Vocational counseling

Vocational counseling was practiced in all colleges to some extent. Appendix Table XII shows variations in the offering of the service.

Parent relationship to the counseling program

All of the colleges gave some consideration to including parents in the counseling program. Appendix Table XIII shows the relationship of parents to the counseling program.

Counseling problems

The student personnel coordinators in the various colleges indicated that students needed help in many areas. Appendix Table XIV shows these problems and the percentage of colleges in the various categories of colleges having these problems.
Faculty advising

In addition to the services of the full-time professional counselors, in nearly all of the colleges, faculty advisers assisted students with their problems. Fort Valley State College made this reference to its faculty advisory program:

During his first quarter in residence, the student is assigned to an adviser by the director of student personnel services. After the first year in residence, students make their own choice of an adviser. This adviser is responsible for counseling the student and assisting him in achieving the objectives of the college. Progress in this achievement is measured by means of a series of charts entitled: Measuring Objectives, A Manual and Guide.

The scope chart is the familiar name for this manual and guide, and the process is referred to as scoping. Each student purchases this manual from the college bookstore. The charts are scored by the student and the adviser simultaneously. The advisory-counseling system is infinitely more than the mechanics of marking the scope chart. It is an opportunity for students and teachers to know each other and develop the basis for friendships.

Administration of the faculty advisory program

Appendix Table XV shows the percentage of colleges executing policies in regard to the administration of a faculty advisory program.

College year for the assignment of a student to an adviser

Sixteen accredited colleges, ten nonaccredited colleges, nine private colleges, seventeen public colleges, eight junior colleges, and eighteen senior colleges assigned students to an adviser during the freshman year.
Other colleges assigned students to an adviser according to their major. Six accredited colleges, one nonaccredited college, three private colleges, four public colleges, one junior college, and six senior colleges assigned students to advisers on the basis of their major.

**Number of years advisers normally have the same advisees**

The number of years that any one adviser kept his same advisees varied with the different types of colleges. This variation is shown by the percentages for the different types of colleges in Appendix Table XVI.

**Comparisons of counseling practices**

**Counseling personnel**

1. Accredited colleges had more trained full-time counselors than trained part-time counselors. A greater percentage of them had a chaplain, minister, or priest. There were fewer psychiatrists available for students in accredited colleges than any other group. More physicians were available to students in these colleges than in any other group. A greater number of reading specialists were available in the accredited colleges.

2. More trained part-time counselors were available in nonaccredited colleges. Fewer speech therapists were available in nonaccredited colleges.

3. Private colleges had fewer trained full-time counselors; yet, as a group, they had more trained part-time
counselors than they had trained full-time counselors. Private colleges had the largest percentage of college nurses.

4. Public colleges had the largest percentage of trained full-time counselors. Florida Agricultural and Mechanical University had eleven trained full-time counselors. Virginia State College had five trained full-time counselors. Public colleges ranked second to senior colleges in the number of clinical psychologists.

5. Junior colleges ranked highest in the percentage of colleges providing trained part-time counselors and lowest in the provision of college nurses and clinical psychologists.

6. Senior colleges ranked second to accredited colleges in the provision of physicians and lowest in the provision of social workers.

7. All colleges ranked low in providing psychiatrists, social workers, speech therapists, reading specialists, and clinical psychologists.

Vocational counseling

1. More senior colleges offered vocational counseling than any other group. Accredited colleges ranked second.

2. Accredited colleges provided more meetings on their campuses to explore various occupations or careers than any other group.

3. Nonaccredited colleges ranked lowest in providing vocational testing.
4. Private colleges ranked lowest in the provision of vocational and occupational information.

5. Public colleges ranked highest in the provision of vocational and occupational information.

6. Junior colleges ranked highest in the provision for vocational testing, and lowest in the provision for meetings on campus to explore various occupations or careers.

Parents and the counseling program

1. Accredited colleges ranked second to senior colleges in having a high percentage of their colleges to send booklets and other publications to parents.

2. Nonaccredited colleges ranked highest in the percentage of their colleges conducting campus visitations and tours for parents.

3. Private colleges ranked equal to public colleges percentagewise in sending letters to parents. This figure was fifty per cent for both categories of colleges. Private colleges and senior colleges ranked highest in terms of the number sending reports dealing with the student's academic progress and other phases of his college life. Private colleges ranked lowest in the number of home visitations arranged.

4. Junior colleges ranked lowest in the percentage of their colleges sending letters, booklets, and other publications to the parents of students.
5. All colleges ranked low percentagewise in arranging home visitations with parents.

Counseling problems

1. Accredited colleges ranked highest in having student counseling problems centered around campus friendships, choice of a vocation, field of specialization, health, the home, sex, and study conditions. Private colleges and accredited colleges ranked highest in counseling problems centered around health.

2. Nonaccredited colleges ranked lowest in having student counseling problems centered around campus friendships, field of specialization, and sex. Nonaccredited colleges and junior colleges were low percentagewise in regard to having counseling problems centered around research.

3. Private colleges ranked highest among the colleges percentagewise in the number of student counseling problems centered around addiction (overindulgence in alcoholic beverages, narcotics, or tobacco), campus activities, marriage, and religious life.

4. Public colleges and junior colleges had an equally high percentage of problems centered around examinations or quizzes, finances, and study habits.

5. Junior colleges ranked lowest percentagewise in having student counseling problems centered around addiction (overindulgence in alcoholic beverages, narcotics, or
tobacco), choice of a vocation, health, home, marriage, religious life, and research. The student personnel directors in junior colleges felt that the reason for their low percentage of student problems in these areas, except for problems in research, was because many of the problems of students could be solved within the family or with someone in the neighborhood whom the student had known for a long time. They felt that many problems arise when the student is enrolled in a college where he spends his time all day and over a longer period of time away from home.

6. Senior colleges ranked high in having counseling problems centered around academic progress.

**Administration of the faculty advisory program**

1. Accredited colleges ranked second to public colleges in having a high percentage of their colleges indicate that advisers refer students to professional or special counselors. They ranked second to senior colleges in having a high percentage of communication between advisers and the coordinator of counseling.

2. Nonaccredited colleges ranked highest percentage-wise in all faculty members acting as advisers and in students being counseled in groups. Nonaccredited colleges referred no students to professional or special counselors.

3. Private colleges ranked lowest in terms of advisers having a workable advising schedule. No clerical help was
provided for advisers; the same was true for senior colleges. No private colleges indicated that advisers contributed to student records.

4. Public colleges ranked lowest in having heads of departments acting as advisers. They rated highest in advisers being relieved from the assignment of student, advisers having a workable advising schedule, and advisers making contributions to student records. Public colleges and junior colleges ranked highest in the area of individual student counseling.

5. Junior colleges ranked second to nonaccredited colleges in having the highest percentage of all faculty members serving as advisers. They ranked highest in advisers having a limited number of advisees and in the assignment of students to advisers. They also ranked highest in advisers having clerical help. They tied with public colleges for the highest place in individual counseling of students.

6. Senior colleges ranked highest in having communication between the advisers and the coordinator of counseling. Senior colleges and private colleges ranked lowest in the area of advisers having clerical help.

College year when a student is normally assigned to an adviser

Senior colleges ranked first, public colleges second, and accredited colleges third in assigning students to an adviser during their freshman year.
Senior colleges and accredited colleges ranked highest in assigning students according to their major.

**Number of years that one adviser retains his same advisees**

1. Accredited colleges ranked second in not being definite about the number of years an advisee is assigned to one adviser.

2. Nonaccredited colleges have no advisers keeping advisees three years, but one college in this group indicated that advisers keep advisees four years.

3. Private colleges ranked second in advisers keeping advisees two years.

4. Public colleges ranked first in not being definite about the number of years that one adviser retains his same advisees.

5. Junior colleges ranked first in advisers keeping advisees for two years.

6. Senior colleges ranked first in advisers keeping advisees for one year.

**Student activities**

Colleges participating in this study believed that student activities should be the foundation of the out-of-class experiences of the student for the development of the student's social education and for his personal development.
The coordinator at Barber-Scotia College made the following statement about the objectives of its student activity program:

Extra-class activities based upon spontaneity of interest form an important part of the life of the school. Each student is encouraged to identify herself or himself with at least one club. Each student activity and organization must have at least one faculty sponsor or adviser who will be held responsible for the proper functioning of the group. Class sponsors will be appointed by the president of the college. It is expected that participation in activities outside the student's course of study in no way will curtail the student's academic program.

The coordinator at Albany State College gave this point of view about its activity calendar:

The calendar of events is published on the first Thursday of each month. It serves as a guide to all approved activities occurring on the campus for the incoming month. To supplement the monthly calendar, a weekly calendar is published which is of a more specific nature than the monthly calendar and pertains generally to student activities and organizations.

The coordinator at Clark College presented this thought:

Experience has proven for many college students that while a diploma is not based on co-curricular activities, interests outside of books for the four years will be mighty handy to have when in pursuit of employment after college years. It must be kept in mind that well-rounded college students choose the path of diversified interests and make friends with the many, many individuals such activities afford.

The coordinator at Hampton Junior College gave this description of the College's role in cultural activities:

In addition to classroom education, a varied program of cultural attractions under the sponsorship of the Lyceum Committee is offered. This
committee invites distinguished scholars and persons outstanding in public affairs, both state and national, to deliver lectures and addresses at assemblies. The committee also sponsors outstanding vocalists, instrumental artists, musical organizations, dramatic groups, and dance groups.

The coordinator at Elizabeth City State Teachers College made these comments about student organizations:

A number of student organizations are to be found on the campus. Each student is free to select an organization within the scope of his interests and to seek membership in that group. Such organizations provide wonderful opportunities for leadership training as well as provide good laboratories for social learning.

Administration of student activities

Appendix Table XVII shows the percentage of the various types of colleges providing certain administrative aspects of the student activities service.

General categories of student organizations and activities

Appendix Table XVIII shows some general categories of student organizations and activities available in the various types of colleges.

Specific categories of student organizations and activities

Appendix Table XIX shows the percentage of the various types of colleges providing certain specific student organizations and activities.
Comparisons of student activities practices

The administration and supervision of student activities

1. Accredited colleges ranked second percentagewise in discouraging student participation in activities if their grades are too low. They also ranked second in the percentage of colleges possessing a student union building and second in the percentage of colleges providing some space for recreation.

2. Nonaccredited colleges ranked highest among the colleges in the percentage of colleges having a staff adviser or sponsor for all of their activities. They also ranked highest in the maintenance of a social calendar and the encouragement of participation in activities by students.

3. Private colleges and junior colleges ranked highest among the colleges in providing a staff member to coordinate all activities. They also ranked highest in requiring student participation in activities.

4. Public colleges did not require student participation in activities. They ranked highest in encouraging students to participate in activities.

5. Junior colleges ranked lowest in discouraging students to participate in activities when their grades were too low and in the provision of a student union building.
6. Senior colleges ranked lowest in the maintenance of a social calendar and highest in the provision for a student union building.

**General categories of student organizations and activities**

1. Accredited colleges ranked highest percentagewise among the other types of colleges in providing for student government, sororities, honorary societies, music activities, and dramatic activities. Student government was provided in nearly all of the colleges.

2. Nonaccredited colleges ranked lowest in the provision for intramural athletics, intercollegiate athletics, music activities, and dramatic activities.

3. Private colleges provided all of the activities, but they were neither high nor low in any of them.

4. Public colleges ranked highest in the provision for forensics.

5. Junior colleges ranked lowest in the provision for fraternities and sororities.

6. Senior colleges ranked highest in the provision for publications, intramural athletics, intercollegiate athletics, religious activities, and political organizations.
Specific categories of student organizations and activities

1. Accredited colleges excelled in the percentage of colleges having concerts, lectures, an orchestra, receptions, teas, special convocations, and tours.

2. Nonaccredited colleges ranked lowest in having receptions, teas, and special exhibits.

3. Private colleges ranked highest in having lyceum programs.

4. Public colleges ranked highest in having literary clubs and quartettes and trios.

5. Junior colleges ranked lowest in having a band, banquets, campus clean-ups, concerts, literary clubs, and quartettes and trios.

6. Senior colleges excelled among the colleges in having a band, campus clean-ups, and special exhibits.

Religious service

The religious service was considered an integral part of campus life.

Shaw University (144, p. 6) had this to say about its religious program:

Shaw University provides various opportunities which are designed to vitalize its basic philosophy of Christian higher education. Thereby the University endeavors to effect its motto: Pro Christo et Humanitate so "That Religion and Learning may go hand in hand and character grow with knowledge." These opportunities for moral and religious growth
seek to deepen the student's insight concerning the Judaeo-Christian heritage; to aid in learning therefrom the fundamental moral and religious principles which are derived; to guide in developing an understanding and appreciation of the moral structure of society and the universe; and to promote personal and social participation in the expression of these moral and religious values. Through formal classroom study of the Bible and basic Christian ethics, all students may gain a comprehensive perspective on the historic development of the Christian interpretation of the meaning of human existence and the relevance of this view to contemporary personal and social problems.

The coordinator at Collier-Blocker Junior College presented these views in regard to the College's religious program:

The college attempts to exert no influence upon the nature of a student's religious affiliation, but the administration recognizes religion as a very strong force and influence in shaping mental attitudes. It is therefore interested in the religious life and welfare of the students. Students are encouraged to affiliate with churches and religious organizations in their communities and will be permitted to organize such religious organizations as sufficient student interest would demand.

During the spring semester a special week is designated as Religious Emphasis Week during which time special attention is focused on the significance of religion in the life of the individual. Outstanding religious leaders are invited as guest speakers during special assemblies.

Chapel service participants

Appendix Table XX shows the percentage of different types of participants in chapel services in the various categories of colleges.
Elements of the chapel services

Appendix Table XXI shows the various elements composing the chapel services and the percentage of these elements performed at the various types of colleges.

Religious counseling

Religious counseling for students was provided in eight accredited colleges, one nonaccredited college, seven private colleges, eleven public colleges, one junior college, and eight senior colleges.

Administration of religious services

Number of services per week

The average number of religious services per week in accredited colleges was two; nonaccredited colleges, three; private colleges, three; public colleges, one; and senior colleges, two. Mather School and Junior College was the only junior college with weekly religious services. It held services four times per week.

Compulsory attendance

Fourteen accredited colleges, three nonaccredited colleges, ten private colleges, seven public colleges, one junior college, and sixteen senior colleges made attendance at religious services compulsory.
Voluntary attendance

Two accredited colleges, three nonaccredited colleges, one private college, four public colleges, three junior colleges, and one senior college made attendance at religious services voluntary.

Comparisons of the religious service practices

Participants in religious services

1. Accredited colleges ranked highest percentagewise among the colleges in the number of staff members participating in chapel services.

2. Nonaccredited colleges ranked lowest in student participation.

3. Private colleges ranked highest in visiting religious leaders participating in the services.

4. Public colleges had average participation by all three groups.

5. Junior colleges ranked lowest in staff participation in the services.

6. Senior colleges had above average participation by all three groups.

Content of the religious services

1. Accredited colleges ranked second to senior colleges in providing talks and sermons, second to private colleges in providing sacred music, and second to public colleges in providing prayer.
2. Nonaccredited colleges ranked low in all areas.
3. Private colleges ranked highest in providing sacred music and study and discussion.
4. Public colleges ranked highest in providing prayer.
5. Junior colleges ranked lowest in providing talks and sermons, sacred music, study and discussion, and prayer.
6. Senior colleges ranked highest in providing talks and sermons.

Religious counseling

Public colleges ranked highest in the provision for religious counseling. Accredited colleges and senior colleges ranked second. Junior colleges and nonaccredited colleges offered the least amount of religious counseling.

Number of religious services per week

Nonaccredited colleges and private colleges provided more religious services per week than any other groups. Public colleges provided the smallest number of services per week.

Voluntary attendance at religious services

More nonaccredited colleges made attendance voluntary at religious services than any other group. Senior colleges ranked lowest in providing voluntary religious services.
Compulsory attendance at religious services

Senior colleges ranked highest in making attendance at religious services compulsory. Accredited colleges ranked second. Junior colleges ranked lowest in making attendance at services compulsory.

Health service

The majority of the colleges studied viewed the health service as of primary importance in promoting good health among all members of the college community. Variations in practices existed.

The coordinator at Hampton Junior College made these comments about the College's health service:

The only health service provided by the college is first aid. However, the college provides a medical examination for students participating in intercollegiate athletics. An entrance medical examination is a part of the college admission procedures.

The coordinator at Paine College offered these remarks:

The health staff of the college consists of a physician and a nurse. The nurse resides on campus and is available to students during clinic hours and in cases of emergency. The physician visits the campus once each week and is also available to students in emergency cases. Special rooms are provided in each dormitory for those who, for reasons of illness, may be confined to bed by the college nurse or physician.

The coordinator at Barber-Scotia College made these statements in regard to accident insurance:

Each student is expected to carry accident insurance. The College stands behind the guarantee
of the company. The small fee of $4.00 covering the school year has been arranged. The student is covered from the time she leaves home until she returns. The fee for men students is $6.00 for the school year. The insurance covers expenses up to $1,000 and includes accidents caused by anything except football.

The coordinator at Fort Valley State College presented these practices in health examinations:

The Health Service provides for a general health examination at the beginning of each quarter for entering students. Each student is required to take this examination at the time of his first enrollment for the school year. Student activities cards for the year are not issued until a student shows evidence of a physical examination. Admission to class is contingent on an examination.

Administration of the health service

Appendix Table XXII shows the percentage of colleges in the various categories providing certain administrative aspects of the health services.

Financing student medical care

Eighteen accredited colleges, three nonaccredited colleges, eleven private colleges, nine public colleges, no junior colleges, and twenty-one senior colleges required a fee for the financing of student medical care.

Special functions of the health service

Assistance with the health education program

The health service offered assistance to the health education program in some of the colleges. This occurred in
four accredited colleges, no nonaccredited colleges, one private college, four public colleges, no junior colleges, and five senior colleges.

**Supervision of the physical education program**

The health service offered some supervision of the physical education program in a few of the colleges. This occurred in three accredited colleges, two nonaccredited colleges, two private colleges, three public colleges, one junior college, and four senior colleges.

**Supervision of sanitation in dining facilities**

The health service supervised the dining facilities in some of the colleges. This occurred in two accredited colleges, two nonaccredited colleges, three private colleges, one public college, no junior colleges, and four senior colleges.

**Comparisons of the health service practices**

**The administration of the health service**

1. Accredited colleges ranked highest percentagewise in providing dispensary service to all students, maintaining complete records of the student's physical health, accessibility of records to staff members, emergency hospital service, the provision for a campus nurse and a campus physician, and the maintenance of an infirmary.
2. Nonaccredited colleges ranked low percentagewise in all of the administrative aspects of the health service.

3. Private colleges ranked highest percentagewise in the provision of complete medical care to students, in providing complete records on students' mental health, and in providing psychiatric examinations.

4. Public colleges ranked highest percentagewise on the basis of counseling students from their health records and other information. Virginia State College was the only college with a full-time staffed hospital. Virginia State College had five full-time physicians and five full-time nurses on its staff.

5. Junior colleges ranked lowest in offering administrative aspects of a health service.

6. Senior colleges ranked highest in providing physical examinations to all new students when they enter school, in providing physical examinations for all students each year, and in providing systematic screening of individuals with regard to emotional factors.

**Financing student medical care**

Senior colleges and public colleges ranked highest percentagewise in requiring a fee for the financing of student medical care.
Supervision of the physical education program, health education program, and sanitation in dining facilities

Assistance in the supervision of the physical education program ranked low percentagewise with all of the colleges. The same was true with respect to assisting in the supervising of the health education program and the sanitation of dining facilities.

Housing and boarding

Housing and boarding were considered student personnel functions by all of the colleges providing for these services. Community colleges did not have a housing and boarding service. A few of the community colleges offered some help with off-campus housing. The majority of the community college students traveled on state-operated buses.

College-owned dormitories, off-campus rooms and apartments, and living at home constituted the major types of housing for Negro college students of the South Atlantic States. A very small amount of cooperative housing existed.

The coordinator at Albany State College explained the College's policy concerning housing in this manner:

All students who are not legal residents of Dougherty County, or who are not in daily commuting distance of Albany, are required to live on the campus. Permission to live elsewhere must be granted by the personnel deans prior to the arrival of the student in Albany. The residence halls are designed to provide the best possible quarters in
which to study and rest. The regulations are kept to a minimum and residents are urged and encouraged to establish their own ground rules for living together.

The coordinator at Morris College made these statements with respect to residence life:

Consideration of others is important at all times. Loud noises, profane language, and boisterous conduct must be avoided if students are to live together in harmony and understanding. Out-of-town students who live off the campus must have their living quarters approved by the college administration. Students moving from one living quarters to another during the school term must have their living quarters approved by the administration. When the student moves on or off the campus, his present address must be sent to his home and to the college.

The coordinator at Johnson C. Smith University referred to residence hall life in this manner:

A residence hall is something far beyond the house which simply provides shelter. It is a laboratory for community living. Here, the roommates are analogous to the family, the hall to the neighborhood, and the residence hall as a whole to the community. The residence hall should provide the opportunity for individual growth of each student. It should offer them the opportunity for learning mores and beliefs of their fellow students. Johnson C. Smith University seeks to provide a program of residence hall living, in a cooperative venture with university staff and students, to facilitate and to aid them in their development toward maturity and self-determination and to create a climate in which this growth is favorable.

The coordinator at North Carolina College at Durham gave the College's plan of residence hall government for women:

The residence hall is governed by the senior counselors, the house director, and members of the house council. The latter group is elected by the
freshmen residents. These people work together to carry out, for all, ideas and desires which are properly expressed. As regularly elected representatives of the girls, the House Council assumes responsibility for the carrying out of the rules and regulations of the dormitory. During the first three months of the school year, the senior counselors do the job of the House Council. After the House Council is elected, it is assisted by the senior counselors and the house director. This governing body is responsible for the social program and the general tone of the residence hall.

The dean of women at North Carolina College at Durham gave these responsibilities of directors of residences:

Each residence hall has a director who assumes responsibility for: promoting the general welfare of the students of that residence hall; assisting the dean of women in counseling individual students; working with the house council in organizing and promoting the social program of the house; working with the house council and individual students in developing the proper environment for study and tone in the dormitory; maintaining an attractive and home-like atmosphere in the dormitory; maintaining records of conferences held with the students and other records necessary to the operation of the residence halls; supervising the work of the student office workers and the relief assistants; and handling certain disciplinary cases which may be delegated to her.

The dean of men presented this outline of duties of the residence director at North Carolina College at Durham:

1. Supervision
   a. Employees
   b. Supplies
   c. Equipment
   d. Student rooms

2. Counseling individual students
   a. Personal problems of adjustment
   b. Problems of group living
   c. Health and sanitation
d. Wholesome living habits

e. Use and care of dormitory facilities

f. Study habits

g. Emergencies

h. Discipline

i. Recording and filing information

j. Follow-up

3. Group counseling

a. House meetings

   (1) Freshmen
   (2) Sophomores
   (3) Juniors
   (4) Seniors

b. Meetings of men's dormitory cabinet

c. Meetings with groups of students doing poor academic work

d. Coordinating work of freshmen counselors

4. Advising and supervising programs

a. Co-ed activities

b. Forums

c. Receptions

d. Open house

e. Other recreational, social, and cultural endeavors

The coordinator at Fort Valley State College made these remarks about the College's food service:

The food service is on a modified cafeteria plan and is under the direction of a trained and experienced dietitian. All students who reside in the dormitories must take their meals in the dining hall. All meals are carefully planned, balanced, and consistent with the health needs of normal, healthy, energetic young people. No special diet service is available. Although we have cafeteria service, grace is said before meals, and decorative centerpieces add to the wholesomeness of the meals. The dietitian welcomes suggestions from students for making eating an occasion for feeding the body as well as an occasion for fellowship and cultural enrichment. What to eat and when to eat are important and are dictated by bodily needs, but how one eats is the mark of a person's culture and refinement.
Administration of housing

Appendix Table XXIII shows certain administrative aspects of a housing program and percentage of colleges of different types providing these aspects.

Title of head resident

The title of the head resident in the majority of the colleges was dormitory director. If the head resident were trained, North Carolina College at Durham referred to this individual as a residence counselor; if he were untrained, he was referred to as a residence director. The same procedure was followed at Virginia State College. Agricultural and Technical College of North Carolina referred to all of its head residents as dormitory counselors.

In-service training programs for residence counselors

Eight accredited colleges, no nonaccredited colleges, two private colleges, six public colleges, no junior colleges, and eight senior colleges had in-service training programs for residence counselors.

Off-campus housing and the off-campus student

Appendix Table XXIV shows the relationship of the various types of colleges to off-campus housing and the off-campus student.
Types of housing occupied by students

College-owned housing. Sixty-five per cent of the students attending accredited colleges, sixty-nine per cent attending nonaccredited colleges, sixty-eight per cent attending private colleges, sixty per cent attending public colleges, seventy-two per cent attending junior colleges, and sixty-five per cent attending senior colleges lived in college-owned housing.

Cooperative housing. Three per cent of the students attending nonaccredited colleges, four per cent attending private colleges, and three per cent attending senior colleges lived in cooperative housing. No students from accredited colleges, public colleges, or junior colleges lived in cooperative housing.

Living at home. Twenty-seven per cent of the students attending accredited colleges, forty-seven per cent attending nonaccredited colleges, twenty-one per cent attending private colleges, twenty-nine per cent attending public colleges, sixty-six per cent attending junior colleges, and twenty-five per cent attending senior colleges lived at home.

Off-campus housing. Twenty-one per cent of the students attending accredited colleges, eleven per cent attending nonaccredited colleges, eight per cent attending private colleges, seventeen per cent attending public colleges, sixteen per cent attending junior colleges, and thirteen per cent
attending senior colleges lived in off-campus houses or apartments.

Boarding practices

Appendix Table XXV shows the percentage of colleges in various categories providing certain boarding practices.

Comparisons of housing and boarding practices

The administration of housing

1. Accredited colleges ranked highest percentagewise in the number of advanced students employed part-time as dormitory counselors, and also highest in requiring students to live in college housing. Accredited colleges and private colleges ranked highest in having a head resident for each dormitory and in making living in college housing a voluntary matter. The accredited colleges ranked highest in having residence staff members with no degree and specific professional training. They also ranked highest in the primary function of the residence staff being both to maintain order and to counsel.

2. Nonaccredited colleges ranked low in all aspects of the administration of housing. This was due to a large extent because the majority of the junior colleges did not have housing facilities. Norfolk Division of Virginia State College, a senior college and nonaccredited, did not have housing facilities. All of the junior colleges were in the nonaccredited classification.
3. Private colleges ranked highest with respect to all students living in college-owned or approved residences, members of the student governing body being elected by the residents, residence staff members having a college degree and specific professional training, and each dormitory having a student governing organization.

4. Public colleges did not rank high in any of the housing aspects for the same reason that nonaccredited colleges did not rank high—the preponderance of junior colleges without housing facilities.

5. Mather School and Junior College was the only junior college with housing facilities.

6. Senior colleges ranked second percentagewise to accredited colleges in advanced students being employed part-time as dormitory counselors and college housing being required for all students. Senior colleges ranked second to private colleges in residence staff members having a college degree and specific professional training. They ranked second to accredited colleges in staff members having no degree and specific professional training, and also in the primary function of residence staff members being both to maintain order and to counsel.

**In-service training for residence counselors**

Accredited colleges and senior colleges ranked highest in providing in-service training for residence counselors. Public colleges ranked second.
Off-campus housing and the off-campus student

1. Accredited colleges ranked second to senior colleges in providing some service for those seeking off-campus housing, highest in off-campus students participating in student activities to the same extent as campus students and off-campus students participating in student activities more than residents. Accredited colleges and private colleges ranked highest in off-campus students manifesting fewer disciplinary problems. Accredited colleges ranked highest in providing an educational program for private householders and off-campus students manifesting the same disciplinary problems as resident students.

2. Nonaccredited colleges ranked lowest in all areas of the off-campus service.

3. Private colleges ranked highest in off-campus students not participating in student activities to the same extent as residents.

4. Public colleges ranked low, but higher than non-accredited colleges, in all areas of the off-campus service.

5. Junior colleges ranked lowest in all areas of the off-campus service.

6. Senior colleges ranked highest in providing some service to those seeking off-campus housing and second to accredited colleges in off-campus students manifesting the same disciplinary problems as resident students.
Type of housing occupied by students

All colleges indicated that an average of about two-thirds of their students lived in college-owned housing. The junior colleges were below this figure because only one college maintained housing facilities--Mather School and Junior College.

The number of students living at home was greater than those living in off-campus housing.

Less than five per cent of the students lived in co-operative housing.

Boarding practices

1. Accredited colleges ranked highest percentagewise in all students residing in college-owned housing, eating in a college-supervised dining hall, off-campus students using the dining hall, the services of a trained dietitian, an annual medical examination for all food service employees, and a medical examination after an illness of an employee. They ranked second to senior colleges in terms of a member of the health staff inspecting the food service periodically.

2. Nonaccredited colleges ranked low in all boarding practices.

3. Private colleges ranked highest in meals being served cafeteria style. Private colleges and senior colleges ranked highest in using the boarding facilities for training in the social graces. Private colleges also ranked highest in attempting to socialize the meal hour.
4. Public colleges ranked low in boarding practices, but not as low as the nonaccredited colleges.

5. Junior colleges ranked lowest in all aspects of boarding practices. Mather School and Junior College aided in raising the junior college percentage to the highest in meals being served family style.

6. Senior colleges ranked second to accredited colleges in residents eating in a college-owned dining hall, the services of a trained dietitian, an annual medical examination for all food service employees, a medical examination for all employees after an illness, and second to private colleges in attempting to socialize the meal hour. They ranked first in terms of a member of the health staff inspecting the food service periodically.

Discipline

All of the colleges had some procedure for handling disciplinary matters.

The coordinator at Barber-Scotia College made this statement:

Effective group living depends primarily upon the respect individuals hold for themselves and for others. Rules and regulations may guide and control to a large degree the conduct of the college student, but in the final analysis, the standards of conduct become largely the responsibility of the student body living in a climate of mutual self-respect.

The coordinator at Shaw University commented in this manner:
The University assumes that each student will act at all times with due regard for the details, standards of decorum and morality, and general principles of good citizenship for which the University stands.

The coordinator at Johnson C. Smith University made these comments:

University discipline is designed to assist students to develop discipline and control in their personal living and association with faculty and fellow students. The university's disciplinary practices aim to foster preventive as well as rehabilitative discipline.

Hampton Junior College (68, p. 33) made more inclusive statements about its disciplinary practices:

The administration reserves the right to ask a student to withdraw at any time, if it feels that such withdrawal is necessary for the best interest of all parties concerned: the student and the institution.

Cases of discipline are handled through the following channels:

1. The dean of student personnel reserves the right to make decisions for the best interest of the student, the institution, and all parties concerned.

2. The judiciary committee, which is composed of students, handles cases referred to them.

3. The college discipline committee is composed of a chairman and four lay members from the faculty who are appointed by the president. The purpose of this committee is to pass judgment on major disciplinary cases and review all cases referred to it for suspension.

4. The president of the college confirms or disapproves major decisions by all agencies involved in discipline.

5. Parents will be notified of disciplinary action as it involves the student, and will be
sent a brief description of the case. A statement of the case is filed with the discipline committee. The dean of student personnel and the chairman of the division in which the student is enrolled, are notified with the request that they will counsel and work with the student.

The coordinator at Hampton Junior College defined its disciplinary terms in this manner:

Social probation is the loss of privileges to attend parties or social gatherings. Suspension is forced withdrawal from the institution by the disciplinary committee for a stated or indefinite period of time to be determined by seriousness of offense and the circumstances. Expulsion is the permanent forced withdrawal from the institution by the discipline committee. All records become a part of the student's personnel record.

Administration of discipline

Appendix Table XXVI shows some of the administrative phases of discipline and the percentage of the various types of colleges providing these elements of a disciplinary program.

Causes of disciplinary action

Appendix Table XXVII shows the major causes for disciplinary action. It also shows the percentage of colleges in the various categories indicating these factors as causes for disciplinary action.
Comparisons of disciplinary practices

The administration of discipline

1. Accredited colleges ranked lowest percentagewise in the dean of the college administering discipline. They ranked highest in discipline being administered by a student-faculty committee and the dean of women.

2. Nonaccredited colleges ranked highest percentage-wise with respect to students in disciplinary difficulty being subjects for counseling, counselors not determining and enforcing punishment, administrative officers or committees determining and enforcing punishment, the administration of discipline by a committee of the faculty, and the administration of discipline by the dean of the college.

3. Private colleges ranked highest among the various categories of colleges in placing the responsibility for conduct largely with the students and in the major aim of discipline being training in citizenship and moral development.

4. Public colleges ranked equally high with junior colleges in the college having a number of definite rules and regulations governing student conduct and in student participation in making rules.

5. Junior colleges ranked highest in rules and regulations being determined cooperatively. They ranked lowest in discipline being administered by the dean of women and the
dean of men. They also ranked lowest in student participation in an honors system.

6. Senior colleges and private colleges ranked highest in the president of the college administering discipline, and senior colleges and accredited colleges ranked highest in student participation in discipline through the student court. Senior colleges ranked highest in student participation in an honors system.

Causes for disciplinary action

Poor academic work, cheating, and infractions of dormitory rules were the chief causes for disciplinary action in all of the colleges.

Testing

A testing program, to some extent, was evident in all of the colleges studied.

The coordinator at Johnson C. Smith University offered these comments about its testing program:

The Office of Guidance Services provides testing services to help students appraise their vocational fitness, reach an understanding of their aptitudes and abilities, and in understanding themselves and solving problems of personal adjustment. Candidates for admission to the freshman class are required to take placement examinations at the beginning of the orientation week. These tests consist of a psychological test and tests in foreign languages, mathematics, and English, designed for the purpose of placement and guidance.

The coordinator at Washington Junior College made these statements:
All students are required to take such tests as the institution deems necessary for diagnostic and guidance purposes. These tests are given during the orientation period of the college.

The coordinator at Gibbs Junior College referred to the College's testing program in this manner:

All students may be given special tests if they request them in order that they may get a better indication of their ability and interest. Tests especially designed for adults to determine their mental ability are available for those who are interested.

Barber-Scotia College made these comments about its testing program:

In addition to teacher-constructed tests, standardized tests are given periodically to identify ability of students, to determine levels of achievement in general education, in subject content, and for guidance purposes.

**Administration of the testing program**

Appendix Table XXVII shows some of the administrative principles involved in the testing program, and the percentage of colleges in the various categories providing testing programs.

**Kinds of standardized tests administered**

Appendix Table XXIX shows the kinds of standardized tests administered to students and the percentage of the various types of colleges administering such tests.
Comparisons of testing practices

The administration of the testing program

1. Accredited colleges ranked second to senior colleges in having an administrator or counselor well-trained in testing and highest in providing adequate rooms for testing.

2. Nonaccredited colleges ranked second to public colleges in giving tests to students with special problems in order to assist them in making choices, plans, and adjustments.

3. Private colleges ranked lowest in accepting the point of view that test results are indications and not the sole answer to problems.

4. Public colleges and senior colleges ranked highest in providing a machine for the scoring of tests. They ranked highest in giving tests to students with special problems, the use of other information along with test results in counseling students, and the acceptance of the fact that test results are indications and not the sole answer to problems.

5. Junior colleges ranked lowest in providing machines for scoring tests.

6. Senior colleges ranked highest in having an administrator or counselor well-trained in testing, and second to accredited colleges in providing a machine for scoring tests.
Kinds of standardized tests administered

1. Accredited colleges excelled percentagewise in administering general intelligence or scholastic aptitude tests, special reading ability tests, and a personality inventory. They ranked second to senior colleges in providing a special English ability test.

2. Nonaccredited colleges ranked lowest in providing an interest inventory.

3. Private colleges ranked second to senior colleges in providing a general achievement test. Private colleges and accredited colleges ranked equally high in providing an interest inventory. They excelled in providing the language achievement test.

4. Public colleges ranked second to accredited colleges in providing general intelligence or scholastic aptitude tests, special reading ability tests, and the personality inventory.

5. Junior colleges ranked lowest in providing the special English ability test, the special reading ability test, the interest inventory, the general achievement test, and the language achievement test. They were equally low with nonaccredited colleges in the personality inventory.

6. Senior colleges excelled in providing the general achievement test, the special English ability test, and the mathematics achievement test.
7. Interdenominational Theological Center and Virginia State College administered the greatest variety of tests.

Interdenominational Theological Center administered these tests: Study of Values Test, Army General Classification Test, Strong Vocational Interest Blank, Gilmore SentenceCompletion Test, Minnesota Multiphasic Personality Inventory, Gilmore Health Record, Edwards Personality Preference Schedule, and the Ohio State University Psychological Test.

Virginia State College administered these tests: School and College Ability Test, Cooperative English Test, Nelson-Denny Reading Test, Cooperative Reading Test, Lee-Thorpe Occupational Interest Inventory, Strong Vocational Interest Blank, Kuder Preference Record-Vocational, and Lankton Algebra Test.

Records

Most of the colleges considered records a primary phase of the student personnel services. They were considered valuable in implementing all of the services.

Organization of student records

Appendix Table XXX shows some of the organizational procedures and practices of a records system. It also shows the percentage of the various types of colleges providing these procedures and practices.
The cumulative record

Appendix Table XXXI shows information that should be found on the cumulative record form and percentage of the various types of colleges with this information on their forms.

Comparisons of records practices

Organization of student records

1. Accredited colleges ranked second to senior colleges in having secretarial help to maintain student records.

2. Nonaccredited colleges ranked highest in the frequent use of records by counselors and advisers, assistance to inexperienced staff members by a counselor or administrator in the use of records, and keeping material of a confidential nature out of the central file.

3. Private colleges excelled in the use made of cumulative records.

4. Public colleges and junior colleges ranked highest in maintaining a personnel folder on each student. Public colleges ranked highest in the cooperative development of the cumulative record.

5. Junior colleges ranked highest in centralizing and making available the cumulative record to those responsible for counseling and advising students, and lowest in having secretarial help to maintain personnel records.
6. Senior colleges ranked highest in having secrecy-tarial help to maintain personnel records.

Information on the cumulative record form

1. Accredited colleges ranked second to private colleges and senior colleges in including information about the student's social and emotional status on the cumulative record form.

2. Nonaccredited colleges and junior colleges ranked highest in including information about the student's previous school experience. Nonaccredited colleges ranked highest in including health, present school achievement, and educational plans information on the cumulative record.

3. Public colleges ranked second in including information regarding previous school experience. They ranked first in including information about results of standardized tests, family history, out-of-school activities, positions of leadership, extracurricular activities, special interests and hobbies, and vocational plans.

5. Junior colleges ranked lowest in including information on the cumulative record about the student's social and emotional health. They ranked second in including information about health, and present school achievement.

6. Senior colleges ranked second in including information about the family history of the student on the cumulative record.
Financial aid

The majority of the colleges offered some type of financial aid to their students.

The coordinator at Shaw University made these comments about the College's student aid program:

For a limited number of enterprising students, part-time work at the school is available. Work for other deserving students is obtained whenever possible in the city. In no case is it possible for the school to give sufficient employment to cover all of a student's expenses. Students who wish part-time employment may file an application in the president's office. The institution extends a limited amount of financial assistance to students because of the income from various scholarship and loan funds.

The coordinator at Virginia State College made these statements:

In consideration of the needs and ambitions of students and prospective students, Virginia State College offers financial aid in three categories. These three areas are scholarships, loans, and employment. In each instance scholarship or academic achievement on the part of the applicant is important, as this is one of the factors to be considered in all three types of aid. The second factor for consideration is that of financial need, determined by the resources available to the applicant.

The coordinator at Virginia State College made other significant statements with reference to student employment:

The College provides work whereby a limited number of worthy students may earn a part of their expenses. These students are required to maintain satisfactory standards of conduct and scholarship. Persons who incur probation for unsatisfactory conduct are not privileged to receive or continue in a work assignment. Persons may receive work who are not on probation for the last semester of study.
preceding the semester for which he files his work application.

The coordinator at Gibbs Junior College made this comment concerning the qualifications of students for campus jobs:

Any deserving student having a creditable record and who can justify a request for assistance will be duly considered for financial aid.

The coordinator at Fort Valley State College made these significant statements about assigning students to campus jobs:

Assistance in the form of job assignments are made on the following bases: (1) financial needs of the applicant, (2) his job skills and experience, (3) scholarship, (4) the college's need for the services the applicant can perform, and (5) the college's total budget for student aid. An academic average of "C" or better is required to hold a job in one of the campus services.

Administration of financial aid

Appendix Table XXXII shows practices relative to the administration of student financial aid and percentage of colleges in the various categories providing these practices.

Types of financial aid available

Scholarships. Seventeen accredited colleges, eleven nonaccredited colleges, eleven private colleges, seventeen public colleges, nine junior colleges, and nineteen senior colleges provided scholarships.
Grants-in-aid. Thirteen accredited colleges, six non-accredited colleges, ten private colleges, nine public colleges, four junior colleges, and fifteen senior colleges provided grants-in-aid.

Student employment. Nineteen accredited colleges, eight nonaccredited colleges, eleven private colleges, fifteen public colleges, five junior colleges, and twenty senior colleges provided student employment.

Loans. Nineteen accredited colleges, eight nonaccredited colleges, eleven private colleges, sixteen public colleges, six junior colleges, and twenty-one senior colleges provided loans for students.

Percentage of students in the various types of colleges receiving support from financial aid

Percentage receiving full support. Sixteen per cent of the students in accredited colleges, twelve per cent in nonaccredited colleges, thirty-three per cent in private colleges, seven per cent in public colleges, ten per cent in junior colleges, and seventeen per cent in senior colleges received full financial support from the college.

Percentage receiving partial support. Thirty-eight per cent of the students in accredited colleges, nineteen per cent in nonaccredited colleges, forty per cent in private colleges, twenty-three per cent in public colleges, eighteen per cent in junior colleges, and thirty-five per cent in
senior colleges received partial financial support from the college.

**Percentage receiving no support.** Fifty-eight per cent of the students in accredited colleges, seventy-four per cent in nonaccredited colleges, forty-nine per cent in private colleges, seventy-six per cent in public colleges, eighty-three per cent in junior colleges, and fifty-five per cent of the students in senior colleges received no support from the college.

**Comparisons of financial aid practices**

**The administration of financial aid**

1. Accredited colleges ranked highest percentagewise in the centralization and coordination of financial aid service. They also ranked highest in student participation in the formulation of financial aid policies.

2. Nonaccredited colleges ranked highest in members of the administrative staff formulating financial aid policies.

3. Private colleges ranked highest in the president determining financial aid policies.

4. Public colleges ranked highest in providing information to students about financial aid, relating financial aid to the academic program, and in having a committee of the faculty to determine financial aid policies.
5. Junior colleges ranked second to public colleges in having a committee of the faculty to determine financial aid policies.

6. Senior colleges ranked second to accredited colleges in having a coordinated and centralized financial aid service.

Types of financial aid available

1. Public colleges ranked first, accredited colleges second, and private colleges third in providing scholarships for students.

2. Private colleges ranked first, senior colleges second, and accredited colleges third in offering grants-in-aid.

3. Accredited colleges ranked first, senior colleges second, and private colleges third in providing for student employment.

4. Accredited colleges ranked first, senior colleges second, and private colleges third in providing for student loans.

Percentage of students in the various types of colleges receiving support from financial aid

1. Private colleges ranked highest in students receiving full support from financial aid. This was due to a large extent to the fact that ninety-five per cent of the
students at Interdenominational Theological Center received full support from the college.

2. Private colleges ranked highest in students receiving partial support from the college.

3. Senior colleges ranked highest in students receiving no support from the college.

**Remedial services**

Several of the colleges made some provision for remediation.

The coordinator at Virginia State College presented these factors with reference to its remedial program:

The College extends to certain entering students who otherwise show promise the privilege of taking certain courses in college to remove entrance deficiencies and other remedial courses that will enable students to pursue a college course with success. Students who fail to remove entrance deficiencies, or fail to pass in remedial courses during their first year of enrollment, regardless of classification or grades made in other courses, may not be readmitted to the College.

At the end of the semester, a student will be given a grade of satisfactory (S), or not satisfactory (V).

Remedial courses include English 00, Mathematics 00, Reading Clinic, and any other remedial work approved by the Educational Council or the president.

The coordinator at Elizabeth City State Teachers College made these comments with reference to its reading clinic:
Most people, including average college students, have difficulty reaching their maximum capacity for reading with speed and comprehension. To help both the average student and the below-average student improve his reading, the College maintains a competently staffed Reading Clinic. The services of this clinic are available to all students.

**Types of remedial services**

Appendix Table XXXIII shows the types of remedial services and percentage of the different categories of colleges offering them.

**Comparisons of remedial services practices**

1. Accredited colleges excelled in providing all of the remedial services with the exception of remedial English and a speech clinic.

2. Nonaccredited colleges ranked lowest in providing methods of study.

3. Private colleges ranked second to accredited colleges in providing individual instruction in reading.

4. Public colleges excelled in the provision for a speech clinic.

5. Junior colleges ranked lowest in providing for reading diagnosis, remedial English, and remedial mathematics.

6. Senior colleges ranked second to accredited colleges in providing for remedial reading, methods of study, and remedial mathematics. They ranked highest in offering remedial English.
Placement

The majority of the colleges viewed placement as highly integrated with other services of the student personnel program.

The coordinator at Barber-Scotia College offered these comments about the College's placement service:

The college maintains a placement service for its graduates and former students. An active interest is maintained in the success of graduates and former students and their adjustment in positions in which they are working. The service maintains a file of the work and educational experience along with the personal qualifications of those who register at the service. Graduates and former students are encouraged to keep their files up to date and notify the service of changes in employment.

The coordinator at Virginia State College made these statements with reference to one of the functions of its placement office:

The placement office maintains personnel files on all student workers. The main reason for this is to enable the office to better advise the student in regard to his efforts to earn a portion of his college expense. As senior placement is handled by the same office, the file is continued for advising the graduate and aiding him in securing permanent employment. Frequently employers are interested in knowing about the individual's undergraduate activities and work; this is especially true for persons seeking employment with the Federal Government, where security is involved; therefore, students are encouraged to make a favorable record on all jobs.

The coordinator at Hampton Junior College gave this description of the College's placement service:

The placement bureau maintains free placement and advisory services for all students, graduates, and former students of the college. Assistance is
given evening and extended day students in finding full-time jobs commensurate with the skills learned in classes. Special assistance in finding part-time jobs is given students who work in order to remain in school.

Administration of the placement service

Coordination. Eight accredited colleges, three nonaccredited colleges, two private colleges, ten public colleges, three junior colleges, and eight senior colleges coordinated the efforts of their placement service.

Surveys of employment opportunities. Eight accredited colleges, two nonaccredited colleges, four private colleges, six public colleges, one junior college, and nine senior colleges made surveys of employment opportunities for its students.

Use of personnel records. Eleven accredited colleges, six nonaccredited colleges, eight private colleges, nine public colleges, three junior colleges, and fourteen senior colleges used personnel records in relation to the placement service.

Vocational counseling. Thirteen accredited colleges, five nonaccredited colleges, seven private colleges, eleven public colleges, four junior colleges, and fourteen senior colleges counseled, interviewed, and gave instructions to students about areas of employment.
The placement services

Appendix Table XXXIV shows the placement services available at the various colleges and the percentage of colleges in the different categories offering them.

Comparisons of placement practices

The administration of the placement service

1. Public colleges ranked highest percentagewise in having a coordinated placement service.

2. Senior colleges ranked highest in using personnel records in connection with the placement service.

3. Accredited colleges ranked highest in making surveys of employment opportunities for students. Senior colleges ranked second.

4. Accredited colleges ranked highest in counseling, interviewing, and giving instructions to students about areas of employment.

Placement services

1. Accredited colleges ranked highest in nonteacher placement, and second in assisting students in selecting and gaining admission to graduate school or further training.

2. Nonaccredited colleges ranked highest in placement for school leavers who were not graduates.

3. Private colleges ranked lowest in placement for school leavers who were not graduates.
4. Public colleges were neither extremely high nor extremely low in any of the placement services.

5. Junior colleges did not place teachers nor did they assist students in applying for graduate study. This accounts for their low rating in these areas.

6. Senior colleges ranked highest in providing part-time employment while attending college, short-time employment during vacation and summer periods, teacher placement, and assisting students in selecting and gaining admission to graduate school, or any further training.

Follow-up

Coordination of the follow-up service with other services and the curriculum

Counseling. One accredited college, six nonaccredited colleges, two private colleges, five public colleges, five junior colleges, and two senior colleges indicated that coordination existed between the follow-up service and counseling.

Curriculum. Two accredited colleges, four nonaccredited colleges, no private colleges, six public colleges, four junior colleges, and two senior colleges indicated that coordination existed between the follow-up service and the curriculum.

Placement. Seven accredited colleges, three nonaccredited colleges, four private colleges, six public
colleges, one junior college, and nine senior colleges indicated that close coordination existed between the placement service and the follow-up service.

Research and evaluation. No accredited colleges, two nonaccredited colleges, one private college, one public college, one junior college, and one senior college indicated that the follow-up service was coordinated with the research and evaluation service.

Contact with drop-outs

Four accredited colleges, eight nonaccredited colleges, five private colleges, seven public colleges, five junior colleges, and seven senior colleges maintained contact with students who left school without graduating.

The use of follow-up information

To ascertain methods of instruction. Five accredited colleges, seven nonaccredited colleges, four private colleges, eight public colleges, six junior colleges, and six senior colleges used information gathered from alumni and employers to ascertain methods of instruction.

To ascertain the results of the personnel services. Two accredited colleges, four nonaccredited colleges, two private colleges, four public colleges, three junior colleges, and two senior colleges used information gathered from alumni and employers to ascertain the results of the student personnel services.
To ascertain the value of the curriculum. Seven accredited colleges, six nonaccredited colleges, four private colleges, nine public colleges, five junior colleges, and eight senior colleges used information gathered from alumni and employers to ascertain the results of the student personnel services.

Informing alumni and former students about the college

Fourteen accredited colleges, seven nonaccredited colleges, eight private colleges, thirteen public colleges, five junior colleges, and sixteen senior colleges keep alumni and other former students informed of college activities and developments.

Personnel services extended to graduates and former students

Counseling. Eight accredited colleges, five nonaccredited colleges, four private colleges, nine public colleges, three junior colleges, and ten senior colleges provided counseling services for graduates and former students.

Testing. Six accredited colleges, three nonaccredited colleges, three private colleges, six public colleges, one junior college, and eight senior colleges provided testing services for graduates and former students.

Teacher placement. Fifteen accredited colleges, four nonaccredited colleges, eight private colleges, eleven public colleges, one junior college, and eighteen senior colleges
provided teacher placement for its graduates and former students.

Nonteacher placement. Eleven accredited colleges, two nonaccredited colleges, five private colleges, eight public colleges, no junior colleges, and thirteen senior colleges provided nonteacher placement for its graduates and former students.

Comparisons of follow-up practices

Coordination of the follow-up services with other services and the curriculum

1. Senior colleges and accredited colleges ranked highest in the follow-up service being coordinated with the placement service.

2. Nonaccredited colleges ranked highest in the follow-up service being coordinated with the research and evaluation service, the follow-up service being coordinated with the counseling service, and the follow-up service being coordinated with the curriculum.

The use of follow-up information

1. Nonaccredited colleges ranked highest in using follow-up information to ascertain the results of the personnel services.

2. Nonaccredited colleges also ranked highest in the follow-up service ascertaining the value of the curriculum.
and methods of instruction from information secured from alumni and employers.

**Contact with drop-outs**

Nonaccredited colleges ranked highest in maintaining contact with students who left college without graduating.

**Informing alumni and former students about the college**

Accredited colleges and senior colleges ranked highest in informing alumni and former students about the college.

**Personnel services extended to graduates and former students**

1. Public colleges and senior colleges ranked highest in extending counseling services to graduates and former students.

2. Senior colleges and public colleges ranked highest in offering testing services to graduates and former students.

3. Senior colleges and accredited colleges ranked highest in providing teacher placement and nonteacher placement to graduates and former students.

**Research and evaluation**

Research and evaluation were practiced to some extent in the majority of the colleges.
Coordination of the research and evaluation service with the curriculum and other student personnel services

Appendix Table XXXV shows the extent to which the research and evaluation service is closely coordinated with the curriculum and some of the student personnel services. Those services that are omitted were not considered in the research and evaluation program. This table also shows the percentage of the various types of colleges engaged in these coordinating practices.

Staff participation in research and evaluation

Research by the guidance committee. Nine accredited colleges, six nonaccredited colleges, six private colleges, nine public colleges, three junior colleges, and twelve senior colleges indicated that the guidance committee engaged in research for the improvement of the student personnel program.

Research by individual staff members. Eight accredited colleges, nine nonaccredited colleges, six private colleges, eleven public colleges, six junior colleges, and eleven senior colleges indicated that individual staff members were encouraged to engage in research designed to improve the student personnel program.

Extra compensation or reduced work load for those doing research work. No accredited colleges, one nonaccredited college, no private colleges, one public college, one junior
college, and no senior colleges granted extra compensation or reduced work loads to those individuals or groups performing research and evaluation.

**Elements of the research and evaluation service**

Appendix Table XXXVI shows the content and elements comprising the research and evaluation service. It also shows the percentage of colleges in the various categories providing the different aspects of the service.

**Comparisons of research and evaluation practices**

**Coordination of research and evaluation with the curriculum and other student personnel services**

1. Accredited colleges ranked highest percentagewise in the coordination of research and evaluation with the curriculum development program.

2. Nonaccredited colleges ranked highest in the research and evaluation service being coordinated with the counseling service, health service, student records, and the follow-up service.

3. Senior colleges ranked highest in the research and evaluation service being coordinated with the placement service.
Staff participation in research and evaluation

1. Senior colleges and public colleges ranked highest in the guidance committee conducting research for the improvement of the student personnel program.

2. Nonaccredited colleges and public colleges ranked highest in individual staff members conducting research for the improvement of the student personnel program.

3. Only two colleges out of the thirty-four colleges gave extra compensation or reduced work load for those doing research work.

Elements of the research and evaluation service

1. Accredited colleges ranked second percentage wise with respect to the institution publicizing significant findings.

2. Nonaccredited colleges ranked highest in the use of results of evaluation and research to test and evaluate new techniques used.

3. Private colleges, nonaccredited colleges, and junior colleges ranked lowest in the institution publicizing significant findings.

4. Public colleges and junior colleges ranked second in results of research being used to indicate interests, problems, and needs of students. Public colleges ranked highest in the results of research being used to improve the existing student personnel program and in the institution publicizing significant findings.
5. Junior colleges and public colleges ranked highest in making a periodical evaluation of the student personnel services.

6. Senior colleges ranked highest in the results of research being used to indicate interests, problems, and needs of students.
CHAPTER IV
SUMMARY AND CONCLUSIONS

This chapter is an extension of the fulfillment of the objectives of the study: (1) to identify and learn the nature of student personnel practices in Negro colleges of the South Atlantic States; (2) to make further comparisons among the various categories of colleges studied; (3) to analyze these practices in light of significant trends as revealed through a review of the literature in the field of student personnel work; and (4) to offer suggestions and recommendations commensurate with what appears to be sound policy and practice prevailing in the field. Previous chapters have offered some information for the fulfillment of these objectives. Chapter IV deals specifically with the fourth objective which had not been treated previously. Suggestions and recommendations were made for the improvement of the student personnel services. The suggestions and recommendations were made on the basis of what seems to be sound policy and practice in student personnel work from the authoritative opinions of writers and specialists in the field.

Attention was given to the significant student personnel practices in the different categories of colleges. Strengths and weaknesses of student personnel programs and unique features within the programs determined the significant points and highlights of the services.
Rating system

The writer designed a rating system for testing the completeness and adequacy of the student personnel program in each college. Fifteen student personnel services plus the organization and administration of the services were rated. This made a total of sixteen student personnel areas.

Points were given for the adequacy and completeness of a service. If more than one-half of the provisions for a service were met, three points were given. If the college met one-half of the provisions for a service, two points were given. If a college provided less than one-half of the provisions for a service, one point was given. If a need existed for a service and the service did not exist, no points were given. If a college felt no need for a particular service, three points were given. The highest possible number of points was forty-eight. An interview instrument was designed for the application of this system. The interview instrument also aided in structuring the interviews.

Appendix Table XXXVII shows the ratings received by the colleges studied through the application of the rating system.

An analysis of ratings

For the purpose of analysis, the colleges were divided into the upper fifty per cent and the lower fifty per cent according to points received from the rating system.
Accredited colleges

Seventy-six per cent of the accredited colleges received ratings which placed them in the upper fifty per cent of the colleges and twenty-four per cent of the accredited colleges received ratings which placed them in the lower fifty per cent of the colleges.

Nonaccredited colleges

Eight per cent of the nonaccredited colleges received ratings which placed them in the upper fifty per cent of the colleges and ninety-two per cent of the nonaccredited colleges received ratings which placed them in the lower fifty per cent of the colleges.

Private colleges

Sixty-four per cent of the private colleges received ratings which placed them in the upper fifty per cent of the colleges, and thirty-six per cent of the private colleges received ratings which placed them in the lower fifty per cent of the colleges.

Public colleges

Forty per cent of the public colleges received ratings which placed them in the upper fifty per cent of the colleges, and sixty per cent of the public colleges received ratings which placed them in the lower fifty per cent of the colleges.
Junior colleges

None of the junior colleges received ratings high enough to be placed in the upper fifty per cent of the colleges. All of them were in the lower fifty per cent.

Senior colleges

Seventy-one per cent of the senior colleges received ratings which placed them in the upper fifty per cent of the colleges, and twenty-nine per cent received ratings which placed them in the lower fifty per cent of the colleges.

Results of the rating

With respect to cumulative point averages received from the rating system and the percentage ratings of the different categories of colleges, accredited colleges ranked first; senior colleges ranked second; private colleges ranked third; public colleges ranked fourth; nonaccredited colleges ranked fifth; and junior colleges ranked sixth.

Significant findings from data on accredited colleges

Even though the accredited colleges ranked highest according to the rating system and other data secured about the colleges, improvements are still needed. Some of the significant factors about the services in accredited colleges were:

1. Most of the colleges selected their students for admission to college on the basis of certain academic standards.
2. Very little attention was given to the matter of providing the opportunity for new students to evaluate the orientation week program.

3. The accredited colleges placed emphasis upon the religious life of students.

4. The total vocational guidance program was inadequate. Vocational testing was provided to some extent in the majority of colleges, but the scope of the testing was limited.

5. Some of the colleges attempted to encourage students whose grades were low to discontinue student activities until their grades improved; others did not give this factor consideration.

6. Less than fifty per cent of the colleges felt the need for political organizations on their campus.

7. The majority of the colleges kept records on the physical health of students, but very few kept records on the mental health of students.

8. A registered nurse, residing on the campus, was available in most of the accredited colleges.

9. The majority of the colleges had some provision for emergency hospital service.

10. The majority of the students lived in college-owned or approved housing.

11. Most of the residence halls had a student governing organization.
12. The provision for an off-campus service was limited. There was almost a total lack of provisions for off-campus students.

13. Test results were used in counseling to a large extent.

14. The remedial offerings were concentrated in English, mathematics, and reading. Diagnosis for disabilities in these fields was not the usual practice.

15. Accredited colleges made strong efforts to provide part-time employment for students while in college.

16. The majority of the colleges attempted to help students select fields and schools for further training.

17. The research and evaluation service in accredited colleges was weak.

18. Accredited colleges met at least one-half of the provisions for the various services, but little attempt was made to provide for the deeper aspects of the services. The term "deeper aspects of the services" refers to using methods which delve deep into the personality of the individual to assist him in solving problems and making decisions and choices. Very few speech therapists, reading specialists, and clinical psychologists were available to students. Parents were not included in the counseling process to any large extent. Using students as helpers in the student personnel program was not practiced extensively.
Significant findings from data on nonaccredited colleges

Nonaccredited colleges, in most cases, fell below the one-half mark of provisions for the various services.

These were some of the noticeable features:

1. Very little attention was given to the selection of students for the admission to college. The majority of the nonaccredited colleges accepted all students who applied.

2. Practically no consideration was given to evaluation of the orientation week program by new students.

3. Religious leaders were few for the total number of colleges in this category.

4. College nurses and physicians were few for the total number of colleges in this category.

5. Faculty advisers made no referrals.

6. The coordination of student activities with the academic program received little attention.

7. Only a small number of the colleges gave physical examinations to students.

8. The emotional status of students received no attention.

9. Individual testing was very limited.

10. The cumulative record was used frequently by counselors and advisers.

11. Students were not granted the opportunity to assist in determining student financial aid policies.

12. No speech clinics were available.
13. Special counseling and testing services were inadequate; the same applied to research and evaluation.

**Significant findings from data on private colleges**

Private colleges provided nearly one-half of the provisions for services.

These features were most evident:

1. Selection for admission of students to the college was practiced.

2. Precollege counseling services were limited.

3. New-student participation in the evaluation of orientation week was meager.

4. A very small number of trained full-time counselors were available.

5. Religious services were considered a vital phase of the student's college life.

6. Faculty advisers did not make referrals to other agencies.

7. A large number of private colleges discouraged student participation in activities if their grades were low.

8. Health records were available to most of the staff members needing to use them.

9. The majority of the residence halls had a student governing organization.

10. Students were not granted the opportunity to assist in determining financial aid policies.

11. No speech clinics were available.
12. The majority of the students were assisted in securing part-time employment while in college.

13. Special counseling and testing services were inadequate; the same applied to research and evaluation.

**Significant findings from data on public colleges**

1. The majority of the public senior colleges practiced selection in the admission of students to college, but public junior colleges failed to do so.

2. The presidents of public colleges were involved in the recruitment of students.

3. The majority of new students participated in the evaluation of the orientation week program.

4. Over one-half of the public colleges provided physical examinations for all new students.

5. Public colleges provided religious programs to approximately the same extent as private colleges.

6. Test results and other information were used extensively in counseling.

7. Cumulative records were used to a large extent by counselors and advisers.

8. Very few political organizations existed in public colleges.

9. The majority of the students held part-time jobs.

10. Special counseling and testing services were inadequate; the same applied to research and evaluation.
Significant findings from data on junior colleges

1. Practically no attention was given to the selection of students for admission to the colleges.

2. The president performed as much recruiting as any other member of the staff.

3. New students performed very little evaluation of the orientation week program.

4. Only two junior colleges offered an orientation course.

5. With reference to personnel, there were few religious leaders, nurses, and physicians employed by the junior colleges.

6. The majority of the junior colleges performed vocational testing.

7. No referral was made by counselors to special counseling services.

8. Very little attention was paid to participation in activities by students with low grades.

9. Political organizations did not exist on the campuses.

10. A small number of the junior colleges gave consideration to providing physical examinations for all new students.

11. Little attention was given to the emotional status of students.
12. The research and evaluation service was inadequate.

13. Individual testing was inadequate.

14. The majority of the junior colleges used tests and other information in the counseling of students.

15. Students were not granted the opportunity to assist in determining financial aid policies.

16. No speech clinics were provided.

**Significant findings from data on senior colleges**

Senior colleges offered at least one-half of the provisions for the services. These were significant features of the student personnel services in the senior colleges:

1. The majority of the senior colleges practiced selection in the admission of students to college.

2. Very little was provided in the way of precollege counseling.

3. Some of the senior colleges, although not a majority, gave new students an opportunity to evaluate the orientation week program.

4. Students, to a large extent, were discouraged from participating in activities if their grades were too low.

5. Less than fifty per cent of the campuses had political organizations.

6. Some attention was given to screening students in regard to emotional factors.
7. Emergency hospital service was provided for students.

8. A registered nurse resided on most of the campuses.

9. The majority of the residence halls had a student governing organization.

10. Only a few senior colleges provided some services for off-campus students.

11. A large number of senior colleges kept material of a confidential nature in the central files.

13. The majority of the senior colleges offered remedial English, remedial mathematics, and remedial reading.

13. Vocational counseling was offered by the majority of the colleges.

14. Most of the students gained assistance in securing part-time employment.

15. The students also received help in selecting and gaining admission to other institutions for additional training.

16. The provision for individual testing was inadequate.

17. The research and evaluation service was inadequate.

Recommendations

The recommendations which follow were formulated after a careful analysis of student personnel practices in the
various colleges, a consideration for the needs of college students, and an exhaustive study of the literature in the field of student personnel work. The unique function of each college was also considered in making these recommendations.

These specific recommendations were designed as proposals for the improvement of student personnel services in Negro colleges of the South Atlantic States:

1. The coordinator of student personnel services should have special training in student personnel work.

2. Student personnel work should have a place in the administrative organization of the colleges.

3. Students should be more highly represented on committees dealing with all phases of student personnel work.

4. College personnel workers and high school counselors should meet more often to develop procedures for making the transition of students from high school to college less awkward.

5. The student personnel staff should be more closely involved in the recruitment of new students.

6. A larger percentage of the colleges should give freshmen an opportunity to evaluate the orientation week program so that a college may have some basis for the improvement of its program.

7. More full-time counselors should be employed.
8. More attention should be given to the mental health needs of students.

9. Since the majority of the Negro students perform poorly on standardized college entrance examinations, more attention should be directed toward the remedial services. This is especially true in the areas of speech and reading.

10. Due to the fact that more career opportunities are available for the Negro college graduate, more effort should be directed toward vocational counseling and testing.

11. Due to the present trend of more varied employment opportunities for the Negro, placement officers should strive for more nonteacher placement.

12. Visits should be made to the homes of parents whenever possible. This is a method of involving parents in student personnel programs.

13. Advisers should refer special counseling problems to trained counselors.

14. Students should be given some consideration in the choice of an adviser.

15. Advisers should have a more workable advising schedule.

16. Advisers should contribute to student records to a greater extent.

17. More student union buildings or similar structures should be available in the colleges for the coordination of
student activities and for training students in responsible citizenship.

18. Students should be encouraged to conduct campus clean-ups. This activity would serve as an aid in maintaining a spirit of responsibility on the part of the student to keep his campus clean.

19. All college students should have a physical examination each year and the colleges should maintain reports on these examinations.

20. A registered nurse or some health officer should be available for students at all times.

21. The health service staff should assist with the sanitation of dining facilities.

22. More attention should be given to the physical examining of food handlers.

23. Residence staff members should have professional training in student personnel work and continuous in-service development.

24. A planned program should be provided for off-campus students. This should include inspection of off-campus houses and apartments and an educational program for private householders.

25. More emphasis should be placed upon socializing the meal hour.

26. Counselors should not serve as ones to administer the results of disciplinary action.
27. Disciplinary problems should be handled by a committee representing the entire college community.

28. More machines for scoring tests should be available to the colleges. This facilitates an immediate use of test results.

29. More interest, personality, and general achievement tests should be administered to students, and results used toward the improvement of the student.

30. In remedial programs, diagnoses should precede attempts at remediation.

31. The placement services should be coordinated. They should also be related to, and coordinated with other services.

32. The follow-up service should be coordinated with other student personnel services. It should also be developed as an agency for evaluating the student personnel services.

33. The research and evaluation service should become a reality in the majority of the colleges.
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75. Harvey, Martin L. The selection and training of student leaders in the student personnel program. Educational and Psychological Measurement 11:796-798. 1951.


153. Troup, Cornelius V. A study of the student personnel services offered by the Negro colleges of Georgia. PhD dissertation. Columbus, Ohio State University, 1948. 196 numb. leaves.


APPENDICES
Table I. Data on Negro colleges of the South Atlantic States participating in the study

<table>
<thead>
<tr>
<th>College</th>
<th>Location</th>
<th>Type of support</th>
<th>Date founded</th>
<th>Enroll-ment</th>
<th>Type of college (level of training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Technical College of North Carolina</td>
<td>Greensboro, North Carolina</td>
<td>Public</td>
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<td>2700</td>
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<tr>
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<td>1868</td>
<td>645</td>
<td>Senior</td>
</tr>
<tr>
<td>Atlanta University</td>
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<td>1865</td>
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<td>Senior</td>
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<td>*Carver Junior College</td>
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<td>Florida Agricultural and Mechanical University</td>
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<td>Fort Valley State College</td>
<td>Fort Valley, Georgia Public</td>
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<tr>
<td>*Gibbs Junior College</td>
<td>St. Petersburg, Florida</td>
<td>Public</td>
<td>1957</td>
<td>607</td>
<td>Junior</td>
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<tr>
<td>*Hampton Junior College</td>
<td>Ocala, Florida Public</td>
<td></td>
<td>1958</td>
<td>318</td>
<td>Junior</td>
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<td>Hampton Institute</td>
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Table I (continued)

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<th>College</th>
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<th>Date founded</th>
<th>Enrollment</th>
<th>Type of college (level of training)</th>
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<td>*Mather School and Junior College</td>
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<td>*Mecklenburg College</td>
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<td>1908</td>
<td>383</td>
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<td>1885</td>
<td>798</td>
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<td>1935</td>
<td>1620</td>
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<tr>
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<td>Paine College</td>
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<td>427</td>
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<tr>
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<td>Panama City, Florida</td>
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<td>1958</td>
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<tr>
<td>Saint Augustine's College</td>
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<td>1868</td>
<td>645</td>
<td>Senior</td>
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<tr>
<td>Savannah State College</td>
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Table I (continued)

<table>
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<th>College</th>
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<th>Date founded</th>
<th>Enrollment</th>
<th>Type of college (level of training)</th>
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<td>281</td>
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<tr>
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<td>*Williston Unit of Wilmington College</td>
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*The asterisk indicates that these colleges do not hold full membership in the Southern Association of Colleges and Secondary Schools.
Table II. Coordinators of student personnel services

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
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<td>President</td>
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<td>21.4</td>
<td>0.0</td>
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<tr>
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<td>10.0</td>
<td>10.0</td>
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<tr>
<td>Dean of the faculty</td>
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<tr>
<td>Dean of men</td>
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<td>0.0</td>
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<td>Dean of women</td>
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<td>Dean of students</td>
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<td>Director of student personnel</td>
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<td>30.0</td>
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Table III. Availability of student personnel services in Negro colleges of the South Atlantic States percentagewise

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<tr>
<th>Service</th>
<th>Acr</th>
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<th>Pub</th>
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<td>Religious service</td>
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<td>70.0</td>
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<td>Health</td>
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<td>84.6</td>
<td>100.0</td>
<td>85.0</td>
<td>80.0</td>
<td>100.0</td>
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<td>Housing and boarding</td>
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<td>100.0</td>
<td>55.0</td>
<td>10.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Discipline</td>
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<td>100.0</td>
<td>100.0</td>
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<td>100.0</td>
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<td>Testing</td>
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<td>100.0</td>
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<td>Records</td>
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<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
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<td>50.0</td>
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Table IV. Availability of student personnel services in each college

<table>
<thead>
<tr>
<th>College</th>
<th>Admission</th>
<th>Orientation</th>
<th>Counseling</th>
<th>Student Activities</th>
<th>Religious Service</th>
<th>Health</th>
<th>Housing and Boarding</th>
<th>Discipline</th>
<th>Testing</th>
<th>Records</th>
<th>Financial Aid</th>
<th>Remedial Services</th>
<th>Placement</th>
<th>Research and Evaluation</th>
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</thead>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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Table V. Precollege services

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<th>Nac N=13 %</th>
<th>Pr N=14 %</th>
<th>Pub N=20 %</th>
<th>Jr N=10 %</th>
<th>Sr N=24 %</th>
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<td>Precollege counseling</td>
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<td>Administration of standardized tests</td>
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<td>46.2</td>
<td>42.9</td>
<td>60.0</td>
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<td>High-school days on the college campus</td>
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<td>84.6</td>
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<td>85.0</td>
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<td>Correspondence with interested pupils</td>
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Table VI. Recruitment procedures

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<td>Travel with student quartettes</td>
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<td>Travel with student choirs</td>
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Table VII. Staff members most active in student recruitment

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<th>Staff member</th>
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<th>Pr N-14 %</th>
<th>Pub N-20 %</th>
<th>Jr N-10 %</th>
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Table VIII. Areas of college acquaintance for new students during orientation week

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<td>rules, and regulations of the college</td>
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<td>80.0</td>
<td>60.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Discussion of student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personnel services</td>
<td>71.4</td>
<td>69.2</td>
<td>71.4</td>
<td>75.0</td>
<td>60.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Enrollment procedures</td>
<td>81.0</td>
<td>69.2</td>
<td>64.3</td>
<td>85.0</td>
<td>70.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Use of the library</td>
<td>95.2</td>
<td>76.9</td>
<td>92.9</td>
<td>85.0</td>
<td>70.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Financial requirements</td>
<td>71.4</td>
<td>61.5</td>
<td>57.1</td>
<td>75.0</td>
<td>50.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Religious programs</td>
<td>90.5</td>
<td>38.5</td>
<td>85.7</td>
<td>60.0</td>
<td>20.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Methods of study</td>
<td>57.1</td>
<td>53.9</td>
<td>57.1</td>
<td>55.0</td>
<td>40.0</td>
<td>62.5</td>
</tr>
<tr>
<td>Student government</td>
<td>66.7</td>
<td>61.5</td>
<td>50.0</td>
<td>75.0</td>
<td>60.0</td>
<td>66.7</td>
</tr>
<tr>
<td>Methods of reading</td>
<td>47.6</td>
<td>30.8</td>
<td>35.7</td>
<td>45.0</td>
<td>20.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Student publications</td>
<td>42.9</td>
<td>53.9</td>
<td>21.4</td>
<td>60.0</td>
<td>50.0</td>
<td>41.7</td>
</tr>
</tbody>
</table>
Table IX. Administrative procedures of the orientation week program

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation is held prior to the return of upperclass students</td>
<td>71.4</td>
<td>53.9</td>
<td>71.4</td>
<td>60.0</td>
<td>40.0</td>
<td>70.8</td>
</tr>
<tr>
<td>Orientation is held at the same time as the return of upperclass students</td>
<td>0.0</td>
<td>15.4</td>
<td>0.0</td>
<td>10.0</td>
<td>20.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Orientation is held after the return of upperclass students</td>
<td>4.8</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Students aid in the planning of orientation activities</td>
<td>85.7</td>
<td>76.9</td>
<td>78.6</td>
<td>85.0</td>
<td>70.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Faculty members aid in the planning of orientation activities</td>
<td>90.5</td>
<td>85.6</td>
<td>92.9</td>
<td>90.0</td>
<td>80.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Freshmen evaluate the orientation week program</td>
<td>47.6</td>
<td>30.8</td>
<td>42.9</td>
<td>70.0</td>
<td>20.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Tests are administered during orientation week</td>
<td>90.5</td>
<td>92.3</td>
<td>78.6</td>
<td>95.0</td>
<td>90.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Test results are interpreted during this period</td>
<td>90.5</td>
<td>71.4</td>
<td>100.0</td>
<td>80.0</td>
<td>70.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Orientation is provided for freshmen only</td>
<td>4.8</td>
<td>15.4</td>
<td>14.3</td>
<td>5.0</td>
<td>10.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Orientation is provided for all new students</td>
<td>81.0</td>
<td>61.5</td>
<td>57.1</td>
<td>85.0</td>
<td>70.0</td>
<td>70.8</td>
</tr>
</tbody>
</table>

Table X. The orientation course

<table>
<thead>
<tr>
<th></th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>A one-quarter course</td>
<td>9.5</td>
<td>0.0</td>
<td>0.0</td>
<td>20.0</td>
<td>0.0</td>
<td>8.3</td>
</tr>
<tr>
<td>A one-semester course</td>
<td>47.6</td>
<td>23.1</td>
<td>50.0</td>
<td>30.0</td>
<td>20.0</td>
<td>45.8</td>
</tr>
<tr>
<td>A year course</td>
<td>14.3</td>
<td>15.4</td>
<td>21.4</td>
<td>10.0</td>
<td>0.0</td>
<td>25.0</td>
</tr>
<tr>
<td>A credit course</td>
<td>39.0</td>
<td>15.4</td>
<td>42.9</td>
<td>15.0</td>
<td>20.0</td>
<td>33.3</td>
</tr>
<tr>
<td>A noncredit course</td>
<td>33.3</td>
<td>23.1</td>
<td>35.7</td>
<td>25.0</td>
<td>0.0</td>
<td>41.7</td>
</tr>
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</table>
### Table XI. Counseling personnel

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Acr N-21</th>
<th>Acr N-13</th>
<th>Pr N-14</th>
<th>Pub N-20</th>
<th>Jr N-10</th>
<th>Sr N-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained full-time counselor</td>
<td>57.1</td>
<td>61.5</td>
<td>35.7</td>
<td>65.0</td>
<td>50.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Trained part-time counselor</td>
<td>39.0</td>
<td>76.9</td>
<td>57.1</td>
<td>50.0</td>
<td>70.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Chaplain, minister, or priest</td>
<td>90.5</td>
<td>38.5</td>
<td>85.7</td>
<td>60.0</td>
<td>30.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>9.5</td>
<td>23.1</td>
<td>21.4</td>
<td>10.0</td>
<td>20.0</td>
<td>12.5</td>
</tr>
<tr>
<td>College nurse</td>
<td>90.5</td>
<td>30.8</td>
<td>92.9</td>
<td>50.0</td>
<td>20.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Physician</td>
<td>95.2</td>
<td>30.8</td>
<td>85.7</td>
<td>65.0</td>
<td>30.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Social worker</td>
<td>4.8</td>
<td>7.7</td>
<td>7.1</td>
<td>5.0</td>
<td>10.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Speech therapist</td>
<td>23.8</td>
<td>7.7</td>
<td>14.3</td>
<td>20.0</td>
<td>10.0</td>
<td>35.7</td>
</tr>
<tr>
<td>Reading specialist</td>
<td>42.9</td>
<td>15.4</td>
<td>28.6</td>
<td>20.0</td>
<td>10.0</td>
<td>35.7</td>
</tr>
<tr>
<td>Clinical psychologist</td>
<td>23.8</td>
<td>30.8</td>
<td>28.6</td>
<td>35.0</td>
<td>10.0</td>
<td>41.7</td>
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</tbody>
</table>

### Table XII. Vocational counseling

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Acr N-21</th>
<th>Acr N-13</th>
<th>Pr N-14</th>
<th>Pub N-20</th>
<th>Jr N-10</th>
<th>Sr N-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational testing</td>
<td>42.9</td>
<td>15.4</td>
<td>21.4</td>
<td>28.0</td>
<td>70.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Vocational and occupational information</td>
<td>28.6</td>
<td>30.8</td>
<td>0.0</td>
<td>50.0</td>
<td>30.0</td>
<td>29.2</td>
</tr>
<tr>
<td>Meetings on campus to explore various occupations or careers</td>
<td>52.4</td>
<td>7.7</td>
<td>35.7</td>
<td>35.0</td>
<td>0.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>
Table XIII. Parents and the counseling program

<table>
<thead>
<tr>
<th>Service</th>
<th>Acr N=21</th>
<th>Nacr N=13</th>
<th>Pr N=14</th>
<th>Pub N=20</th>
<th>Jr N=10</th>
<th>Sr N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters are sent to parents</td>
<td>39.0</td>
<td>30.8</td>
<td>50.0</td>
<td>50.0</td>
<td>10.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Campus visitations and tours are arranged for parents</td>
<td>28.6</td>
<td>46.2</td>
<td>28.6</td>
<td>40.0</td>
<td>40.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Booklets and other publications are directed to parents</td>
<td>23.8</td>
<td>7.7</td>
<td>21.4</td>
<td>15.0</td>
<td>0.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Reports dealing with the student's academic progress and other phases of his college life are sent to parents</td>
<td>66.7</td>
<td>69.2</td>
<td>71.4</td>
<td>65.0</td>
<td>60.0</td>
<td>70.8</td>
</tr>
<tr>
<td>Home visitations are arranged</td>
<td>4.8</td>
<td>7.7</td>
<td>0.0</td>
<td>20.0</td>
<td>10.0</td>
<td>4.2</td>
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Table XIV. Counseling problems

<table>
<thead>
<tr>
<th>Problem</th>
<th>Acr N=21</th>
<th>Nacr N=13</th>
<th>Pr N=14</th>
<th>Pub N=20</th>
<th>Jr N=10</th>
<th>Sr N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic progress</td>
<td>81.0</td>
<td>69.2</td>
<td>64.3</td>
<td>95.0</td>
<td>90.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Addiction (overindulgence in alcoholic beverages, narcotics, or tobacco)</td>
<td>39.0</td>
<td>7.7</td>
<td>42.9</td>
<td>15.0</td>
<td>0.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Campus activities</td>
<td>76.2</td>
<td>69.2</td>
<td>78.6</td>
<td>70.0</td>
<td>70.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Campus friendships</td>
<td>52.4</td>
<td>15.4</td>
<td>42.9</td>
<td>35.0</td>
<td>20.0</td>
<td>45.8</td>
</tr>
<tr>
<td>Choice of vocation</td>
<td>76.2</td>
<td>61.5</td>
<td>64.3</td>
<td>75.0</td>
<td>60.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Examination or quizzes</td>
<td>61.9</td>
<td>61.5</td>
<td>50.0</td>
<td>70.0</td>
<td>70.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Field specialization</td>
<td>61.9</td>
<td>53.9</td>
<td>57.1</td>
<td>60.0</td>
<td>60.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Finances</td>
<td>71.4</td>
<td>84.6</td>
<td>64.3</td>
<td>90.0</td>
<td>90.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Health</td>
<td>57.1</td>
<td>30.8</td>
<td>57.1</td>
<td>40.0</td>
<td>30.0</td>
<td>54.2</td>
</tr>
<tr>
<td>Home</td>
<td>52.4</td>
<td>23.1</td>
<td>42.9</td>
<td>30.0</td>
<td>20.0</td>
<td>45.8</td>
</tr>
<tr>
<td>Marriage</td>
<td>61.9</td>
<td>23.1</td>
<td>64.3</td>
<td>40.0</td>
<td>20.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Religious</td>
<td>52.4</td>
<td>23.1</td>
<td>57.1</td>
<td>25.0</td>
<td>20.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Research</td>
<td>9.5</td>
<td>0.0</td>
<td>7.1</td>
<td>10.0</td>
<td>0.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Sex</td>
<td>71.4</td>
<td>15.4</td>
<td>42.9</td>
<td>50.0</td>
<td>20.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Study conditions</td>
<td>85.7</td>
<td>53.9</td>
<td>78.6</td>
<td>70.0</td>
<td>25.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Study habits</td>
<td>76.2</td>
<td>76.9</td>
<td>64.3</td>
<td>80.0</td>
<td>80.0</td>
<td>75.0</td>
</tr>
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</table>
Table XV. Administrative policies in faculty advisory programs

<table>
<thead>
<tr>
<th>Policy</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N-21</td>
<td>N-13</td>
<td>N-14</td>
<td>N-20</td>
<td>N-10</td>
<td>N-24</td>
</tr>
<tr>
<td>All faculty members are advisers</td>
<td>14.3</td>
<td>84.6</td>
<td>21.4</td>
<td>55.0</td>
<td>80.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Only heads of departments act as advisers</td>
<td>19.1</td>
<td>7.7</td>
<td>28.6</td>
<td>5.0</td>
<td>10.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Advisers refer students to professional or special counselors</td>
<td>9.5</td>
<td>0.0</td>
<td>0.0</td>
<td>10.0</td>
<td>0.0</td>
<td>8.3</td>
</tr>
<tr>
<td>The number of students assigned to one adviser is limited</td>
<td>28.6</td>
<td>46.2</td>
<td>28.6</td>
<td>40.0</td>
<td>50.0</td>
<td>29.2</td>
</tr>
<tr>
<td>The adviser may be relieved of the assignment of a student</td>
<td>39.0</td>
<td>38.5</td>
<td>28.6</td>
<td>45.0</td>
<td>30.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Students have a choice of an adviser</td>
<td>4.8</td>
<td>15.4</td>
<td>14.3</td>
<td>5.0</td>
<td>10.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Students are assigned an adviser</td>
<td>61.9</td>
<td>69.2</td>
<td>50.0</td>
<td>75.0</td>
<td>80.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Communication exists between the advisers and coordinator of counseling</td>
<td>28.6</td>
<td>15.4</td>
<td>14.3</td>
<td>20.0</td>
<td>20.0</td>
<td>29.2</td>
</tr>
<tr>
<td>Advisers have a workable advising schedule</td>
<td>33.3</td>
<td>30.8</td>
<td>7.1</td>
<td>45.0</td>
<td>40.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Advisers have clerical help</td>
<td>9.5</td>
<td>23.1</td>
<td>0.0</td>
<td>25.0</td>
<td>30.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Students are counseled individually</td>
<td>28.6</td>
<td>38.5</td>
<td>21.4</td>
<td>40.0</td>
<td>40.0</td>
<td>29.2</td>
</tr>
<tr>
<td>Students are counseled in groups</td>
<td>14.3</td>
<td>30.8</td>
<td>14.3</td>
<td>20.0</td>
<td>30.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Advisers contribute to student records</td>
<td>14.3</td>
<td>30.8</td>
<td>0.0</td>
<td>35.0</td>
<td>30.0</td>
<td>16.7</td>
</tr>
</tbody>
</table>
Table XVI. Number of years one adviser retains his same advisees

<table>
<thead>
<tr>
<th>Years</th>
<th>Acr N=21 %</th>
<th>Nacr N=13 %</th>
<th>Pr N=14 %</th>
<th>Pub N=20 %</th>
<th>Jr N=10 %</th>
<th>Sr N=24 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>14.3</td>
<td>7.7</td>
<td>14.3</td>
<td>20.0</td>
<td>20.0</td>
<td>35.7</td>
</tr>
<tr>
<td>Two</td>
<td>19.1</td>
<td>15.4</td>
<td>35.7</td>
<td>15.0</td>
<td>40.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Three</td>
<td>4.8</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Four</td>
<td>9.5</td>
<td>7.7</td>
<td>7.1</td>
<td>10.0</td>
<td>0.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Not definite</td>
<td>3910</td>
<td>30.8</td>
<td>28.6</td>
<td>40.0</td>
<td>30.0</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Table XVII. The administration and supervision of student activities

<table>
<thead>
<tr>
<th>All of the activities have a staff adviser or sponsor</th>
<th>Acre N=21 %</th>
<th>Nacr N=13 %</th>
<th>Pr N=14 %</th>
<th>Pub N=20 %</th>
<th>Jr N=10 %</th>
<th>Sr N=24 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A staff member coordinates all activities</td>
<td>47.6</td>
<td>46.2</td>
<td>50.0</td>
<td>45.0</td>
<td>50.0</td>
<td>45.8</td>
</tr>
<tr>
<td>A social calendar is maintained</td>
<td>42.9</td>
<td>61.5</td>
<td>42.9</td>
<td>60.0</td>
<td>60.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Participation in activities is required</td>
<td>9.5</td>
<td>7.7</td>
<td>21.4</td>
<td>0.0</td>
<td>0.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Participation in activities is encouraged</td>
<td>81.0</td>
<td>92.3</td>
<td>64.3</td>
<td>100.0</td>
<td>90.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Participation in activities is discouraged if grades are low</td>
<td>47.6</td>
<td>38.5</td>
<td>42.9</td>
<td>45.0</td>
<td>30.0</td>
<td>50.0</td>
</tr>
<tr>
<td>A student union building is provided</td>
<td>28.6</td>
<td>7.7</td>
<td>21.4</td>
<td>20.0</td>
<td>0.0</td>
<td>29.2</td>
</tr>
<tr>
<td>Some space is provided for student recreation</td>
<td>61.9</td>
<td>61.5</td>
<td>57.1</td>
<td>40.0</td>
<td>60.0</td>
<td>62.5</td>
</tr>
</tbody>
</table>
Table XVIII. General categories of student organizations and activities

<table>
<thead>
<tr>
<th>Organization or activity</th>
<th>Acr N-21 %</th>
<th>Nacr N-13 %</th>
<th>Pr N-14 %</th>
<th>Pub N-20 %</th>
<th>Jr N-10 %</th>
<th>Sr N-24 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student government</td>
<td>100.0</td>
<td>92.3</td>
<td>100.0</td>
<td>95.0</td>
<td>90.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Fraternities</td>
<td>81.0</td>
<td>15.4</td>
<td>64.3</td>
<td>60.0</td>
<td>0.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Sororities</td>
<td>76.2</td>
<td>15.4</td>
<td>64.3</td>
<td>50.0</td>
<td>0.0</td>
<td>70.8</td>
</tr>
<tr>
<td>Other social organizations</td>
<td>66.7</td>
<td>46.2</td>
<td>71.4</td>
<td>55.0</td>
<td>20.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Publications</td>
<td>90.5</td>
<td>84.6</td>
<td>78.6</td>
<td>95.0</td>
<td>70.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Intramural athletics</td>
<td>95.2</td>
<td>46.2</td>
<td>71.4</td>
<td>95.0</td>
<td>70.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Intercollegiate athletics</td>
<td>95.2</td>
<td>46.2</td>
<td>71.4</td>
<td>95.0</td>
<td>70.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Religious activities</td>
<td>95.2</td>
<td>69.2</td>
<td>85.7</td>
<td>80.0</td>
<td>60.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Honorary societies</td>
<td>95.2</td>
<td>46.2</td>
<td>78.6</td>
<td>70.0</td>
<td>40.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Forensics</td>
<td>42.9</td>
<td>23.1</td>
<td>35.7</td>
<td>70.0</td>
<td>20.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Political organizations</td>
<td>42.9</td>
<td>15.4</td>
<td>35.7</td>
<td>30.0</td>
<td>0.0</td>
<td>45.8</td>
</tr>
<tr>
<td>Departmental clubs and societies</td>
<td>85.7</td>
<td>84.6</td>
<td>78.6</td>
<td>85.0</td>
<td>90.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Music activities</td>
<td>90.5</td>
<td>69.2</td>
<td>85.7</td>
<td>80.0</td>
<td>70.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Dramatic activities</td>
<td>85.7</td>
<td>53.9</td>
<td>71.4</td>
<td>75.0</td>
<td>60.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

Table XIX. Specific categories of student organizations and activities

<table>
<thead>
<tr>
<th>Organizations and activities</th>
<th>Acr N-21 %</th>
<th>Nacr N-13 %</th>
<th>Pr N-14 %</th>
<th>Pub N-20 %</th>
<th>Jr N-10 %</th>
<th>Sr N-24 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>61.9</td>
<td>23.1</td>
<td>42.9</td>
<td>50.0</td>
<td>10.0</td>
<td>62.5</td>
</tr>
<tr>
<td>Banquets</td>
<td>66.7</td>
<td>46.2</td>
<td>64.3</td>
<td>55.0</td>
<td>40.0</td>
<td>66.7</td>
</tr>
<tr>
<td>Campus clean-ups</td>
<td>14.3</td>
<td>23.1</td>
<td>28.6</td>
<td>20.0</td>
<td>10.0</td>
<td>35.7</td>
</tr>
<tr>
<td>Concerts</td>
<td>90.5</td>
<td>53.9</td>
<td>85.7</td>
<td>70.0</td>
<td>50.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Lectures</td>
<td>76.2</td>
<td>53.9</td>
<td>71.4</td>
<td>65.0</td>
<td>60.0</td>
<td>70.8</td>
</tr>
<tr>
<td>Literary club</td>
<td>39.0</td>
<td>23.1</td>
<td>35.7</td>
<td>60.0</td>
<td>10.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Lyceum programs</td>
<td>81.0</td>
<td>76.9</td>
<td>85.7</td>
<td>85.0</td>
<td>80.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Quartettes and trios</td>
<td>42.9</td>
<td>23.1</td>
<td>42.9</td>
<td>60.0</td>
<td>20.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Orchestra</td>
<td>14.3</td>
<td>0.0</td>
<td>0.0</td>
<td>30.0</td>
<td>0.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Reception and teas</td>
<td>95.2</td>
<td>23.1</td>
<td>78.6</td>
<td>80.0</td>
<td>60.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Special convocations</td>
<td>95.2</td>
<td>69.2</td>
<td>85.7</td>
<td>80.0</td>
<td>60.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Special exhibits</td>
<td>57.1</td>
<td>15.4</td>
<td>42.9</td>
<td>40.0</td>
<td>20.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Tours</td>
<td>4.8</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
</tbody>
</table>
Table XX. Participants in chapel services

<table>
<thead>
<tr>
<th>Participant</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N-21</td>
<td>N-13</td>
<td>N-14</td>
<td>N-20</td>
<td>N-10</td>
<td>N-24</td>
</tr>
<tr>
<td>Visiting religious</td>
<td>95.2</td>
<td>46.2</td>
<td>100.0</td>
<td>75.0</td>
<td>50.0</td>
<td>95.8</td>
</tr>
<tr>
<td>leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff members</td>
<td>100.0</td>
<td>53.9</td>
<td>92.9</td>
<td>75.0</td>
<td>50.0</td>
<td>91.7</td>
</tr>
<tr>
<td>Students</td>
<td>85.7</td>
<td>38.5</td>
<td>78.6</td>
<td>60.0</td>
<td>40.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

Table XXI. Content of the chapel services

<table>
<thead>
<tr>
<th>Element</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N-21</td>
<td>N-13</td>
<td>N-14</td>
<td>N-20</td>
<td>N-10</td>
<td>N-24</td>
</tr>
<tr>
<td>Talks and sermons</td>
<td>95.2</td>
<td>53.9</td>
<td>92.9</td>
<td>75.0</td>
<td>50.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Sacred music</td>
<td>90.5</td>
<td>30.8</td>
<td>92.9</td>
<td>50.0</td>
<td>20.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Testimony</td>
<td>28.6</td>
<td>15.4</td>
<td>42.9</td>
<td>10.0</td>
<td>10.0</td>
<td>29.2</td>
</tr>
<tr>
<td>Study and discussion</td>
<td>57.1</td>
<td>23.1</td>
<td>71.4</td>
<td>25.0</td>
<td>20.0</td>
<td>54.2</td>
</tr>
<tr>
<td>Prayer</td>
<td>81.0</td>
<td>23.1</td>
<td>14.3</td>
<td>90.0</td>
<td>20.0</td>
<td>75.0</td>
</tr>
</tbody>
</table>
Table XXII. Administrative aspects of the health service

<table>
<thead>
<tr>
<th>Description</th>
<th>Acr N=21</th>
<th>Nacr N=13</th>
<th>Pr N=14</th>
<th>Pub N=20</th>
<th>Jr N=10</th>
<th>Sr N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete medical care is given students</td>
<td>33.3 %</td>
<td>7.7 %</td>
<td>35.7 %</td>
<td>15.0 %</td>
<td>0.0 %</td>
<td>33.3 %</td>
</tr>
<tr>
<td>Limited medical care is given students</td>
<td>39.0 %</td>
<td>53.9 %</td>
<td>42.9 %</td>
<td>45.0 %</td>
<td>50.0 %</td>
<td>41.7 %</td>
</tr>
<tr>
<td>Physical examinations are given to all new students when they enter school</td>
<td>71.4 %</td>
<td>38.5 %</td>
<td>71.4 %</td>
<td>55.0 %</td>
<td>20.0 %</td>
<td>79.2 %</td>
</tr>
<tr>
<td>Physical examinations are given to all students each year</td>
<td>28.6 %</td>
<td>15.4 %</td>
<td>28.6 %</td>
<td>20.0 %</td>
<td>10.0 %</td>
<td>29.2 %</td>
</tr>
<tr>
<td>The college provides dispensary service to all students</td>
<td>81.0 %</td>
<td>15.4 %</td>
<td>71.4 %</td>
<td>45.0 %</td>
<td>10.0 %</td>
<td>75.0 %</td>
</tr>
<tr>
<td>Systematic attention is given to screening individuals with regard to emotional factors</td>
<td>23.8 %</td>
<td>0.0 %</td>
<td>14.3 %</td>
<td>15.0 %</td>
<td>0.0 %</td>
<td>35.7 %</td>
</tr>
<tr>
<td>Psychiatric examinations are given when symptoms indicate possible mental illness</td>
<td>28.6 %</td>
<td>15.4 %</td>
<td>35.7 %</td>
<td>15.0 %</td>
<td>10.0 %</td>
<td>29.2 %</td>
</tr>
<tr>
<td>Complete records are maintained for each student's physical health</td>
<td>90.5 %</td>
<td>53.9 %</td>
<td>78.6 %</td>
<td>75.0 %</td>
<td>50.0 %</td>
<td>87.5 %</td>
</tr>
<tr>
<td>Complete records are maintained on each student's mental health</td>
<td>33.3 %</td>
<td>7.7 %</td>
<td>35.7 %</td>
<td>15.0 %</td>
<td>0.0 %</td>
<td>33.3 %</td>
</tr>
<tr>
<td>Health records are available to staff members directly concerned with the health of the students</td>
<td>81.0 %</td>
<td>53.9 %</td>
<td>78.6 %</td>
<td>65.0 %</td>
<td>50.0 %</td>
<td>79.2 %</td>
</tr>
<tr>
<td>Students are counseled by special health officials on the basis of health records and other information</td>
<td>52.4 %</td>
<td>23.1 %</td>
<td>57.1 %</td>
<td>60.0 %</td>
<td>10.0 %</td>
<td>54.2 %</td>
</tr>
<tr>
<td>Emergency hospital services are available to the student</td>
<td>81.0 %</td>
<td>15.4 %</td>
<td>64.3 %</td>
<td>50.0 %</td>
<td>20.0 %</td>
<td>70.8 %</td>
</tr>
<tr>
<td>A physician is located on the campus</td>
<td>42.9 %</td>
<td>7.7 %</td>
<td>28.6 %</td>
<td>30.0 %</td>
<td>0.0 %</td>
<td>41.7 %</td>
</tr>
<tr>
<td>A registered nurse is located on the campus</td>
<td>85.7 %</td>
<td>15.4 %</td>
<td>64.3 %</td>
<td>55.0 %</td>
<td>10.0 %</td>
<td>79.2 %</td>
</tr>
<tr>
<td>The college maintains an infirmary</td>
<td>95.2 %</td>
<td>15.4 %</td>
<td>78.6 %</td>
<td>50.0 %</td>
<td>10.0 %</td>
<td>83.3 %</td>
</tr>
</tbody>
</table>
Table XXIII. The administration of housing

<table>
<thead>
<tr>
<th></th>
<th>Acr N-21</th>
<th>Nacr N-13</th>
<th>Pr N-14</th>
<th>Pub N-20</th>
<th>Jr N-10</th>
<th>Sr N-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students live in college-owned or approved residences</td>
<td>76.2 %</td>
<td>23.1 %</td>
<td>78.6 %</td>
<td>40.0 %</td>
<td>10.0 %</td>
<td>75.0 %</td>
</tr>
<tr>
<td>Each dormitory has a head resident</td>
<td>100.0 %</td>
<td>23.1 %</td>
<td>100.0 %</td>
<td>50.0 %</td>
<td>10.0 %</td>
<td>95.8 %</td>
</tr>
<tr>
<td>Members of the student governing body are elected by the residents</td>
<td>61.9 %</td>
<td>23.1 %</td>
<td>71.4 %</td>
<td>60.0 %</td>
<td>10.0 %</td>
<td>62.5 %</td>
</tr>
<tr>
<td>Living in college housing is required for all students</td>
<td>57.1 %</td>
<td>7.7 %</td>
<td>42.9 %</td>
<td>35.0 %</td>
<td>0.0 %</td>
<td>54.2 %</td>
</tr>
<tr>
<td>Living in college housing is voluntary for all students</td>
<td>28.6 %</td>
<td>0.0 %</td>
<td>28.6 %</td>
<td>10.0 %</td>
<td>0.0 %</td>
<td>25.0 %</td>
</tr>
<tr>
<td>Residence staff members have a college degree and specific professional training</td>
<td>42.9 %</td>
<td>23.1 %</td>
<td>50.0 %</td>
<td>25.0 %</td>
<td>10.0 %</td>
<td>45.8 %</td>
</tr>
<tr>
<td>Advanced students are employed part-time as dormitory counselors</td>
<td>57.1 %</td>
<td>7.7 %</td>
<td>50.0 %</td>
<td>30.0 %</td>
<td>0.0 %</td>
<td>54.2 %</td>
</tr>
<tr>
<td>Residence staff members have no degree and specific professional training</td>
<td>28.6 %</td>
<td>0.0 %</td>
<td>21.4 %</td>
<td>15.0 %</td>
<td>0.0 %</td>
<td>25.0 %</td>
</tr>
<tr>
<td>The primary function of the residence staff is to maintain order and serve as counselors</td>
<td>76.2 %</td>
<td>15.4 %</td>
<td>64.3 %</td>
<td>45.0 %</td>
<td>10.0 %</td>
<td>70.8 %</td>
</tr>
<tr>
<td>Each dormitory has a student governing organization</td>
<td>81.0 %</td>
<td>23.1 %</td>
<td>92.9 %</td>
<td>35.0 %</td>
<td>10.0 %</td>
<td>79.2 %</td>
</tr>
</tbody>
</table>
Table XXIV. Off-campus housing and the off-campus student

<table>
<thead>
<tr>
<th></th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college provides some service to those seeking off-campus housing</td>
<td>47.6</td>
<td>15.4</td>
<td>35.7</td>
<td>35.0</td>
<td>0.0</td>
<td>50.0</td>
</tr>
<tr>
<td>The college inspects or approves off-campus housing</td>
<td>14.3</td>
<td>7.7</td>
<td>14.3</td>
<td>10.0</td>
<td>0.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Off-campus students do not participate in student activities to the extent that residents do</td>
<td>76.2</td>
<td>23.1</td>
<td>78.6</td>
<td>40.0</td>
<td>10.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Off-campus students do not participate at all in student activities</td>
<td>4.8</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Off-campus students participate in student activities more than residents</td>
<td>9.5</td>
<td>0.0</td>
<td>7.1</td>
<td>5.0</td>
<td>0.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Off-campus students participate in student activities as much as residents</td>
<td>4.8</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Off-campus students manifest more disciplinary problems than resident students</td>
<td>4.8</td>
<td>0.0</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Off-campus students manifest fewer disciplinary problems than resident students</td>
<td>28.6</td>
<td>0.0</td>
<td>28.6</td>
<td>10.0</td>
<td>0.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Off-campus students manifest the same disciplinary problems as resident students</td>
<td>47.6</td>
<td>15.4</td>
<td>42.9</td>
<td>30.0</td>
<td>0.0</td>
<td>45.8</td>
</tr>
<tr>
<td>An educational program is provided for private householders</td>
<td>9.5</td>
<td>0.0</td>
<td>0.0</td>
<td>10.0</td>
<td>0.0</td>
<td>8.3</td>
</tr>
</tbody>
</table>
Table XXV. Boarding practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>Acr N=21</th>
<th>Nac N=13</th>
<th>Pr N=14</th>
<th>Pub N=20</th>
<th>Jr N=10</th>
<th>Sr N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students residing in dormitories and college-owned residences eat in a college-supervised dining hall</td>
<td>100.0</td>
<td>7.7</td>
<td>85.7</td>
<td>50.0</td>
<td>10.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Off-campus students may also eat in the dining hall</td>
<td>61.9</td>
<td>7.7</td>
<td>57.1</td>
<td>30.0</td>
<td>10.0</td>
<td>33.3</td>
</tr>
<tr>
<td>The boarding facilities are utilized by the college for training in social graces</td>
<td>47.6</td>
<td>15.4</td>
<td>50.0</td>
<td>25.0</td>
<td>0.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Meals are served cafeteria style</td>
<td>90.5</td>
<td>23.1</td>
<td>92.9</td>
<td>45.0</td>
<td>10.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Meals are served family style</td>
<td>9.5</td>
<td>7.7</td>
<td>7.1</td>
<td>5.0</td>
<td>10.0</td>
<td>8.3</td>
</tr>
<tr>
<td>A member of the health staff inspects the food services periodically</td>
<td>28.6</td>
<td>7.7</td>
<td>21.4</td>
<td>20.0</td>
<td>0.0</td>
<td>29.2</td>
</tr>
<tr>
<td>A trained dietitian plans and supervises the preparation of the food</td>
<td>100.0</td>
<td>23.1</td>
<td>92.9</td>
<td>55.0</td>
<td>10.0</td>
<td>95.8</td>
</tr>
<tr>
<td>An annual medical examination is given all food service employees</td>
<td>71.4</td>
<td>15.4</td>
<td>57.1</td>
<td>45.0</td>
<td>0.0</td>
<td>70.8</td>
</tr>
<tr>
<td>A medical examination is given after an illness of an employee</td>
<td>71.4</td>
<td>15.4</td>
<td>57.1</td>
<td>45.0</td>
<td>0.0</td>
<td>70.8</td>
</tr>
<tr>
<td>An attempt is made to socialize the meal hours</td>
<td>42.9</td>
<td>23.1</td>
<td>64.3</td>
<td>15.0</td>
<td>10.0</td>
<td>45.8</td>
</tr>
</tbody>
</table>
Table XXVI. The administration of discipline

<table>
<thead>
<tr>
<th></th>
<th>Acr N=21</th>
<th>Nacr N=13</th>
<th>Pr N=14</th>
<th>Pub N=20</th>
<th>Jr N=10</th>
<th>Sr N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college has a number of definite rules and regulations governing student conduct</td>
<td>47.6</td>
<td>69.2</td>
<td>35.7</td>
<td>70.0</td>
<td>70.0</td>
<td>50.0</td>
</tr>
<tr>
<td>The rules and regulations are determined cooperatively</td>
<td>57.1</td>
<td>76.9</td>
<td>57.1</td>
<td>70.0</td>
<td>80.0</td>
<td>58.3</td>
</tr>
<tr>
<td>The college places the responsibility for conduct largely with the students</td>
<td>47.6</td>
<td>38.5</td>
<td>50.0</td>
<td>45.0</td>
<td>40.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Rules and regulations are not stressed</td>
<td>9.5</td>
<td>23.1</td>
<td>7.1</td>
<td>20.0</td>
<td>20.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Students participate in the formulation and modification of rules and regulations</td>
<td>61.9</td>
<td>61.5</td>
<td>57.1</td>
<td>65.0</td>
<td>60.0</td>
<td>62.5</td>
</tr>
<tr>
<td>Students who violate college rules and regulations are treated as individuals with adjustment problems</td>
<td>66.7</td>
<td>76.9</td>
<td>57.1</td>
<td>75.0</td>
<td>60.0</td>
<td>66.7</td>
</tr>
<tr>
<td>The first aim of disciplinary action is to give the individual training in student citizenship and moral development</td>
<td>66.7</td>
<td>61.5</td>
<td>85.7</td>
<td>60.0</td>
<td>50.0</td>
<td>70.8</td>
</tr>
<tr>
<td>Students in disciplinary difficulty are recognized as subjects for counseling</td>
<td>52.4</td>
<td>69.2</td>
<td>50.0</td>
<td>65.0</td>
<td>60.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Counselors are not responsible for determining or enforcing punishment</td>
<td>28.6</td>
<td>53.9</td>
<td>35.7</td>
<td>40.0</td>
<td>25.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Administrative officers or committees determine and enforce punishment</td>
<td>42.9</td>
<td>76.9</td>
<td>35.7</td>
<td>40.0</td>
<td>25.0</td>
<td>33.3</td>
</tr>
</tbody>
</table>
### Table XXVI (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student discipline is administered by a committee of the faculty</td>
<td>42.9</td>
<td>53.9</td>
<td>42.9</td>
<td>50.0</td>
<td>25.0</td>
<td>45.8</td>
</tr>
<tr>
<td>Student discipline is administered by the dean of the college</td>
<td>0.0</td>
<td>15.4</td>
<td>7.1</td>
<td>5.0</td>
<td>10.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Student discipline is administered by the dean of students</td>
<td>28.6</td>
<td>7.7</td>
<td>21.4</td>
<td>15.0</td>
<td>10.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Student discipline is administered by the president</td>
<td>19.1</td>
<td>30.8</td>
<td>35.7</td>
<td>15.0</td>
<td>30.0</td>
<td>35.7</td>
</tr>
<tr>
<td>Student discipline is administered by a student-faculty committee</td>
<td>47.6</td>
<td>30.8</td>
<td>35.7</td>
<td>40.0</td>
<td>30.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Student discipline is administered by the dean of men</td>
<td>33.3</td>
<td>7.7</td>
<td>21.4</td>
<td>25.0</td>
<td>0.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Student discipline is administered by the dean of women</td>
<td>42.9</td>
<td>7.7</td>
<td>28.6</td>
<td>25.0</td>
<td>0.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Students participate in discipline through a student court</td>
<td>33.3</td>
<td>23.1</td>
<td>28.6</td>
<td>30.0</td>
<td>20.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Students participate in an honors system</td>
<td>9.5</td>
<td>23.1</td>
<td>28.6</td>
<td>5.0</td>
<td>0.0</td>
<td>35.7</td>
</tr>
</tbody>
</table>
Table XXVII. Causes for disciplinary action

<table>
<thead>
<tr>
<th></th>
<th>Acr N=21</th>
<th>Nacr N=13</th>
<th>Pr N=14</th>
<th>Pub N=20</th>
<th>Jr N=10</th>
<th>Sr N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor academic work</td>
<td>71.4</td>
<td>46.2</td>
<td>78.6</td>
<td>50.0</td>
<td>20.0</td>
<td>17.8</td>
</tr>
<tr>
<td>Cheating</td>
<td>52.4</td>
<td>23.1</td>
<td>50.0</td>
<td>35.0</td>
<td>30.0</td>
<td>45.8</td>
</tr>
<tr>
<td>Drinking</td>
<td>14.3</td>
<td>15.4</td>
<td>21.4</td>
<td>10.0</td>
<td>10.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Immoral behavior</td>
<td>39.0</td>
<td>15.4</td>
<td>57.1</td>
<td>35.0</td>
<td>10.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Infractions of dormitory rules</td>
<td>76.2</td>
<td>23.1</td>
<td>85.7</td>
<td>35.0</td>
<td>10.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Infractions of automobile regulations</td>
<td>42.9</td>
<td>15.4</td>
<td>28.6</td>
<td>35.0</td>
<td>10.0</td>
<td>41.7</td>
</tr>
</tbody>
</table>

Table XXVIII. The administration of the testing program

<table>
<thead>
<tr>
<th></th>
<th>Acr N=21</th>
<th>Nacr N=13</th>
<th>Pr N=14</th>
<th>Pub N=20</th>
<th>Jr N=10</th>
<th>Sr N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>An administrator or counselor well-trained in testing directs the testing program</td>
<td>85.7</td>
<td>61.5</td>
<td>78.6</td>
<td>75.0</td>
<td>60.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Adequate rooms are provided for testing</td>
<td>85.7</td>
<td>61.5</td>
<td>71.4</td>
<td>80.0</td>
<td>60.0</td>
<td>83.3</td>
</tr>
<tr>
<td>A machine is provided for scoring tests</td>
<td>23.8</td>
<td>7.7</td>
<td>7.1</td>
<td>25.0</td>
<td>0.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Students with special problems are given special tests to aid them in choices, plans, and adjustments</td>
<td>33.3</td>
<td>38.5</td>
<td>14.3</td>
<td>40.0</td>
<td>20.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Test results, together with other information about the student, are used by counselors and advisers in counseling students</td>
<td>61.9</td>
<td>46.2</td>
<td>35.7</td>
<td>70.0</td>
<td>50.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Test results are used only as indications and not as the sole answer to problems</td>
<td>47.6</td>
<td>53.9</td>
<td>21.4</td>
<td>70.0</td>
<td>60.0</td>
<td>45.8</td>
</tr>
</tbody>
</table>
Table XXIX. Kinds of standardized tests administered

<table>
<thead>
<tr>
<th>Test of:</th>
<th>Acr % N=21</th>
<th>Nacr % N=13</th>
<th>Pr % N=14</th>
<th>Pub % N=20</th>
<th>Jr % N=10</th>
<th>Sr % N=24</th>
</tr>
</thead>
<tbody>
<tr>
<td>General intelligence or scholastic aptitude</td>
<td>81.0</td>
<td>69.2</td>
<td>71.4</td>
<td>80.0</td>
<td>60.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Special English ability</td>
<td>57.1</td>
<td>38.5</td>
<td>50.0</td>
<td>50.0</td>
<td>30.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Special reading ability</td>
<td>42.9</td>
<td>15.4</td>
<td>21.4</td>
<td>40.0</td>
<td>20.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Personality inventory</td>
<td>47.6</td>
<td>0.0</td>
<td>21.4</td>
<td>35.0</td>
<td>0.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Interest inventory</td>
<td>28.6</td>
<td>7.7</td>
<td>28.6</td>
<td>20.0</td>
<td>10.0</td>
<td>25.0</td>
</tr>
<tr>
<td>General achievement</td>
<td>33.3</td>
<td>30.8</td>
<td>35.7</td>
<td>30.0</td>
<td>20.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Mathematics achievement</td>
<td>39.0</td>
<td>30.8</td>
<td>35.7</td>
<td>35.0</td>
<td>20.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Language achievement</td>
<td>9.5</td>
<td>14.5</td>
<td>21.4</td>
<td>5.0</td>
<td>0.0</td>
<td>12.5</td>
</tr>
</tbody>
</table>
Table XXX. Organization of student records

<table>
<thead>
<tr>
<th></th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=21</td>
<td>N=13</td>
<td>N=14</td>
<td>N=20</td>
<td>N=10</td>
<td>N=24</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>A personnel folder is kept on each student</td>
<td>95.2</td>
<td>92.3</td>
<td>85.7</td>
<td>100.0</td>
<td>100.0</td>
<td>91.7</td>
</tr>
<tr>
<td>A cumulative record is used</td>
<td>90.5</td>
<td>92.3</td>
<td>100.0</td>
<td>85.0</td>
<td>90.0</td>
<td>87.5</td>
</tr>
<tr>
<td>The cumulative record was developed cooperatively</td>
<td>71.4</td>
<td>69.2</td>
<td>57.1</td>
<td>80.0</td>
<td>70.0</td>
<td>70.8</td>
</tr>
<tr>
<td>The cumulative record was secured from a commercial source</td>
<td>4.8</td>
<td>0.0</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>The cumulative record and other information about the student are kept in a central file and are available to all persons responsible for counseling and advising students</td>
<td>57.1</td>
<td>61.5</td>
<td>57.1</td>
<td>60.0</td>
<td>70.0</td>
<td>54.2</td>
</tr>
<tr>
<td>The cumulative record and the personnel folder are used frequently by counselors and advisers</td>
<td>47.6</td>
<td>61.5</td>
<td>35.7</td>
<td>60.0</td>
<td>60.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Teachers and inexperienced advisers are assisted by a counselor or the administrator in interpreting the cumulative record and other information on students</td>
<td>39.0</td>
<td>53.9</td>
<td>35.7</td>
<td>50.0</td>
<td>50.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Materials of a confidential nature are kept out of the central file</td>
<td>71.4</td>
<td>76.9</td>
<td>57.1</td>
<td>75.0</td>
<td>70.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Secretarial help is available to assist in maintaining the student personnel record</td>
<td>47.6</td>
<td>15.4</td>
<td>42.9</td>
<td>30.0</td>
<td>0.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>
Table XXXI. Information on the cumulative record form

<table>
<thead>
<tr>
<th></th>
<th>Acr N=21%</th>
<th>Nacr N=13%</th>
<th>Pr N=14%</th>
<th>Pub N=20%</th>
<th>Jr N=10%</th>
<th>Sr N=24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous school experience</td>
<td>76.2</td>
<td>100.0</td>
<td>71.4</td>
<td>90.5</td>
<td>100.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Results of standardized tests</td>
<td>81.0</td>
<td>84.6</td>
<td>71.4</td>
<td>95.0</td>
<td>80.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Health record</td>
<td>61.9</td>
<td>84.6</td>
<td>78.6</td>
<td>65.0</td>
<td>80.0</td>
<td>66.7</td>
</tr>
<tr>
<td>Social and emotional status</td>
<td>42.9</td>
<td>38.5</td>
<td>50.0</td>
<td>35.0</td>
<td>20.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Family history</td>
<td>61.9</td>
<td>69.2</td>
<td>50.0</td>
<td>80.0</td>
<td>60.0</td>
<td>70.8</td>
</tr>
<tr>
<td>Out-of-school activities</td>
<td>61.9</td>
<td>69.2</td>
<td>57.1</td>
<td>70.0</td>
<td>60.0</td>
<td>66.7</td>
</tr>
<tr>
<td>Present school achievement</td>
<td>57.1</td>
<td>84.6</td>
<td>64.3</td>
<td>70.0</td>
<td>80.0</td>
<td>62.5</td>
</tr>
<tr>
<td>Positions of leadership</td>
<td>47.6</td>
<td>61.5</td>
<td>42.9</td>
<td>70.0</td>
<td>60.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>66.7</td>
<td>69.2</td>
<td>42.9</td>
<td>85.0</td>
<td>80.0</td>
<td>62.5</td>
</tr>
<tr>
<td>Special interests and hobbies</td>
<td>47.6</td>
<td>61.5</td>
<td>42.9</td>
<td>65.0</td>
<td>50.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Vocational plans</td>
<td>52.4</td>
<td>69.2</td>
<td>42.9</td>
<td>70.0</td>
<td>60.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Educational plans</td>
<td>33.3</td>
<td>76.9</td>
<td>35.7</td>
<td>60.0</td>
<td>50.0</td>
<td>45.8</td>
</tr>
</tbody>
</table>
Table XXXII. The administration of financial aid

<table>
<thead>
<tr>
<th></th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student aid program is centralized and coordinated</td>
<td>81.0</td>
<td>38.5</td>
<td>57.1</td>
<td>55.0</td>
<td>50.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Information is available to students on scholarships, loans,</td>
<td>85.7</td>
<td>84.6</td>
<td>78.6</td>
<td>95.0</td>
<td>80.0</td>
<td>83.3</td>
</tr>
<tr>
<td>and other aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careful records are kept on loans, scholarships, fellowships,</td>
<td>81.0</td>
<td>84.6</td>
<td>71.4</td>
<td>90.0</td>
<td>80.0</td>
<td>83.3</td>
</tr>
<tr>
<td>and other aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The aid program is related to the academic program of the</td>
<td>61.9</td>
<td>62.2</td>
<td>57.1</td>
<td>70.0</td>
<td>60.0</td>
<td>66.7</td>
</tr>
<tr>
<td>student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A committee of the faculty determines financial aid policies</td>
<td>57.1</td>
<td>46.2</td>
<td>35.7</td>
<td>65.0</td>
<td>60.0</td>
<td>50.0</td>
</tr>
<tr>
<td>An administrative staff determines financial aid policies</td>
<td>33.3</td>
<td>53.9</td>
<td>42.9</td>
<td>40.0</td>
<td>40.0</td>
<td>45.8</td>
</tr>
<tr>
<td>The president determines financial aid policies</td>
<td>28.6</td>
<td>15.4</td>
<td>35.7</td>
<td>30.0</td>
<td>20.0</td>
<td>35.7</td>
</tr>
<tr>
<td>The trustee board determines financial aid policies</td>
<td>0.0</td>
<td>7.7</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Representatives of the student body determine financial aid</td>
<td>4.8</td>
<td>0.0</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0</td>
<td>4.2</td>
</tr>
<tr>
<td>policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table XXXIII. Types of remedial services

<table>
<thead>
<tr>
<th>Service</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial reading</td>
<td>57.1</td>
<td>38.5</td>
<td>50.0</td>
<td>50.0</td>
<td>40.0</td>
<td>54.2</td>
</tr>
<tr>
<td>Reading diagnosis</td>
<td>39.1</td>
<td>15.4</td>
<td>21.4</td>
<td>35.0</td>
<td>10.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Group instruction in reading</td>
<td>61.9</td>
<td>38.5</td>
<td>50.0</td>
<td>55.0</td>
<td>40.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Individual instruction in reading</td>
<td>23.8</td>
<td>15.4</td>
<td>21.4</td>
<td>20.0</td>
<td>20.0</td>
<td>20.8</td>
</tr>
<tr>
<td>Methods of study</td>
<td>42.9</td>
<td>7.7</td>
<td>28.6</td>
<td>30.0</td>
<td>10.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Speech clinic</td>
<td>23.8</td>
<td>0.0</td>
<td>0.0</td>
<td>25.0</td>
<td>0.0</td>
<td>20.8</td>
</tr>
<tr>
<td>Remedial English</td>
<td>61.9</td>
<td>23.1</td>
<td>50.0</td>
<td>50.0</td>
<td>20.0</td>
<td>62.5</td>
</tr>
<tr>
<td>Remedial mathematics</td>
<td>57.1</td>
<td>23.1</td>
<td>42.9</td>
<td>50.0</td>
<td>20.0</td>
<td>54.2</td>
</tr>
<tr>
<td>Diagnosis in all areas (other than reading)</td>
<td>39.0</td>
<td>7.7</td>
<td>0.0</td>
<td>35.0</td>
<td>0.0</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Table XXXIV. Placement services

<table>
<thead>
<tr>
<th>Service</th>
<th>Acr</th>
<th>Nacr</th>
<th>Pr</th>
<th>Pub</th>
<th>Jr</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time employment while attending college</td>
<td>71.4</td>
<td>46.2</td>
<td>57.1</td>
<td>65.0</td>
<td>40.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Short-time employment during vacation and summer periods</td>
<td>52.4</td>
<td>46.2</td>
<td>57.1</td>
<td>45.0</td>
<td>30.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Teacher placement</td>
<td>76.2</td>
<td>23.1</td>
<td>57.1</td>
<td>55.0</td>
<td>0.0</td>
<td>79.2</td>
</tr>
<tr>
<td>Non-teacher placement</td>
<td>47.6</td>
<td>0.0</td>
<td>28.6</td>
<td>25.0</td>
<td>0.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Placement for school leavers who are not graduates</td>
<td>4.8</td>
<td>23.1</td>
<td>7.1</td>
<td>15.0</td>
<td>10.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Assistance in selection of and admission to graduate school or any further training</td>
<td>57.1</td>
<td>15.4</td>
<td>50.0</td>
<td>35.0</td>
<td>0.0</td>
<td>58.3</td>
</tr>
</tbody>
</table>
Table XXXV. Coordination of research and evaluation with the curriculum and other student personnel services

<table>
<thead>
<tr>
<th>Coordinated with:</th>
<th>Acr N=21</th>
<th>Nacr N=14</th>
<th>Pr N=20</th>
<th>Pub N=10</th>
<th>Jr N=24</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum-development program</td>
<td>33.3</td>
<td>23.1</td>
<td>21.4</td>
<td>35.0</td>
<td>30.0</td>
<td>29.2</td>
</tr>
<tr>
<td>Counseling service</td>
<td>28.6</td>
<td>38.5</td>
<td>28.6</td>
<td>35.0</td>
<td>30.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Health service</td>
<td>14.3</td>
<td>23.1</td>
<td>21.4</td>
<td>15.0</td>
<td>10.0</td>
<td>20.8</td>
</tr>
<tr>
<td>Student records</td>
<td>9.5</td>
<td>23.1</td>
<td>21.4</td>
<td>10.0</td>
<td>10.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Placement service</td>
<td>23.8</td>
<td>23.1</td>
<td>21.4</td>
<td>20.0</td>
<td>10.0</td>
<td>29.2</td>
</tr>
<tr>
<td>Follow-up service</td>
<td>4.8</td>
<td>23.1</td>
<td>14.3</td>
<td>10.0</td>
<td>10.0</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Table XXXVI. Elements of the research and evaluation service

<table>
<thead>
<tr>
<th></th>
<th>Acr N=21</th>
<th>Nacr N=14</th>
<th>Pr N=20</th>
<th>Pub N=10</th>
<th>Jr N=24</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of research are used to indicate interests, problems, and needs of the student</td>
<td>39.0</td>
<td>30.8</td>
<td>28.6</td>
<td>40.0</td>
<td>40.0</td>
<td>41.7</td>
</tr>
<tr>
<td>Results of research are used to test and evaluate new techniques being used to improve the personnel program</td>
<td>9.5</td>
<td>23.1</td>
<td>14.3</td>
<td>15.0</td>
<td>20.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Results of evaluation are interpreted to the college community</td>
<td>14.3</td>
<td>38.5</td>
<td>21.4</td>
<td>25.0</td>
<td>20.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Results of evaluation are used to improve the existig program</td>
<td>19.1</td>
<td>38.5</td>
<td>14.3</td>
<td>35.0</td>
<td>30.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Objective measures are used in the evaluation of personnel services</td>
<td>4.8</td>
<td>38.5</td>
<td>14.3</td>
<td>15.0</td>
<td>20.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Periodical evaluation is made of personnel services</td>
<td>19.1</td>
<td>38.5</td>
<td>21.4</td>
<td>30.0</td>
<td>30.0</td>
<td>25.0</td>
</tr>
<tr>
<td>The institution publicizes significant findings</td>
<td>14.3</td>
<td>0.0</td>
<td>0.0</td>
<td>15.0</td>
<td>0.0</td>
<td>12.5</td>
</tr>
</tbody>
</table>
### Table XXXVII. Ratings on the adequacy and completeness of the provisions for student personnel services in Negro colleges of the South Atlantic States

<table>
<thead>
<tr>
<th>College</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Technical College of North Carolina</td>
<td>32</td>
</tr>
<tr>
<td>Albany State College</td>
<td>29</td>
</tr>
<tr>
<td>Allen University</td>
<td>30</td>
</tr>
<tr>
<td>Atlanta University</td>
<td>31</td>
</tr>
<tr>
<td>Barber-Scotia College</td>
<td>31</td>
</tr>
<tr>
<td>Carver Junior College</td>
<td>26</td>
</tr>
<tr>
<td>Clark College</td>
<td>31</td>
</tr>
<tr>
<td>Collier-Blocker Junior College</td>
<td>20</td>
</tr>
<tr>
<td>Elizabeth City State Teachers College</td>
<td>29</td>
</tr>
<tr>
<td>Fayetteville State Teachers College</td>
<td>32</td>
</tr>
<tr>
<td>Florida Agricultural and Mechanical University</td>
<td>31</td>
</tr>
<tr>
<td>Fort Valley State College</td>
<td>30</td>
</tr>
<tr>
<td>Gibbs Junior College</td>
<td>24</td>
</tr>
<tr>
<td>Hampton Junior College</td>
<td>22</td>
</tr>
<tr>
<td>Hampton Institute</td>
<td>33</td>
</tr>
<tr>
<td>Interdenominational Theological Center</td>
<td>35</td>
</tr>
<tr>
<td>Johnson C. Smith University</td>
<td>26</td>
</tr>
<tr>
<td>Livingstone College</td>
<td>31</td>
</tr>
<tr>
<td>Mather School and Junior College</td>
<td>27</td>
</tr>
<tr>
<td>Mecklenburg College</td>
<td>18</td>
</tr>
<tr>
<td>Morris College</td>
<td>31</td>
</tr>
<tr>
<td>Morris Brown College</td>
<td>27</td>
</tr>
<tr>
<td>Norfolk Division of Virginia State College</td>
<td>30</td>
</tr>
<tr>
<td>North Carolina College at Durham</td>
<td>36</td>
</tr>
<tr>
<td>Paine College</td>
<td>26</td>
</tr>
<tr>
<td>Rosenwald Junior College</td>
<td>26</td>
</tr>
<tr>
<td>Saint Augustine's College</td>
<td>35</td>
</tr>
<tr>
<td>Savannah State College</td>
<td>34</td>
</tr>
<tr>
<td>Shaw University</td>
<td>34</td>
</tr>
<tr>
<td>South Carolina State College</td>
<td>32</td>
</tr>
<tr>
<td>Virginia State College</td>
<td>46</td>
</tr>
<tr>
<td>Volusia County Community College</td>
<td>29</td>
</tr>
<tr>
<td>Washington Junior College</td>
<td>22</td>
</tr>
<tr>
<td>Williston Unit of Wilmington College</td>
<td>26</td>
</tr>
</tbody>
</table>
APPENDIX B

Inventory Form for Student Personnel Services in Negro Colleges of the South Atlantic States

by Charles D. Sanders

Name of institution

Location of institution

Name of president

Type of institution

Source of institution's support

Date founded

Accreditation by the Southern Association of Colleges and Secondary Schools (1) full membership, (2) approved, but not a member, (3) not accredited.

Enrollment (fall term)

Name and title of person(s) in charge of student personnel services

Individual reporting Date
Rating Scale

3  --- Service goes beyond minimum requirements
    More than one-half of the provisions for the
    services are met

2  --- Service meets minimum requirements
    At least one-half of the provisions for the
    services are met

1  --- Some service, but inadequate
    Less than one-half of the provisions for the
    services are met

0  --- A need, but no service
    A need, but no provision for the service

3B --- No need
    No need for the services

Directions for filling in the inventory

A numerical rating should be placed beside each service
and such subdivisions that have parentheses in front of
them.  e.g. (3)

A check mark should be placed before each subdivision
where there is only a dash in front of it.  e.g. X

Sample

(2) Physical and mental health

X A. Physical examinations are given to all new
    students when they enter school

X B. Physical examinations are given to all
    students each year
Part I

Organization

A. The need for a good student personnel program is recognized by
   1. The administration
   2. The faculty
   3. The students

B. The person who directs or coordinates the personnel program is the
   1. President
   2. Assistant to the president or vice-president
   3. Dean of the college
   4. Dean of the faculty
   5. Dean of men
   6. Dean of women
   7. Dean of students
   8. Director of student personnel
   9. Other person (give position):

C. The person who directs or coordinates the personnel program has attained at least a master's degree.

D. The director or coordinator of the personnel program is assisted and advised by a representative committee.

This committee includes the:

1. Staff members (give positions):

2. Student representatives (give student office and group represented):

(If the director or coordinator of personnel is not the chairman of the committee, what official is chairman?)
E. A well-formulated and clear-cut statement of philosophy and objectives has been worked out democratically and is understood by all workers in the program. (If such a statement is available, a copy will be appreciated by the investigator.)

F. The following services are included in the student personnel program:

1. Selecting and admitting new students
2. Orientation for new students
3. Counseling and advisement of students
4. Student activities
5. Religious services
6. Health services
   a. Physical
   b. Mental
7. Housing and boarding
8. Student discipline
9. Testing program
10. Student records
11. Financial aid to students
12. Remedial services
13. Placement service
14. Follow-up services
15. Research service

Selecting and admitting new students

A. The college in cooperation with high schools in the vicinity

1. Offers precollege counseling to high school pupils
2. Gives standardized tests to high school pupils
3. Holds special days at the college for high school pupil's benefit, such as a field day, senior day, career day, and the like

B. The college sends bulletins and circulars to high schools in the vicinity

C. A college representative corresponds with all students making inquiry or requesting information about the college

D. Bulletins and circulars are sent to these students
E. A college representative calls on all known prospective students

F. Interviews with such students are primarily for precollege guidance purposes

G. The college admits all high school graduates who apply

H. The college admits only a selected group of high school graduates
   1. These must meet certain academic standards
   2. These must achieve satisfactory scores on admission tests
   3. Their ideals must be in harmony with the purposes of the college

I. The college admits war veterans otherwise qualified, who are not high school graduates but who have a good prognosis of college success

J. The college admits nonveterans otherwise qualified, who are not high school graduates but who have a good prognosis of college success

K. The college encourages good college prospects to continue their education, by providing:
   1. A number of scholarships
   2. Grants-in-aid
   3. Tuition exemptions
   4. Employment by the college
   5. Other (indicate)

L. Other significant features of selecting and admitting students:
   1. Travel with student quartettes
   2. Travel with student choirs
   3. High school festivals (such as drama and music) on the college campus
   4. Extensive use of mass media of communication

M. Official most active in student recruitment
   1. President
   2. Recruitment personnel director or student solicitor
   3. Director of public relations
4. Field worker
5. Dean of instruction
6. Dean of students
7. Admissions counselor
8. Publicity director
9. Assistant to the president

N. Preregistration services

1. Student handbooks
2. Series of letters
3. Preregistration orientation period
4. Preregistration counseling
5. Sending literature and catalogs
6. Meeting of college and high school personnel workers to consider articulation needs

Orientation for new students

A. An orientation program is provided for (how many?) days at the beginning of the regular school year

1. For freshman only
2. For all new students

B. The purposes of the orientation program are:

1. To acquaint the student with
   a. The purposes of the college
   b. The customs, traditions, rules, and regulations of the college
   c. The campus and buildings
   d. His adviser
   e. The administration and faculty
   f. The counselors
   g. Other freshmen and new students
   h. Student leaders
   i. The departmental offerings
   j. Student activities
   k. The personnel services (discussion of)
   l. Enrollment procedures
   m. Use of the library and research facilities
   n. Financial requirements
   o. Religious services
   p. Methods of study
   q. Student government
   r. Methods of reading
   s. Student publications
2. To gather information about the student for administrative, instructional, and guidance purposes. Such information is secured from:

- a. Tests administered
- b. Interviews between student and adviser
- c. Interviews between student and counselor
- d. Observations of student by faculty, advisers, counselors, and other students

C. The college continues an active orientation program throughout the student's first year in college

1. The purposes of this continued orientation are:

- a. To aid the student in personal adjustment
- b. To acquaint him with students of other classes
- c. Other __________________________

2. This continued orientation is provided through:

- a. A special course: ________credit, ________non-credit
- b. Special units in the regular courses
- c. Special assemblies and convocations
- d. Special group discussions
- e. Other means: ___________________
- f. Length of course ___________________

D. The college also recognizes the need, and provides specifically for, orientation at other times during the student's college life

E. Orientation period is:

- 1. Prior to return of upperclass students
- 2. At the same time as return of upperclass students
- 3. After return of upperclass students
F. The orientation period is:
   __ 1. Required of all new students
   __ 2. Voluntary for all new students

G. Planning of orientation activities

1. Representatives of upperclass students (check)
   __ a. Fully participate in the planning
   __ b. Partially participate in the planning
   __ c. Do not participate at all in the planning

2. Members of the faculty (as differentiated from the administrative staff) (check)
   __ a. Fully participate in the planning
   __ b. Partially participate in the planning
   __ c. Do not participate at all in the planning

H. Freshmen have an opportunity to evaluate the orientation program

I. Testing

   __ 1. Tests are administered to incoming students
      __ a. Aptitude
      __ b. Achievement or placement
      __ c. Vocational or occupational interest
      __ d. Personality

   2. Test results are:
      __ a. Interpreted to each new student
      __ b. Interpreted to only those requesting
      __ c. Not discussed with students

( ) Counseling and advisement of students

   __ A. The college employs some full-time counselors (how many? ____)
B. The college employs some faculty members who are trained in guidance and counseling and who give part-time service to counseling (how many?)

C. Some counselors are prepared to give counsel in the following areas:

1. Vocational
2. Educational
3. Social
4. Religious
5. Personal
6. Student activities
7. Others

D. The following counseling personnel are available at your college

1. Chaplain, minister, or priest
2. Mental hygienist
3. Psychiatrist
4. College nurse

   a. On campus
   b. Off campus

5. Physician (health program)

   a. On campus
   b. Off campus

6. Social worker
7. Speech pathologist
8. Reading pathologist
9. Clinical psychologist
10. Trained counselor with psychology major or doctoral minor
11. Trained counselor, courses in counseling
12. Untrained, but experienced counselor
13. All staff members counsel

(Please circle the "s" for all specialists who are full-time campus workers. Under-score those who are part-time members of the faculty.)

E. Methods by which students contact counselors:

1. Referred by faculty member or adviser
2. Referred by member of administration
3. Called in by counselor
4. Student voluntarily makes contact
F. The following students are counseled:

1. All students
2. Students of a particular class
   a. Freshmen
   b. Sophomores
   c. Juniors
   d. Seniors
   e. Graduate students
3. Special groups of students
   a. Foreign students
   b. Married students
   c. Special students (unclassified)
   d. Veterans
4. Those who are referred by other counselors, advisers, faculty members, or members of administration
5. Those who ask for counsel
6. Disciplinary cases
7. Those whom the counselor calls in because of their apparent need of counsel

G. Advisers

1. All faculty members are advisers
2. Only heads of departments act as advisers
3. Advisers are specially selected and assigned
4. Advisers know their limitations and know when to refer students to professional or special counselors
5. In the assignment of students to advisers:
   a. The number of students assigned to one adviser is limited (how many? )
   b. The number is unlimited
   c. The student is assigned to an adviser as soon as his college major is known
   d. Until major is chosen, assignment is made on the basis of common interests of student and adviser
   e. The student is allowed to change advisers when he and his adviser lack common interests or when there is a personality clash
The adviser may be relieved of the assignment of a student if he desires it, for the same or other good reasons.

Assignment of students to advisers is made or approved by:

1. The director or coordinator of the personnel program
2. The "personnel committee"
3. Other official or group:

All students are interviewed by advisers:

a. Periodically
b. Whenever the student comes for help
c. Whenever problems arise when come to the attention of the adviser

Members of the faculty, administration, and the advising and counseling staff refer students to advisers.

Students also make such referrals.

Every student knows it his privilege to contact his adviser or a counselor whenever he needs assistance.

College year when student is normally assigned to an adviser:

a. Freshmen
b. Sophomore
c. Junior
d. Senior
e. Depends on choice of major
f. Depends on common interests with a faculty member

Number of years that advisers normally have the same advisees:

a. One
b. Two
c. Three
d. Four
e. Not definite

In-service training is provided for advisers and counselors.
1. Purposes:

   a. To coordinate the services of the advisers and counselors
   b. To keep them aware of new techniques and developments in student personnel work
   c. To train new faculty members for serving as advisers
   d. To increase the efficiency of the acting advisers and counselors
   e. Other

2. Training is supplied through:

   a. Classes and conferences headed by personnel experts in the program
   b. Study of literature on personnel work
   c. Attendance at professional conferences of personnel workers
   d. Specially arranged conferences with personnel workers from other institutions
   e. Visits to other institutions to observe their personnel practices
   f. Professional study in extension courses
   g. Professional study in summer school
   h. Research projects applicable to the local personnel program:
      (1) Carried on by individuals
      (2) Carried on by a committee
   i. Discussion of problems through case conferences
   j. Discussions and recommendations by all faculty members as part of the training program

I. Students have a choice of an adviser
J. Students are assigned an adviser
K. Adequate communication between advisers and the coordinator of counseling
L. Workable advising schedule
M. Clerical efficiency
N. Group advisement
O. Individual advisement
P. Faculty adviser contributes to student records
Q. Vocational counseling
   1. Vocational testing
   2. Vocational and occupational library
   3. Meetings on campus to explore various occupations or careers
   4. If vocational counseling is checked above, it is performed by:
      a. Selected faculty members, as a part-time activity
      b. A vocational counselor, as a full-time activity
      c. A vocational counselor as a part-time activity
      d. A member of the administrative staff as a part-time activity
R. Students serve as counselors
S. Parents are included in the counseling program
   1. Letters to parents
   2. Campus visitation and tours arranged for parents
   3. Booklets and other publications directed to parents
   4. Reports dealing with the student's academic progress and other phases of his college life are sent to parents
   5. Home visitations
T. Counselor interview information
   1. Counselors use an interview form
   2. Counselors keep individual notes on interviews
   3. Interview notes are filed in the student's cumulative record
U. Counseling problems
   1. Academic progress
   2. Addiction—overindulgence in alcoholic beverages, narcotics, or tobacco
3. Campus activities
4. Campus friendships
5. Choice of vocation
6. Examinations of quizzes
7. Field of specialization
8. Finances
9. Sex
10. Health
11. Home
12. Marriage
13. Research
14. Religious
15. Study conditions
16. Study habits
17. Other

( ) Student activities

A. The personnel program includes the following general categories of student activities:

1. Student government
2. Fraternities
3. Sororities
4. Other social organizations
5. Publications
6. Intramural athletics
7. Intercollegiate athletics
8. Religious activities
9. Honorary societies
10. Forensics
11. Political organizations
12. Departmental clubs and societies
13. Music activities
14. Dramatic activities
15. Others:

B. Specific activities

1. Band
2. Banquets
3. Campus clean-ups
4. Choir and/or chorus
5. Concerts
6. Lectures
7. Literary club
8. Orchestra
9. Quartettes and/or trios
10. Receptions and teas
11. Special convocations (at which students are required to attend)
12. Lyceum program (featuring artists in different fields)
13. Special exhibits (student projects and others)
14. Others

C. Faculty advice and counsel

1. All or most of the activities listed above have a staff adviser or sponsor
2. There is a staff member for coordinating all of these activities
3. This person, or another staff member working closely with him, maintains a social calendar

D. Participation in activities is required

E. Participation in activities is encouraged

F. Participation in activities is left to individual choice

G. Participation in activities is discouraged if grades are low

H. A student union building is provided

I. Some space for student recreation

( ) Religious services

A. Frequent religious services are provided

1. The purposes of such services are:
   a. To enrich the spiritual lives of Christian students
   b. To lead others, if possible, to the Christian way of life
   c. To give moral guidance under the tenets of Christian idealism
   d. Others

2. Such religious services are provided by, contributed to, and participated in by:
   a. Visiting religious leaders
   b. Staff members
3. Such services provide for:

- a. Talks and sermons
- b. Sacred music
- c. Testimony
- d. Study and discussion
- e. Prayer
- f. Others

B. Religious services include regular chapel services (how many times per week?)

- 1. Student attendance is voluntary
- 2. Student attendance is compulsory

C. Opportunity is provided in connection with, or as an outgrowth of, religious services, for religious counsel for the benefit of individual students

D. Other significant features of religious services

( ) Physical and mental health

- A. Physical examinations are given to all new students when they enter school
- B. Physical examinations are given to all students each year
- C. The college provides dispensary service to all students
- D. Systematic attention is given to screening individuals with regard to emotional factors
- E. Psychiatric examinations are given when symptoms indicate possible mental illness
- F. Complete records are maintained for each student
  - 1. On physical health
  - 2. On mental health
- G. The health records are available to the following people concerned with the health of the student
1. Counselors
2. Advisers
3. Health and physical education teachers
4. Other teachers
5. Athletic directors and coaches. These plan activity programs for individual students in view of their physical limitations
6. Others

H. Students are counseled by the special health officials on the basis of the health records and other information

I. Emergency hospital services are available to the student

J. A physician is located on the campus

K. A physician is located near the campus

L. A registered nurse is on the campus

M. A practical nurse is on the campus

N. The college maintains
   1. A hospital
   2. An infirmary
   3. No facility for treatment

O. Medical care for students is financed by:
   1. A required fee
   2. A voluntary health fee
   3. Fee per visit to health service

P. The health service functions in these areas:
   1. Supervises physical education program
   2. Maintains health education program
   3. Supervises sanitation in dining facilities
   4. Entire medical care of students
   5. Limited medical care of students

Q. The director of the college health service is directly responsible to (title)
( ) Housing and boarding

A. All students, except for those living at home or with relatives, live in college-owned or approved residences which are under effective supervision of the college

B. Each dormitory has a residence head

1. In each case, he (or she) is considered a resident counselor
2. In each case, he (or she) is a nonteaching member of the faculty

C. Each dormitory has a student governing organization to assist the resident head with problems that arise and to coordinate the activities within the dormitory

1. Members of the student governing body are elected by the residents
2. Other methods of choosing the student governing board

D. Advanced students are employed part-time as dormitory counselors. Such student-counselors have had some preparation for guidance and personnel work

E. All students residing in dormitories and college-owned residences eat in a dining hall under the control and effective supervision of the college. Other students may also eat in the dining hall

F. The housing and boarding facilities are utilized by the college for training students in social graces. Students may receive advice and counsel in this connection from:

1. The dining hall supervisor
2. The resident head of their dormitory
3. Others:

G. Meals are served:

1. Cafeteria style
2. Family style

H. Inspection of the food services by a member of the health staff is a weekly process
I. A trained dietitian plans and supervises the preparation of the food

J. An annual medical examination is given all food service employees and also after an illness

K. An attempt is made to socialize the meal hours

L. Please indicate approximately what percentage of your student body reside in:

- 1. College housing
- 2. Fraternity or sorority housing
- 3. Off-campus rooms, apartments, and the like
- 4. At home
- 5. Cooperative living groups

M. Living in college housing is:

(check)

- 1. Required for all students
- 2. Voluntary for all students
- 3. Required for all except those living in vicinity
- 4. Other

N. Supervision of college housing

1. Do college dormitories or houses have a member of the college staff in residence? Encircle: yes  no

2. If your answer to 1 is "yes":

a. What is the title given to such resident staff?  (title)

b. To whom is the person responsible?  (title)

c. Qualifications for such resident staff usually require:

- (1) A college degree
- (2) A college degree and specific professional training
- (3) No college degree or specific professional training
- (4) Other (specify)
d. Such residence staff positions are usually considered

(1) Full time
(2) Part time
(3) Other (specify)

e. Their function is primarily:

(1) To maintain order
(2) To serve as a counselor
(3) To do both

f. Such resident staff persons are to be found in the following approximate ratios:

(1) One for every 40 residents
(2) One for every 60 residents
(3) One for every 80 residents
(4) One for every 100 residents
(5) Other (specify)

3. Who is the person on the college staff who is responsible for administering the housing program?

/title

To whom is the above person responsible?

/title

Q. Off-campus housing. If living off-campus is permitted by your college (other than with parents), please answer the following:

1. Students residing in off-campus housing do so because:

a. Less expensive than college housing
b. Not enough college housing available
c. More freedom
d. Other

2. For off-campus housing, the college

a. Does not aid students in finding such housing
b. Provides some service to aid those seeking such housing
3. With respect to participation in student government and student activities, students who live off campus
   a. Do not participate to the extent that residents do
   b. Do not participate at all
   c. Participate more than residents

4. In your opinion, off-campus students manifest:
   a. More disciplinary problems than resident students
   b. The same disciplinary problems as resident students
   c. Less disciplinary problems than resident students

R. Personnel training programs are provided for resident counselors

S. An educational program is provided for private householders

() Student discipline

A. The college has a number of definite rules and regulations governing student conduct

   1. These rules and regulations are determined by:
      a. The board of trustees
      b. The administrative staff
      c. The faculty
      d. Student representatives
      e. Other
      f. A combination of some of the above
         (circle letter for groups included)

   2. Each student who violates college rules and regulations or transgresses the moral code is punished. This is to protect the college and the student body as a whole
B. The college places the responsibility for conduct largely with the students

1. Rules and regulations are not stressed
2. Students participate in the formulation and modification of the rules and regulations that do exist
3. Each student who violates college rules and regulations or transgresses the moral code is treated as an individual with adjustment problems. At the same time, he is held responsible for his acts as a student citizen

C. The first aim of disciplinary action with respect to the individual student is to give him training in student citizenship and moral development

D. Students in disciplinary difficulty are recognized as subjects for counseling

1. Persons who act as counselors, however, are not responsible for determining or enforcing punishment
2. Administrative officers or committees determine and enforce punishment

E. Student discipline is administered by:

1. Committee of faculty
2. Dean of college
3. Dean of students
4. President
5. Student-faculty committee
6. The dean of men
7. The dean of women
8. Other

F. Representatives of the student body participate in discipline matters in the following ways:

1. Student court
2. Honors system
3. Participation in college discipline committee
4. Other
5. No participation whatsoever
G. For your college, how would you rate the major causes of disciplinary action? (Use 1 for that which occurs most frequently, 2 for that which occurs next frequently, etc.)

1. Poor academic work
2. Cheating
3. Drinking
4. Immoral behavior
5. Infractions of dormitory rules
6. Infractions of automobile regulations
7. Other

( ) Testing program

A. The college maintains a well-planned student testing program

B. The following facilities are available for administering and scoring tests:

1. Adequate rooms for testing
2. A machine for scoring tests
3. Others

C. An administrator or counselor well-trained in testing:

1. Selects and scores tests and interprets test results, or gives direct supervision to those who do
2. Gives, or supervises the giving of tests
3. Uses or supervises the use of test results in counseling and advising

D. All new students are given the following kinds of standardized tests:

1. General intelligence or scholastic aptitudes (kind)
2. Special English ability (kind)
3. Special reading ability (kind)
4. Personality inventory (kind)
5. Interest inventory (kind)
6. Achievement

    a. General achievement (kind)
    b. In specific fields (indicate)

     (1) Mathematics
     (2) Language
     (3) Others
7. Special aptitudes

   a. Mathematics (kind)
   b. Language (kind)
   c. Science (kind)
   d. Art (kind)
   e. Music (kind)
   f. Others (indicate)

E. Students with special problems are given special tests to aid them in choices, plans, and adjustments.

F. Test results, together with other information about the student, are used by counselors and advisers in counseling and advising students.

G. Teachers also make use of this information in adapting instruction to individual differences.

H. Test results are used only as indications and not as the sole answer to problems. (If it can be supplied, a list of the standardized tests used in the program will be appreciated by the investigator.)

Student records

A. A personnel folder is kept on each student.

B. A cumulative record is used.

C. The cumulative record is the folder type and serves as the personnel folder.

D. Development of the cumulative folder:

   1. It was developed cooperatively by staff members in the personnel program.
   2. It was secured from another source (indicate).

E. The following information is included on the cumulative record form:

   1. Previous school achievement and experience
   2. Results of standardized tests
   3. Health record

   a. Physical
   b. Mental
4. Social and emotional status and adjustment
5. Family history
6. Out-of-school activities
7. Present school achievement
8. Positions of leadership
9. Extracurricular activities
10. Other special interests and hobbies
11. Vocational plans:
   a. Past
   b. Present
12. Educational plans
   a. Past
   b. Present
13. Other information:

F. Information kept in the personnel folder. If the college does not keep a cumulative record, please circle the number for each type of information listed under "E" above that is regularly kept in the personnel folder.

G. Information of the following types is filed with the cumulative record, or kept in the personnel folder

1. Information about the student supplied by:
   a. Field representative who contacts student in the field
   b. Director of admission, from correspondence, application for admission, etc.
   c. High school transcript, or transcript from college previously attended

2. Others

H. The cumulative record and/or other important information about the student is kept in a central file where it is available to all persons responsible for counseling and advising students

I. The cumulative record and/or personnel folder is used frequently by counselors and advisers
J. Teachers and inexperienced advisers are assisted by a counselor or the administrator in interpreting the cumulative record and other information on students.

K. Material of a confidential nature is kept out of the central file.

L. Adequate secretarial help is available to assist in maintaining the student personnel records.

M. Other significant features of the personnel record system:

( ) Financial aid to students

A. The college has the following types of financial assistance for its students: (check all that apply)

- 1. Scholarships
- 2. Grants-in-aid
- 3. Student employment
- 4. Student loans
- 5. Other
- 6. No financial aid program

B. The student financial assistance program is directed by (title)

C. Policy concerning financial assistance to students is formulated by: (check all that apply)

- 1. Committee of the faculty
- 2. Administrative staff
- 3. President
- 4. Governing board
- 5. Representatives of student body
- 6. Other

D. Please indicate approximately what percentage of the student body are: (insert %)

- % 1. Receiving full support from the college
- % 2. Receiving partial support from the college
- % 3. Receiving no assistance from the college

E. The following types of financial aid are available for freshmen:
1. Scholarships
2. Student loans
3. Student employment
4. Grants-in-aid
5. Other (specify)

F. The student aid program is centralized and co-ordinated

G. Information is available to students on scholarships, fellowships, loans, and other aid

H. Careful records are kept of loans, scholarships, fellowships, and part-time employment

I. The aid program is related to academic program of the student

J. Types of scholarships: _____________________________

( ) Remedial services

A. Remedial reading
   1. Diagnosis
   2. Group instruction
   3. Individual instruction

B. Methods of study

C. Speech clinic

D. Remedial English (writing laboratory)

E. Remedial mathematics

F. Other (specify) _____________________________

G. A system of diagnosis is used in all of the areas above to determine those who are in need of the service

( ) Placement service

A. The college maintains a placement service for the following:
   1. Part-time employment while attending school
   2. Short-time employment during summer and vacation periods
3. Teacher placement
4. Nonteacher placement for graduates
5. Placement for school leavers who are not graduates
6. Assistance in selection of, and admission to, graduate school
7. Assistance in selection of, and admission to, other graduate education or training
8. Others

B. The college maintains continuous contact with business, industry, and the professions for the latest information about jobs and placement
C. All placement and vocational information services of the college are coordinated
D. Exploratory and try-out values of work experience are kept in mind in making placements in part-time and vacation work
E. The personnel records are used in this service
F. Surveys of employment opportunities are made
G. Students are interviewed, counseled, and given instructions in the area of employment

Follow-up service
A. The college maintains a definite follow-up service
B. This service is closely coordinated with
   1. The placement service
   2. The research service
   3. The counseling and advisement service
   4. The curriculum development program
   5. Others
C. Information is gathered from alumni and employers to ascertain:
   1. The results of the personnel services
   2. The value of specific curricula and courses
   3. The results of methods of instruction
   4. Others
D. The college attempts to maintain contact with students who leave school without graduating
E. The college keeps alumni and other former students informed of college activities and developments.

F. When desired, the college extends the following personnel services to graduates and former students:

   1. Counseling and advisement
   2. Testing
   3. Placement
      a. Teacher placement
      b. Nonteacher placement

G. Others ( )

( ) Research service

A. The college maintains a definite research service.

B. The research service is closely coordinated with, draws information and data from, and in return serves the following:

   1. The curriculum-development program
   2. The counseling and advisement service
   3. The health service
   4. The student records
   5. The placement service
   6. The follow-up service
   7. Others

C. The "personnel committee" engages in research for the improvement of the personnel program.

D. Individual staff members are encouraged to engage in research designed to improve the personnel program. They are given extra compensation and/or reduced work loads to do this.

E. Information gathered from research is used to:

   1. Indicate interests, problems, and needs of the students
   2. Test and evaluate new techniques being used to improve the personnel program
   3. Others

Please enclose any descriptive printed or mimeographed materials—especially the student handbook. Special programs, statements about any aspect of the total student personnel program will also be valuable in the study.
Part II

Does your institution offer a master's degree?___________
What are the types? (M.A., M.S., M.Ed., etc.)___________
Does your institution offer a doctorate degree?___________

Part III

Please indicate unique features of your student personnel program in the space below: