STUDENT PROBLEMS AND PERSONNEL SERVICES
IN A SELECTED GROUP OF SMALL COLLEGES

by

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The Student Personnel Movement

Within the past half century there has been a rapidly-growing interest in the development and implementation of student personnel services in American universities and colleges. The student is being recognized more and more as a total person, and not just an intellect or a person striving to be one. It is being more fully realized that students are human beings; that they have physical, social, personal, and spiritual needs which must also be met if they are to succeed in mastering the subjects they study and developing into well-rounded, happy, useful citizens. This realization is expressed in The Student Personnel Point of View (125), which has furnished a blue-print for the student personnel profession.

A number of influences have accelerated the student personnel movement. Psychology has made its contribution through its attention to individual differences and the production of instruments for individual appraisal. Mental hygiene has shown the interrelationship of mind and body and the importance of personal and social adjustment to human achievement. Psychiatry and psychoanalysis have stressed the clinical approach to human adjustment. The necessity for special attention to the individual student's needs has been made more urgent by
stresses and strains due to the increased tempo of American life resulting from such inventions as the automobile, airplane, radio, television, and labor-saving devices in all lines of work; the disturbing effects of World Wars I and II, the Korean conflict, and the threat of further war; and the increased student enrollment, extending almost beyond collegiate facilities during the peak of the G. I. load, and only temporarily down due to the low birth rate during the 1930's. The temporary shortage of potential students has caused the colleges and universities to give more attention to personnel services designed to secure and retain students. The G. I. act, with its provision of guidance centers, has also given great impetus to the movement. The guidance movement in secondary and adult education (more recently in elementary schools) and the personnel emphasis in business and industry are parallel movements which have resulted from some of the same basic influences as those which have given strength to the personnel movement in collegiate institutions and no doubt have also had some carry-over effect upon it.

This study is particularly concerned with personnel services in small church-related colleges. Assuming that the personnel movement is a healthy one for American education, what effect has it had upon this type of college? What role has the small church-related college itself had in the personnel movement? What personnel services can and should be provided in a college of this type? How can the need for improvement in such services be determined? The literature furnishes some light on these questions and substantiates the limited methods selected for the study.
Statement of the Problem

The problem of this study was to make an inventory of student personnel services and a student and staff-opinion survey of student problems and personnel services in a selected group of colleges during the school year 1952-53. It was limited to co-educational, church-related, liberal arts colleges in the Northwest region of the United States with less than 700 regular students enrolled in the combined freshman, sophomore, junior, and senior years. The purpose was to determine possible implications for the improvement of the student personnel services in these colleges.

Specifically, in each college the study sought to discover:

1. Judgment of "personnel committee" members as to whether certain features commonly prevalent in colleges deemed to have "good" to "excellent" student personnel services, existed in the "present program," were projected for the "planned program," or if not in the "present program" or "planned program," were considered desirable to have in an "ideal program."

2. Opinions of students as to

   a. The problems which they felt to be currently their own and were willing to admit

   b. Whether specific current problems were of serious concern

   c. Whether constructive staff help was available or being received on such problems

   d. The general effectiveness of the services of the college for helping students with guidance and adjustment problems

   e. What they considered to be the best features of such services
f. Their suggestions for improvement of these services

3. Opinions of staff members as to

a. The problems which they believed were current problems of students whom they knew personally

b. Whether specific problems were believed to be of serious concern to any of the known students

c. Whether they felt they were giving constructive help to students on such problems

d. The general effectiveness of the services of the college for helping students with guidance and adjustment problems

e. What they considered to be the best features of such services

f. Their suggestions for improvement of these services

It was believed that definite similarities or differences between student and staff opinions regarding the nature, prevalence, or seriousness of student problems, and the availability of staff help on these problems, would be indicative of the degree of sensitivity of the staff to student problems and the presence or absence among staff members of a student personnel point of view. It was believed that the separate judgments of the students and staff regarding the effectiveness of the student personnel services, the best features of the services, and suggestions for their improvement, would have independent values; but that more confidence could be placed in those judgments in which students and staff appeared to have some agreement. It was further believed that the judgment of "personnel committee" members as to the existence, projection, or desirability of certain features in the student personnel program would serve as a frame of reference for student and staff opinions regarding student problems and the personnel services; that certain
consistencies or discrepancies might be noted which would substantiate or challenge student and/or staff opinions, or substantiate or challenge the judgments of "Personnel Committee" members; that all the material, taken together, might furnish a limited basis for evaluation of certain features as essential or desirable for the type of college being studied.

**Importance of the Study**

This study is deemed to be important for the following main reasons: (1) the small church-related college with which the study deals plays a vital role in American life; (2) there is a general need for research and evaluation in student personnel work, particularly of total programs and of services in small colleges.

**Vital Role of the Small Church-Related College.** On this point, Snavely, formerly Executive Director of the Association of American Colleges, has written (43, pp. 7-8):

Our great system of higher education stems from the desire of colonists to train religious and civil leaders. These earliest colleges were what we term today church-related, private institutions, and it was not until 1875 that the University of Georgia was chartered as the first State University. Totalitarianism will indeed threaten us when the independent colleges and the state-controlled universities no longer find it possible to function efficiently and each to contribute to the leadership of the nation.

In 1949-50 record enrollment of some two and a half million students was about equally divided between these two types of colleges and universities. This equal division belies the ominous prophecy that the state will soon have to bear the entire burden of support of higher education, which was recently made by the committee appointed by the President to report on the status of higher education.

In winning scholarships and fellowships in post graduate schools and in attaining distinction in the public eye (as recognized by inclusion in Who's Who in America and other biographical publications), the graduates of the small colleges much more than hold their own.
This sort of testimony can be extended, but the following quotation from Hall, in *The Small College Talks Back* (op.cit., pp.11-12), deserves special attention:

The independent college, particularly the church-related college, is a vital factor in the pattern of higher education in this country. It is a part of the American picture and has played a role which has helped to give substance to the American dream. Leaders in the nation's affairs give lavishly of their time and effort in service as trustees of these colleges. Teachers of stature spurn inducements elsewhere for the privilege of serving on their faculties. Because of their selective nature and exacting standards a disproportionate share of the nation's youth attend these colleges. The government recognizes their social usefulness by according them a privileged tax status. Benefactors, large and small, give of their means to these colleges which fill a place as objects of philanthropy comparable to the monastic establishments of the Middle Ages.

The independent colleges are carrying forward a tradition which extends back to the colonial days. They are institutions peculiar to American soil. They reflect, therefore, both historic past and the national culture by which we live and move. A study of them will tell us not only about higher education but about America.

**General Need of Research and Evaluation.** Nearly all authorities in the field of student personnel work stress the need of research and evaluation. The *Student Personnel Point of View* makes the emphasis in these words (125, p.20):

The present-day practices in student personnel work have been profoundly influenced by and, in many instances, have grown out of basic and applied research in psychology, education, anthropology, and psychiatry. Indeed, the interplay of research and practice is a dominant characteristic of modern personnel work. . . . we stress the ever-improving quality of personnel work achieved by means of the application to its processes, tools, techniques, and organization of the critical, experimental, and evaluative methods of science. Without such a stress upon critical and experimental self-study, student personnel work will deteriorate into ritual observance which yields little assistance to growing students. . . .
According to Tyler, there are three reasons for appraisal of student personnel services (101, p.291):

1. A comprehensive and periodical appraisal provides information essential to intelligent guidance of the personnel activities.

2. It is necessary as a means of testing the fundamental bases upon which the student personnel program is built.

3. It is necessary to give confidence to the personnel staff.

According to Arbuckle (4, pp.9-10):

There are at least two basic reasons for the necessity of a continuing evaluation of the student-personnel services offered in every college and university. The first of these is a matter of professional pride. No professional worker can accept as truth anything that has not stood the test of scientific logic. . . . As a matter of professional ethics no professional worker can be satisfied with what he does unless there is valid evidence to indicate the positive effect of his labors . . .

The tremendous expansion of college personnel services since the Second World War has made the professional need for evaluation even greater. . . .

Similar statements are available from the literature, but according to Blaesser, in a recent review of research in the field (5, p.114):

"There is little indication that such studies are being carried out. . . ."

This thesis is concerned with studies of total programs which may be implied from inventories of services, the study of student problems, and general evaluative judgments of students and staff members; however, according to Wrenn (130, p.480): "Over-all evaluations of complete student personnel programs are almost totally lacking. . . ." In this connection, Rackman recently wrote (94, p.693):
It is somewhat surprising that, despite the need for criteria, extensive evaluative studies of the total student personnel services are extremely rare. Most of what has been written has been segmental rather than comprehensive. One can count on one hand those few studies conducted either on a national or a local scale which do concern themselves with the over-all aspects of student personnel services.

The evidence of need for research and evaluation, particularly in the small college, is concluded with this statement from Arbuckle (4, pp.9-10):

... Strides have been made in the last few decades, but even today the major research being carried on is in a few of the larger colleges and universities. There are scores of colleges throughout the country where there is little evidence of any definite plan at least to attempt to evaluate the effectiveness of the services being offered.

Procedures of the Study

Selection and Development of Forms. The first task in approaching the problem was to determine and develop the inventory and survey forms. After consulting the literature and conferring with advisers, it was decided to use the "Inventory of Student Personnel Services" outlined in Appendix C to secure the judgments of "personnel committee" members as to the existence, projection, or desirability of certain features in the student personnel program of each college. For the student and staff-opinion surveys, it was decided to use the well-known Mooney Problem Check List, College Form (79) along with supplementary sheets approved by the Advisory Committee (See Appendix C).

Selection of the Colleges. After the criteria for selection of the particular colleges were determined, visits were begun to campuses
of the smaller colleges which were obviously eligible to take part.

Contacts were then made with the colleges which, according to the enrollment figures for the previous year as listed in the U. S. Office of Education Educational Directory (113), were also eligible. Early in the fall of 1952 enrollment figures for the current term or semester were secured from all institutions that might possibly be eligible, and the final line was drawn from these figures. This left ten colleges eligible to participate.

Enlistment of the Colleges. To solicit the cooperation of the colleges, the writer visited the campuses in all possible cases. He interviewed the president or chief administrative officer and the main personnel officials. The proposition was that in return for filling out and supplying the completed forms, he would be glad to furnish the college with the results of the study in that particular college, for whatever values the findings might suggest for improving the student personnel services of the college. All costs of materials, shipment charges, and the clerical work involved were to be borne by him personally.

In all colleges in which it was possible to have a deliberate interview and a full hearing with all officials concerned, the cooperation of the college was enlisted. Three colleges were unwilling or unable to participate. This left seven colleges committed to take part in the study (See Appendix A). Statements of these colleges with respect to founding, church affiliation, and purposes are presented in Appendix H.

In the seven cooperating colleges, enrollments for the combined freshman, sophomore, junior, and senior years in each college ranged
from 105 in the smallest college to 676 in the largest, with a total enrollment of 2514, a mean of 359, and the figure for the middle-sized college of 435. Religious denominations represented in the church-affiliations of the cooperating colleges included the Congregational, Free Methodist, Friends, Latter-day Saints, Methodist, Presbyterian, and Nazarene. One college was sponsored cooperatively by three of these denominations. All denominations except the Baptist and Catholic represented in the total group of ten colleges eligible to participate were represented in the group of seven cooperating colleges. These seven cooperating colleges, therefore, might well be considered representative of all colleges of the Northwest region of the United States of the type selected for this study, more certainly of the colleges sponsored by Protestant churches.

Protecting the Identity of the Cooperating Colleges. Because it was pledged to the cooperating colleges that their identities would not be revealed nor any open comparisons made between them, it has been necessary to have a designating label to distinguish each college from the others in handling the results. The letters A, B, C, D, E, F, and G were selected for this purpose, each letter being assigned to a particular college. Other devices for protecting the identity of the colleges are the use of percentages rather than numbers in dealing with staff and faculty groups and avoiding reference to certain identifying facts in dealing with the schools.

Administering the Study. In each college, it was suggested that the study be under the general direction of a particular person named
by the president or chief administrative officer. In every case the person named was a dean (dean of the college, dean of the faculty, or dean of students). It was suggested to this person that he secure the help of a "Personnel Committee" (to be named, if one did not already exist) to aid him in securing student and staff cooperation and work with him as a steering group in carrying out the total project; also to furnish the writer with the "Inventory of Student Personnel Services" (See Appendix C). Because of different local circumstances, it was felt that each college should be free to administer the Inventory and Opinion-Survey forms in its own way, but certain possible procedures were suggested (See Appendix E). The "Instructions to Persons Administering the Student-Opinion Survey Form" were derived from a preliminary administration of the Student-Opinion form to 59 students in one of the colleges (See Appendix D).

Eligible Student and Staff Participants. In the opinion surveys, it was desired that all "eligible" students were to include all regular freshmen, sophomores, juniors, and seniors. In one college, five part-time extension students, two of them graduates, responded; in another, 19 graduates and five part-time special students filled out the forms. The results from these respondents are not included in the thesis because to do so would reveal the identity of the colleges. However, the results were supplied to the colleges concerned for any possible benefit that might be derived from them. A number of respondents in each of the colleges checked themselves as part-time students, but an examination of the data from one of the larger colleges and a follow-up inquiry to
another showed that nearly all these students, although some were not taking a full college load, were regular day students. It is assumed, therefore, that the students whose results are considered were "regular" students and "eligible" to take part.

It was suggested that staff "eligibles" might include all "staff members who deal directly with students" whether they were fundamentally administrators, teachers, personnel officials, or others. They might include such college workers as registrar, physician, nurse, dormitory heads, dining-hall supervisor, librarian, treasurer, and secretaries in such offices as those of the president, dean, registrar, or placement officer. In one college they did include the manager of the book store; in two colleges the superintendent of buildings and grounds, who in each case was reported to be a friend and confident of students. The figure on "eligible" staff members was supplied by the administrator of the study, but it is not known to what extent all "eligibles" were given the chance to participate.

**Time of the Study.** The Inventory was called for early in the fall. It was desired, however, that the opinion surveys not be carried out until the school year was well under way, but that they be completed if possible, before or soon after the Christmas vacation (See Appendix E). Two colleges did complete the work and send in the results before Christmas; the others completed the project during January and February, with a few straggling returns supplied in March.

**Report of Student Requests for Counsel.** Item 4, Page 6, of the Mooney Problem Check List asks: "If the opportunity were offered,
would you like to talk over any of these problems with someone on the college staff? . . ." Just as soon as the returns were received from any college, the answers to this question were checked and the names supplied to the administrator of the study in the particular college for all students who had answered "Yes".

Special Use of Terms

In presenting the findings from the "Opinion Surveys", certain terms are used with a special meaning.

Underscored Problems. The "underscored problems" or "problems underscored" refer to problems on the Mooney Problem Check List which were underscored by either students or staff members. If a problem was underscored by a student, it means that the item suggested troubles, difficulties, or worries to the student concerned. If underscored by a staff member, it means that the staff member felt the problem was a current one of students whom he knew in the college.

Circled Problems. The "circled problems" or "problems circled" refer to problems on the Mooney Problem Check List whose item numbers were circled by either students or staff members. If the "problem was circled" by a student, it means that the problem was one "of most concern" (or "serious concern") to him. If "circled" by a staff member, it means that the staff member felt the problem was "of serious concern" to some of the students. To vary the expression, "circled problems" are sometimes referred to as "serious problems" or "problems of serious concern."
Problem Areas. The problems of the Mooney Problem Check List, College Form may be classified according to horizontal groupings into eleven separate "Problem Areas." In discussing new material involving an area, it may first be referred to by its full title, however, in most instances where the full title has recently been used, the area may be referred to by letter symbols only.

Specific Problems. The same principle applies to specific problems on the Mooney list. In discussing a problem in a particular section, it may first be referred to by both number and a full statement of the problem; later it may be referred to by item number only. (Specific problems may be identified by reference to copies of the Mooney list in Appendix C).

High-Ranking, Middle-Ranking, and Low-Ranking Areas. Calculations were made for the staff and for each of the student groups of the frequency of problems underscored in each of the problem areas on the Mooney list. These problem areas were then arranged in rank order according to the frequency of problems underscored by each group. Areas in rank-positions 1, 2, 3, and 4 are referred to as "high-ranking areas"; those in positions 5, 6, and 7, and sometimes 4 or 8, as "middle-ranking areas"; and those in positions 8, 9, 10, and 11 as "low-ranking areas." Other terms sometimes used are "high" or "in high-position"; "middle" or "in middle-position"; and "low" or "in low position." These terms do not imply that the problems of a particular type in any area are any more or less important, or more or less serious, to those concerned than the problems in any other area. However, the arrangement of problem areas
in rank positions does give a fair idea of the relative prevalence of certain types of problems and makes possible comparisons between the groups.

**Rank Order of Areas for Problems Circled as Compared to Rank Order for Problems Underscored.** Calculations were also made of the frequency of problems circled in each of the problem areas, and the areas were likewise arranged in rank order according to the frequency of problems circled for these groups. This helps to show the prevalence of the different types of problems circled by the respective groups. It also makes possible the correlation for each separate group of the rank order of problem areas in the frequency of problems underscored and the frequency of problems circled in the area, thus revealing similarities and differences in the prevalence of certain types of problems underscored as compared to the same types of problems circled.

**Staff Help Claimed.** Students were asked to place an "X" mark in front of their circled problems on the Mooney list on which they claimed to be receiving constructive help from the college staff or believed they could receive such help if they sought it. Staff members were asked to place an "X" mark in front of the problems they circled on the Mooney list on which they felt they were giving constructive help to individual students. The data from these responses is the basis for "staff help claimed"—on the part of the students, for the help received; on the part of the staff members, for the help given.

**Ranking Problems.** Note was made of the specific problems circled by ten per cent or more of the respective groups. Such problems are
referred to as "ranking problems" for the groups concerned. Since the problems referred to are student, rather than staff, problems, in order to avoid possible misinterpretation the problems circled by ten per cent or more of the staff are usually referred to as "ranking problems on the staff list." It is not claimed that the "ranking problems" are any more important, or any more serious, for the individuals possessing them than the problems circled by a lesser proportion of the group. However, the figure of ten per cent does permit the selection of problems indicative of "the most prevalent serious problems" and makes possible valuable comparisons between the groups with respect to such problems. A lesser percentage, particularly with the smaller groups in some colleges, would not only have listed a number of problems too numerous to be dealt with effectively, but the problems presented would have been less representative of the groups.

Student Personnel Services. Both students and staff members were asked to list the "best features" and make "suggestions for improvement" of the "college's services for helping students with guidance and adjustment problems." In tabulating and dealing with the results, such services are referred to as "student personnel services."
CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature concerns itself with the following topics which are deemed pertinent to the present study:

1. Related Studies of Student Personnel Services
2. Apparent Pattern of Student Personnel Services for Small Church-Related Colleges
3. The Student-Needs Approach to Personnel Services
4. Related Studies of Student Problems
5. Role of the Small Church-Related College in Student Personnel Service
6. Summary and Inferences

Related Studies of Student Personnel Services

Despite the tremendous amount of material which has been written regarding student personnel services in collegiate institutions (30, p.312), very little of it has concerned itself with small, co-educational, church-related, liberal-arts colleges of the type covered in the present study. Nevertheless, a few selected studies, including some unpublished theses, are available which are more or less related to the present one. Some of these studies are reviewed.

The Stevens Study of Small Protestant Colleges. In 1929 Stevens reported a study of various phases of student life except the academic in "a number of Protestant colleges of the Mid-West" with enrollments of 150-575, but only two of them with an enrollment of over 400 (114).
The data were derived from responses of junior and senior students to schedules of questions dealing with student campus activities, administrative situations, recreation, athletics, student-faculty relations, influences of the colleges upon life purposes, social service rendered by students, and religion; also from responses of graduates of three to six years' standing to similar questions, and from information furnished by college administrators. In addition to the regular questions, the schedules called for free expression of opinion on all of the major topics. The investigation also used a large body of case records and other data secured over a period of years. Data were also secured from students of the arts department of a large university. Twenty-five colleges were represented in the data from administrators and from graduates, and fifteen colleges in the data from students. Approximately 250 returns were received from graduates, 250 from students of the colleges, and 200 from students of the university. The findings were discussed in detail in the *Association of American Colleges Bulletin* (ibid.).

The **Smaller College Study**. In the early 1930's the Association of American Colleges sponsored a "Smaller College Study" in 127 liberal arts colleges of the Association with less than 700 students (89). Two related sub-studies under the total study have been available. One was the study by Milner reported in 1931 (76). His data were obtained from questionnaires returned by the deans of 100 colleges with enrollments ranging from 200 to 600 students, with a mean enrollment of 371. Of these 100 colleges, 66 were co-educational, 72 were church-related, and all of them, as a group, "offered an excellent sampling of the liberal arts college in the United States." His inquiry
concerned itself with the functions of the dean, who was considered an important official in the personnel program of these colleges. The other study was by Perry, who in 1932 analyzed the "student welfare information" which she had secured on a questionnaire from the deans of 120 colleges that took part in the "Smaller College Study." (92). Twenty "student welfare functions" were covered by her analysis.

The Reeves Study of Methodist Colleges. In 1932 Reeves and his helpers reported a survey made during 1929-31 in 35 colleges affiliated with the Methodist Episcopal Church (96). The study, authorized by the Educational Association of the Church, sought to determine the nature and qualities of the services rendered the cause of Christian education in the Methodist colleges, to appraise their work and make suggestions for improvement, and to furnish a basis for Church policy and support with respect to these institutions. As of 1952-53, three of these colleges had been discontinued, two had come under "private" control, and one was a woman's college; the majority of the remainder had grown in size, but 12 (or over a third of the original group) were of the size and type covered by the present study (114). One of them, with a new name and new location and two additional church denominations cooperating in its support and control, was a participating college in the present study.

In conducting the survey, schedules were prepared for obtaining the data needed, which were collected during personal visits to each institution by two or more, in most cases three to five, members of the survey staff. They also held conferences with officers of administration, the faculty, representative students, and in some institutions
some of the board of trustees. After the visit, the data were tabulated and a survey report was written for each college, dealing in detail with its problems, analyzing its situation, and making specific recommendations. The survey dealt with all aspects of the colleges including "The Student Personnel" which were covered under the following headings (op.cit., pp.251-429):

The Induction of Students
The Counseling of Students
Health Service and Occupational Placement
Extra-Curriculum Activities
Personal Problems of Students
Student Government and Discipline
Agencies Promoting Religious Influence Among Students
Curriculum Offerings in Bible and Religion
Religious life of Students

Although classified by the survey staff under "College Finance," the following topics, which might be considered as "Student Personnel," were also covered: (op.cit., pp.645-672):

Student Aid in the Form of Outright Gifts
Student Loan Funds
Student Employment
The Total Program of Student Aid

The subjects of "Boarding" and "Housing" were dealt with as minor topics in other chapters, such as those concerned with "Plant Facilities" and "Buildings and Grounds" (op.cit., pp.113-135).

The Gardner Study for the North Central Association. In the early 1930's Gardner made a study of student personnel services in 57 colleges of the North Central region (37). As of 1952-53, the majority of these colleges still had enrollments of less than 700 and approximately a third of the total, (a majority of the smaller ones) were church-related (114). The purpose of the study was to investigate the degree to which
the provisions for student personnel service were associated with educational excellence in higher institutions. Thirty-two experts were consulted and a large body of literature was reviewed.

Gardner visited each institution and collected data on a series of information blanks. The different items were assigned a score on the basis of objective data and the subjective impression of the investigator. The scores were totaled and a general score recorded for each institution. As a check, each institution was also scored on the Brumbaugh-Smith Scord Card (13). In addition, representative students were asked, on a questionnaire, to give their opinions as to the importance and influence of certain personnel services.

Following the visits, each item was tested against "appropriate criteria of institutional excellence" to determine which items were "of value in distinguishing the better institutions from the poorer ones." The theory was that by determining what practices characterized the better institutions and were found only infrequently in the poorer ones, the accrediting association could proceed to evaluate the programs of institutions and thus determine which ones were eligible for approval.

Three criteria were used. The first was an analysis of previously published studies. The second was a "subjective rating of general excellence" which was given by four members of the North Central Association research staff, who visited the colleges. Together they gave ratings for the various institutions and ranked them in the order of their general excellence. This permitted the classification of the colleges into two groups; those rated better than the average, and those rated average or below. The third criterion was the "total score of
student personnel service" derived from the data collected by Gardner. In the case of the latter two criteria, it was possible to use the correlation technique when the data covering institutional practices were turned into numerical form for the score-card process. This made it possible to determine the extent to which a high score on the score card was associated with a high rating of institutional excellence, and a low score on the score card with a low score of institutional excellence.

From the data of the study a score card was developed for use by the North Central Association in evaluating the student personnel services of collegiate institutions for accreditation purposes (op. cit., pp. 32, 46, 52, 58-59, 105, 121-122, 136-137, 164-165, 176-177, 188, 199).

Brumbaugh's Outline of a Personnel Program for the Small College. As early as 1936 Brumbaugh, an outstanding authority on student personnel work, addressed the "Commission of Institutions of Higher Education" with respect to "... A Personnel Program for the Small College" (11). "Midwestern College," a mythical institution, which he described, was "a composite of the characteristics most commonly found" and "generally needed" in colleges with enrollments of 500 or less.

The McCracken Study of Presbyterian Colleges. In 1938-39, McCracken, with the help of two graduate students, made a study of student personnel services in 50 colleges affiliated with the Presbyterian Church in the U. S. A. (62, 63). The study was made to assist these colleges in appraising and developing their programs for personnel service to students. The two-fold purpose was (1) to investigate the extent to which student personnel services were performed in this group of small,
homogeneous colleges in comparison with a group of larger, unselected institutions which were accredited by the North Central Association, and (2) through an evaluation of these services by personnel experts, to set up a suggested core around which student personnel services might be developed. As of 1952-53, one of this group of Presbyterian colleges had been discontinued, five had come under "private" control, six were men's colleges, and five were women's colleges; of the remainder, 23 (or 46 per cent of the original group) were of the size and type of college covered in the present study (114). Three of them (including the one mentioned in the "Methodist Colleges Study" and an additional college that had grown from a junior college to a four-year institution plus a continuing four-year college) were cooperating colleges in the present study.

This study headed by McCracken originally followed the techniques of the "Gardner Study for the North Central Association," since approximately half of the colleges were in the North Central region, but it was determined later that the quantitative study was not entirely satisfactory since it gave only "current practices." Consequently, two juries were formed for qualitative evaluation of the respective items—one jury consisting of "specialists in student personnel work" (62, pp.47-48) and the other of the staffs of the participating colleges who were working directly with student personnel problems.

The jury evaluations made it possible to rate certain practices in connection with "Pre-College Guidance Service" (op.cit., p.39) and "Personnel Work With Students in College" (63, pp.79-82) as "undesirable." Agreement as to their desirability by both juries, and evidence
of their use by a majority of both the Presbyterian and the North Central colleges, made it possible to suggest certain other practices for the personnel programs of these colleges. (op.cit., pp.80-81). A supplementary list of practices was suggested on the basis of their being engaged in by a majority of at least one group of institutions and agreed upon as highly desirable by at least one jury (op.cit., p.81).

Additional practices were suggested on the basis of agreement as to their desirability by both the jury of experts and the Presbyterian jury, although not practiced by a majority of day college groups (ibid.). As a further aid to the colleges seeking to evaluate their own student personnel programs, the judgments of the juries on the relative importance of the various personnel services were sought, by asking each juror to distribute a total of 1,000 points among the services. This made possible a comparison of the ratings of the respective services by the Presbyterian jurors, the experts, and the Gardner Score Card (op.cit., p.84).

The Holland Study of Catholic Colleges. In 1941 Holland completed a study of student guidance and welfare programs in 24 Mid-Western colleges that were members of the National Catholic Education Association (46). He wished to evaluate their programs in the light of established aims of these colleges. Covered in the study were approximately 75 percent of the liberal arts colleges belonging to the Association in Ohio, Illinois, Michigan, Indiana, Iowa, Wisconsin, and Minnesota. Some were larger than the colleges of the present study, some were men's colleges, some were women's colleges, but a considerable proportion conformed to the size and type of the colleges of the present study.
His method was to apply an extensive objective check-list by personal visits to each campus, personal interviews with college officials, and an analysis of documents. His findings were summarized under the following headings (op.cit., pp.187-192):

- Induction of Students
- Counseling
- Student Discipline
- Student Religious Guidance
- Student Health Service
- Student Housing and Boarding
- Extracurriculum
- Financial Aids
- Placement
- Records

The Connors Study in the New York Area. In 1941-42 Connors made a study of the guidance and personnel practices of the 26 liberal arts colleges of the New York area (24). His purpose was to determine the status and discover the trends of the personnel and guidance practices of these colleges. Several of the colleges were "large," but the group included some "smaller ones" somewhat similar to the colleges of the present study.

After analyzing the literature and making a careful study of the generally accepted practices, Connors formulated "Ten Basic Guidance Principles" which were checked against the judgment of several specialists in the field (op.cit., p.144). He felt that these principles could serve as a guide in formulating or evaluating any guidance program (op.cit., p.128); however, he also found need for a measuring device which would provide a check on the organization, policies, and other factors involved in the various divisions of personnel service (op.cit., p.129). Consequently, he devised a score card constructed for each
division of the service (op. cit., pp. 81, 93, 111, 119, 127). The weight-
ing of each section of each card was checked by a specialist in the field. The scores given each college were based on the information found in the check lists and the results shown on a five-point rating scale (op. cit., pp. 130-131).

In collecting his data, Connors visited each college. An interview was had with the guidance officer or some one who understood the guidance program. Eight to twelve representative students were also interviewed, and check lists were written up after each interview.

In analyzing his findings (op. cit., pp. 130-132), Connors placed each college in its category on the five-point scale, mentioned several trends in connection with the various services, and pointed out certain general trends which he considered worthy of note.

The Wick Study of Small Colleges. In 1944 Wick completed a study of "student counseling services in small colleges" (124). She sent a questionnaire to "guidance officials" (designated by the president) in 100 small colleges with pre-war enrollments of 400 to 1000 students, and received 90 returns. The 90 colleges responding were mainly colleges of liberal arts, representing all parts of the United States. Fifteen were women's colleges, four were men's colleges, and 71 were coeducational; 15 were teachers' colleges. As of 1952-53, 52 (or 58 per cent) were colleges of less than 700 enrollment; 49 (or 54 per cent) were church-related; and 23 (or 26 per cent) conformed in every important respect to the type and size of the colleges of the present study (114). Two of them, under new names, were actual participants in the present study (op. cit., pp. 85, 117).
She sought to obtain objective data on the following aspects of personnel administration (op. cit., p.33):

1. The administrative organization for student personnel work. The purpose was to obtain information which might be used in answer to questions such as these:
   a. How many schools have a Department of Guidance or Personnel?
   b. How many have definite people assigned to administer the work of directing guidance or personnel in the school?
   c. What titles do they hold?
   d. What has been their academic training?
   e. Do they have other duties? If so, what?
   f. What part do the other members of the faculty play in the guidance or personnel program?

2. What guidance services are offered students in the various colleges included in the survey?
   a. Is there any pre-college guidance? If so, what?
   b. What is done during registration and by way of orientation?
   c. What type of records are kept and what is the extent of the testing program?
   d. What educational, vocational, health and social guidance is provided?

After gathering the information in answer to these questions, she endeavored to interpret the results for the benefit of those who were engaged in personnel work or those who were planning to enter such work. She felt that the information would also be helpful to those who desired to organize or improve the personnel services in a particular college (op. cit., p.34).

The second part of her investigation dealt with the administration of the personnel program in Gustavus Adolphus College, where she was Director of Personnel. Her purpose was to (1) analyze the personnel services offered in this particular college, and (2) to suggest a program of needed services and some techniques of utilizing the resources of the institution in the promotion of such activities (ibid.).
She tried to find out not only what services were being offered, but also how effective these services were adjudged in the estimation of the students being served by them. Suggestions from the students for improving the program were also encouraged. She distributed her questionnaire to 171 civilian students and received returns from 134 (or 78 per cent). The findings helped her to propose a program for the organization of the personnel department and for the coordination of the services in the area of student-faculty relationships (ibid.).

The Tiner Study of Twelve Liberal Arts Colleges. In 1944 Tiner completed "an evaluation of personnel services in twelve liberal arts colleges" (111). His purposes were: (1) to determine from firsthand information the effectiveness of the personnel services in twelve selected liberal arts colleges; (2) to evaluate the personnel programs of these twelve colleges by making comparisons of the responses of students to the degree of help needed, the availability of help, the adequacy of help, and faculty members as personnel workers with the stated purposes of the colleges; and (3) to offer certain recommendations with regard to making the personnel services more effective.

Criteria for evaluating personnel services were formulated and validated. A student questionnaire was devised for securing data to apply these criteria, and was administered in person by the investigator to random samplings of freshmen and seniors in twelve small liberal arts colleges located throughout the United States and classified into three groups on the basis of their progressiveness according to expert judgment. The investigator visited the twelve colleges and gathered information relative to the personnel programs and expressed purposes of the
colleges. Average ratings were calculated from student responses and were used in making comparisons. The data were tabulated and analyzed.

Comparisons were made of the responses of freshmen and seniors among the three groups of colleges, among the six problem areas (vocational and educational, personal problems, financial problems, health problems, social relationships and activities, and problems related to the current emergency), and among the various colleges with regard to the degree of help needed, the availability of help, the adequacy of help, and faculty members as personnel workers. The findings were presented under the following headings: (op.cit., chs.5-10):

Problems of College Students  
Availability of Help  
Adequacy of Help  
Faculty Members As Personnel Workers  
Evaluation of Individual Colleges

Based on the findings, recommendations were made with regard to (op.cit., pp.263-273):

Future research in evaluating student personnel services  
An effective program of student personnel services for the small four-year college  
Problems of college students  
The availability of help for college students  
The adequacy of help for college students  
Faculty members as personnel workers  
An organizational program of student personnel services

In connection with the latter, he proposed an organizational chart.

The McDonald Study of Small Colleges and Universities. In 1949 McDonald completed a study of student personnel procedures in a selected group of small colleges and universities (64). His purposes were (1) to review the current practices in the personnel programs of these small institutions, and (2) to furnish recommendations which might be helpful
in building, organizing, and improving personnel programs in small colleges and universities in general.

A preliminary survey was made of the personnel programs of the small coeducational colleges and universities in seven of the Rocky Mountain and Plains states. A check sheet was sent to 26 schools in these states and each one responded. Although the survey furnished valuable information, it proved inadequate for the objectives of the study.

The problem then became one of making a survey of small coeducational colleges and universities which were considered by authorities as having "good" personnel programs. The names of nine authorities in the field were suggested by the investigator's adviser at the University of Colorado. In reply to a request, these authorities supplied the names of the small institutions in their respective areas whose personnel programs they considered "good" or "excellent." Forty schools were named representing a fairly adequate cross-section of the United States. None of them, however, were schools included in the preliminary survey, and nearly all of them were larger than the colleges in the present study.

Following the survey of literature a questionnaire was constructed which included services, in general, as given by Lloyd-Jones and Smith (59). Officials filling out the questionnaire were asked to indicate if certain features existed in the "Actual Program," and if not, to indicate if they felt such features should be included in an "Ideal Program."

McDonald's questionnaire was sent to the personnel officials in the colleges and universities suggested to him by the authorities. Thirty-five of the 40 schools returned the completed questionnaire.
The Alkire Study of Small Colleges. In 1948-49 Alkire made a questionnaire survey to discover the status of student personnel organizations and services in 97 selected small colleges in twelve states of the North Central region of the United States (1). These colleges were classified into three groups: 25 in Class IV, with enrollments of 1,000-2,499; 41 in Class V, with enrollments of 500-999; and 31 in Class VI, with enrollments of less than 500.

All of these colleges were co-educational, four-year, liberal-arts colleges; none was a public institution; a few were private, but the vast majority were church-related. A considerable proportion were of the size and type in every important respect to the colleges of the present study.

Questionnaires were mailed to the administrator of all the colleges in the area that came within the scope of the study, and returns were received from 75 per cent. On the basis of her findings Alkire made "Recommendations" for the benefit of these colleges and "Suggestions for Further Research" (op.cit., pp.80-83).

The Bunch Study of Seventh-Day Adventist Colleges. In 1950 Bunch completed an evaluation of the guidance programs of nine Seventh-Day Adventist colleges in the United States (14). The purposes of his study were:

1. To provide information relative to the existing guidance programs in the nine colleges.
2. To determine, in so far as possible, the effectiveness of the guidance programs in the individual colleges and the extent to which the guidance programs were meeting the guidance needs of the students.

3. To point out possible strengths and weaknesses and areas for improvement in the various guidance programs.

4. To suggest areas for further study in the guidance programs.

The study was basically a questionnaire study. It was limited to educational, vocational, social, and religious phases of guidance. It was also limited to a consideration of the guidance program from the viewpoint of the Director of Guidance and the juniors and seniors in the nine colleges.

The enrollment of the colleges varied from 250 to 1,043, although four of them had enrollments of less than 700. All were operated as boarding schools, and most of the students lived in the college dormitories under the supervision of deans.

The data were secured through the following instruments:

1. A student questionnaire, which was filled out by 1,606 juniors and seniors, or approximately 175 students from each college.

2. A questionnaire, which was filled out by the Director of Guidance in each college.

The student questionnaire was divided into three main divisions:

Part I. Twenty items which dealt with the availability of the various guidance functions in the college. Three sub-sections dealt with (1) educational orientation, (2) educational progress and adjustment, and (3) vocational orientation.

Part II. Twenty-six items which dealt with the extent of guidance services in the particular colleges. Four sub-sections dealt with (1) educational orientation, (2) educational progress and adjustment, (3) personal-social status and behavior, and (4) vocational orientation.
Part III. Nine items which attempted to determine what individual in the college had given the student the most assistance since he had been in the college.

The "Director of Guidance Questionnaire" contained 44 items and was designed to indicate the extent to which the Director of Guidance felt that the various guidance functions were present in the college.

After various checks and refinements of the questionnaires, the "Director of Guidance Questionnaires" were sent to the Directors of Guidance in the colleges for them to fill out and return. Also sufficient copies of the "Student Questionnaire" and envelopes for each junior and senior were mailed to the colleges.

Conditions under which the "Student Questionnaires" were administered were kept as nearly uniform as possible. The President of the Students' Association was asked to take charge of administering the student form. During an assembly period, which had been pre-arranged, the Student President passed out the Questionnaire and an envelope to each student, read the letter of instructions, and supervised the filling out of the questionnaires. When completed, the questionnaires were placed in envelopes and sealed, handed in, and mailed to the investigator.

In the report, the names of the colleges were not given in connection with the data. However, the same label was used to indicate each college throughout the report to facilitate making comparisons for the different data relating to the various colleges.

The Goertzen Study of Small Colleges and Universities of the Inland Empire. In 1950 Goertzen completed a study of "counseling in theory and practice" in "small colleges and universities of the
Inland Empire" (h1). Twenty-six of these schools (or 63 per cent) had enrollments under 700 and eleven (or 42 per cent) of these smaller schools were church-related (op.cit., p.4). Of the 15 schools with enrollments over 700, nine (or 66 per cent) were church-related (ibid.).

His aim was to measure the counseling programs in these institutions; not to evaluate them, but to discover to what extent the programs "had developed from the small dean-counseling in choosing college courses to more complete programs." His approach was mainly through a carefully-constructed questionnaire sent to the chief counseling officials of these institutions, from whom he received a 91 per cent return. His findings covered such topics as the following and furnished a basis for a number of recommendations (op.cit., pp.70-76):

- The predominating head of the guidance services
- Qualifications of counselors
- Use of student helpers in guidance
- In-service training of guidance workers
- Record system
- Availability of clinical psychologist
- Selection of students
- Publicizing the counseling program
- Freshman week
- Job placement
- Follow-up services
- Student loans and scholarships
- Testing program for emotional guidance
- Referral system

The Gipson Study of Guidance in Small Colleges. In 1951 Gipson completed an extensive study of guidance in the small college (40). She investigated the guidance programs in small colleges with fewer than 750 students; she hoped to show how the small college differs from the large college or university with respect to the guidance program, and to propose a guidance program for the small college in
keeping with these differences.

Her data came from two sources—questionnaire returns from 172 small colleges, and extensive reading in the field of guidance. The aspects of guidance covered included:

- Selection and admission of students
- Orientation of students
- Guidance through classroom teaching
- Student activities
- Educational and vocational guidance
- Student housing
- Student aid
- Counseling
- Tests and remedial measures
- Placement and follow-up

She reported several distinguishing characteristics that had implication for the guidance program of small colleges, which she felt provided an ideal setting for the accomplishment of the objectives of guidance (op. cit., pp.211-212).

The Kilhefner Study of Colleges of the Church of the Brethren. In 1952 Kilhefner completed a study of student personnel services in the six colleges of the Church of the Brethren (55). His aims were (1) to survey the student personnel programs of these colleges, including organizational provisions for these services as well as the facilities and procedures used in helping students; (2) to secure a measure of student and personnel worker reaction to the student services in operation in these colleges; and (3) to discover, if possible, the strengths and weaknesses in the Brethren personnel programs. All of the colleges were of the size and type of the colleges of the present study.

Four instruments were used to gather the data (op. cit., pp.12-14).
They were: (1) A Questionnaire of Student Personnel Services, derived from a review and analysis of books on personnel and the accrediting standards used by accrediting associations to evaluate college personnel services; (2) An Inventory of Student Reaction to Student Personnel Services, as devised by Kam and Wrenn (54); (3) An Inventory of Personnel Worker Reaction to Student Personnel Services, which was an adaptation of the student inventory with the questions reworded to give them meaning from the staff member's viewpoint, to make possible a comparison of staff and student reaction to the student personnel services; and (4) Interview Questions, which became the core of the faculty interviews.

The investigator visited each of the colleges to see the campus and observe the facilities used in serving students; to meet and talk with the personnel officials and learn their answers to the questions of fact and opinion; and to administer to approximately 200 students in each college the Inventory of Student Reaction to Student Personnel Services. At the same time the "comparable inventory" was given to the staff members interviewed.

Prior to the visitation, each personnel head was asked (1) to select for each of the main areas included in the questionnaire the person who, in his judgment, was best acquainted with that aspect of the program and arrange, if possible, for the investigator to have some conference with him and (2) to devise a plan for administering the inventory to a sampling of students without disrupting unduly the school's normal schedule. Generally, the administration of the inventory was carried out in half a period in five or six classroom groups. A total of 1,212 students registered their reaction to the inventory.
items. In one college the response was 27 per cent, in the others 44 per cent or more (op.cit., p.15).

After the data were assembled and organized, a summary description of the student services on each campus was written and a copy sent to the head of the personnel services, who was asked to read it and make necessary corrections of fact. These summaries, with the few corrections that were suggested, were used in writing the body of the report (op.cit., pp.21-196). The "Findings" of the study were then presented as "Strengths" and "Weaknesses" and furnished the basis for his "Recommendations" (op.cit., pp.197-205).

The Nelson Study of Wesleyan and Free Methodist Colleges. In 1952 Nelson completed a study of guidance work in a group of eleven colleges related to the Wesleyan and Free Methodist Churches (82). All of them conformed in size to the colleges of the present study. Although six of them were junior colleges and smaller still than any of the four-year schools, the total group conformed in every other important respect to the colleges of the present study; one of them was an actual participant in the present study.

The questions he sought to answer were (op.cit., pp.4-5):

1. What are the primary objectives of Wesleyan and Free Methodist church-related colleges?

2. What are the objectives of the guidance programs in these various colleges?

3. What resources of the colleges are devoted to guidance programs of the colleges?

4. What are the needs for guidance among the students in the colleges?
5. How is work of guidance in the colleges related to the objectives of the colleges?

6. To what extent do the present programs of guidance meet the apparent needs of the students in these colleges?

The methods of investigation were "the descriptive and the philosophical" (op.cit., pp.5-6). He used the descriptive method to gain insight into "the present status of guidance in each of the colleges" and the philosophical method to define "the meaning of guidance" and to set up criteria for evaluating the data.

Three separate questionnaires were used to collect the data. One was sent to administrative officers to secure factual information about the administration of guidance. Another was sent to teachers to obtain factual information and their opinions regarding teacher participation in the guidance programs. The third was sent to a random sampling of students to gain an expression from them regarding their felt needs for the counseling service. To gain information necessary for an understanding of the objectives of guidance in each college, a survey was made of the printed statements of objectives as found in the catalog of the institution and, on the questionnaire sent to the members of the faculty, they were asked what they considered to be "the primary objectives of the counseling and guidance program of the college" (op.cit., p.32).

In analyzing his findings, he made conclusions regarding the degree of awareness of the colleges as to "the guidance needs of the students" and evaluated the "objectives" of the colleges and the degree of awareness of the colleges to such "objectives" as did exist (op.cit., pp.74-76). He concluded with "Factors of Significance for the Colleges to Consider" (op.cit., pp.76-77).
The Wood Study of Pacific Coast Schools of Ministerial Training.

One other related study of student personnel services worthy of special note has come to the attention of the writer since the beginning of the present study. In 1954 Wood completed a study of student personnel services in Pacific Coast schools of ministerial training (126). Three types of colleges were included: liberal arts colleges, Bible colleges, and theological seminaries. The study did not include liberal arts colleges of denominations which sponsored or approved a theological seminary on the Pacific Coast. However, it did include nine liberal arts colleges with religious connections, six of them with denominational affiliations; two of these were colleges that cooperated in the present study. Only one church-related college and one of the two "private" colleges had enrollments in excess of 700.

The stated purposes of the study were (op.cit., pp.3-4):

1. To learn the specific nature of student personnel programs...

2. To determine whether there is a relationship between the nature and extent of student personnel services and the type of school, college, Bible college, or theological seminary.

3. To evaluate the student personnel practices at the college, Bible college, and theological seminary levels in the light of accepted practice and current research on student personnel services.

4. To determine the alternations or additions needed for adequate student personnel service in keeping with the educational and religious objectives of the type of school of ministerial training.

Wood visited the schools personally and obtained data by interview with a member of the administrative staff. No questionnaire was employed, although an interview instrument was used to standardize,
somewhat, the data sought. Such instrument was "an outline for a representative program of student personnel work" based on "recorded opinions of authorities in the field" (op.cit., pp.10-12). A sampling procedure was not used, since all the schools were visited and the emphasis was on actual, rather than representative, procedures. On the basis of his findings he made 20 "suggestions for alterations in, and additions to, the personnel programs" (op.cit., pp.210-211).

Apparent Pattern of Student Personnel Services for Small Church-Related Colleges

The practices revealed by the "Related Studies of Student Personnel Services" and the conclusions and recommendations of some of the investigators suggest a pattern of organization and procedures for student personnel services in small, co-educational, church-related, liberal-arts colleges.

Informality and Faculty Participation. Evidences indicate that the student personnel services in colleges of this type are, and should be, somewhat informal, with a great deal of faculty participation. According to Stevens (107, p.516):

... The prevalent form of social relationship between all the individuals in the college is direct personal contact. All the students come into face-to-face contact with practically all the other students and with all the members of the faculty and the administration. The size of the college makes this possible and more or less unavoidable. Classes are usually small, the entire student body and faculty meet together almost daily, the general college life requires the participation of large proportions of the student body. The quality of the faculty is such that out of the personal contact there come to the students some of the richest influences of their lives. Probably no other type of college combines these two factors of small size
and faculty purpose to influence students quite as well as does the small denominational college.

In the "Smaller College Study" Perry reported that (92, pp.230-233):

In working with the material furnished by the small colleges one is continually reminded that the modern ideal of personnel service, as a facilitating agency working with and through the faculty, rather than operating as a departmental service set up over and against faculty services, is well exemplified in the smaller colleges. Just as in the earlier years of college history, size permitted all members of the faculty to share in personal student contacts, so in the smaller college of today, the size of the student body and the faculty gives each faculty member an opportunity to participate in the personal problems of the student body...

Eighty per cent of the Catholic colleges studied by Holland were found to be conducting "various personnel services on a decentralized ... basis" (46, p.187). Connors found in "the better colleges" of the New York area "a conscious effort to co-ordinate all guidance services to the extent that the work of the instructor and personnel worker were not easily distinguished one from the other" (24, p.131). Wick found that "All individuals engaged in personnel work in these colleges had other duties, with teaching duties in the great majority of cases" (121, p.97). Tiner concluded that "there should be no conflict between the purposes of faculty members as teachers and as personnel workers" and that "the effectiveness of any program of student personnel services depends on the cooperation and coordination of the work of faculty members as instructors and as personnel workers" (111, p.261). McDonald reported that "faculty advisers were common throughout the schools" which he studied (64, p.101). Kilhefner stated that "Brethren colleges spread their personnel responsibilities over a large number of teachers" (55, p.198). Nelson found in Wesleyan and Free Methodist colleges that "Faculty members are expected by the college administration to
take part in guidance work . . ." (82, p.55). Wood concluded from the literature that "All staff members should share in the counseling program, but counseling should be kept within the limits of the individual counselor . . ." (128, p.31).

Brumbaugh held that in "Midwestern College" "... all faculty shall be sensitized to the importance of personnel work and shall be encouraged to assume responsibility for those functions that bear directly upon the programs of students in their courses and for giving counsel in situations that naturally arise through the confidence that students place in them" (11, p.49). Gipson went so far as to stress "guidance through classroom teaching." She maintained (40, 211):

Effective classroom teaching is one of the best means by which the student may develop a philosophy of life. Through courses the student may develop a purpose and a set of values in harmony with Christian standards and ideals. Through classroom discussions students should be encouraged to think for themselves and to make their own decisions in light of available relevant facts.

Through classroom teaching, the student may be helped to a better adjustment. The teacher should supply the kind of personal relationship that each student especially needs; she should individualize standards, assignments, and methods of instruction; she should recognize needs that require further study outside the class.

Classroom teaching in the small college presents more opportunities for guidance than in the large college or university. A closer relationship exists between teacher and student; participation in class discussion is freer; individual needs may be met more easily.

Organization. Regardless of the fact that the small college of the type covered by the present study is, and should be, informal, with considerable faculty participation in personnel functions, most of the investigators and authorities agree that the "personnel program" needs
definite organization with direction and coordination to assure that the personnel job will be done effectively.

Gipson stated that "... the administrators of the small college should not become complacent and assume that effective guidance automatically takes place. The program must be organized toward that end and coordinated by a director appointed for that purpose. Otherwise some services will be neglected while others will be duplicated" (40, p.196).

In the "Smaller College Study" Perry found 20 "student welfare functions" allocated to different officials and committees with "much duplication of effort within the institution and a rather wide variation as between institutions" (92, p.230). Holland found only four of the 24 Catholic colleges which he studied that had "... organized programs of student personnel in the sense that they had centralized direction, coordination of the various services, a written plan, and faculty understanding of the functioning program. ..." (46, p.187). Most of the other "Related Studies" reveal these conditions only by implication; however, in his recent study of Brethren colleges, Kilhefner found that "The personnel programs on most of the campuses are not well integrated. Student services seem to have 'grown up' as they were needed, and different persons have developed different phases of the total program, with little relationship to each other. Generally speaking, the services designed to help students are not as well organized and integrated as the areas of business and instruction. ..." (55, pp.199-200).

Twenty to twenty-five years ago it appears that the dean of the college, regardless of who else participated in the personnel functions,
was the chief personnel official and furnished the main basis for whatever unification and coordination that did exist. Perry reported that "The dean of the college is, either individually or jointly, responsible for all twenty functions..." (92, p.231). In his findings with respect to the functions of the college dean, also in the "Smaller College Study," Milner reported 21 functions—ten of which, it is noted, can be classified as personnel functions, including three which the deans considered as their most important ones, and including five out of the first eight (76, pp.520-521).

Brumbaugh was probably a little ahead of his time in describing personnel organization at "Midwestern College" in 1936 (11, p.48):

A visitor to the college is impressed, first of all, with the simplicity of the organization. The dean of the college is also the director of personnel, coordinating all the activities designed to promote the academic progress, personal adjustment, and general welfare of the students. He might, of course, have an assistant to whom he could delegate these responsibilities but being particularly interested in and trained for this aspect of administration, he keeps it under his own direction. Directly responsible to him are the secretary of admissions; the faculty counselors; the director of the health service; and the committees on activities, housing, and student aid; the placement officer; and a secretary in charge of both academic and personnel records. If the institution had a dean of men and a dean of women, they would have a large responsibility, particularly with reference to extracurricular activities and housing, and would also be responsible to the director of personnel...

Wick found that "Organized guidance services are becoming increasingly a part of the offerings of the small colleges" (124, p.97). Alkire found that 72 per cent of the small colleges which she studied had part-time directors of student personnel services (1, p.77). She reported that various positions were "combined with the office of director" such as those of teacher, dean of the college, dean of men...
and dean of women jointly, dean of men, and dean of women. Goertzen reported in his study that "The predominating head of the guidance and personnel services ... is the dean of men or the dean of women" and that "95 per cent of the schools ... have a counselor who combines his work with another capacity." (hl, p.71).

From his findings Tiner recommended "an organizational program of student personnel services" (lii, p.273-274). He maintained that:

To insure effective functioning of student personnel services there should be an over-all planning and administrative body. This group should be composed of faculty members and/or administrators who understand something of the objectives and techniques of personnel work. One person, probably the chairman of the committee, should be responsible for the success of the program. His title would probably be that of "Director of Student Personnel Services."

Wick also recommended a "Suggestive Program of Personnel Services for a Small College" (124, pp.155-157). To head the program she suggested a "Director of Personnel" assisted by a "Personnel Council" composed of interested faculty members and administrative officers of the college. This Director, she felt, should be directly responsible to the President.

Wood recommended "a full-time coordinator of personnel, having a faculty standing equivalent to that of the academic dean." (128, p.211)

McDonald found ". . . a definite agreement among college officials and authorities on personnel that each college should have a personnel program for the good of the student, the faculty, and the school as a whole" (64, p.63). He felt that "the student, the faculty, and the administrators should recognize the need for a personnel program" (op.cit., p.149). He further suggested that "the personnel program should be headed by one individual who is directly responsible to the
president;" that he should have "a sound philosophy of education and be trained in personnel work;" "be an administrator;" and "be a coordinator" to "coordinate the services of the personnel program" and "coordinate the personnel program with other departments of the school;" and that "he must instill in each individual in the school and in each department . . . the need and the advantages of the personnel program" to keep it "a living part in the school life" (ibid.).

Student Personnel Services Covered in the Related Studies.
Table I shows the "student personnel services" which were reviewed, referred to, or implied in the "Related Studies." The outlines used by the various investigators are not entirely comparable. Some have stressed guidance (educational, vocational, personal, and the like) under separate headings from the ones used here; one at least has emphasized instruction as a guidance function; some have included such aspects as housing and boarding, financial aids (scholarships, grants-in-aid, loans, part-time employment, etc.) as administrative functions; in some cases the aspects listed separately here are minor aspects under other headings; and some of the studies have not dealt with the entire realm of "student personnel services." However, the list used here does give some indication of the concern of the various investigators and authorities for the various aspects of a "total personnel program."

Selection and Admission of New Students. This function of the small college is coming to be recognized more and more as a personnel function. Said Brumbaugh (11, p.43):

Midwestern College takes the position that many of the difficulties that students experience may be mitigated or
## TABLE I

**STUDENT PERSONNEL SERVICES COVERED BY "RELATED STUDIES"**

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<th>Selection</th>
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<th>Housing</th>
<th>Testing</th>
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wholly avoided by adequate pre-college counseling. This college lays claim to certain marks of individuality in its statement of objectives and in the educational program it announces. It refuses to enter into the high-pressure competitive recruiting campaigns for students. . . . This college issues occasional attractive bulletins that give educational information but are free from the usual elements of popular advertising; it sends representatives, faculty members or administrative officers, who interpret to high-school principals and high-school advisers the advantages and limitations of its program in terms of education rather than salesmanship; it enlists the services of a few alumni who are able to select students whose educational needs can be served by the institution, alumni whose interests are in education rather than athletics; it arranges for conferences between administrative officers or family members and students who come to the institution for advice. Student recruiting as conducted in this institution is conceived of as an extension of the program of education.

McCracken listed the following "purposes for Pre-College Guidance" which were rated as "highly desirable" by both the "Field Jury" and "Expert Jury" (62, pp. 7-8):

1. To relate student purposes and ability to curriculum.
2. To direct the selection of courses.
3. To help students identify their chief interests.
4. To help students evaluate their abilities in terms of their vocational abilities.
5. To aid students in financing their education.

Kilhefner stated (55, p. 64):

The college field representative, in the minds of most people, is primarily a salesman offering a four-year college course for a price. In his highest role, however, he is a roving counselor who contacts hundreds of young people, their teachers and their parents. When he is working at his best, he places the good of the individual above the enrollment needs of his college and recruits for his own school only those whose needs his institution can fill.

According to Gipson (40, pp. 212-213):

The first basic assumption in the admissions policy of any college is that it is directly related to the aim of the college and should so be clearly understood by prospective
students and by the authorities who are responsible for their guidance. The candidate should base his choice of the college on objective evidence that college offers what he feels he needs.

Only those students whose attitudes, personal characteristics, and scholastic achievements indicate a probability of success should be admitted.

Candidates for admission should have some pre-college guidance. They should have the assistance from the college under consideration through entrance and placement tests, ability and aptitude tests, as well as personal contact with a counselor of the institution. The small college has the advantage of the large college in this latter respect since it would be very difficult for a counselor in a large college to contact all his prospective counselees. Students with the minimum intellectual ability necessary for college work and who lack emotional and social maturity will more likely achieve success if admitted to the small college.

McDonald recommended that (64, pp.149-150):

I. Information concerning the offerings and advantages of the college... should be made available to prospective students.
   a. Through bulletins, circulars and other publications.
   b. Through a school representative.
      1. Personal contact with the high schools.
      2. Personal contact with prospective students to impart information regarding the school which he represents, and to obtain information from them which may be used by the school.
   c. Special days on which the college entertains high school seniors for the purpose of initiating their acquaintance with college life.

II. The college, in cooperation with the high schools in the near vicinity, should institute a cooperative pre-college testing and counseling service.
   a. To assist in the selection of the students who may enter the college.

III. The college should offer tuition exemptions or scholarships to good college prospects.

Orientation of New Students. An orientation program for freshmen is almost universal among small, co-educational, church-related, liberal arts colleges, and its extension to all new students is becoming more prevalent.
According to Brumbaugh (11, pp.144-145):

Midwestern College considers it important that the students whom it admits shall be aided in making an advantageous beginning when they come to the campus. Being a small college, three days are considered ample to achieve the first purposes of freshman orientation. A small but well-selected battery of tests supplementing those used for purposes of admission is given to all freshmen. These tests include one on scholastic aptitudes; one English test; a reading test; and a foreign language placement test. These are given on the first day and scored immediately so that the results can be available for purposes of registration on the second and third days. Other tests for diagnostic purposes are given later as circumstances may demand. It is impossible to enumerate all the events of the freshman orientation program but it may be noted that in addition to the provisions for administering tests and registering students it includes activities that acquaint students with the physical plant and facilities, particularly the library; it affords opportunities for participation in social events through which students learn to know one another as well as the faculty; it affords an occasion for acquainting new students with the regulations and traditions that are regarded as significant by the institution; it affords an opportunity for presentation of extra-curricular activities; it gives the student who must earn a part of his way a chance to get started on his job; and limited provision is made for the presentation in lectures and by practice exercises of some of the first principles underlying college life and work. It is altogether possible that Midwestern College will extend the length of the initial orientation as it expands its program of testing and increases its practice exercises in use of the library, in taking notes, and in reading and study procedures.

It is hardly to be expected that the complete orientation of freshmen can be achieved in a few days. Plans are made, therefore, for further orientation through the school year.

According to Gipson (40, pp.213-217):

The orientation "week" varies in length from one-half day to six days. The most commonly included activities are testing; social activities, including parties and picnics; lectures concerning aims and purposes of the institution, its traditions, the curriculum offered, and rules and regulations; pre-registration counseling; tours of the campus and the library.

In his study, Kilhefner stated (55, pp.65-66):
All the colleges consider the orienting of freshmen an important function of the first week of a student's college life and several of them carry the program through the first semester and into the second. . . .

It is generally recognized that transfer students need orientation too, but not much provision has been made to meet their needs in the schools studied.

McDonald recommended (p.150):

I. A period of several days preceding the regular school term for all new students.
   a. To initiate his personal adjustment.
   b. To acquaint him with
      1. The campus and buildings.
      2. Faculty and administration.
      3. Other members of the freshman class and new students.
      4. Student leaders.
      5. His adviser.
   c. To gather information concerning the student
      1. From tests administered.
      2. From interviews.
      3. From observation by faculty, advisers and other students.

II. The college should continue an active orientation program through the student's first year.
   a. For a continuation of personal adjustment.
   b. To acquaint him with students of other classes.
   c. By orientation classes with credit for all new students.

III. The college should remain cognizant of the need for orientation at other times during the student's college life.

Financial Aid to Students. Originally such student aids as scholarships, tuition exemptions, grants-in-aid, loans, campus employment, and placement in off-campus part-time jobs were considered as administrative functions. Reeves and others, for example, as previously mentioned, in their study of Methodist Colleges, classified "Outright Gifts," "Student Loan Funds," "Student Employment," and "The Total Program of Student Aid" under the general heading of "College Finance" (96, pp.645-672). However, Stevens, in the earliest study reported here, stressed
the values of "work which students do to help defray their expenses" (107, p.473), and Perry in the "Smaller College Study," included the administration of "scholarship funds," "loan funds," "student employment on the campus," and "student employment off the campus" as "student welfare functions" (92, p.231). Out of a total of 1,000 points for a complete program of "Student Personnel Services" the "Gardner Study" allocated 50 points to "Financial Aids (Loans, Scholarships, and Grants of Aid)" (37, pp.136-137), while in the "McCracken Study" the "Expert Jury" gave such aids a mean value of 73 points and the "Field Jury" a mean value of 81 points (63, p.64). Table I shows that there is a continuing concern for the administration and supervision of these aids within the framework of the "Student Personnel Services."

Brumbaugh, in describing services of this sort at "Midwestern College," stated (11, pp.47-48):

The college . . . is dedicated to the purpose of providing education of high quality to students whom it selects, regardless of their financial circumstances. This means that considerable aid in the form of scholarships, loans, and part-time employment must be provided. All scholarships are granted through a small faculty committee of which the director of personnel is chairman. The director, consulting the same faculty committee when in doubt, also approves applications for loans, but the responsibility for the business aspects of all loans is placed upon the business officer of the college. The administration of loans is regarded as an opportunity to educate students in responsibility for their business affairs. The part-time employment of students also clears through the committee on financial aid. Much of the routine work in locating jobs and securing information about them, assembling information regarding students seeking employment, and following up students who are employed to get an estimate of their efficiency as a basis for counseling those who encounter difficulty is done by a competent secretary. The director of personnel and members of his committee supplement the advice given by regular counselors in matters of employment. .

Gipson reported that (40, p.218):
All the small colleges studied have some form of student aid. The majority of them (80 per cent) have loans, scholarships, and part-time work.

Scholarships are awarded primarily on the basis of scholarship. However, financial need, recommendations of others, class standing, and personality and character are considered important.

The factors considered important bases for granting loans are scholarship, personality and character, the need of the student, the expediency of the return of the loan, health, and the level of the student's achievement. The college should have a definite plan for the repayment of loans. Follow-up should be exacting and prompt.

An emergency loan fund is necessary for solving certain student problems. Grants of aid are granted primarily on the basis of financial need of the student. The promise of the individual both in college and after college should be taken into consideration.

Many students help finance their education through part-time work either through the cooperative work plan or off-campus employment. Each college must work out standards for part-time work on the campus, the maximum number of hours permitted each student per week, and the standard rates of pay.

All student financial aid should be centered in one office under the direction of a trained personnel worker. He should make recommendations to a faculty committee with whom rests the rejection or acceptance of the application.

The policies of all forms of student aid should be made in terms of the objectives of the college, its reserves, and the percentage of the students who need and are worthy of assistance.

Counseling and Advisement of Students. All of the "Related Studies," as shown by Table I, dealt directly or indirectly with "counseling" and/or "advising" of students. Out of 1,000 points for the entire program of "Student Personnel Services" the "Gardner Study" allocated 200 points to "Educational and Vocational Counseling" and 200 additional points to "Counseling About Intimate Personal Affairs" (37, pp. 62, 88-89). The "McC racken Study," on a comparable value-scale, gave a mean value of
of 192 points by the "Expert Jury" and a mean value of 152 points by the "Field Jury" for the "Counseling" functions (63, p.84). On a similar rating scale Connors also gave the greatest point-value to "Counseling" (24, pp.93-95). These evidences, plus others which might be cited, show the high value which personnel workers and investigators placed on this aspect of student personnel service.

In the "Smaller College Study" Perry listed the following "student welfare functions" which can be classified as "advising" or "counseling" (92, pp.230-231):

- To interview students on all academic matters
- To advise failing students
- To give social counsel and guidance to freshmen
- To give social counsel and guidance to upper-classmen
- To give vocational guidance

Milner's "functions of the college dean" included (76, pp.520-521):

- To give counsel on all academic problems
- To interview students on all academic matters
- To advise failing students
- To interview applicants for admission
- To grant permission for extra hours
- To excuse class absences

Reeves reported that the officers most often responsible for giving "educational counsel" in the "Methodist Colleges" were "specially appointed faculty advisers" (96, p.367). However, he wrote that (ibid):

In general the faculty advisory systems now in operation among these colleges are unsatisfactory. This is due to several factors. First, comparatively few faculty members in most colleges are adapted to counseling. Second, faculty advisers are too often chosen upon the basis of availability instead of special qualifications. Third, even the best-qualified faculty members, unless especially trained for the work, lack an understanding of the techniques which make for effective and skillful counseling.

He further reported that "... while a comparatively large number of these colleges appoint faculty advisers to students ... only two
institutions make these advisers responsible for giving vocational counsel" (op.cit., p.369). He found that over a third of the institutions had "no definite provision for counseling students regarding their choice of a vocation" (ibid.). The dean of women was most often mentioned as a vocational counselor but her counseling was limited to women students (ibid.). With respect to "personal counseling" he wrote (op.cit., p.371):

A number of colleges recognize the fact that college students are confronted with problems very personal in character. Approximately two-thirds of the colleges report the dean of women as being responsible for giving counsel regarding personal problems. At some institutions the dean of men and the dean of the college are also reported as responsible for this type of advisory service. A few colleges indicate that freshman advisers or deans share this responsibility. In one institution a social director has done excellent service in assisting both men and women in making personal adjustments.

There is an implication in the reports from various colleges regarding their provision for personal counseling of students that the approach is primarily from a disciplinary standpoint. There is undoubtedly a need in many of the institutions . . . for less emphasis upon the disciplinary approach in dealing with the personal adjustment of students and more counseling as such, whereby students may be given a broader perspective of principles underlying life and may solve their intimate personal problems in the light of these principles.

With respect to counseling in the "Catholic colleges" which he studied, Holland reported (46, pp.188-189):

Staff members were selected on the basis of availability, interest, and knowledge of the institution rather than on the basis of professional training or experience in counseling. Institutional in-service training of the staff consisted of making available counseling literature, and attendance at professional meetings. Registration for professional courses, demonstration clinics, and visiting experts were used by about one-sixth of the institutions.

Procedures used in lower division general counseling involved the assignment of twenty to twenty-five students to a faculty adviser who interviewed each student at least
once during the school year. In case of low marks or scholastic failure the adviser interviewed the failing student to give him some diagnostic and remedial treatment, the amount of which depended on the training, motivation, and available time of the counselor. In a majority of cases the evidence did not point toward the use of a systematic preventive, diagnostic, remedial follow-up program of counseling for the failing pupil. Counseling usually consisted of the inspirational or exhortatory talk.

Vocational counseling is given along with educational counseling. Colleges used varied procedures for the dissemination of vocational information to their students. The most common procedure was to bring a representative worker in some vocation to the campus for an occasional general talk. Such talks were usually not part of a regularly planned program. Additional techniques consisted of opportunities for student personal consultation with visiting vocational specialists and providing various occupational information. Practically no college provided a well-rounded plan of vocational counseling.

The findings of most of the other studies show that real efforts are being made to serve students through advisement and counsel. Although it is believed that these services are in general improved over the ones reported above from the 1930's, Wood recently concluded from his "overview of the liberal arts college student personnel programs" in "Colleges of Ministerial Training" of the Pacific Coast (128, p.202) that: "Much of the counseling appeared to be directive, or merely advising. Referrals to those trained for dealing with emotional problems are not always made. In-service training programs in counseling appear poorly planned and organized."

Nevertheless, there appears to be a number of features which most personnel workers and investigators feel are being, and should be, included in an effective counseling and advisory system.

McCracken presented a "Suggested Core of Student Personnel Practices" with respect to "Counseling" on the basis of their use by a
majority of the "Presbyterian" and "North Central Colleges" and agree-
ment as to their desirability by both the "Expert Jury" and the "Field
Jury" (63, p.80):

1. Provision for pre-registration period each term.
2. Placement or aptitude tests given.
3. Counselors or faculty advisers available for
   conference concerning next term's work.
4. Academic records available at the time of conference.
5. Diagnosis of academic difficulties attempted.
6. Remedial program formed on the basis of diagnosis
   of academic difficulties.
7. Superior students interviewed personally for the
   purpose of promoting scholarship.
8. Special incentives offered to superior students
   for high scholarship.
9. Vocational information supplied by books and
   pamphlets.
10. Counselors who interview students assist them in
    the solution of personal difficulties.
11. Discipline thought of as means for mental and
    moral training of students.
12. Discipline thought of also as means of protection
    for student body and institution.
13. Disciplinary procedures and penalties varied on
    basis of intimate and personal knowledge of the
    student and his needs.
14. In serious disciplinary cases one person or com-
    mittee given final authority to determine what
    action shall be taken.
15. Students sometimes dropped from the institution in
    serious cases of misconduct.

With respect to "Midwestern College" Brumbaugh stated (11, p.45):

A third aspect of Midwestern College, in fact the most impor-
tant aspect, is the provision of educational and vocational counsel.

It is recognized that educational counseling and vocational
counseling are so closely related that they can best be given
through the same counselor. Educational counseling is designed
to aid students in defining clear-cut objectives, in planning
their programs in the light of their personal interests, their
abilities, and their objectives; in discovering the disabilities
and special conditions that may affect academic progress, e.g.,
poor study techniques, poor reading habits, ineffective use of
time, inability to organize reading and lecture notes, or a lack
of basic background presupposed in courses being taken. Superior
students whose achievement falls below what would usually be
expected are regarded as needing special counsel just as much
as those who are on the border-line of absolute failure.

While Midwestern College is a liberal arts institution, offering no special technical or professional curriculum, it nevertheless takes cognizance of the fact that most of its alumni will enter some profession. It assumes the responsibility, therefore, of aiding students in securing accurate and full information regarding vocations, in evaluating their own abilities, aptitudes, and interests in relation to the vocations they are considering, and in planning programs or selecting professional schools that will best serve their educational needs.

The counselors in this college are regular members of the faculty—a group of six—selected by the director of personnel upon the basis of their special interest in, and aptitude for, this type of service. In order that the counseling may not be regarded as the imposition of an extra responsibility, each counselor is given a reduced teaching load. He is required to familiarize himself with special techniques involved in counseling, such as the uses of psychological tests, of reading tests, study habits incentives, measures of emotionality or personality traits, vocational interest and aptitude tests, and with the professional literature in the field. With this in mind, arrangements are made for counselors to give some time to professional study, either during the summer vacation or during a leave of absence granted by the institution.

As a matter of procedure in counseling, the counselors are not required to administer and score the tests which they use. This service is delegated to the professors of education and psychology, who with the director of personnel constitute a committee on tests and measurements. Clerical assistance is provided so that these faculty members may not be burdened with the routine of scoring and computing the distribution of scores. The professors of psychology and education become technical advisers to the counselors with reference to the use of tests.

It is particularly important to stress the fact that the counselors will inevitably discover many intimate personal problems pertaining to such matters as the mental and emotional reaction of students, their social adjustments, their family relations, their philosophy of life, their personality traits and handicaps, or their personal habits. The faculty members who serve as student counselors in this college are responsible for identifying these personal problems and for dealing directly with those not so complicated as to demand special professional treatment. The student is thought of as a personality of which educational adjustment, vocational adjustment, and personal adjustment are merely different aspects.
Gipson concluded (40, pp.219-220):

The need for counseling is recognized by most school administrators. Of the 172 small colleges studied, only five make no provision for counseling. The majority (73 per cent) use part-time counselors. In a college of fewer than 750 students, no doubt that procedure is desirable. Thirteen per cent of the colleges have a separate vocational counselor. The writer does not recommend that, since vocational problems are inter-related with other types. The counselor should be prepared to see the counselee as a whole.

The aim of counseling on the part of practically all small colleges is conceived as helping the student to solve his own problems.

Areas in which counseling is needed include adjustment problems related to scholastic success, finance, extracurricular activities, mental health, physical health, vocational choice, placement, and religion.

Counseling resources are classroom teachers; academic deans and department chairmen; deans of men, women, or students; publicity officers; director of student aid; the house directors; and the professionally trained counselors.

No one method of counseling should be used. Skillful counseling consists of knowing when to use the varying procedures. The counselor should be able to adapt the method to the situation.

Every college, however small, should have at least one staff member with counseling assigned as his responsibility. This individual should be professionally trained. The administrative officers who are counseling resources should be aware of the counseling opportunities inherent in their positions.

In connection with "Counseling" and "Advisement" McDonald recommended (64, pp.150-152):

I. The college should employ some faculty members who are professionally trained in personnel work.
   a. These members should be allowed approximately fifty per cent of their time for counseling and the remainder for teaching.

II. The college should include the use of specialists in the personnel program when it is at all possible to employ their services.
   a. Medical services by the regular college doctor or local physician should be available.
   b. Members of the faculty may be employed as reading or speech pathologists.
c. Psychologists on the faculty can give valuable assistance.
   1. The services of a psychologist should be limited as he is not trained to perform
      the services of a psychiatrist to whom referrals can be made.

III. The amount of time for which the specialists are included in the personnel program will depend upon the condition
     of the college; but the student should not be allowed to suffer when the services of such specialists would help
     his adjustment.

IV. Faculty advisers should be included in the personnel program.
   a. They should be members of the faculty who are interested in the student and have an understanding of his problems.
   b. They should be carefully selected members of the faculty.
   c. They should be able to recognize their limitations, and know when to refer students to professional or special counselors.
   d. Their services should be recognized by a reduced teaching load or by monetary compensation.

V. Students should be assigned to advisers in their major field as soon as they decide on their major. Other assignments
   should be made on the basis of common interests of both student and adviser.

VI. The student should be allowed to change advisers when there is a lack of common interest or a personality clash between him and his adviser.

VII. All students should be assigned advisers and should be interviewed or counseled whenever problems arise with which they need help.
    a. The new student should be scheduled for periodic meetings with his adviser.
    b. Members of the faculty, administration or other students should refer students with problems to advisers, counselors or specialists.
    c. Every student should know that it is his privilege to contact his adviser whenever he needs assistance.

VIII. There should be in-service training for advisers and counselors.
    a. To coordinate the services of the adviser and counselors.
    b. To keep them aware of new techniques and developments in personnel work.
    c. To train new faculty members for serving as advisers.
    d. To increase the efficiency of acting advisers.
    e. This training can be supplied through
       1. Classes and conferences headed by the personnel experts in the program.
2. Literature on personnel work.
3. Conferences with personnel workers from other institutions.
4. Professional training during vacation periods.

**Extracurricular Activities.** Table I shows that extra-class activities are usually recognized and dealt with as student personnel functions in the small, co-educational, church-related, liberal-arts colleges.

As early as 1929 Stevens emphasized the lasting benefits to students from these activities, and suggested improvements in them (107, pp.471-472). He wrote:

> . . . we find that the greatest values derived from academic societies in the order of their importance were public speaking, cultural training, development of native abilities; from literary societies . . . cultural development, mental training, training in public appearance, leadership and the development of native abilities; from religious organizations, religious and moral benefits, cultural training, training in leadership and in social competence; from other organizations, self-development and self-control in particular; from social organizations, cultural development and the formation of friendships. .

When all of the various types of student activities are considered together the most important benefits derived from them, in the opinion of the graduates, is that of cultural development, including greater appreciation of the finer things in social contact, greater facility in social relations, and the development of friendships . . . The next highest . . . pertains to the development of leadership, executive ability, initiative. . . the development of cooperation, or socialization, a better understanding of people and how to work with them, is about the same . . . And nearly equal in importance is the discovery and development of abilities because of duties imposed upon the individual in these activities, the increase of self-confidence and one of its components, self-control. . . .

In the opinion of students and graduates, the reality and value of the benefits derived from student activities are unquestionable. Under the present organization of college work they are probably an indispensable part of the whole educational training. What is needed is a better organization of them, control of their number, control of the amount of
time a given student may spend in them, encouragement of back-ward students to take part in activities, and a general evalua-
tion of all activities which would doubtless result in the elimina-
tion of some of them.

In the "Smaller College Study" Perry considered "To supervise the extra-curricular activities of individual students" as a "student wel-
fare function" (92, p.231). Reeves and others, in the early study of "Methodist Colleges," found a wide variety of student activities (96, pp.381-388). The main problem reported was that "... a few students are overloaded with positions of leadership and responsibility in numerous activities, while a large percentage of the students fail to participate sufficiently to profit educationally from the activities" (op.cit., p.385). They further stated (op.cit., pp.387-388):

The conclusion to be drawn from the data available concerning control of student participation in extra-curricular activities is that adequate provision for control exists in these institutions; the power of control, generally, is not adequately exercised, and the results achieved are not satisfactory. The real problem presented is not one of arbitrary exercise of authority in the matter, but rather one which demands a more careful study of the situation on each separate campus leading to a clearer definition of the functions and procedures involved in the administration of the activities.

Holland, reporting on the "Catholic Colleges," also found that "the chief problem in these activities was an over-participation of a few students and the under-participation of a large part of the under-graduate student body." (46, p.191).

In 1943 Connors wrote (24, pp.114-115):

The exact value of extra-curricular activities ... remains in those more or less intangible areas which defy exact measurement. These values are seen and felt and recognized by both students and faculties. As a result of this recognition, extra-curricular activities are now encouraged in the better institutions of higher learning.
The most available means for evaluating that phase of guidance which deals with extra-curricular activities is found in the answers of the following questions:

1. To what extent does the scope of the extra-curricular program conform to the size and type of college?
2. What authority does the college maintain over the extra-curricular program?
3. How effective is the advisory system?
4. What regulations are placed on student participation in extra-curricular activities?

Other studies substantiate the actual and potential values of the extra-curricular activities, note problems in connection with their use in a personnel program, and make suggestions for the desired pattern.

In the late 1930's McCracken found the following practices engaged in by a majority of the "Presbyterian Colleges" and approved by both the "Expert Jury" and the "Field Jury" (63, p.80):

1. Each organization required to be officially recognized by the administration.

2. Supervision by the administration of finances of student organizations.

Brumbaugh stated that "Midwestern College" (11, p.46):

... looks upon extra-curricular activities as contributing much to the realization of the larger educational objectives. A small faculty-student committee studies the scope of the activities program and the degree to which all students participate. The faculty members of this committee are appointed by the director of personnel, the students are elected in accordance with provisions made in the constitution and by-laws of the student government. Each organized activity must be officially recognized by the faculty-student committee, and as a prerequisite to faculty-student recognition must file a constitution, a membership list, and the name of a faculty member who agrees to serve as sponsor. The whole administrative plan is set up to be advisory rather than regulatory with a view to placing large responsibility upon students for the management of activities. Under this system faculty sponsors do more than lend their names to an organization, they sustain a close advisory relationship to the activity. Midwestern College looks forward to the time when its curriculum and methods of instruction shall be so reorganized as to provide adequate opportunity for spontaneous self-expression.
on the part of students, thereby integrating what are now extra-curricular activities with the regular program.

In 1949 McDonald reported (64, p.146):

In harmony with the opinions of authorities, various student activities were included as a part of the personnel programs of these schools. These activities are not the same for every school. Many colleges group different activities under one heading; but in general they include student government, social organizations, publications, athletics, intra-mural athletics, religion, honoraries, political organizations and music.

There should be a coordinator of student activities for establishing a social calendar and coordinating the functions of the different activities. Each activity should have a separate faculty adviser.

Kilhefner wrote (55, pp.204-205):

The Brethren colleges, rather generally, are permitting students to participate with faculty members in the planning of social and recreational events. On several of the campuses this principle could be extended with good results into many other areas of college life.

An attempt should be made to give the students the best possible social and recreational advantages. It is recognized, however, that in trying to achieve this value, colleges will not wish to disregard the feelings and the ideals of their constituents, without whose help these institutions could not exist.

Gipson recommended that (40, p.228):

1. The activity program must grow out of the needs, interests, and purposes of the student body.

2. The activity should be planned and carried on by the students, not the sponsor.

3. All the possible student activities on the campus should be brought to the attention of the students through a careful program of guidance, and participation in a well-rounded variety but a sane number of activities thus encouraged.

Religious Services. It is assumed that all church-related colleges are committed to the religious life and spiritual development of
their students. However, less than a fourth of the "Related Studies" reviewed here were concerned with "religious activities" as "personnel services" or "personnel functions." Nevertheless, there appears to be a growing belief that religion has an important place in the instruction, student activities, and counseling services of the colleges. Published statements by Merriam and others (72), Arbuckle (4, pp.157-181), and Tead (60, pp.267-279) support this contention.

According to Stevens (107, p.503):

... religious organizations help the student to clarify his religious ideas, to understand the relation of religion to life, to develop the ideal of service as the essence of religion, and to organize his life around Christian ideals. They are a vital factor in student religious life especially when under the guidance of some wise faculty adviser, but they are sometimes pendentic, addicted to routine performance and superficiality, and are maintained as an end in themselves. When they can be characterized justly in this way they automatically exclude the independent, virile thinkers, lose much of their value and serve to separate a so-called religious group from the rest of the college.

He added (op.cit., p.517):

The distinctly religious influences are especially characteristic of these colleges. These influences come by way of the connection of the college with the church, by way of definite religious teaching, and through student religious organizations. The fundamental purpose of these religious influences in most of the colleges is to answer the individual's questions concerning the nature of the world and man and the place and function of the individual in society. This life orientation provides an organization of thought and purpose in harmony with the present age and resolves that conflict of principles which almost always attends the college experience.

However, the data of this study indicate that these colleges have some weaknesses most of which are due to their failure to use to the full what they use in part and what are their special advantages. The most important weaknesses are their failure to take all possible advantage of face-to-face relations, their tendency to depend upon religious teachings alone for moral and social control, and their lack of initiative, and timidity.
Reeves and his helpers found in the "Methodist Colleges" they studied (96, p.410):

... an average of three student organizations designed primarily to exert religious and moral influences upon students. Of these, the Young Women's Christian Association is found most frequently; the Young Men's Christian Association and the Oxford Club follow in the order named. Several others are found less frequently. Among these may be mentioned the Christian Service Club, the Cosmopolitan Club, Student Volunteers, and Life Service Club. Gospel Teams are found in a number of the institutions. ...

A great variety of services are rendered by these bodies. Some which may be mentioned are: providing programs and talent for devotional or meditative exercises; carrying out social projects; meeting entering students and assisting them in getting located; aiding needy students; publishing handbooks; directing pay and recreational activities; and maintaining social service stations. ...

"In almost all the colleges," they continued (op.cit., p.411), "the administrative officers and faculty members consider these organizations of great benefit."

They further reported (op.cit., 411-414):

Chapel exercises are provided as a definite part of the program of work of every one of the thirty-five colleges. The frequency of these meetings ranges from two to five per week.

Student attendance is compulsory in all but three of the institutions. In one other, chapel attendance is not required of all members of the senior class. ...

The penalty for excessive absence found most frequently is a deduction in the number of honor or credit points earned. A few colleges deduct credits from the student's scholastic record or require additional work to be presented for graduation. ...

Ideally the chapel program should be of sufficient interest and value to students so that no artificial incentive to attendance is necessary. Practically, however, such a condition seems difficult to attain, so negative stimuli, such as punishment for non-attendance, are employed. ...

They found considerable variance between colleges in student and
faculty reaction to the chapel services, but a fairly strong correlation between the student and faculty judgments in the respective colleges (ibid.). The members of the survey staff, who attended chapel services in almost all the colleges, concluded (ibid.):

... The exercises observed could generally be classified as helpful and appropriate, but a number of adverse criticisms may also be made. Some extraneous and questionable features were included. ... Many announcements and other details of a routine manner were observed. Such matters can better be handled through other channels, as bulletin boards, etc., and not be allowed to infringe upon time which should be given to activities which have educational value and which are means for the cultivation of the moral and religious atmosphere of the institution.

The subconscious effect of the architectural features of the chapel is perhaps one of the most important factors contributing to the influence of the service.

In the 24 "Catholic Colleges" which Holland studied, he reported that (L6, pp.189-190):

The units maintained organized department of religious guidance. The remaining colleges carried on religious guidance in conjunction with the classes of religious instruction or under the direction of a chaplain or sodality moderator. Staff meetings and other co-ordinating methods are rarely used. The small colleges maintained that their size made possible co-ordination without the use of formal devices.

Staff preparation was the usual preparation for the religious life. Very few institutions reported long-range plans for the selection and training of the religious guidance staff or for the instructors in religion. Eight colleges ... did not have full-time resident chaplains, but had one or more priests situated at nearby parishes or colleges come to the campus daily.

The spiritual exercises offered in the colleges consisted of sixteen different services largely on the optional basis except Sunday Mass and Annual Retreat. Inadequate chapel facilities, and the question of religious guidance for day students appeared to be major problems.

In the "Wesleyan and Free Methodist Colleges" Nelson found that (32, p.55):
Religious guidance has a prominent place in each of the colleges. According to statements published in the catalogs of the various colleges, this is most in evidence in the emphasis placed on church and chapel attendance. Chapel services are held regularly in each of the colleges. These services vary from four times weekly to daily during the school week. In each case, attendance of students is required. Sunday school and Sunday church attendance are emphasized in each college; and, in most of the colleges, they are required. Mid-week prayer meetings are held regularly in each college; and, in most cases, attendance is required. In addition to the regular daily and weekly religious services, "revival meetings" are held once or twice during the school year. During those meetings, more intense emphasis is given to the need for individual conformity to the religious beliefs of the college.

Health Services. Most of the investigators and the officials in the small, church-related colleges recognize health services as a personnel function, but in many cases the services are inadequate. Reeves and his helpers stated (96, pp.375-377):

Student health should be a matter of fundamental consideration to college administrators, both as it affects the academic progress of individual students and as it affects the welfare of the student body as a whole. The data secured from the colleges studied show, however, very inadequate provision for student health service. . . .

They reported only one college that had a "... full-time physician employed, while in thirteen a physician was employed part time. Over half of these colleges make no provision for a physician whose services shall be available to students." They continued:

... In most institutions the services of the nurses are available to both men and women. . . .

A comparatively small percentage of the colleges have hospitals on their campuses. Some have fairly satisfactory infirmary arrangements either in their dormitories or in separate buildings. More than half . . . have hospital facilities available in the city or community . . . The remainder provide emergency hospital arrangements in case of epidemics and send students to their homes for treatment whenever possible. . . .
Annual physical examinations are required in eight of the colleges. One of these requires the examinations of women only. In seventeen, physical examinations are required of entering students. One-fourth of these institutions require no physical examination at all.

A majority of the institutions advise vaccination against smallpox, and half or less advise inoculation for typhoid, diphtheria, or scarlet fever, respectively.

only two of these colleges provide any form of psychiatric service. The type of service provided is limited, being usually given either by a psychiatric nurse, the psychology professor, or some other than a professional psychiatrist.

They concluded (op. cit., p. 377):

... The extent to which a health service program should be developed in any institution must be determined by health facilities available in the community, the percentage of students who reside in the local community, and the resources available for this service. The least that should be expected, however, is that every student shall be given a thorough physical examination each year; that the services of a physician of good standing shall be available to the students when needed; that nurse's services shall be promptly available in cases of illness; that provisions shall be made for isolation and hospitalization of students who are ill; that such measures as vaccination shall be urged, at least, if not required; and that the services of a specialist shall be provided for students whose work is impaired by worries or other forms of emotional upsets.

Holland's report in 1941 (46, pp. 190-191) showed the status of health services in the "Catholic Colleges" to be quite similar to that reported by Reeves and others for the "Methodist Colleges" nine years earlier. Connors, however, in 1943, found conditions a little better in the "better colleges" in the New York area (26, pp. 105-112), and there are some indications that the situation may be improving in general in these small church-related colleges. In 1949, McDonald reported (64, p. 146):

Most personnel programs included physical health but
few included mental health. The mental health of the student is being recognized as an important factor in his college life. Experts and authorities agree that the mental health as well as the physical health of a student is a responsibility of the personnel program within the school.

In her study reported in 1952, Alkire discovered that the health programs provided for physicians in 69 per cent of the small colleges studied; for nurses, in 79 per cent; and for physical education directors, in 62 per cent; while health counseling was considered a college responsibility in 96 per cent (1, pp.60-61).

Reporting on "Midwestern College," Brumbaugh stated (11, pp.46-47): This college is making more satisfactory provisions for health service than is common in an institution of its size. It employs a full-time physician who is a regular member of the faculty giving instruction in psychology and hygiene; also two trained nurses. Were funds for this purpose more restricted, the administration admits that it might get along with only part-time service by the physician, but the health work would be impaired. The college maintains excellent infirmary facilities in the residence halls and has arrangements with the city hospital under a student health insurance contract for the hospitalization of students suffering from more than a mild or temporary illness. The health service has well equipped offices for examinations and conferences. A medical and physical examination is required annually of each student, and more frequently of those who have health problems or who participate in strenuous intramural or intercollegiate sports. The chief health officer holds individual and group conferences for purposes of health instruction and with a view to suggesting appropriate physical regimens and hygiene. A good program of physical education is organized to put into effect recommendations made by the health service. The health service also assumes responsibility for applied hygiene, including dietetics, sanitary inspection, special examination of all employees handling or serving food, and for the inoculation of students and employees against contagion. It also maintains regular hours for first aid and dispensary service. In this institution the health service is integrated with the whole student personnel program. The physician is a member of the personnel staff and is responsible to the director of personnel. He makes reports on the health status of all students to the counselor. The counselor in turn reports all information bearing upon the health of students directly to the health service. This college has no psychiatrist or clinical psychologist. The health officer is well informed in the field of mental
hygiene and has arranged with a psychiatrist in a nearby city to give special attention to the more serious cases of emotional and mental disturbances among students at a fee that is not prohibitive even to the student of limited means.

Additional suggestions for a good health program contributed by McDonald included (64, p.153):

A complete record on mental and physical health should be maintained.

This information should be given to all individuals such as counselors, advisers, instructors and teachers who are concerned with the health of the student.

Housing and Boarding. The supervision of housing and boarding of students has long been a concern of small church-related colleges, since the original colleges of this type in America were boarding schools and many of them still are, entirely or in part. However, it has only been in more recent years that the broader personnel-service possibilities of the housing and boarding facilities have become realized.

In the "Smaller College Study" Perry considered the supervision of housing and boarding as a "student welfare function" (92, p.23), although Reeves and others did not list these facilities under "Personnel Service" (96, pp.125-128). Out of 1,000 points for the "total personnel program" Gardner gave 20 points to housing, 20 points to boarding, and 10 points to sanitary service (37, pp.176-177): in the McCracken study, the "Expert Jury" gave a mean value of 90 points and the "Field Jury" a mean value of 86 points to housing and boarding (63, p.84).

Holland reported that two-thirds of the "Catholic Colleges" he studied had residential facilities and a third had trained dieticians; the main problem was the lack of trained staff members for the total housing and boarding responsibility (66, p.191). He recommended (op.cit.,
p.193) "The greater use of housing and boarding facilities as an instrument of education. . . ."

Connors reported that "Many college students need assistance in social amenities. . . . Dormitory life offers opportunities for social development especially when the supervisors use a form of student organization to assist with the program. . . ." (24, pp.96-97). In this respect he found that the colleges with a large number of day students and few boarders were not well equipped to perform this function.

In 1938-39 McCracken found the following practices approved by his "Field Jury" and "Expert Jury" were being carried out in a majority of the "Presbyterian Colleges" (63, p.81):

Regular sanitary inspection of the food service of the college.

An effort made to utilize housing and boarding as educational agencies by (a) a selection of suitable managerial and auxiliary personnel, and (b) development of a social program.

In Brumbaugh's "Midwestern College" (11, p.47):

The supervision of housing and boarding of students constitutes another aspect of student welfare to which this institution gives special attention. The problem is considerably simplified in that all students live in institutionally owned dormitories. There are no fraternities or sororities and no use need be made of privately managed rooming houses. Since matters of sanitation are looked after by the health service, and the physical care and equipment of dormitories are managed by the business office, the supervision from a personnel point of view pertains primarily to the maintenance of satisfactory study conditions and the direction of social and recreational activities appropriate to the needs of the students. These matters are largely in the hands of student house committees to which resident faculty members sustain a close advisory relation. Were the institution less fortunate in its housing facilities it would have to make inspections of rooms in private homes or boarding houses to be certain they met with the minimum standards of comfort and sanitation set up by the college. Fraternity and sorority houses would likewise have to be supervised with reference to the standards of housekeeping and comfort they maintained.
The following ideas were contributed by Gipson from her study (40, pp.217-218):

In order that student housing make an effective contribution to the guidance program, the director of the student house must be a person with a personnel point of view, and with specific training in personnel work. She should have personality assets which enable her to work effectively with young people. She should also have a wholesome, Christian philosophy of life.

In each "house" the students should work in close cooperation with the director in setting the policies of the "house."

When housing in private homes is necessary, there should be close cooperation between the housemothers and the personnel staff of the college. The personnel officers in charge of extracurricular and social activities need to put forth effort to see that off-campus students are encouraged to participate. In the small college, with relatively few students living off campus, this is not difficult. Personnel workers, as well as the sponsors of the organizations, know each individual student.

Co-ordination of the housing program may be achieved by having one member of the personnel staff have jurisdiction over the entire program.

McDonald recommended (61, p.153) that the "resident head" of each dormitory should not only be a "counselor," but that she should be "a non-teaching member of the faculty." An additional idea he contributed was that colleges which have advanced students in personnel work should employ their services in the personnel program as "dormitory counselors."

Student Discipline. Most of the emphasis on discipline as a separate administrative or personnel function was made in the earlier studies. Stevens dealt with discipline largely as an administrative function (107, pp.484-488); Milner considered the "supervision of discipline" an important function of the college dean (76, p.521) and
Perry listed it as a "student welfare function" (92, p.231). Reeves and his helpers (96, pp.400-405), Gardner (37, pp.192-202), McCracken (63, pp.80,84) and Holland (46, p.189) treated discipline as a separate personnel aspect of the college.

Stevens found that in eight of fourteen small denominational colleges the majority of the students felt that the administration sought their aid and opinion in making and enforcing rules for college work and college life; in two colleges, the students "were definitely of the opposite opinion, while in the other four ... the matter was in doubt" (op.cit., p.484). Nine colleges had some type of student council, but in all but one the organization was "distinctly under the control of the faculty." However, there was "a distinct deference to faculty opinion" and "much cooperation in these colleges" (op.cit., p.487).

Reeves and his staff found in the "Methodist Colleges" that a "typical situation" was one in which matters of discipline were handled by the dean of men and the dean of women, while more serious problems were referred from them to a committee on administration or to a faculty committee on discipline (op.cit., p.400). It was felt, however, that the dean of men and the dean of women should have to deal only with such disciplinary problems as they might feel necessary in order to help the students. In some institutions in which administrators felt that very wholesome conditions prevailed, a large percentage of students were dissatisfied with the discipline (op.cit., p.402). Many considered the discipline too rigid, only a few considered it too lax. In some cases the students were in revolt against rules prohibiting dancing. Few institutions placed any direct responsibility for
discipline upon students and most administrative officers attached little real significance to the student disciplinary organizations that did exist. The survey team made six suggestions (op.cit., pp.403-404):

1. ... co-operation between faculty and students through a joint committee.

2. ... arranging for student representatives to be present at meetings of the board of trustees when matters affecting students are discussed. ... 

3. ... some problems of government which affect the student body as a whole ... administered through a student commission or council which is elected by popular vote and is representative of the whole student body.

4. ... students who live in a dormitory ... have delegated to them the general government of the dormitory. ... 

5. ... administrative problems centering in fraternities and sororities ... present excellent opportunities for delegation of responsibility to interfraternity or intersorority organizations.

6. ... it is occasionally found desirable to have separate student governing bodies responsible for matters affecting particular interests of the separate groups. The need of such organizations will be determined largely by the relative number of men and women and the type of social life and organization of students on a given campus.

Gardner found in the better colleges a "constructive attempt to help students and protect student society and institutions" (37, p.199).

McCracken found the following practices in a majority of the "Presbyterian Colleges" and they had the support of both his "Expert Jury" and his "Field Jury" (63, p.80):

Discipline thought of as means for mental and moral training of students.

Discipline thought of also as means of protection for student body and institution.

Disciplinary procedures and penalties varied on basis of intimate and personal knowledge of the student and his needs.
In serious disciplinary cases one person or committee given final authority to determine what action shall be taken.

Students sometimes dropped from the institution in serious cases of misconduct.

In the "Catholic Colleges" he studied, according to Holland (46, p.189):

Discipline was formulated and executed in most colleges by a dean of discipline. The academic dean assisted him in several colleges. In a few institutions a committee on discipline aided in the work. Rules and regulations were usually given to students in written form in a student handbook. Residential colleges had more rules than day colleges. In general, the dean of discipline and other members of his staff had no special training for the work, and tenure was short. Two qualifying factors for appointment frequently used were firm character and ability to get along with college youth. The post did not appear to be a sought-after one.

The disciplinary procedure commonly used consisted of the establishment of a set of rules and penalties, and the observation of student conduct on the basis of expected concomitant to institutional disciplinary policy. A minority of institutions provided for a student council of self-discipline, a system of appeal from initial penalization, written disciplinary records, and positive preventative programs. The chief types of disciplinary offense were violation of attendance and dormitory rules. The most commonly used penalties were warnings and restriction of privileges.

He recommended (op.cit., p.193):

... There should be a positive, diagnostic and remedial program of counseling with at least some technical assistance to faculty advisers to make this possible. In the discipline program, there should be greater encouragement of student self discipline, and greater professionalization of the office of disciplinarian. ...

A somewhat different picture was given by Brumbaugh of "Midwestern College" (11, pp.46-47):

I am certain that unless I mention the subject specifically someone will ask what provision is made for student discipline. The answer is that the matter of discipline as such seldom arises. There are comparatively few rules and regulations to be broken, and many situations that might occasion disciplinary action in
other colleges are dealt with as counseling problems. Occasionally, of course, problems of conduct arise that cannot be handled expeditiously on a counseling basis. These are referred to a special faculty committee for investigation and recommendation of appropriate action. The personnel officers have only such disciplinary responsibilities as they may voluntarily assume in a particular case.

This picture, of course, represents the ideal, and many institutions admittedly fall short of this in a number of respects.

Kilhefner recently wrote that (55, p.205):

Discipline should be thought of as a means of helping students rather than as the dispensing of penalties. This suggests that students with behavior difficulties need the friendly counsel of individuals more than they do the austerity of a group sitting in judgment. If a counselor feels his counseling effectiveness is jeopardized when he is required to serve on a discipline committee, it recommended that he be relieved of such duty.

In the past few years discipline seems to be considered largely as a by-product of a smoothly operating instructional, personnel, and administrative organization.

Testing Program. The earlier studies did not stress a "testing program" as a "personnel service," although there was some recognition of the values and limitations of tests in connection with admissions, orientation, guidance, and counseling. Reeves and his staff wrote that "Tests and other instruments designed to discover aptitudes and interests should be employed to the extent warranted by their established validity and reliability" (96, p.371). Gardner reported "the increased use of psychological tests in admissions programs" (37, p.23); Brumbaugh also mentioned the use of tests in this connection (11, p.44), likewise in connection with counseling (op.cit., pp.45-46). In the latter connection also, Gardner wrote that (op.cit., p.67) "... a number of institutions provide tests of general intelligence, college
aptitude, subject proficiency, vocational interest, etc." but that "... many of these same institutions ... make practically no use of the results ..." McCracken reported the use of "placement or aptitude tests" in the "Presbyterian Colleges" (63, p.80). Connors recognized the use of "diagnostic, intelligence, achievement, and vocational tests" and "interest inventories" in this same connection (24, p.93).

In 1943 Wick maintained that (124, pp.152-153):

The testing program should be made a real source of help to the advisers by instructing them in the use and interpretation of test scores, and by providing for the information for use in time for the orientation program.

Advisers should be trained in the use of the results of the testing program for various counseling purposes.

Tiner recommended a "testing program" as one of the "personnel services" which should "be at the disposal of the faculty members" (111, pp.272-273).

Alkire reported that (1, p.79):

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

Tests were given for scholastic placement in subjects or classes as follows: English, ninety-three per cent; reading and comprehension, eighty-five per cent; mathematics, fifty-four per cent; science, forty-three per cent; foreign languages, sixteen per cent; and social studies, eight per cent.

She recommended that "More colleges should compile and make readily available to the counselor pertinent usable test results and information related to each and every student enrolled in the institution" (op.cit., p.82).
Kilhefner found that "Freshman tests are given during the first week of school but the answer sheets are corrected much too late to be of real value to the student in the beginning of his first semester in college" (55, p.200). He also claimed that "The schools studied seem to have done very little in the diagnosing of student reading difficulties and in the provision of remedial reading programs" (op. cit., p.201). He wrote that "If the same standard tests are given for a number of years, it is recommended that the colleges build local norms and use these, along with national and regional norms, in interpreting the scores of their students" (op. cit., p.201).

In the "liberal arts colleges" of the "Pacific Coast Schools of Ministerial Training" Wood claimed that (128, p.203):

The college testing programs compare favorably with those recommended by authorities, but the background of training of those planning, directing, and operating the programs are not always adequate. Staff members are not always trained in the use of test results.

McDonald found that (64, p.128):

There was agreement among the authorities that test results were an important factor to a personnel program; and that the types of tests should be general intelligence, special aptitudes, interest, achievement and personality. The reporting schools were very much in accord with this thought and all of them gave intelligence tests. The remaining types ... were given by most of the institutions.

The general trend of the testing programs in these colleges was to give the tests to all new students and freshmen, but not to other students unless they required special attention.

Counselors and advisers should have available to them and use the results of tests; but these results should be interpreted and supervised by an expert when using them. This seemed to be the general policy of the institutions in this survey.

According to Gipson (40, pp.220-221):
Testing is necessary for pre-college guidance. Tests are also important instruments for admission in case of students who have not met all formal requirements.

. . . testing is an integral part of the orientation program in most colleges. The tests most commonly given were general college aptitude, English, reading, personality, and vocational interest. Test results give necessary data for the effective functioning of other aspects of guidance: classroom teaching, educational and vocational guidance, student aid, and counseling.

The tests should be selected by a personnel worker with training in their evaluation, administration, and interpretation. A minimum testing program would seem to consist of general ability, English, and reading tests given to all students, and personality, vocational interest, and aptitude tests available as they are needed.

In the small college, the testing would not require the services of a full-time director. The responsibility might be assumed by the personnel worker in charge of one of the other aspects of the program or by an administrative officer, or a teacher of psychology.

Student Records. Beginning with Gardner's study for the North Central Association (37), most of the studies have found or considered "student records" as an important aspect of "student personnel services." Gardner gave a value of 50 out of 1,000 points to student records (op. cit., p. 52). McCracken's "Expert Jury" gave a mean point value of 88 and his "Field Jury" a mean point value of 97 to records (63, p. 84).

Holland reported that most of his "Catholic Colleges" endeavored to "centralize the student records in the Registrar's office" (146, p. 191). He found that 15 of the colleges had "developed their own records" and that "the number of kinds of records varied." One of the "Guidance Principles" set up by Connors was that "suitable records should be kept" (24, p. 144). Tiner recommended both "anecdotal records" and "cumulative records" on each student (111, p. 274).

Alkire wrote that "... ninety per cent of the colleges kept
personnel records of all students attending, while ten per cent kept only records of cases involving problems. These records included an account of how the cases were handled. Ninety-two per cent of the colleges kept records of tests taken and the student's rating in each, and seventy-four per cent recorded test results in profiles or charts as aids to the counselors." (1, p.80). Wood reported that the "liberal arts colleges" he studied "make and use records in approved ways." (128, p.203).

Wick recommended that (124, p.153):

- Cumulative records should be kept for each student and should include the results of counseling interviews by faculty members concerned.

- Advisers should be trained in the use of cumulative records, and especially in the sending of pertinent information to the Department of Student Personnel to be included on the records of students.

- Cumulative records should be made in duplicate, one for the Department of Personnel and one for the adviser.

According to McDonald (64, p.131):

- The information needed for the cumulative record is that which will actually help solve the student's problems. This information should include previous school achievement and experience, special and general aptitudes, results of standardized tests taken, social and emotional status and adjustments, health records, and general information obtained from the student himself or from others.

- This information should be placed in a central file or location so it will be available to all persons who are responsible for the counseling and advising of students.

Placement Service. Assistance to students in securing suitable part-time and vacation employment has already been covered in connection with "Financial Aids." Most of the studies also dealt with the placement of graduates as a personnel service.
The survey staff investigating the "Methodist Colleges" wrote that (96, pp.378-379):

The colleges studied ... quite generally made provision for the placement of their graduates in teaching positions. Much less common is any administrative arrangement for the placement of graduates in various business positions. This is no doubt explained by the fact that in these institutions more of the graduates go into teaching than into any other one vocation; the need for placement service to graduates who plan to teach is therefore felt most urgently.

... most institutions making any provision for the placement of graduates in the field of business either maintain a placement bureau or committee, or rely upon the heads of departments to manage the placement. A few colleges have other arrangements whereby some special office assumes this placement responsibility.

In the placement of teachers the professor or head of the department of education is most frequently responsible. In a number of these institutions the appointment committees or bureaus which handle placement in business fields also administer the placement of teachers.

... they usually secure reports of vacancies by direct correspondence with public-school administrators, although a few depend upon friends for such reports.

Most colleges charge no fee for their placement service, although there are several exceptions. ...

With respect to the "North Central institutions" Gardner wrote (37, pp.186-187):

In institutions that deem it advisable to provide a graduate placement service, the first factor to be considered is the method of securing contacts with vacancies. The two chief methods found ... were the writing of letters to schools, industries, and different business houses, and the making of personal calls by the placement officers.

The better institutions follow the procedure of carefully investigating vacancies before notifying the students. Though this involves considerable time and some expense, it is deemed a very worth-while procedure. Such a method also increases the efficiency of placement officers in rendering liaison service between graduates and employers.
The accrediting procedure should give attention to the provisions made for placement service to graduates.

McCracken found that a majority of the "Presbyterian Colleges" maintained an office for assistance in the placement of graduates (63, p.61). The "Expert Jury" gave a mean point value of 93 to "Placement" and the "Field Jury" a mean point value of 86. Holland discovered "institutional attempts" among the "Catholic Colleges" to find employment "at the time of graduation" (46, p.191). "Fifteen units," he wrote, "made some effort to place students" and "Six units operated central placement offices with one or more full-time or part-time staff members on duty."

Kilhefner found that (55, pp.195-196):

In small colleges most efforts to help students find employment or make the transition into graduate school are informal, but this does not detract from their value. Placement is one of the relatively under-developed services in Brethren colleges, but there is evidence that progress is being made in this area.

Wood reported that (126, p.204):

Few colleges have true placement services, in the sense of locating jobs for graduates. Such services as are attempted do not appear to be based on adequate knowledge of the student, the work, and the public served.

Gipson stated that (40, p.222):

The small colleges studied . . . revealed inadequate guidance in placement. Nearly half of them have no placement office.

On the other hand, Alkire found that (1, p.81):

Most of the colleges maintained a placement bureau for students or for graduates or both . . . . eighty-eight per cent assisted in placement following graduation . . . .
And McDonald found that (64, p.140):

Student placement was included in a large majority of the personnel programs ... This coincided with the opinions of experts who expressed the belief that the placement services should be for all students who leave school, whether as graduates or otherwise. A majority of the institutions were also in agreement with this opinion.

Maintaining a vocational information center for students in school and for those who had left school was recognized by both the authorities and the colleges as a needed service of the personnel program.

Gipson concluded that (op. cit., p.222):

The placement office should be headed by a person trained in personnel work. The number on the staff depends upon the extent of the placement. In the small college, the director may have no assistants and he may hold another administrative position or a teaching position.

The small college should be able to do more effective placement than the university. The director can know the students personally and the instructors who furnish references can know them.

McDonald felt that "Student placement should be a service included in the personnel programs of all colleges and should be for all students who leave school, and not just for the graduating seniors" (64, p.148).

Follow-Up and Research Services. Some of the studies have considered follow-up as a personnel service, usually within the framework of, or closely related to, the placement service.

Reeves and his staff found that approximately 50 per cent of the "Methodist Colleges" employed some method of following up their graduates after they were placed (96, p.379). "Letters and questionnaires," they wrote, "are employed most frequently for this purpose, although several institutions report personal visits by a placement or administrative officer for the purpose of determining the efficiency of their
Gardner found (37, p.187):

Another phase of graduate placement service observed in the better institutions is a so-called "follow-up" system, by which the success of the graduate on the job is ascertained over a period of years. This procedure was observed in eighteen institutions. The usual method is to send letters to employers about a year after the placement is made, asking for a report on the graduate. These reports are then filed with the graduate's record and thus a cumulative record of his progress is maintained. In some cases personal visits are made by the placement officers and, whenever necessary, adjustments suggested. This service is valuable not only from the standpoint of the student, but it also provides a means for the institution to maintain satisfactory relations with employers.

Recent studies covering follow-up services within the pattern of the student personnel program are limited, but Kilhefner reported with respect to the "Brethren Colleges" that (55, p.196):

The schools ... have made very little use of follow-up studies. It may be that they have never seen much value in this aspect of the total program, or it could be that, since most of them have been operating with an over-loaded staff and within restricting budgets, they have not been able to do in follow-up work, what they have felt should be done.

Alumni at times feel their Alma Maters do not manifest much interest in them except at those points in the calendar year when annual dues are to be paid and when contributions are being solicited. Follow-up studies, conducted regularly and efficiently, in addition to the values the results will have, should bring into college-alumni relations a positive note that would be beneficial to school and alumni alike.

In the "liberal arts colleges" in his study Wood found that "follow-up means principally keeping in touch with graduates, or those who left school before graduation" (128, p.170). All of these colleges used alumni organizations; 89 per cent used school bulletins, 56 per cent used personal letters; 33 per cent used the school bulletins, school paper, alumni publications, and personal visits; and 11 per cent used
news letters. "Few follow-up studies were found," he wrote, "and none of the schools was found to be giving follow-up services."

Bunch (11, pp.9-10) held that the guidance functions should include "making a continuous study of students in order to help them know their potentialities." He advocated "making follow-up studies of drop-outs as well as graduates" and "adjusting curriculum to better meet the needs of students in view of follow-up studies."

Gipson emphasized that (40, p.222):

The placement office is a means of bringing about employer-employee contacts. In order to do this efficiently, adequate information concerning the student and concerning possible occupations must be obtained and made readily accessible.

A vital part of the service to alumni is the follow-up system by means of which they may be assisted in vocational adjustment.

McDonald maintained that (6, p.148):

The placement service is closely related to follow-up and research; to perform efficient placement the placement officer must keep constant contact with all agencies which employ the particular types of trained persons graduating from his institution. He must follow the progress of other students who have been placed in jobs to see the results of the educational methods used and to ascertain the courses which are of most value.

McDonald was the only investigator who stressed research as a personnel function. He felt that (ibid.):

Research should be a continuous process of gathering information for the improvement of teaching methods, for improving or changing the curriculum, and for determining the best methods to be used in the personnel program.

The Student-Needs Approach to Personnel Services

Despite the evidences in support of an "Apparent Pattern of
Student Personnel Services for the Small Church-Related College there is danger in assuming that the quality of any program of personnel services can be determined by a study of organization and procedures alone, or even that the evidently-desirable pattern is appropriate for a particular school. Most of the literature on student personnel work has been produced by persons associated with larger institutions than the ones with which the present study is concerned, and even the investigators in the "Related Studies" have drawn their ideas as to what ought to be largely from the opinions of large-school authorities.

"Too many colleges . . .," wrote McCracken, "have introduced borrowed patterns of curricula, instruction, organization and personnel work just because some other institution was observing the practice and not because they had studied thoroughly its possible adaptation in part or in whole to their needs." (63, p.87).

The Student-Needs Basis for Personnel Services. The student-problems phase of the present study is based on the assumption that the student personnel services of any college should exist for the purpose of meeting the guidance and adjustment needs of the students—in conformance, of course, with the needs of our society—and that the study of student problems is the starting point for determining student needs. No one should quarrel with this assumption, but a few writers are cited to fortify the position.

According to Chisholm (17, pp.118-119):

The problems of youth are real and tangible. They should be neither neglected nor minimized in the work of the schools. But beyond the immediate "felt" problems of youth are those fundamental needs which many youth see only vaguely if left unguided in their understanding of themselves and their
possibilities for a happy successful life, both now and throughout their future years. Thus the needs of youth are essentially a picture of their present problems plus a vision of approaching problems which exist in the substructure of their lives as those lives unfold into adult citizenship of our democracy.

Wrenn holds that (130, pp.3-4):

As the name implies, student personnel work is primarily for the students. It may serve them directly or indirectly; directly through an analysis of needs and the establishment of specific facilities to meet them; indirectly through improving the morale of the institution and making it a more effective instrument of social progress.

The essential features of student personnel work are (1) a point of view or pervasive philosophy of education, (2) the student personnel services themselves, and (3) the administration of those services. The student personnel point of view permeates every aspect of education. The personnel services contribute directly to the varied out-of-classroom needs of students. The administration of the personnel program provides the necessary conditions for the effective functioning of these services within the framework of the institution.

He concludes that (op.cit., pp.26-27):

The only justification for student personnel services is that they can be shown to meet the needs of students on that particular campus. These include both the basic psychological needs of all young people and the specific needs that are the results of the college experience.

Both Chisholm and Wrenn distinguish between the terms problems and needs. According to Chisholm (op.cit., p.100):

"Problems of youth" ... is used to refer to the more or less immediate condition of the individual, that is, the difficulties which he faces in his effort to live a normal life today or in the near future. In many cases such problems become more or less permanent if not adequately handled. In other cases those problems tend to be temporary if not downright flighty.

On the other hand, the "needs of youth" ... are much broader than the "problems of youth." "Needs" are all-inclusive and take due account of the present and future happiness and success of the individual. Needs, therefore,
encompass the individual's entire life and include his problems.

According to Wrenn (op.cit., pp.13-14):

The terms "need" and "problem" are often used interchangeably but this is the result of superficial thinking or of careless expression. A need is a demand of the organism, whether or not acknowledged or understood by the individual. A need is a "construct," or hypothetical concept, of a physiological tension which is electrochemical in nature. The situation which gives rise to the construct may be psychological or social in nature. This tension or need may be instigated from either within or without the organism. It is as real as the physical structure itself although it may not be within the range of conscious awareness.

A problem, on the other hand, is something of which the individual is aware and for which he has no immediate solution. Without awareness there is no problem. But the individual may not link a felt problem with a basic need. His problem is that he hates his job, but he may or may not see the relationship between this and his need for social acceptance. If he were socially more secure, the job might be less humiliating. A student is in financial difficulty because he is spending too freely on his acquaintances. This is again the result of his need for acceptance by his peers, a need which is not being satisfied by his mere existence among them. A problem is the outward expression or result of a need. It could be classified as a symptom of some unmet need. If dealt with directly, the results may be only superficial.

In Trends in Student Personnel Work (126) MacLean pointed out that the General College of the University of Minnesota "... began building its curriculum on the basis of adolescent and young adult needs" (op.cit., p.27). As a result of 15 years of experience in the program, he concluded that "... we cannot know what, how, and whom to teach until we can identify and project, not only the current and probable future needs of students, individually and in common, but the needs of our dynamic and emerging society to have them trained for active service in and to that society" (op.cit., p.29). He and his colleagues had carried on a number of studies at Minnesota,
as a result of which he outlined the following "basic needs" of the young people being served (op. cit., pp. 25-39):

1. The need for personal orientation, self-understanding, and mental hygiene.

2. The need for vocational orientation.

3. The need for marriage, home, and family life orientation.

4. The need to develop social and civic competence.

In *Student Personnel Services in General Education* (10), the report of a project in "The Cooperative Study in General Education" sponsored by the American Council on Education, the cooperating colleges used the needs approach in "A praising the Personal-Social Needs of Students" (op. cit., pp. 173-222). According to Brouwer, "... two related questions recurred with respect to student personnel work: (1) What are the specific problems that confront students for which the college should attempt to provide effective counseling assistance? (2) How adequately is the present personnel program and especially the individual counseling service providing assistance to students in the solution of these problems?" (op. cit., p. 174).

The *Student Personnel Point of View* (125) also emphasizes the student-needs approach. It holds that (op. cit., pp. 6-11):

... the major responsibility for a student's growth in personal and social wisdom rests with the student himself. Necessarily, however, his development is conditioned by many factors. It is influenced by the background, the abilities, attitudes, and expectancies that he brings with him to college, by his college classroom experiences, and by his reactions to these experiences. A student's growth in personal and social wisdom will also be conditioned by the extent to which the following conditions are attained:
The student achieves orientation to his college environment.

The student succeeds in his studies.

He finds satisfactory living facilities.

The student achieves a sense of belonging to the college.

The student learns balanced use of his physical capacities.

The student progressively understands himself.

The student understands and uses his emotions.

The student develops lively and significant interests.

The student achieves understanding and control of his financial resources.

The student progresses toward appropriate vocational goals.

The student develops individuality and responsibility.

The student discovers ethical and spiritual meaning in life.

The student learns to live with others.

The student progresses toward satisfying and socially acceptable sexual adjustments.

The student prepares for satisfying, constructive postcollege activity.

Connors, one of the investigators in the "Related Studies," likewise stressed the needs approach (24, p.114). His "Ten Basic Guidance Principles" included the following:

Guidance should consider the spiritual, intellectual, physical, social, and vocational needs of the student.

Guidance should provide an organized program of continuous appraisal of student needs, achievements, and adjustments.

The Student-Problems Approach to Personnel Needs. Most of the investigators in "Related Studies," when student needs were kept in mind, used the student-problems approach. Reeves and his survey staff stated that "Administrative officers of institutions of higher education are recognizing the importance of giving students adequate counsel in the solution of their personal problems" (96, p.389).
Gardner concluded that "... attention should be given in the accrediting procedure to the methods used in analyzing personality and character and attendant personal problems. ..." (37, p.100). According to McCracken, "The fifty selected colleges around which this study was built have always maintained, as an objective, the intention to serve their students both in and out of the classroom. To this end, the faculties have established close individual contacts with students and have counseled them in regard to personal matters" (63, p.88). Gipson stated that (140, p.219):

The aim of counseling on the part of practically all small colleges is conceived as helping the student solve his own problems.

Areas in which counseling is needed include adjustment problems related to scholastic success, finance, extracurricular activities, mental health, physical health, vocational choice, placement, and religion.

Nelson reported that "The data ... do not indicate that the colleges ... are fully aware of the guidance needs of the students ... It appears, further, that those responsible for the work of guidance are generally unaware of either the purposes of guidance or of the felt needs of the students ..." (82, p.74). Alkire recommended that "Colleges should discover areas of inadequacy in various students and should provide a training program which would assist students to correct their deficiencies." (1, p.82). Tiner recommended that "Personnel workers should study their students to ascertain the areas in which they need help. It seems to be unwise to formulate a student personnel program without trying to determine the problems on which students need help." (111, p.270).
According to Mooney, author of the Mooney Problem Check List used in the present study (73, p.34):

Basic to the systematic development of . . . any . . . personnel program are a knowledge of the personal problems of each individual student and a summary of the most common problems among the students. Knowledge of the problems of the individual student is basic to counseling and other forms of individual aid, and knowledge of the most common problems of the group is basic to the planning of the general services which are to be provided. Obtaining this information is crucial, yet there have been few instrumentalities to do this job simply and efficiently.

A new instrument, the Problem Check List, has been developed which has been designed to fill this need . . .

It is admitted that a group survey of student problems based on a problem-check-list study is seriously limited in what it can show regarding the problems and needs of individual students. According to Fick (33, p.412):

. . . Such an instrument permits the individual to indicate those problems of which he is aware and wishes to disclose. It is not useful for the systematic study of the unconscious. It will not reveal those problems which the individual is unwilling to admit either to himself or others. Also it provides no measure of the depth or intensity of particular problems. . . .

A combination of various devices and techniques, including the clinical approach with emphasis on the interview, is recommended for individual appraisal. However, Fick did claim the following values of the problem-check-list in group surveys (ibid.):

Find out what people are thinking about their personal lives.

Help locate those who want or need counseling or personal aid.

Help determine the most prevalent problems as a basis for new developments and revisions in curricular and personnel programs.
It appeared to the writer that such a check-list would be especially helpful in spotting particular problems and types of problems which were of concern, or serious concern, for certain groups, and for furnishing at least a beginning for attacking student needs.

Related Studies of Student Problems

Studies in Small Church-Related Colleges. No studies whatever have been discovered among available theses or in the published literature that have utilized the Mooney List for a survey of student problems in a group of small, co-educational, church-related, liberal-arts colleges, or even in a single college of this type. A few studies and statements, however, regarding student problems in small colleges which are comparable in one or more important respects are noted for whatever possible value they might furnish to the present study.

In the study of "Methodist Colleges" (96) students were asked in a questionnaire to check in a given list of 30 problems those which they faced while attending their respective colleges. They were asked further to indicate the problems concerning which they desired more help than they received. On the average, each student checked three problems. According to the survey staff (op.cit., p.390):

... The data given justify the conclusion that the significant personal problems faced by students in ten colleges are: (a) finances; (b) choosing a vocation; (c) social adjustment, including formation of friendships with the same and the opposite sex, securing and accepting "dates," misunderstandings with instructors and fellow students, family difficulties, and personal conduct; (d) emotional adjustment, including fear of failure, timidity, worry and nervousness, and homesickness; (e) scholastic adjustment, including poor study habits, failure in courses, and attitude toward work; (f) health, including recreation, overwork, general health, and physical handicaps;
(g) philosophy of life, including religious questions and doubts, and attitude toward life. The number and percentage of students who have faced each of the specific problems is sufficiently large to justify any steps which administrators are taking to provide more adequate counsel to students, and to demand special attention in institutions in which no steps to provide counsel have been taken.

In the "Gardner Study" (37) a number of administrative officers and faculty members were interviewed in each institution relative to the general types of problems which students brought to them. The following list shows the kinds of student problems and their importance, as judged by 117 administrators and faculty members (op. cit., p.93):

<table>
<thead>
<tr>
<th>Problems faced by students</th>
<th>In some order of importance</th>
<th>As being of primary importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial problems</td>
<td>64.1</td>
<td>36.8</td>
</tr>
<tr>
<td>Social adjustment problems</td>
<td>45.3</td>
<td>20.5</td>
</tr>
<tr>
<td>Academic problems</td>
<td>40.1</td>
<td>16.2</td>
</tr>
<tr>
<td>Emotional maladjustments</td>
<td>31.6</td>
<td>3.4</td>
</tr>
<tr>
<td>Home difficulties</td>
<td>29.9</td>
<td>8.5</td>
</tr>
<tr>
<td>Moral problems</td>
<td>26.5</td>
<td>4.3</td>
</tr>
<tr>
<td>Vocational problems</td>
<td>18.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Religious problems</td>
<td>16.2</td>
<td>6.0</td>
</tr>
<tr>
<td>Living conditions</td>
<td>11.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Extra-curriculum activity problems</td>
<td>11.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Health problems</td>
<td>11.1</td>
<td>0.0</td>
</tr>
</tbody>
</table>

In his study of "Twelve Liberal Arts Colleges" Tiner (111) found that the students in "... those colleges judged to be most progressive had fewer problems with which they needed help than those in the other two groups" (op. cit., p.98). "Students in ... the medium progressive colleges had fewer problems than those in ... the colleges judged to be more conservative. The data seemed to indicate that the more progressive the college, the fewer were the number of problems on which students needed help." In his continued summary he wrote (ibid.),
Educational vocational problems were ranked first with regard to the degree of help needed; personal problems were placed second; problems relating to social relationships and activities, third; problems concerned with the present emergency, fourth; financial problems, fifth; and health problem, sixth. This pattern was found to be consistent, with few exceptions, in all three groups of colleges.

Freshmen tended to have greater need for help on vocational and educational problems than seniors and this was also true with regard to personal problems.

... students in ... the more conservative colleges felt a greater need for help on health problems than the students in either of the other two groups; and the students in the more progressive colleges ... had fewer health problems with which they needed help.

In spite of the fact that the differences among the groups were found not to be significant, a consistent pattern was noted which produced significant differences when all problems were considered together. In every problem area responses of the students from the more conservative colleges indicated the greatest need for help; those from ... the medium progressive colleges showed the second greatest need for help; and those from the progressive colleges ... the least need for assistance.

From his study of "Wesleyan and Free Methodist Colleges" Nelson wrote (62, pp. 73-74):

Examinations of guidance needs among students in the various colleges as reported by both faculty and students indicated that:

(1) The problems with which the faculty members were most often concerned in counseling of students were not the problems with which students were most often concerned. While the faculty members tended to deal most often with "course of study," "religious problems," "vocational plans," and "grades," the students tended to consider their most frequent problems to be "finance," "methods of study," "vocational plans," and "courtship."

(2) There was general agreement between the students and faculty on the types of problems students most often discussed satisfactorily with faculty members. These did not correspond, however, with the problems students would like to discuss. "Methods of study" and "courtship" appeared among the four highest problems
students would like to discuss; but these were noted as appearing only an average, or less than average, number of times by the faculty members. "Religious problems" and "grades" were high in the faculty rating; but they appeared only an average number of times among the problems students would like to discuss.

(3) While "finance" rated as the most frequent problem among students, it was not a problem which they discussed, or wished to discuss, with faculty counselors.

In his study of the availability and adequacy of help to students in the areas of educational, vocational, social, and religious guidance Bunch concluded that (14, p. 60):

... the directors of guidance feel that the guidance programs are much more effective than is indicated by the reports from the students.

The results of the student questionnaire indicate that in some areas such as moral and religious guidance, the colleges are meeting the guidance needs of most of the students. However, in almost all other areas of guidance the students indicate that the guidance programs are not adequately meeting their needs. Both the director of guidance and the students indicate that the colleges do little in the area of vocational guidance.

Other Related Studies. Marsh (71) reported on results of an administration of the first form of the Mooney Problem Check List to 370 freshmen and sophomores at Stephens College, a church-related terminal junior college. He arranged the problems in the order of frequency and percentage into the following areas: personality, academic, social, social-psychological, sex and marriage, vocational, personality-social, philosophical, home, physical, and financial. The listed results were (op. cit., p. 338):
Elrod (30) interviewed representative student leaders and non-leaders in 15 private men's and women's colleges in New England. He found that (op.cit., p.315):

The two chief problems encountered by these students in making transition to college were how to study materials of college grade and how to budget their time economically. All of the colleges studied are giving attention to the solution of these problems, but student sentiment is in favor of rather specific instruction in the taking of lecture notes and in the use of the library. In the eyes of the students, preventive measures are much more to be desired than remedial measures after a student has encountered serious difficulty. Equally important from the point of view of the students is the early establishment of good study habits through the wise budgeting of time. They realize that the typical college freshman values his new-found freedom highly and is quite impervious to suggestions as to how to use it. A stricter and more serious attitude on the part of college officials would go a long way toward the early establishment of wise study habits.

Nichols (83) made a study at Fenn College, a private liberal arts institution, to determine the effectiveness of the counseling program in meeting student problems. The questionnaires were administered separately to counselors, advisers, and students. He reported that (op.cit., pp.104-105):

<table>
<thead>
<tr>
<th>Category</th>
<th>#Items</th>
<th>Checkings</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>13</td>
<td>1222</td>
<td>21.6</td>
</tr>
<tr>
<td>Academic</td>
<td>15</td>
<td>977</td>
<td>17.2</td>
</tr>
<tr>
<td>Social</td>
<td>13</td>
<td>782</td>
<td>13.7</td>
</tr>
<tr>
<td>Social-physical</td>
<td>4</td>
<td>458</td>
<td>8.1</td>
</tr>
<tr>
<td>Sex and marriage</td>
<td>7</td>
<td>445</td>
<td>7.8</td>
</tr>
<tr>
<td>Vocational</td>
<td>6</td>
<td>1440</td>
<td>26.4</td>
</tr>
<tr>
<td>Personality-social</td>
<td>9</td>
<td>436</td>
<td>7.7</td>
</tr>
<tr>
<td>Philosophical</td>
<td>4</td>
<td>363</td>
<td>6.4</td>
</tr>
<tr>
<td>Home</td>
<td>4</td>
<td>252</td>
<td>4.4</td>
</tr>
<tr>
<td>Physical</td>
<td>4</td>
<td>220</td>
<td>3.9</td>
</tr>
<tr>
<td>Financial</td>
<td>2</td>
<td>88</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>5683</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Items checked by ten per cent or more of the group.
These student ratings give evidence that classroom teachers are helpful as general counselors in aiding students to adjust themselves to college activities. The advisers give most attention to scholastic problems but they also aid students in all ten areas of college life. Students have the largest number of difficulties in scholastic, social, health, personality, and family areas; and the least number in religious, financial, moral and disciplinary, and self-development.

In many respects faculty evaluation of counseling relations is at variance with that of the students. The counselors reported help to students in twenty-eight per cent of all problems as contrasted with twenty-three per cent listed by the students; and the advisers reported almost three times as many problems as did the students (101 and 108). The agreement between faculty and student ratings varies from zero to one hundred per cent; with fifty-three per cent as the average. With respect to student ratings, the best counselors underrate their effectiveness and the least proficient ones overestimate their work.

Twenty-five colleges participated—16 all the way through and 19 at the end—in the "Cooperative Study in General Education" reported by Brouwer (10). Ninety-two per cent were non-public institutions, 40 per cent were church-related, 40 per cent had enrollments under 700, and 20 per cent corresponded in every important respect to the colleges of the present study. The intercollegiate committee selected the area of "Personal-Social Relations" for special study. The "Basic Personality Needs" of students which they "discovered" are summarized as follows (op. cit., pp. 232-236):

All human beings in our culture appear to have certain basic needs, the satisfaction of which is necessary for normal and happy development. Some of these needs are physical; others are mental and spiritual. . . .

Some of the basic human needs are insistent particularly during infancy and early childhood; others make their demands felt in later childhood, in adolescence, or in maturity. . . .

Basic personality needs are not to be equated with wants, since wants are more superficially motivated and when frustrated do not necessarily damage the personality but may in fact be the occasion for growth. . . .
One basic human need is the need to be accepted as a unique individual, different from every other person in the world, yet sharing with others a common human nature...

A sense of personal worth and significance is a condition sine qua non of successful adjustment.

Another need, the importance of which can scarcely be over-estimated, is that of receiving and giving affection...

Another need related to the acquisition of a sense of personal worth is the need for a feeling of adequacy on the basis of satisfactory accomplishment...

Students also have a need to maintain in their lives a balance between rest and activity...

Wrenn and Bell (131) used a problem check list to secure reports on problems from 5,038 freshmen and transfer students in 13 colleges and universities. The cooperating institutions were located in various parts of the United States and included five state universities, one privately controlled university, two women's colleges, and five co-educational liberal arts colleges. An average of 62 per cent of the eligible students responded.

The ten problems most frequently checked as a whole fell into the four-fold classification: (1) study habits, (2) vocational choice, (3) curricular adjustment, and (4) self-support (op. cit., pp. 51-61). Between 30 and 60 per cent of the different groups consistently checked as difficulties, "difficulty in budgeting time," "unfamiliar standards of work," and "slow reading habits." A fourth of the freshmen and a fifth of the transfers checked "uncertainty about vocational goal." "Required subjects" and "confusion in selection of a major" affected a fifth to a fourth. The "problem of self-support" either in terms of "time taken for self-support" or
"insufficient funds" concerned a little less than a fifth. The authors concluded that (op.cit., p.59):

The data indicate what students see as their problems and are significant as such. It is quite likely, however, that study habits or curricular problems would in many cases be clinically analyzed as having their origin in, or being closely related to, social or emotional adjustment problems. It is not likely that students would see that their difficulty in concentrating upon assignments might have its origin in lack of social adjustment or worry about financial resources, and yet a careful diagnosis might reveal many instances of this sort. The only certain conclusion is that students are more aware of the first type of difficulties than of the second. The frequent assumption that new students are much troubled about fraternities and sororities, social life or the lack of it, or failure to make friends, is not verified in this study...

The ten most frequent problems were also the ten most troublesome ones. However, from a fourth to a fifth of the students who checked such low-frequency problems as "emotional upset," "poor health," and "failure to make friends" also indicated one of these as the "most difficult" problem. In this connection the authors cautioned (op.cit., p.63):

The seriousness of a difficulty for any given student is not to be interpreted in terms of its frequency in a group. This admonition to personnel workers and college administrators particularly applies to the consideration of survey data such as are given in this report. The high frequency of problems may suggest a necessary emphasis on the personnel program, but such a program should include emphasis upon needs that are crucial in their intensiveness as well as extensiveness.

The similarity in frequency of problems checked by the men as compared to the women was just as striking as the differences. As many women as men were disturbed by "uncertainty about vocational goal" and as many men as women by "worry about home and family." In accordance with traditional belief, women were more disturbed than men by social and emotional adjustment; the men more than the women
by support problems and slow reading habits.

A smaller number of transfers than freshmen reported "difficulty in budgeting time," "uncertainty about vocational goal," "confusion in selection of a major," "use of library," and "new independence." However, the transfers had a greater concern than the freshmen regarding "impersonal nature of classes." Nevertheless, the similarities between the freshmen and transfers were more striking than those between the men and women, which caused the authors to conclude that "... transfers are essentially new students and not merely upperclassmen" (op.cit., p.66).

The liberal arts colleges as compared with the universities had significantly more students concerned with "difficulty in budgeting time" and "uncertainty about vocational goal." In this connection the authors commented (op.cit., pp.71-72):

The mere fact of a small campus and a compact student body does not contribute greatly to the planning of a daily schedule or the making of a vocational choice for an individual student. Small institutions have a splendid opportunity to counsel students in a friendly and personal way, but they often lack an adequately trained staff for doing so. Students want more than friendly relationships; they want information, skillful diagnosis, and careful counseling. The liberal arts college should capitalize on its opportunity to do a superior piece of work in this field.

In summary it was noted that (op.cit., p.73):

... the problems and needs of new students are manifold and ... no simple solution is possible. New students as a group in any given institution face the major problems of isolating and strengthening their most ineffective study habits, making vocational choices that are based upon an intelligent appraisal of their aptitudes and of vocational opportunities, knowing the value of courses and the basis of choosing a given curriculum, and supporting themselves in school without injury to their health or their all-round development. Some of these problems are very acute for one
student, while other problems are quite serious to another individual. Social and emotional adjustment problems, when they exist for a student, may have overwhelming significance for happiness or stability. The frequency with which problems are faced varies somewhat from men to women, from freshmen to transfers, or from institution to institution, but all new students, of whatever sex, class, or location, have many difficulties in common.

A much-earlier study was made by Bragdon (8) of student problems and the counseling process in liberal arts colleges of women in New England. Her main sources of information were: a questionnaire filled out by 150 freshman women shortly before the end of their freshman year; an analysis of the problems stated in 171 conferences with sub-freshman girls during the opening days of college; and an analysis of the problems stated in 150 unselected interviews held in five different women's colleges.

The sub-freshman interviews revealed the most frequent problems in the following classifications:

- Unsatisfactory personality
- No definite plans about college
- Lack of purpose in coming to college
- Heavy responsibility for self-support
- Unsatisfactory health record or habits
- Limited activities or limited freedom before coming to college
- Distinct difficulties with certain studies
- Too strong home ties
- Background unsatisfactory for probably college success

The problems analyzed in the 150 interviews were classified as follows:

- Educational guidance
- Home conditions
- Health
- Living conditions
- Personality and personality problems
- Regulations
- Student activities
- Vocational guidance
She found that of the problems revealed in the 150 interviews, 68 per cent proved to be stated accurately by the student at the beginning of the interview, while 32 per cent, after interviewing, proved to be problems entirely different from the ones which the student had specified. She concluded (op. cit., pp. 81-82):

... there are ... several trends evident from this study; namely, the tendency of the problem factors to increase in the cases as revealed; the large number of personal and personality problems presented in disguise; the tendency of educational guidance problems, more than others, to prove to be other problems; either a reluctance or an inability on the part of the student to state home adjustment problems as such; and the apparent ability to recognize vocational guidance problems as such.

These trends indicate three present functions of a personnel officer dealing with counseling problems: (a) to consider a problem as reported; (b) to decide, as the interview proceeds, whether or not the problem reported is the real problem; and (c) to discover and deal with new and disguised problems as revealed.

These findings coincide in some respects to some of those which Mooney recommends must be kept in mind in using his Problem Check List (79, p. 6):

The items marked by the individual should be considered as symbols of the experiences and situations which comprise his problem world. The items or problems checked should not be mistaken for the problem world itself.

Some problems may be marked with only vague notions as to their specific meaning in concrete situations, while others may be marked with very clear reference to specifics.

Problems marked are not of equal significance; one item may prove to be more indicative of a substantial blockage in the life of the individual than a dozen others which he may have also marked.

Students who cannot recognize their problems or who fear to express them may well be in a worse situation than those who are free in their recognition and expression.
Students will check only those problems which they are willing to acknowledge under the specific circumstances . . .

Studies Utilizing the Mooney Problem Check List. The conclusions of Wrenn and Bell, as well as other evidences from these studies, indicate possible value for purposes of comparison in reviewing some of the studies utilizing the Mooney Problem Check List, even though none applies to a small, co-educational, church-related, liberal-arts college.

Houston and Marzolf (51) administered the Mooney List to 404 entering freshmen at Illinois State Normal University. The mean number of problems underscored by the students was 18.7; the mean number circled was 5.8; no important sex differences were discovered. They reported (op.cit., p.325):

... The items ranking highest in terms of frequency and seriousness revealed student concern about academic success, personality improvement, and military service.

... Of the eleven categories into which the 330 items were grouped, the students expressed concern regarding more items in the "Adjustment to College Work" than any other. Also, more items in this area were considered serious than in any other. . . . Students expressed concern about fewest problems in "Morals and Religion," and considered serious the fewest problems in this category. . . .

Stone (108) reported the results of a survey, using the 1941 Mooney Form, of the problems of 42 seniors, 58 juniors, 126 sophomores, and 380 freshmen at River Falls State Teachers College in Wisconsin. The rank order of frequency of problems underscored and problems circled by the total group of students is indicated in the following list (op.cit., p.405):
Rank order of Categories underlined problems

<table>
<thead>
<tr>
<th>Categories</th>
<th>Rank order of underlined problems</th>
<th>Rank order of circled problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment to college work</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social and recreational activities</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum and teaching procedure</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Personal-psychological relations</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>The future: vocational and educational</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Finances, living conditions, and employ-</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Health and physical development</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Social-psychological relations</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Courtship, sex, and marriage</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Home and family</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

"The total number of underlined problems," he wrote, "outnumbered the total number of circled problems by a ratio of approximately five to one... The mean number of items underscored... was 27.1 per individual, the mean number circled was 5.8... the lower-classes as a group were more problem conscious than the upper classes, both as regards underlined problems and serious problems (op.cit., p.405):

<table>
<thead>
<tr>
<th>Classes</th>
<th>Underlined items</th>
<th>Circled items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>26.2</td>
<td>6.3</td>
</tr>
<tr>
<td>Sophomores</td>
<td>32.2</td>
<td>7.3</td>
</tr>
<tr>
<td>Juniors</td>
<td>17.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Seniors</td>
<td>25.1</td>
<td>5.8</td>
</tr>
</tbody>
</table>

With respect to sex differences he reported (op.cit., p.411):

The men and women reacted differently to many problems. ... Women listed a far greater number of problems than did men... Women showed concern for approximately twice as many problems as men. The only category in which men showed more concern was the one involving finances. Women were more concerned about problems that involved health, living conditions, employment conditions, social and recreational
activities, psychological and personal relations, home and family, adjustment to college work, and teaching procedures.

Klohr (56) used the Mooney list to survey the problems of 117 women students in an introductory home economics course at the University of Illinois. She found that the problems of these students fell, for the most part, into the areas of "Adjustment to College Work," "Personal-Psychological Relations," and "Social and Recreational Activities" (op.cit., pp.447-448). "Few," she wrote, "expressed problems in their relationships with others, either family members, those of the opposite sex, dormitory or sorority associates, or with transfers, nor were they greatly disturbed about financial matters. Problems of health, vocational planning, courtship and marriage, morals and religion were limited to a minority of the group."

Using a "veteranized" revision of the Mooney List, Entwistle (32) surveyed the problems of the male, white veterans living in the River Road Dormitories at Ohio State University. He found that the problem area of most concern to veterans as a whole, both in number and in seriousness of problems, was "Finances, Living Conditions, and Employment" (op.cit., pp.67-68):

In rank order of number of items considered problems, the eleven areas ranked as follows:
1. Finances, Living Conditions, and Employment
2. Adjustment to College Work
3. Curriculum and Teaching Procedures
4. Social and Recreational Activities
5. The Future: Vocational and Educational
6. Personal-Psychological Relations
7. Courtship, Sex, and Marriage
8. Health and Physical Development
9. Morals and Religion
10. Social-Psychological Relations
11. Home and Family
In rank order of number of problems considered serious the eleven areas ranked in the following manner:

1. Finance, Living Conditions, and Employment
2. Adjustment to College Work
3. Curriculum and Teaching Procedures
4. The Future: Vocational and Educational
5. Courtship, Sex, and Marriage
6. Personal-Psychological Relations
7. Health and Physical Development
8. Social and Recreational Activities
9. Social-Psychological Relations
10. Morals and Religion
11. Home and Family

There were marital differences in the significance attached to the different problem areas. The married veterans indicated most concern for the area of "Finances, Living Conditions, and Employment," and they indicated least concern for the area of "Home and Family." The single veterans were most concerned with the area of "Morals and Religion" in the number of items considered problems. In the number of problems considered serious, the single veterans were also most concerned with the area of "Adjustment to College Work" and least concerned with the area of "Morals and Religion."

Ryden and his Committee on Student Guidance and Selection at Purdue University (102) administered the Mooney List to 279 students (153 men and 126 women) in classes in educational psychology. They made a thorough analysis of the results and presented a number of comparisons.

The following list shows the sex differences with respect to the number of problems checked in each problem area (op. cit., p. 6):

<table>
<thead>
<tr>
<th>Problem Areas</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and physical development</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Finances, living conditions, and employment</td>
<td>4</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Social and recreational activities</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Social-psychological relations</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Personal-psychological relations</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Courtship, sex, and marriage</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Home and family</td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Adjustment to college work</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The future: vocational and educational</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum and teaching procedure</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
The major sex differences in terms of the rank order of problem areas in the frequency of problems marked were: "Health and Physical Development," "Finances, Living Conditions, and Employment," and "Social and recreational activities."

The most frequently marked items were No. 44 ("Don't know how to study effectively") for the men and No. 5 ("Not getting enough sleep") for the women. A fourth of the men marked Item 44 as serious and this was the most serious of all items marked by the men. Item 5 was marked by slightly more than a fourth of the women as serious. Approximately a fourth of the women marked Nos. 22 ("Taking things too seriously"), 153 ("Not enough time to study"), and 44 ("Don't know how to study effectively") as serious. Item 263 ("Unable to concentrate well") was marked as serious by almost a fourth of the women (op. cit., p. 5).

In the area of "Adjustment to College Work" there were 20 items marked by ten per cent or more of the men and 21 items marked by ten per cent or more of the women. In the area of "Home and family" there were only five items checked by ten per cent or more of the men, whereas there were 15 items checked by ten per cent or more of the women (ibid.).

Forty items were marked by 35 per cent or more of the women but only 13 items were marked by 35 per cent or more of the men. Items marked by 35 per cent or more of both men and women were (ibid.):

1. Not enough sleep
2. In too few student activities
44. Don't know how to study effectively
263. Unable to concentrate well
210. Unable to express myself well in words
136. Wondering if I'll be successful in life

Sixty-nine per cent of all the students marked No. 44 ("Don't know how to study effectively"), with 74 per cent of the women and 65 per cent
of the men marking this question. Ninety per cent of the women marked No. 5 ("Not getting enough sleep"), whereas only 40 per cent of the men marked this item. Forty-seven per cent of the men marked No. 146 ("Restless at delay in starting life work") compared with 21 per cent of the women who marked the item (ibid.).

Prout (93) used the 1941 Form of the Mooney List at Bowling Green State University "to determine the shifts in the apparent concern toward personal problems of adjustment ... by a group of 102 students at the beginning and end of four years of college. A second concern was to determine the shifts in apparent concern toward problem areas."

He found (op. cit., p.46):

... a significant reduction of concern for problems as checked on the entire check list.

There was a decrease of concern which was significant beyond the one per cent level of confidence in the following five areas of problems: "Social and Recreational Activities," "Social-Psychological Relations," "Courtship, Sex, and Marriage," and "Adjustment to College Work." Two areas showed a decrease of concern which was significant beyond the five per cent level of confidence: "Home and Family" and "Morals and Religion." Three areas showed a decrease of concern which was not significant: "Health and Physical Development," "Finances Living Conditions and Employment," and "The Future: Vocational and Educational." There was an increase of concern beyond the five per cent level of confidence in the area of "Curriculum and Teaching Procedure."

Role of the Small Church-Related College
in Student Personnel Service

As further background for the present study, the writer feels that the acknowledged role of the small church-related college with respect to the total development of the student should be kept in mind.
Evidences from the Related Studies. The "Review of the Related Studies of Student Personnel Services" shows that the small church-related colleges, although doing little in the way of research that is published, are nevertheless concerning themselves almost universally with "student personnel services." Furthermore, there are evidences to indicate that most of them are doing at least a partial job, and some of them a good or excellent job, in a number of respects. The supporting evidences have included the opinions of students, former students, teachers, personnel officials, investigators, and recognized experts in the field. A few additional evidences, however, will help to clarify further the purposes of these colleges with respect to the personnel point of view.

From his study of several small denominational colleges in the Mid-West, Stevens concluded that (107, pp.516-517):

These colleges set up worthy ideals. They aim to give an education imbued with Christian purposes of life. Worthy standards for conduct are considered to be an essential part of Christianity or follow indirectly from Christian convictions. The core of these ideals is social cooperation, life for the sake of the contribution of some permanent good to society. By precept and example [this idea] is continually presented to the students and is practiced by the students as well as the faculty in the college society and in the community in which the college is located. Principally for this reason there come from these colleges large numbers of graduates whose aim in life is to contribute something to society by way of professional Christian service or through other professions or occupations, and in their general social relations. Even though contact later with the real world may result in shock to these ideals, nevertheless they can hardly be lost entirely by students who have spent four years under the aegis of the college.

"The rather striking difference," he observed, "between the replies of university students and those of the denominational college students and the differences in the general expressions of opinion indicate
that the colleges have a religious influence which is much greater than that of the university, and that the results of the religious influences on the colleges are much more significant for organization of life about Christian principles. These denominational colleges are furnishing an education which is dominated by Christian principles of life." (op. cit., p.509).

The survey staff in the study of "Methodist Colleges" found that out of 35 colleges, 15 had published their aims and 18 had prepared statements which were unpublished (96, pp.8-18). The research group praised especially the objectives stated by Brothers College which were listed as follows (op. cit., pp.16-17):

1. The achievement of high excellence in scholarship.
2. The encouragement of an experimental point of view.
3. The realization of Christian character.
4. Preparation for citizenship.
5. The worthy use of leisure.
6. The acquisition and maintenance of sound health.
7. The foundation for professional and business training.

In his study of "Wesleyan and Free Methodist Colleges," Nelson gave special attention to the objectives of these institutions and the extent to which these colleges realized specific objectives and carried them out in their guidance practices (82, pp.68-72). The following definition of guidance had previously been worked out by representatives of the colleges and the two cooperating denominations (op. cit., p.68):

Guidance for the church-related college may be understood as referring to that set of efforts specifically organized to help the individual student solve his own
problems and to develop greater maturity in his religious
philosophy of life, his personality, and his social living
in a democratic society.

Most of the statements of the colleges published in their catalogs
were somewhat ambiguous, but there was definite similarity between the
statements of the colleges and the representatives of the denominations
in the repeated emphasis on religion. "Religious adjustment," "personal
adjustment," and "vocational adjustment" appeared to be "the most impor-
tant objectives understood by the teachers," and "tended to show the
same general emphasis as the published statements of the colleges."
(op.cit., pp.60-70).

Gipson quoted the stated objectives of a number of small church-
related colleges similar to colleges of the present study (40, p.29):

"Friends University has as its aim nothing less than
the development of the whole personality."--Friends University

"Arkansas College stands for the cultivation of spiritual
values, democratic principles, moral integrity, and minds com-
petent in their own intelligence."--Arkansas College

"In harmony with the Christian ideals of the founders
it is essential that present day administration maintain per-
sonal and religious values as a main objective of the educational
program."--Baker University

"The principal aims of McKendree College are: First, to
surround the students with an influence and an atmosphere con-
ducive to the development of Christian character, conduct, and
citizenship. . ."--McKendree College

She stated that a survey of the catalogs of the large colleges and uni-
versities did not reveal the emphasis noted here, and supplied the fol-
lowing quotation from the Bulletin of the University of South Dakota,
which she declared was "typical" (ibid.):

The purpose of the University shall be to provide the
best and the most efficient means of imparting to young
men and women on equal terms a liberal education and through knowledge of the different branches of literature, the arts and sciences, with their varied applications.

The Clapp Study of College Objectives. In 1916 Clapp (18) published a study of the objectives of forty-four of the four-year colleges and universities of the Northwest Association of Secondary and Higher Schools under the auspices of the Higher Commission of the Association. He reviewed catalog statements of objectives, and responses of faculty committees (appointed carefully by the presidents of the cooperating colleges for the purpose) to a questionnaire covering the following areas of college activity (or general purposes) and specific objectives in each area: intellectual attainments, health, personality adjustment, general ethical character, Christian character, aesthetic interests, citizenship responsibilities, vocational and professional preparation, and preparation for home membership.

The committees were first asked to state, by checking a five-point scale, the degree of importance attached to general development in each area as a part of the total task of the school. They were then asked to check a list of specific traits which they felt might reasonably be expected to lead to the fulfillment of the major purpose. Provision was made for them to indicate their acceptance with reference to each objective, of as many as they desired of the objectives. The statements were arranged in six groups, of which the first two were designed to locate the accepted objectives of the school and the remaining four to furnish further information concerning each accepted objective. In connection with each accepted objective, they indicated (1) how closely they felt the given trait was related to the concept of an educated
person as held by the school and (2) whether they felt its development was the responsibility of other agencies or colleges or was the responsibility of the college reporting, either in terms of residual responsibility for remedying deficiencies in previous development or as primarily a college task. Further information was sought concerning only those traits for whose development the college accepted some degree of responsibility. Concerning these, the committees were asked to give judgments as to their relative importance in the total task of the college and the definiteness of responsibility within the school, the degree of increased or decreased importance which such objectives should receive, the amount of success with which the characteristics were being developed, and the means upon which reliance was placed for the development of the traits.

Clapp presented his findings (18, pp.6-37) as to areas of college objectives according to the following four groups of colleges: (1) private non-Catholic schools, (2) Catholic schools, (3) state colleges of education, and (4) state colleges and universities. The first of these included "schools with all the varieties of relationship to various Protestant denominations"; the second, "schools operated by various orders of the Roman Catholic Church." It is interesting to note that six of the ten colleges eligible for the present writer's own study were included in Clapp's first group and one in his second group. For purposes of comparison, therefore, these first two groups, but particularly the first, correspond most closely to the "selected group of small colleges" in the writer's present study.

An analysis of Clapp's findings shows that a larger proportion
of the colleges with church affiliations or religious commitments gave acceptance and emphasis to general and specific objectives in the areas of Christian character, ethical character, personality adjustment, and preparation for home membership than did the state colleges and universities. Of these four areas, however, ethical character and personality adjustment did stand high with the state colleges of education. The colleges with church affiliations or religious commitments all gave considerable or large importance to citizenship responsibilities as a goal of the college. This was also true of the state colleges of education, but the emphasis was not quite so strong in a greater proportion of the state colleges and universities. The same generalization can be made regarding aesthetic interests. Health received more emphasis in the Protestant colleges and state colleges of education than in the Catholic colleges and state colleges and universities. All types of colleges accepted and emphasized the importance of intellectual attainments; however, the state colleges of education and state colleges and universities placed more stress on vocational and professional preparation than did the other colleges, most of which were church-related, liberal arts schools. The last-mentioned finding is not surprising in view of the traditional attitude of liberal arts colleges toward vocational education (50, pp.673-674); however, there are some leaders in liberal arts who stress vocational education, or at least vocational guidance, as a part of the legitimate program of liberal education (ibid.).

In summarizing these observations from Clapp's study, it is noted that the Protestant colleges exceeded the state colleges and universities in acceptance and emphasis of objectives in all areas except intellectual
attainment (which was emphasized by all types of schools) and vocational and professional preparation (in which the state colleges of education and state colleges and universities exceeded the Protestant schools). The same generalization can be made in comparison with Catholic schools except in the area of health (which was stressed less by the Catholic schools than the state schools). Only the state colleges of education were comparable to the colleges with church-affiliations or religious commitments in the variety of areas accepted and emphasized for college objectives. Vocational and professional preparation assumed greater importance in the state colleges of education (which is readily understandable in view of their main function of training teachers), but Christian character and home membership were more important in the colleges with church-affiliations or religious commitments. Health, however, received less stress in the Catholic schools than in the state colleges of education.

One might infer from the evidences of Clapp's survey that colleges like or similar to the "selected group of small colleges" covered by the present study have been more concerned with the whole student than have state colleges and universities and just as much or more so than state colleges of education. This would imply that they have largely been in accord with the personnel point of view in this concern.

Hazen Foundation Program. Another evidence of the role of the small church-related colleges is noted in their participation in the conferences of the Hazen Foundation (35). According to Freeman (op.cit., p.129):
... Delegates to the conferences have indicated their approval of its program by definite vote of confidence given in the ideas presented there and by the comments written on their questionnaires that they found the conferences worthwhile and interesting and wished to be included in the future. This, as an educational and training session for those connected with the counseling of college students, the Hazen Pacific Area Conferences have been successful in making a real contribution to higher education.

Students have been benefited by the interest shown them by the Hazen Foundation—for they have reaped the harvest of interest roused in education for the needs of students. The suggested program and techniques presented through the sharing of opinions and experiences among the delegates have borne fruit, for the conference members report having counseling relationships with students in varied ways—home entertainment, retreats and conferences, classroom, informal counseling hours, professional counseling, club advisors, class advisors, veteran administration contacts, and living group advisors. ...

Another contribution made by the Hazen Foundation is the encouragement which they give to educators to develop a philosophy of life or frame of reference. Hazen leaders believe that the person who is religious, in the sense that he seeks to live by the highest good he knows, can offer much to the students he contacts. The influence of the actions and attitude of the educator is more potent than the words he utters. A philosophy of life which integrates all experience and aids in the adjustment of the individual to himself and to the world in which he lives—this is the goal of the Hazen Foundation.

The Christian College Study. An important study with definite implications for the present one was begun in 1950 by the Commission on Christian Higher Education of the Association of American Colleges, on the subject of "what is a Christian College?" (69). Each college in the study followed a "Study Guide" prepared by the Research Committee (68) and as a result of weeks and months of faculty deliberation prepared "Progress Reports" (70). Three of the colleges in the present investigation and two others eligible to take part cooperated in the "Christian College Study."
The first "Workshop" met for five days at Berea College, Kentucky, in August, 1951, to study the progress reports of the first year of the study and incorporate insofar as was possible the judgments of the forty-six colleges (op.cit., p.257). A few excerpts from the agreed-upon statements are pertinent:

Faculty.. . . The Christian teacher . . . has an obligation to develop his skill in helping individual students to meet their problems of living and learning. The role of the counselor is a necessary part of his position in a college which stresses the importance and worth of the individual student. . . .(op.cit., p.272).

Student Life. . . . The colleges agree that counseling is essential to achieve the purpose for which Christian colleges exist. Counseling is part of the whole scheme of student personnel services, referring particularly to the person-to-person relationships between student and faculty or administration, which are the means of meeting student problems. (op.cit., p.276).

There has been an increasing realization of the need for trained counselors and for better organized and more effective programs of counseling and guidance, but there is a greater deficiency in the realization of what this means and what it calls for when related to the aims and purposes of a Christian college. . . . (ibid.).

An effective counseling program must be intelligently planned to meet specific student needs. These needs are moral and spiritual as well as academic and vocational. Furthermore, student problems frequently involve all of these concerns simultaneously. . . .(ibid.).

Integration of the counseling program is necessary not only to increase efficiency but also to relate counseling to the Christian aims of the college. Vocational guidance, for instance, should be offered in terms of a Christian view of vocation whereby any prospective occupation is seen as an opportunity for Christian service. . . .(op.cit., p.277).

Christian faith is largely communicated to students through the Christian personalities with whom they come in contact. Here is the counselor's opportunity for effective service. The atmosphere in which counseling is done on a Christian college campus should be much the same as that which exists within a family. This does not imply sentimentality. It means rather that student needs are met with concern and respect for the
individual, who is recognized, in the spirit of Christ, as one who shares the love of God. . . (ibid.).

In 1951-52 the "Christian College Study" had grown to include some 350 colleges (67, p.1). One hundred ninety-two colleges were represented in six workshops in 1952, held at Earlham College, Cedar Crest College, Mars Hill Junior College, Drake University, St. Mary's University, and Occidental College. Two colleges that participated in the present investigation and two others eligible to do so were represented at Occidental. McLain attempted to consolidate the statements of the six workshops (op. cit.). The following additional statements from this report may profitably be noted:

St. Mary's Workshop. The faculty and administration should collaborate concerning admission of students, testing, a counseling program, academic load, student participation, scholarships, discipline, and honor awards. . . . (op. cit., p.55).

Every Christian college should provide the best possible in personal, religious, educational, and occupational guidance. To some extent, this service is within the capabilities of every teacher, and every teacher should cultivate interest and skill in the proper techniques of counseling and guidance. On the other hand, some problems in this area, particularly in the field of religious and personal adjustment, require specialized training on the part of the counselor. For this reason it is extremely important that one or more persons with such training be made available to the students. It is possible and necessary, nevertheless that all faculty counselors be sufficiently informed about symptoms so as to be able to recognize problems which they cannot handle and which should be referred to the qualified person. (op.cit., p.57).

Whatever be the method used to assign students, especially freshmen, to certain faculty members, the faculty member should use the opportunity to develop a friendliness with the student that will encourage the student to bring his problems to the faculty member, whether they be purely academic or of some other nature. As quickly as it appears feasible to the administration, the students should be allowed to choose their own faculty advisors, in order to create a better feeling between the students and their advisors. The faculty should seek to develop the student in independent thinking as quickly as possible, so that
right decisions will be made by him on his own accord. In the counseling program the faculty member should be doubly careful not to criticize adversely his fellow faculty members to students. If students present valid complaints against other faculty members, they should be honestly dealt with, without disloyalty to fellow faculty members. The matter of time and place for counseling is very important. The student should know when he can have a conference with the faculty member, and the administration should provide such office space as is necessary.

Drake Workshop. . . . The counseling relationship should provide an opportunity for solution of immediate problems of students through guidance by the more mature faculty members. It should also be regarded as a means for developing long-range Christian attitudes, values and appreciations. These are often developed through the delicate and subtle factors in human relationships. A non-directive or permissive procedure is recognized as being consistent with the Christian emphasis on the individual personality. However, as Christian teachers, we could not accept the self-determination of values in terms of the social milieu as the desired outcome as do some adherents of the non-directive method of guidance . . . (op.cit., p.61).

Cedar Crest Workshop. College chapel services are a desirable part of the college program. Theoretically, a system of voluntary attendance is preferable. In actual practice the system of compulsory chapel as wisely administered at various colleges does not seem inconsistent with required attendance in classes or with religious liberty in general. . . . (op.cit., p.62).

Occidental Workshop. . . . Whatever the practice of the college, it should be clearly formulated and stated in the college catalog. But it is suggested that, if chapel is made compulsory, excuse be afforded to students whose religious faith and practice would be violated by their attendance. . . . (op.cit., p.70).

The Christian college should regard itself as a community of persons, administration, faculty, and students, in which the development of the student as a whole person is the primary objective, and because it is a Christian college, the unfolding of the individual into a mature Christian is the ideal. . . . (op.cit., p.73).

. . . Whether or not a staff of professional counselors can be employed, each faculty member should regard it as part of his teaching duties to contribute to the total program of individual contacts with a view to achieving the maximum character development of each student. . . . (op.cit., p.75).
Summary and Inferences

1. This review of the literature has shown a limited number of related studies which have indicated an apparent pattern of student personnel services for the small church-related colleges. This pattern has furnished the basis for the "Inventory of Student Personnel Services" used in the present study (see Appendix C). Supposedly, according to the findings of the studies and the opinions of investigators and authorities, the features represent what ought to exist in colleges of this type.

2. The review has substantiated the survey-of-student-problems approach as a start toward determining student needs as a basis for improving student personnel services. Because the evidences from related studies of student problems are sketchy and spotted, it is impossible to draw any defensible conclusions as to what might be expected in the way of student problems in small, co-educational, church-related, liberal arts colleges such as those of the present study; however, the following possibilities are suggested:

   a. Certain problems and types of problems may be characteristic of most college students regardless of sex, class level, or college. Problems in the area of "Adjustment to College Work," for example, have been prominent in almost all of the studies.

   b. Certain problems and types of problems may be characteristic of students in one type of college as distinguished from another. Wrenn and Bell, for example, concluded that the students in the small liberal arts colleges had more problems of vocational guidance than students in the larger and public institutions. Other studies indicate that this may or may not be true. It appears that much more evidence is necessary to generalize about a particular type of college.

   c. Certain student problems and types of problems may
d. Certain problems and types of problems may differ between men and women, between classes, and between class-sex groups, which would raise a question as to the reasons for the differences. For example, why should the problems of finance be most prominent in the colleges studied by Nelson and in about fifth position in the colleges studied by Tiner?

e. It is to be expected that changes will occur in the type, number, and seriousness of problems as the student goes through his college experiences. Theoretically, the number of problems should be reduced and the seriousness of prevailing ones diminished. Otherwise, it can be possible that the college environment itself is the actual cause of new problems and/or the persistence of old ones. This possibility is suggested by Prout's study, which showed a definite increase of concern on the part of students in the area of "Curriculum and Teaching Procedure."

f. Considerable caution, however, must be kept in mind, as indicated by Bragdon and Mooney, in accepting specific stated problems at face value in a counseling situation.

3. The review has revealed some evidences of a personnel point of view with a Christian emphasis in small church-related colleges, which must be kept in mind as a frame of reference in the present study. In this connection, reference is made especially to the stated objectives of the cooperating colleges in Appendix H.

4. The review lends support to each of the tools and techniques used in the present study because of its successful use by one or more investigators. However, no study of a single college or group of colleges has been discovered which has used all the tools and techniques of the present study in combination, in the type of college
under consideration. The findings of the present study, therefore, and the conclusions to be drawn from them should furnish a contribution to the literature.
CHAPTER III

FINDINGS FROM THE INVENTORY OF
STUDENT PERSONNEL SERVICES

The material of this chapter is derived from the "Inventory of Student Personnel Services" (See Appendix C) filled out by the "Personnel Committees" of the cooperating colleges (See Appendix F). Only the number of colleges responding in a certain way to a particular feature is given, because the letter designation might reveal the identity of certain colleges to anyone at all familiar with such colleges. However, it is possible, in discussing the degree of conformance to and agreement with the "Inventory" to give the percentage of features checked, without violating the pledge against identity.

Response of Personnel Committees

The response of the "Personnel Committee" to the "Inventory" was received from every cooperating college. The number of committee members who participated in filling out the form were: two, three, four, five, five, five, and six. Only in one college did less than all the members take part, and in that college the two who took part claimed to speak for the total committee of five. Altogether, 30 out of 33 eligible committee members, or 91 per cent, in the seven colleges participated directly in filling out the "Inventory" and presumably the other three in the one college, or nine per cent, were represented. Reference is made to the "Positions, Degrees, and Specialty in Training of 'Personnel Committee' Members in Cooperating Colleges" given in Appendix F. These data lend confidence to the belief in the authority
and competence of the "Committees" to speak for their respective colleges.

Organization

The need for a good student personnel program was recognized by the administration generally in all but one college. In this college, however, the faculty did generally seem to recognize the need. In one of the other colleges the faculty did not appear to go along entirely with the administration in recognizing the need but the "Committee" had plans to enlist the faculty more fully in this recognition. Four colleges felt that the students recognized the need; another was working to bring about such recognition.

Every college had an official who directed or co-ordinated the student personnel program, but there was no consistent pattern as to who performed this function. In two institutions the student personnel program was headed by the dean of the college; in another, by the director of personnel (the dean of women) jointly with the dean of the college and the dean of men; in another, by the dean of the faculty; in another, by the dean of men; in another, by the director of personnel (a mathematics-education teacher); in another, by a dean of students. One college appeared to have no definite director, but the dean of women, who headed the personnel committee, was scheduled to assume direction of the student personnel program. One of the colleges with the program headed by the college dean planned to put the program under a dean of students.

In every college the person who directed or coordinated the
student personnel program (or headed the "personnel committee") had attained at least a master's degree and three of them held the doctorate.

In five colleges it was claimed that the coordinator or director of the student personnel program was assisted by a representative staff committee and in another this was planned. In the seventh college two other staff members worked jointly with the coordinator. (See Appendix F for the positions of personnel committee members). Only two colleges utilized student representatives on the advisory group.

Three colleges claimed to have a well-formulated and clear-cut statement of objectives for the student personnel program which had been worked out democratically and was understood by all workers in the program (See Appendix K). Three others claimed to be planning such a statement, and the fourth felt it ought to have one.

The following services were recognized as a part of the student personnel program by the "Personnel Committee" in every college: orientation of new students, counseling and advisement of students, extracurricular activities, religious services, physical health services, housing and boarding, student discipline, and the testing program. Three colleges claimed to include mental health service under the health program, two indicated they were planning to do so, and another felt it would be ideal to include it. Five colleges recognized selecting and admitting new students as a student personnel service. Five colleges recognized student records and another felt it should. Three colleges included general placement service, another planned to do so, and two others felt it would be ideal to do so. No
college claimed to include follow-up and research services in the pro-
gram but two colleges claimed they were planning to do so and three
others felt they should.

Selecting and Admitting New Students

Five colleges claimed to offer pre-college counseling to high
school pupils and another felt this would be a good thing to do. One
college claimed to give standardized tests to high school pupils,
another planned to do this, and two felt it ideal to do so. Four col-
leges held special days for the benefit of high school students, such
as field day, senior day, career day, and the like, and another was
planning this practice.

Six colleges reported that they sent bulletins and circulars to
high schools in the vicinity and the other college was planning to do
so. In every college, a representative corresponded with all students
making inquiry or requesting information about the college; in all
but one, bulletins and circulars were sent to these students. Four
colleges claimed that follow-up interviews with such students were
primarily for pre-college guidance purposes.

Four colleges reported that they admitted most of the high school
students who applied. One of these colleges admitted them if evidence
of health and character did not indicate possible problems in college
adjustment. Another of these four colleges plus three others claimed
to admit only a selected group of high school graduates, who had to
meet certain academic standards and whose ideals must be in harmony
with the purpose of the college. Another college felt it would be
ideal to hold to such standards. All but one college claimed to admit war veterans and other adults otherwise qualified, who were not high school graduates but who had a good prognosis of college success.

All of the colleges had a number of scholarships to encourage good student prospects to continue their education. All but one claimed to provide employment to help good students stay in school. All but this college and one other claimed to give grants-in-aid, and one of these thought that this would be a good thing to do. All but two claimed to give tuition exemptions and one of these agreed with the practice.

Orientation for New Students

An orientation program was provided for freshmen in all colleges and all but two claimed to extend orientation to include all new students. The time spent in intensive orientation extended from two to 14 days; however, all colleges claimed to maintain an orientation program throughout the student's first year to aid in his personal adjustment, and in all but two colleges to get better acquainted with other students. One college held regular orientation meetings during the first semester; all had frequent assemblies and convocations devoted to orientation problems.

All of the colleges held the following purposes for orientation, in addition to the continuing ones of personal adjustment and extended acquaintance with students:

1. To acquaint the student with the purposes of the college.

2. To acquaint him with the customs, traditions, rules, and regulations of the college.
3. To acquaint him with the campus and buildings.
4. To acquaint him with freshmen and new students.
5. To acquaint him with student leaders.
6. To acquaint him with the extracurricular activities.
7. To acquaint him with enrollment procedures.

Five colleges aimed to acquaint the student with the faculty and administration and the two others planned these objectives; five colleges also desired to acquaint him with the student personnel services and the two others planned to do so. Acquaintance with departmental offerings was a goal in five colleges and was planned in one. Four colleges aimed to acquaint the student personally with his own adviser and the counselors; another planned these goals; and still another thought it would be ideal to provide such acquaintance.

All but two colleges claimed to recognize the need, and specifically provide for, orientation at other times during the student's college life. Another college had plans along this line; the other did not, but thought the provision was ideal.

Counseling and Advisement of Students

Only one college claimed to employ a full-time counselor but two others felt that they should. On the other hand, all of the colleges claimed to have one or more faculty members trained in guidance and counseling who gave part-time service to counseling. One college claimed six such trained persons, two claimed four, two claimed three, and two claimed one. All of them claimed to have one or more persons qualified to give specialized counsel in one or more of the following
areas: vocational, educational, social, religious, personal, and extra-curricular activities. Only one college claimed to have a well-qualified counselor on financial matters.

A chaplain and/or one or more ministers were claimed to be available to give religious counsel in each of the colleges. In all but one such counsel was reported available both on and off the campus. In the one case such counsel was provided off the campus.

Three colleges claimed the services of a mental hygienist—one on campus, the other two off campus. One of the latter colleges and two others felt it would be ideal to have the services of such a specialist on the campus.

Three colleges claimed the services of a psychiatrist—one on campus, the other two off campus. One other college believed psychiatric service should be available both on and off the campus; two others, that it should be available off the campus.

Health counsel to students was reported available from a registered nurse in every college. However, in only three colleges was this provided on the campus; on the other hand, one college claimed this service both on and off the campus. Health counsel was reported available from a physician in six colleges, but only one claimed the service on the campus. In one college the only health counsel was that available from the off-campus nurse.

In all seven colleges, it was reported that students might be called in for interviews by the special counselors, or they could make voluntary contacts with the counselors. In all but one, they might be referred by a faculty member and the other college considered this
type of referral advisable. In all but another college students might be referred by administrators. In every college it was reported that the students counseled included: those referred by other staff members, those who asked for counsel, those in scholastic difficulty or failing their courses, disciplinary cases, and those whom the counselor called in because of their apparent need of counsel.

All colleges had faculty members, usually designated as "advisers," who did educational counseling in their major fields. However, the responsibility for the assignment of students to advisers was not clear. In three colleges, it was reported that the registrar made the assignment while another college claimed it was planning to give the responsibility to the registrar. On the other hand, two colleges reported this responsibility for the director or coordinator of student personnel and another planned to give the responsibility to this official with the assistance of the "Personnel Committee." One of the colleges mentioned above was planning to shift this responsibility to the "Personnel Committee" from the registrar. Another college had no definite plan but felt that it would be ideal to handle the assignment through the "Personnel Committee."

In each college the "Personnel Committee" felt that every student knew it was his privilege to contact his adviser or a counselor whenever he needed assistance. In none of the colleges were the students interviewed regularly or periodically. In six colleges, they were interviewed whenever the student went voluntarily for help, or whenever problems arose which came to the attention of the assigned advisers; the other college thought these two schemes were ideal.
In all colleges but one, it was reported that members of the faculty, administration, and the advising and counseling staff, could refer students to advisers; the other college planned to permit referrals from all of these staff groups. Four colleges claimed to permit students to make referrals; another was not planning to do this, but thought the plan was a good one.

Five colleges claimed that students were normally assigned to advisers during their freshman year; another thought this was the best time for such assignment, but was not planning it. Four of the colleges, including one of the five mentioned, felt that the time of assignment depended upon the student's choice of a major. None of the colleges designated any definite number of years that a student was assigned to particular advisers.

Three colleges claimed an in-service training program for advisers and counselors. Another claimed to be planning an extended program along this line and two others thought it would be well to do so.

Individual staff members were claimed to be improving themselves by the study of literature on personnel work, in four colleges; by attendance at professional conferences, in two of these same colleges and two others; and by research projects applicable to the local personnel program, in two of the first-mentioned colleges (one of them also in the second group), and one other. Three of these colleges were carrying on research projects applicable to the local situation through the work of committees. Three (among those already mentioned) were conducting classes and conferences headed by "personnel experts" in the local program and two were planning to do this. Only one
college made no claim whatever to any "present" or "planned" in-service training or to any expression of approval that in-service training of some sort would be ideal.

Extracurricular Activities

All of the colleges considered student government and religious activities within the framework of the student personnel program. All but one included social organizations (only two had fraternities and sororities but on a modest basis) and intramural athletics. All but another included publications, intercollegiate athletics, political organizations, departmental clubs and societies, and music activities; this other college felt it would be ideal to include intercollegiate athletics, and claimed to be planning to include the others except departmental clubs and societies. Six colleges claimed to include dramatic activities, but the seventh expressed no plans or approval for doing so. Five included forensics and another was planning to include this activity. Four included honor societies; no other was planning to do so, but one thought it would be ideal.

Every college claimed to have a staff adviser or sponsor for every extracurricular activity that was considered a part of the student personnel program. Four claimed to have a staff member to coordinate all these activities and a fifth was planning such an assignment. In all colleges except one a certain staff member was responsible for maintaining a "social calendar," and the other college was planning to have such a person.
Religious Services

In each of the colleges, frequent religious services were provided for the students as well as the staff. The acknowledged purposes in every case included all of the following:

1. To enrich the spiritual lives of the students.
2. To lead others, if possible, to the Christian way of life.
3. To give moral guidance under the tenets of Christian idealism.

Such religious services, in every college, were reported to be provided by, contributed to, and participated in, by visiting religious leaders, staff members, and students, and the services were provided through talks and sermons, sacred music, and prayer. All colleges except two claimed to provide for public testimony of religious experience and conviction. Four colleges claimed to provide for study and discussion in connection with religious services. One college mentioned directed social activities and another the use of films in this connection.

In every college the religious program included regular chapel services. Three colleges held chapel services once a week, one held such services twice a week, and three held them five times (once each school day). In all but two colleges, attendance at chapel services was compulsory. The two colleges that did not require attendance held only one chapel service per week.

Physical and Mental Health

All of the colleges claimed to give physical examinations to all
new students when they entered school. Only one college claimed to give a physical examination each year, but another planned to do this and two others thought that they should. Three colleges claimed to provide dispensary service to all students (one off the campus); one claimed to be planning this service and the three others believed that such services should be given.

Only one college claimed to give systematic attention to screening individuals with regard to emotional factors, but another college claimed to be planning this and all others felt that they should.

All but one college claimed to maintain complete records on physical health of students; the other college felt that such records should be kept. However, none of the colleges had student records on mental health, although one college claimed to be planning to keep such records and five others believed that they should keep them.

In all of the colleges, the physical health record was reported available to the athletic director and coaches. All colleges but two claimed that the activity programs for individual students were planned in accordance with the students' physical limitations; one of the other two colleges believed that this should be done. All but one college reported that they made the health records available to the counselors and health and physical education teachers, and the other college felt this should be the practice. All but two colleges reported that they made such records available to advisers; however, these two colleges felt that advisers should have use of such records.

All but one college claimed that students were counseled by the special health officials on the basis of physical health records and
other information but the other college reported it was planning to make this the practice. (In this connection, refer back to "Counseling and Advisement of Students," supra, p.131).

Housing and Boarding

Four colleges reported that all students except those that lived at home or with relatives stayed in college dormitories or approved residences under the control of the college. Another college made this a requirement only for women. Another college was making no plan along this line, but thought such a requirement should apply generally.

In every college, each dormitory had a resident head. In five colleges, the resident head was considered a "counselor." Another college felt the resident heads should be so considered. In two colleges, the resident heads were non-teaching faculty members; in another college, one resident head was, and one was not, a non-teaching member; two other colleges felt that resident heads should be non-teaching faculty members.

In every college each dormitory had a student governing organization to assist the resident head with problems that arose, and to coordinate the activities of the students within the dormitory. Such a governing body was elected by the resident students.

Only three colleges employed advanced students as part-time "dormitory counselors," but two other colleges felt it would be well to do so. Only one of the three colleges utilizing advanced students in this way claimed that such students had received some preparation for guidance and personnel work. The two other colleges utilizing
such students, and the additional two that felt it a good idea to do so, all believed that the student "dormitory counselors" should have some special preparation for guidance and personnel work.

In every college but one all students residing in dormitories and college-owned residences ate in a dining hall under the control and supervision of the college. In every college, all students were privileged to eat in the college dining hall. In all of the six colleges where all "resident students" did eat in the college dining hall, the college claimed that the housing and boarding facilities were being utilized for training students in the social graces; the other colleges felt it would be ideal to do so. Five of the "six colleges" claimed that students could receive advice and counsel in this connection from the dining hall supervisor; the "seventh" college felt that they should be able to receive such advice and counsel from this source. Four others of the "six colleges" maintained that such advice and counsel was available from resident heads of dormitories and the "seventh college" felt that it should be available.

Student Discipline

Four colleges reported a number of definite rules and regulations governing student conduct; another thought it ought to have such definite rules and regulations.

Five colleges claimed that the rules and regulations were determined largely by the administrative staff. However, faculty members and student representatives reportedly participated in formulating such rules and regulations in four colleges; the board of trustees,
in three; and the dormitory heads, in one. One college with rules and regulations reportedly determined by the board of trustees, administration, and dormitory heads, felt that it would be ideal to utilize students in this connection. One college claimed to place this responsibility entirely with the administration; another reported no particular plan. Six colleges, including the one just mentioned, claimed to place the responsibility for conduct largely with the students and the seventh felt that this was the ideal practice. Three colleges maintained that rules and regulations were not stressed and a fourth felt that they should not be stressed. Six colleges claimed that students participated in the formulation and modification of the rules and regulations that did exist. All but one college maintained that the student who violated college rules and regulations or transgressed the moral code was treated as an individual with an adjustment problem. All colleges claimed that, at the same time, he was held responsible for his acts as a student citizen.

All but one college held that the first aim of disciplinary action with respect to the individual student was to give him training in student citizenship and moral development; the one college that did not follow this view felt it was an ideal one to have. All but the college just mentioned claimed that students in difficulty were recognized as subjects for counseling. In every college, administrative officers or committees were reported to have major responsibility for determining and enforcing punishment. In four of these colleges persons who served as counselors reportedly did not have this responsibility; another college was planning to relieve counselors of this responsibility, and the
other felt that they should be so relieved. The officer most responsible for handling disciplinary cases was the dean (in all colleges but two), while the president had heavy responsibility in four, the dean of women in four, the dean of men in four, a faculty-student committee in three, the dormitory heads in two, the vice president in one, and the dean of students in one.

Testing Program

Every college but one reported that it maintained a well-planned student testing program and the other college claimed that it expected to have such a program soon. Only four colleges felt that they had adequate rooms for testing, but another was making plans for such rooms and the other two felt that they should. Only one college reported a machine for scoring tests but four others thought it would be desirable to have one. Only one college reported a "testing and counseling bureau," although another claimed to use many standardized tests.

All colleges but two felt that they had a staff person well-trained in testing to perform all of the following functions: (1) select and score tests and interpret test results, or give direct supervision to those who do; (2) give, or supervise the giving of, tests; and (3) use, or supervise the use of, test results in counseling and advising. The other two colleges felt that they soon would have such a person on the staff.

All seven of the colleges claimed to give tests in general intelligence (or scholastic aptitude) and special English ability. Four colleges reported tests in special reading ability, one planned to give
such tests, and another felt that it should. Two reportedly gave interest and personality inventories; one other planned to do so; and a fourth thought it should give such inventories. Three colleges reported tests of general achievement in science and social studies, two of these also, and one other, in mathematics; the latter also, in general culture; and two others, a graduate record examination. In the use of special aptitude tests, two colleges claimed to give them in mathematics, one in music, and one in logical preference. Another college reported to be planning to use aptitude tests in mathematics, language, science, art, music, and others as needed.

Five colleges claimed that special tests were given to individuals to aid them in choices, plans, and adjustments. In all colleges apparently, test results, together with other information about the student, were used by counselors and advisers in counseling and advising students. Four colleges maintained that teachers made use of this information in adapting instruction to individual differences, and in two others it was believed that they should. All colleges claimed that test results were used only as indicators and not as the sole answer to problems.

Student Records

Every college claimed to maintain a personnel folder on each student, although not all pertinent information was always kept in a single folder in a single office. For example, two colleges reported that the registrar's office had a folder containing academic information, transcripts, references, and the like, while the dean's office had a folder with the cumulative record, test records, and so on. Three
colleges reportedly kept health records, and one planned to keep them, in the physical education office. Four colleges used a cumulative folder and the three others felt that they should. The four colleges with a cumulative folder reportedly used it as the personnel folder; two of the other colleges thought that this ought to be done. All colleges but one reported that they kept the results of standardized tests in the folder. All but this college and one other claimed to keep the records of previous school achievement and experience, as well as present achievement, in the folder; one of the two colleges that did not claim to keep these records felt that it would be desirable to keep the records on previous school achievement and experiences. The latter college and three others claimed to keep information on family history, out-of-school activities, and extracurricular activities. As already indicated, three colleges reportedly kept records on physical health in a cumulative folder and one planned this practice; however, only one college claimed to keep records on mental health, although another felt that it should. One college claimed to keep records of past vocational plans, but one felt that it should; on the other hand, three colleges (including the one that claimed such records on past plans) reported records on present plans and one believed such records should be kept. Two colleges claimed to keep records on social and emotional status and adjustment in the cumulative folder and a third believed it should; the latter and one other college claimed to keep in the folder, records on special interests and hobbies and on positions of leadership; the "latter also claimed to keep records on work experience. One of the colleges admitted that pertinent student information filed in a cumulative folder was its
"weak spot."

All colleges claimed to keep in the folder (or folders in the case of two colleges) such information on the student as important correspondence and the written application for admission to the college. All but one included the high school transcript, and for the transfer student the transcript from the college previously attended. Such information was usually supplied by the director of admissions and/or the representatives who had contacted the student in the field. One college claimed to keep in the folder records of counseling interviews, and autobiographies written in freshman composition. Two colleges reportedly kept copies of recommendations; another claimed to keep records on changes in registration and petitions to the "guidance committee."

All colleges but two reported that the cumulative records and/or other important information was kept in a central file, where it was available to all persons responsible for counseling and advising students; the other two colleges felt that it would be well to do this. Four colleges claimed that the cumulative record and/or personnel folder was used frequently by counselors and advisers; the three others believed that it should be. Two of the four colleges claiming such use of the folder, and two other colleges, reported that teachers and inexperienced advisers were assisted by a counselor or the administrator in interpreting the cumulative record and other information on students; one other college felt that this ought to be the practice. Two colleges claimed that information of a confidential nature was kept in the central file and two others felt that it should be so kept. Four colleges
claimed adequate secretarial help for maintaining the student personnel records; another reportedly was planning to add sufficient help; while the two others saw no projected plan to do this but believed that necessity required it. (See reference to health records above, under the heading of "Physical and Mental Health," supra, p.136).

Placement Service

All colleges but one reported a teacher placement service; however, the one that failed to do so did not provide a complete teacher-training program. All colleges but one claimed to maintain a placement service for part-time employment for students while attending college; the other college thought that it should. All colleges but two claimed to give special assistance to students in the selection of and admission to graduate schools and other post-graduate education or training; one of the other two colleges deemed it ideal to do this. Although only one college claimed a non-teacher placement service for graduating seniors, four other colleges felt that they should.

Four colleges claimed to maintain a vocational and educational information service for students, although admittedly a limited one. One other college claimed plans in this direction and the other two believed that they should. The colleges apparently doing the most along this line claimed to provide such information mainly through the orientation program and the counseling and advisement service. Three colleges reported a special guidance library; one reported to be planning such a library; and another felt that it ought to have such an asset. In this connection, one college reported special provision of
vocational information through individual instruction (in class and conversation) and through assembly talks by faculty and outside speakers. Another reported provision of such information through courses and units in orientation and vocational guidance and information.

Only one college claimed to maintain continuous contact with business, industry, and the professions for the latest information about jobs and placement; however, three colleges claimed to have plans in this direction and two others thought it desirable to do so.

None of the colleges claimed that the placement and vocational information services were coordinated. However, one college reported to have plans to bring this about and five others thought it was the ideal practice. Two colleges claimed that exploratory and try-out values of work experience were kept in mind in making placements in part-time and vacation work.

Follow-Up Service

Only two colleges claimed to maintain a definite follow-up service, but three others felt that they should. Neither of the two colleges claiming to maintain such a follow-up service reported that it was closely coordinated with the placement service, research service, counseling and advisement service, or the curriculum development program; however, one of these two colleges and two others felt that such coordination should exist. One of the two colleges reporting a follow-up service claimed that such service was continuous; of the three colleges without such a service but favoring it, two felt that it should be continuous.
One college claimed to gather information from alumni and employees to ascertain the value of specific curricula and courses and four others felt they should do this. The one college claiming to gather information for this purpose, and four other colleges, felt that such information should also be used to ascertain the results of the student personnel services and methods of instruction.

Only three colleges claimed to maintain contact with students who left school without graduating but two others thought that such contacts should be maintained. Four colleges, however, did claim to keep alumni and other former students informed of college activities and developments, and the other three reportedly were planning to improve their services to do this.

Three colleges claimed to extend the teacher placement service to graduates and former students; one reported plans along this line; and one of the two others which maintained a teacher placement service for graduating seniors felt that it would be ideal to extend such service to graduates and former students. Two of the colleges claiming to provide this service to graduates and former students also claimed to provide them with non-teacher placement service, but only one other college felt it desirable to do this. The same "two colleges" also claimed to give counseling and advisement service to graduates and former students and the "one other college" felt it desirable to do so. One of the "two colleges" claimed to give testing service to graduates and former students, while the "one other college" plus an additional one felt that their school should give such service.
Research Service

None of the colleges claimed to maintain a definite research service, although five colleges believed that they should. Three of them felt that such a service, if maintained, should be closely coordinated with, draw information and data from, and in return, serve the following: curriculum development program, counseling and advisement service, health service, student records, placement service, and follow-up service. Two colleges did report that individual staff members were encouraged to engage in research designed to improve the personnel program; two other colleges claimed that such encouragement was being planned; and one other college felt that such encouragement ought to be given. The latter three also felt that individual staff members engaged in such research should be given extra compensation and/or a reduced work load to do this. Two colleges claimed that information from research was being used to throw light on the interests, problems, and needs of students and to evaluate new techniques being used to improve the student personnel program; one other college reported plans to use research information in these ways and two others felt that they should do so.

Other Features Considered Significant

No points were stated by any college under this category which were not already covered by listed items of the "Inventory." However, one college did list and emphasize separately the following features: (1) all faculty members who teach are advisers and do some counseling; (2) every student is assigned to some faculty member as an advisee; and (3) any student may obtain special counseling or testing service through the
"counseling and testing bureau."

Degree of Conformance and Agreement

If the reports of the "Personnel Committees" can be assumed to be reasonably accurate, and if the features covered by the "Inventory" can be assumed to indicate the main features which ought to exist in the student personnel programs of colleges of the type covered by this study, then the degree of conformance to, or agreement with, the features of the "Inventory" should give some measure of the proficiency of the student personnel programs in those colleges as far as organization and procedures are concerned.

Table II shows the percentage of features covered by the "Inventory" which were reported by the "Personnel Committees" to exist in the "Present Program," were projected for the "Planned Program," or which they felt should exist in the "Ideal Program," for each "service" covered by the "Inventory" and for the "total program." In the seven colleges combined, 59 per cent of the individual features covered by the "Inventory" were claimed to exist in the "present" programs of these colleges; three per cent were being "planned," and 12 per cent, although not in the "present" programs or being "planned," were considered important to an "ideal" program—making a total of 74 per cent of the total features that were "approved" by the "Committees" of the colleges.

There are some noticeable differences between the colleges in the percentages of features reported to exist as well as in the total features approved. For example, Colleges A, B, E, and G checked no items
### TABLE II

**Percentage of features reported by "inventory" which were reported for "present," "planned," or "ideal" program by the personnel committees of the seven colleges**

<table>
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<th>Features and categories of report</th>
<th>Colleges</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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whatever for existing features for the research service, while C and D each checked 27 per cent; furthermore, Colleges D, E, and F placed high value on such features, as did G to some extent, but A approved only nine per cent and B approved no items whatever. A similar pattern is noted also for the follow-up service and for the placement service, although the latter stood much higher in the practices, and in the evaluations, of Colleges A, B, C, and G, than did the follow-up and research services.

In the organization of the program, Colleges A and D reported only 52 per cent of the features for the "present" program, but College D approved 99 per cent while College A approved only 57 per cent. All other colleges reported high agreement.

College E was the only college that reported a low figure (33 per cent) for existing features in selecting and admitting new students, and did not raise this figure by checking "planned" or "ideal" features. This college was again lowest for features in counseling and advisement of students, but surpassed College A slightly in items "approved." College D indicated more items planned for this service and the highest percentage of approval (100 per cent).

All colleges showed at least a fair degree of conformance in practice in the physical and mental health service, but only College D had definite plans for "improvements" (on 33 per cent of the features). All colleges, but especially E and F, checked a considerable number of items as "ideal" (40 per cent for each of these colleges).

College F was the only college with a low figure (36 per cent) for features in housing and boarding, but this college checked 50 per cent
of the features as "ideal."

College D was the only college with a low figure for the testing program, but this college checked 46 per cent of the items as "planned" and 17 per cent as "ideal," indicating the greatest potential for "improvement" in the testing program.

Colleges A and B showed low conformance (31 and 35 per cent) with respect to student records. The figure was increased slightly in the total for College A, and for College B it was increased enough to put it ahead of College D (51 per cent over 42 per cent). College E showed the greatest increase over items for the "present" program, with 31 per cent checked as "ideal."

The mean percentage of existing features of organization which were checked by the seven colleges was 71 (extending from 52 per cent for Colleges A and D to 81 and 86 per cent for Colleges C and F), while the features "planned" or considered "ideal" for organization brought the mean of the total items "approved" up to 88 per cent (extending from 57 per cent for College A to 99 and 100 per cent for Colleges D and G).

Table III shows the rank order of the various services in the mean percentage of features which were claimed to exist in the "present" program; also the rank order of the mean percentage of the total features checked (including the "planned" and "ideal" features as well as the "present" one).

With "67 per cent or more" as an arbitrary criterion of "high" agreement, it is noted that religious services, extracurricular activities, orientation, student discipline, housing and boarding, and selecting and admitting new students ranked "high" for the "present"
# TABLE III

Rank Order of Personnel Services Covered by "Inventory" in Mean Percentage of Features Which "Personnel Committees" Claimed to Exist in "Present" Programs; Also Rank Order of These Services in Mean Percentage of Total Items Checked

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<th>Total (present-planned - ideal):</th>
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programs in the colleges as a whole. This was also true for all these services, plus those for physical and mental health, placement, and counseling and advisement, on the total features checked. The student records and the testing program were also practically within the "high" category, with percentages of 66 and 65, for total features checked.

More than half of the features for physical and mental health, counseling and advisement, and student records were checked as existing in the "present" programs, with practically half of them (49 per cent) checked as existing in the testing program, and 43 per cent in the placement service. Although the follow-up service was low in the total averages for existing features, a mean of over 50 per cent for the features of this service was checked for the colleges as a whole despite the very low figures for some of the colleges. This is explained by the high approval given the follow-up service by three colleges.

Table IV shows the percentage of individual features covered by the "Inventory" which were checked by the "Personnel Committees" for the "present" programs; also for the total items checked, in four, five, six, and seven colleges. In summary, it is noted that 63 per cent of the individual items covered by the "Inventory" were reported for the "present" programs in four, or a majority, of the seven colleges, while 95 per cent of the items were checked as "present," "planned," or "ideal."

For the majority of the colleges, this evidence indicates in general a fair degree of conformance in practice to the features of the "Inventory" and a high degree of agreement with them.

High confidence, of course, can be placed in the necessity or desirability for the selected colleges of this study of those features
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</table>
which were checked by the "Personnel Committee" in all seven colleges (See Appendix I). At the same time, if the personnel programs are successful, some question is raised about the necessity or desirability of other features, particularly those checked by none or only a minority of the colleges (See Appendix J). One important discrepancy between the findings from the "Inventory" and the findings from the "Opinion Surveys" is noted in connection with "Student Requests for Counsel" in the following chapter. Otherwise the findings from the "Inventory" and "Opinion Surveys" are remarkably consistent.
CHAPTER IV

FINDINGS FROM THE STUDENT-OPINION
AND STAFF-OPINION SURVEYS

This chapter presents the findings from the "Student-Opinion and
Staff-Opinion Surveys" (See Appendix C).

Degree and Representativeness of Student Response

The percentage of student responses to the opinion survey for
each college as a whole was exceptionally good (as shown in Table V),
ranging from 70 per cent in College C to 93 per cent in College F.
The total student response for all colleges was 2011 out of 2505, or
80 per cent of all students eligible. The percentage of returns for
all men and women separately was practically the same—81 per cent for
the men and 80 per cent for the women.

The percentage of returns for particular class groups ranged from
40 per cent of the sophomores of College C to 100 per cent of the fresh-
man class of College F. The smallest percentage of response for a parti-
cular class-sex group was 31 per cent for the sophomore women of College
C; however, most class-sex groups far excelled this, with 100 per cent
returns from the junior and senior men of College A, the sophomore and
senior women of College B, the junior men of College C, and the fresh-
man men and women of College F. The mean total response of class groups
combined for all the colleges, ranged from 75 per cent for the seniors
to 85 per cent for the freshmen; the mean total response for all class-
sex groups for the seven colleges extended from 68 per cent for the
senior women to 87 per cent for freshman women.
TABLE V
PERCENTAGE OF ELIGIBLE STUDENTS AND STAFF MEMBERS IN CO-
OPERATING COLLEGES WHO RESPONDED TO THE OPINION SURVEYS

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<th>C</th>
<th>D</th>
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<tr>
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<td>77</td>
<td>75</td>
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<td>80</td>
<td>80</td>
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</tr>
<tr>
<td>Men</td>
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<td>68</td>
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<td>85</td>
<td>69</td>
<td>63</td>
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<tr>
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<td>56</td>
<td>52</td>
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<td>33</td>
<td>43</td>
<td>63</td>
<td>55</td>
<td>79</td>
<td>60</td>
<td>59</td>
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</table>
These figures indicate that the student responses in the cooperating colleges can be considered the equivalent of the full and complete expression of the opinions of all the students.

Degree and Representativeness of Staff Response

Table V also shows that the degree of staff response to the opinion survey for each college as a whole was not as good in any case as that of the students. The total staff responses for the separate colleges ranged from 33 per cent to 70 per cent. The median figure was 63 per cent. The over-all total response for "eligible" staff members in the seven colleges was 175 out of 296, or 59 per cent.

For staff-sex groups the range extended from 14 per cent for the staff women of College B to 85 per cent of the staff men of College F; the median was 52 per cent for the staff women of Colleges D and G. However, the response for only two staff-sex groups was below 40 per cent; five, or more than a third of the 14 groups, exceeded 68 per cent. The over-all response for the eligible staff women in the seven colleges was 52 per cent, and for the staff men was 63 per cent.

However, these figures do not give the full story, for the following reasons: (1) the proportion of men to women varied considerably in the different colleges and this fact must be kept in mind in handling the staff-sex data; (2) a considerable proportion of the eligible staff members in these colleges were fundamentally teachers and the percentage of response from this most representative group must be considered; (3) the participation of the respondents in personnel work must also be analyzed to determine their probable competence to pass judgments with
respect to personnel problems and services.

With reference to the sex of the staff members in the seven colleges, the ratio of men to women, expressed in percentages, was 47:53, 50:50, 57:43, 68:32, 75:25, and 79:21. Only in one college did the women exceed the men, and then only by six per cent. In one college the figures for men and women were even, but in all others the men were definitely in the majority, being as much as approximately three-to-one in one college and four-to-one in another. Because of these variances and because of the small number of staff members in each college, it is felt that the staff responses of each college should be treated as a unit.

The percentages of "eligible staff members" who were teachers (most of them with teaching as the main responsibility), as reported by the administrators of the study in the respective colleges, were: 67, 72, 73, 78, 83, 85, and 88, with a median of 78. The responses from such eligibles ranged from 38 per cent in two colleges to as high as 87 per cent in one. The median figure for the seven colleges was 64 per cent.

The percentages of staff respondents who reported definite responsibility for personnel work were: 44, 47, 58, 67, 80, 92, and 100. The median figure was 67 per cent. The percentages of staff respondents who reported definite guidance responsibility for particular groups or specific individuals were: 12, 30, 33, 67, 77, 80, and 92. The median figure was again 67 per cent. It is noted that in the three colleges with lower figures, the personnel responsibilities were more centralized, with deans doing a great deal of the counseling. (See Appendix G, for list of reported groups for which the staff respondents claimed
responsibility).

For the most part, it is believed that these evidences show that the staff respondents for the respective colleges were competent to answer the opinion survey forms in behalf of the total eligible staffs which they represented.

Judgments as to Value of the Study

Student Opinion as to Value of the Study. Such opinion is noted from student responses to the following questions of Pages 5 and 6 of the Mooney Problem Check List, covered in Tables VI and VII:

1. Do you feel that the items you marked on the list give a well-rounded picture of your problems?

3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing?

TABLE VI

PERCENTAGE OF STUDENTS IN COOPERATING COLLEGES WHO REPORTED THE PROBLEMS MARKED GAVE A WELL-ROUNDED PICTURE OF THEIR PROBLEMS*

<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>89</td>
<td>89</td>
<td>89</td>
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<td>4</td>
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*Derived from responses to Question 1, Page 5, of Mooney Problem Check List.

In response to the first question (No. 1), as shown in Table VI, the percentage of "Yes" answers for the total students in the separate colleges ranged from 88 to 92 per cent; the mean for all the colleges
TABLE VII

PERCENTAGE OF STUDENTS IN COOPERATING COLLEGES WHO REPORTED
THAT FILLING OUT THE LIST OF PROBLEMS WAS WORTH WHILE.

<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
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<tbody>
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<td>13</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
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</tbody>
</table>

*Derived from responses to Question 3, Page 6, of Mooney Problem Check List.

was 90 per cent. The percentage of "No" answers extended from five to eight; the over-all mean was seven. The proportion who did not answer the question ranged from two to six per cent; the over-all mean was four.

The response to the second question (No. 3), as shown in Table VII, the percentage of "Yes" answers for the total students in the separate colleges ranged from 74 to 86 per cent; the actual mean for all the colleges was 81 per cent. The percentage of "No" answers extended from seven to 13; the over-all average was nine. The proportion who did not answer the question ranged from two to 16 per cent; the over-all mean was ten.

The figures strongly support the contention that the problems reported by the students give an accurate presentation of their problems; they further add considerable weight to the belief that the study was worth while.

Staff Judgments As to Value and Use of the Study. Staff respondents were not asked to reply to the two questions covered above, either for themselves or for the students. However, their opinions regarding the value and use of the study can be determined fairly well from examining
their answers to the following question (No. 4) on Sheet III of the Staff-Opinion Survey form: "How would you like to see the results of this study used?"

The percentages of staff respondents in the different colleges who replied were: 42, 48, 51, 52, 56, 60, and 62. The mean for the seven colleges was 53.

Every staff member who answered (save one) in all the colleges, gave constructive suggestions as to the use of the findings, mainly for improvements that might be effected in the personnel services of his own college (See Appendix M for typical statements).

Confidence in the Findings. It is believed, therefore, that the evidence is strong enough to conclude that a sufficient number of both students and staff felt that the study had value, for a high degree of confidence to be placed in the findings.

The Problems Underscored

Total Problems Underscored. Table VIII shows the mean number of problems underscored by student groups and staff members in the respective colleges. The mean number of problems underscored by the staff greatly exceeded the mean number of problems underscored by the students in every college, indicating a probable awareness of staff members to student problems. Although there were some differences between classes and between class-sex groups, the mean number of problems underscored by the freshmen exceeded the mean number underscored by the seniors, and the mean number underscored by the total women exceeded the mean number underscored by the total men, in each institution. The differences between
### TABLE VIII

**COMPARISON OF STUDENT GROUPS AND STAFF OF Cooperating Colleges WITH RESPECT TO MEAN NUMBER OF PROBLEMS UNDERSCORED**

<table>
<thead>
<tr>
<th>COLLEGES</th>
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<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<tr>
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<td>26.7</td>
<td>33.4</td>
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<td>38.2</td>
<td>32.8</td>
<td>33.0</td>
<td>30.4</td>
<td>37.2</td>
<td>31.6</td>
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</tr>
<tr>
<td>Staff</td>
<td>56.6</td>
<td>50.0</td>
<td>48.3</td>
<td>66.5</td>
<td>53.2</td>
<td>60.2</td>
<td>59.7</td>
</tr>
</tbody>
</table>
freshmen and seniors imply a reduction in problems as a result of the college experience. The other differences cannot be explained from the evidence. (See comment on figures for women, infra, p.171).

Table IX shows the upper tenth of the range for the total number of problems underscored by student groups and staff members in cooperating colleges. In general, the figures are high for the lower as well as the upper limits of the upper tenth of the range. Some differences existed between class and between class-sex groups, but in every college both the lower limit and the upper limit of the upper tenth of the range was definitely higher for the staff than for the students. These findings would imply a need for counsel by at least ten per cent, and probably a much greater proportion, of the student body. Some of the staff apparently were well aware of the need.

Frequency of Problems Underscored in the Various Problem Areas.
Tables I, XI, XII, and XIII show the rank order of problem areas in the frequency of problems underscored by the total students, total men, total women, and staff members in the cooperating colleges. Table XIV shows the correlations between students and staff and between men and women students in cooperating colleges in the rank order of the problem areas. At least a fair degree of similarity existed between the groups in the relative frequency of the different types of problems underscored. In College E it was high between students and staff, and in A, E, F, and G, high between men and women students. This is further evidence to indicate an awareness of the staff to student problems, but the similarities and differences between the student groups are not explained.
### TABLE IX

**Upper Tenth of Range for Total Number of Problems Underlined by Student Groups and Staff Members in Cooperating Colleges**

<table>
<thead>
<tr>
<th>COLLEGES:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>77-102</td>
<td>84</td>
<td>69-98</td>
<td>69-151</td>
<td>86-149</td>
<td>65-151</td>
<td>52-73</td>
</tr>
<tr>
<td>Total</td>
<td>77-109</td>
<td>77-148</td>
<td>69-96</td>
<td>65-174</td>
<td>80-149</td>
<td>62-151</td>
<td>55-112</td>
</tr>
<tr>
<td>Sophomores:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>51</td>
<td>38-56</td>
<td>72-83</td>
<td>59-96</td>
<td>77-91</td>
<td>58-105</td>
<td>62-129</td>
</tr>
<tr>
<td>Women</td>
<td>78-79</td>
<td>52-70</td>
<td>59</td>
<td>114-135</td>
<td>65-84</td>
<td>54-72</td>
<td>67-109</td>
</tr>
<tr>
<td>Total</td>
<td>51-79</td>
<td>52-70</td>
<td>72-83</td>
<td>59-135</td>
<td>68-91</td>
<td>59-105</td>
<td>64-129</td>
</tr>
<tr>
<td>Juniors:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>60-66</td>
<td>90</td>
<td>70-76</td>
<td>65-77</td>
<td>53-79</td>
<td>57-104</td>
<td>62-73</td>
</tr>
<tr>
<td>Women</td>
<td>83</td>
<td>33</td>
<td>57</td>
<td>53-75</td>
<td>81-122</td>
<td>78-119</td>
<td>63-124</td>
</tr>
<tr>
<td>Total</td>
<td>60-83</td>
<td>90</td>
<td>65-76</td>
<td>62-77</td>
<td>61-122</td>
<td>57-119</td>
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<td>Seniors:</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Men</td>
<td>76</td>
<td>66</td>
<td>55-64</td>
<td>52-105</td>
<td>56-108</td>
<td>54-56</td>
<td>62-124</td>
</tr>
<tr>
<td>Women</td>
<td>74</td>
<td>32</td>
<td>55</td>
<td>56-68</td>
<td>97-93</td>
<td>55-61</td>
<td>56-76</td>
</tr>
<tr>
<td>Total</td>
<td>74-76</td>
<td>66</td>
<td>55-64</td>
<td>52-105</td>
<td>63-108</td>
<td>55-61</td>
<td>61-126</td>
</tr>
<tr>
<td>Total Students:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Men</td>
<td>51-109</td>
<td>64-148</td>
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<td>52-174</td>
<td>58-114</td>
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</tr>
<tr>
<td>Women</td>
<td>74-102</td>
<td>71-84</td>
<td>61-98</td>
<td>53-136</td>
<td>83-119</td>
<td>54-151</td>
<td>52-124</td>
</tr>
<tr>
<td>Total</td>
<td>51-109</td>
<td>70-148</td>
<td>65-98</td>
<td>52-174</td>
<td>68-119</td>
<td>54-151</td>
<td>52-129</td>
</tr>
<tr>
<td>Staff</td>
<td>88-208</td>
<td>109</td>
<td>127</td>
<td>126-324</td>
<td>133-169</td>
<td>131-214</td>
<td>90-197</td>
</tr>
</tbody>
</table>
### TABLE X

**RANK ORDER OF PROBLEM AREAS IN FREQUENCY OF PROBLEMS UNDERSCORED BY TOTAL STUDENTS IN COOPERATING COLLEGES**

<table>
<thead>
<tr>
<th>COLLEGES: A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPD</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>FLE</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>SRA</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SPR</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>PPR</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CSM</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>HF</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>11</td>
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<td>MR</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>ACW</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FVE</td>
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<td>8</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>CTP</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

### TABLE XI

**RANK ORDER OF PROBLEM AREAS IN FREQUENCY OF PROBLEMS UNDERSCORED BY TOTAL MEN STUDENTS IN COOPERATING COLLEGES**

<table>
<thead>
<tr>
<th>COLLEGES: A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<tbody>
<tr>
<td>Areas</td>
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<td></td>
</tr>
<tr>
<td>HPD</td>
<td>9</td>
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<td>8</td>
<td>10</td>
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<td>7</td>
</tr>
<tr>
<td>FLE</td>
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<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>SRA</td>
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<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
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<td>9</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
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<td>4</td>
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<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>MR</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>8.5</td>
<td>9</td>
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<td>ACW</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FVE</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CTP</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>8.5</td>
<td>10</td>
</tr>
</tbody>
</table>
### TABLE XII

**RANK ORDER OF PROBLEM AREAS IN FREQUENCY OF PROBLEMS UNDERSCORED BY TOTAL WOMEN STUDENTS IN Cooperating Colleges**

<table>
<thead>
<tr>
<th>Areas</th>
<th>COLLEGES:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
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<tbody>
<tr>
<td>HPD</td>
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<td>6</td>
<td>6</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>FLE</td>
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<td>5</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>SRA</td>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SPR</td>
<td></td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PPR</td>
<td></td>
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<td>4</td>
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<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>GSM</td>
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<td>7</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>HF</td>
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<td>10</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>MR</td>
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<td>9</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>ACM</td>
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<td>1</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FVE</td>
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<td>8</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>CTP</td>
<td></td>
<td>11</td>
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<td>7</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

### TABLE XIII

**RANK ORDER OF PROBLEM AREAS IN FREQUENCY OF PROBLEMS UNDERSCORED BY STAFF MEMBERS IN Cooperating COLLEGES**

<table>
<thead>
<tr>
<th>Areas</th>
<th>COLLEGES:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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</thead>
<tbody>
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<td>10</td>
<td>9</td>
<td>9</td>
<td>7</td>
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<td>4</td>
</tr>
<tr>
<td>FLE</td>
<td></td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SRA</td>
<td></td>
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<td>7</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>SPR</td>
<td></td>
<td>6</td>
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<td>3.5</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>6.5</td>
</tr>
<tr>
<td>PPR</td>
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<td>2</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>6.5</td>
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<tr>
<td>GSM</td>
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<td>8</td>
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<td>11</td>
</tr>
<tr>
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<td>11</td>
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<td>9</td>
<td>9</td>
</tr>
<tr>
<td>MR</td>
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<td>11</td>
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<td>11</td>
<td>5</td>
</tr>
<tr>
<td>ACM</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FVE</td>
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<td>4</td>
<td>3.5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CTP</td>
<td></td>
<td>10</td>
<td>5.5</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>
TABLE XIV

CORRELATIONS BETWEEN STUDENTS AND STAFF AND BETWEEN MEN AND WOMEN STUDENTS IN COOPERATING COLLEGES IN THE RANK ORDER OF PROBLEM AREAS IN THE FREQUENCY OF PROBLEMS UNDERSCORED

<table>
<thead>
<tr>
<th>COLLEGES: Groups</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and Staff</td>
<td>.52</td>
<td>.51</td>
<td>.48</td>
<td>.51</td>
<td>.44</td>
<td>.55</td>
<td>.42</td>
</tr>
<tr>
<td>Men and Women Students</td>
<td>.79</td>
<td>.59</td>
<td>.45</td>
<td>.65</td>
<td>.95</td>
<td>.82</td>
<td>.84</td>
</tr>
</tbody>
</table>

"Adjustment to college work (ACW)" was the highest-ranking problem area for every group in every college (save for a few exceptions in class or class-sex groups in some colleges). However, with one exception, it was a high-ranking area for every class and class-sex group.

"Social and recreational activities (SRA)" was also a high-ranking area for the total students, total men, and total women in every college, but it was a middle or low-ranking area on the staff list in each case.

"Personal-psychological relations (PPR)" was a high-ranking area for the total students and total women in every college; however, it ranked generally a little lower for the men. On the staff list, it was a high-ranking area in two colleges (C and F) and a middle or low-ranking area in the others.

"Finances, living conditions, and employment (FLE)" was a high or middle-ranking area for the total students in every college. It was a
high-ranking area for the men in all colleges except one (F), where it was in middle-position (although it did rank high for the junior and senior men in that college). It was a middle-ranking area for the women in five colleges (A, C, E, F, and G), a low-ranking area in the other two. It was a middle-ranking area on the staff list in one college (C), a high-ranking area in the other six.

"The future: vocational and educational (FVE)" was a middle or low-ranking area for the total students in every college. It was a high-ranking area for the men in three (C, D, and E), a middle-ranking area in the other four. It was a middle-ranking area for the women in two colleges (D and E), a low-ranking area in the other five. It was generally a high-ranking area on the staff lists.

"Social-psychological relations (SPR)" was a high-ranking area for the total students in three colleges (B, F, and G), a middle-ranking area in the other four. It was generally a middle-ranking area for the men, a high-ranking area for the women. It was a high-ranking area on the staff list in two colleges (C and E), a middle-ranking area in the other five.

"Health and physical development (HPD)" was generally a middle-ranking area for the total students in the seven colleges. It was generally a middle-ranking area for the total women but ranked lower for the men in every case. It was a high-ranking area on the staff list in two colleges (A and C), a middle-ranking area in one (E), a low-ranking area in the other four.

"Morals and religion (MR)" was a middle or low-ranking area for
the total students in every college. It ranked high for the men in one college (B), but was in middle or low-position for the others. It was high on one staff list (B), in middle-position on three (C, D, G), and low on the others.

"Courtship, sex, and marriage (CSM)" was a low-ranking area for the total students and total men in every college and for the total women in all but two (B and F), in which it was in middle-position. It was in middle-position on one staff list (A), but generally a low-ranking area for the others.

"Home and family (HF)" was a low-ranking area for the total students and total men in every college and for the total women in all but two colleges (A and G), in which it was in middle-position. It was generally low on the staff lists.

"Curriculum and teaching procedure (CTP)" was a high-ranking area for the total students in one college (B), a middle-ranking area in another (C), but a low-ranking area in the others. For the men it was a high-ranking area in one college (B), a middle-ranking area in another (C), and a low-ranking area in the others. It was a middle-ranking area for the women in two colleges (C and D) but a low-ranking area in the others. It was generally a middle or low-ranking area on the staff lists.

These data support the "Conclusions" in the following chapter under the heading of "Special Needs Revealed by Student Problems."

The Problems Circled

Total Problems Circled. The proportion of respondents circling
problems was high for the staff and for all student groups in all of
the colleges (with the exception of certain class and class-sex groups
in Colleges B and C). Table XV shows the mean number of problems
circled by student groups and staff members in the cooperating colleges.
The mean number of problems circled by the staff exceeded the mean num-
ber circled by the students as a whole in every college. In three col-
leges (B, D, and F) the mean for the staff more than doubled the mean
for the students and it was definitely greater in two others (C and G).
The least differences between students and staff were in Colleges A and
E. It is noted that the mean for the junior men exceeded the mean for
the staff in College A; the mean for the sophomore men exceeded the mean
for the staff in College C; while the mean for the junior women equaled,
and for the freshman women, senior women, and total women exceeded, the
mean for the staff in College E. Although there were some variances
between classes and between class-sex groups, the mean for the freshmen
exceeded the mean for the seniors in every college (although the
difference was very slight in College C). Except in College A (where
the means were the same), the mean for the women exceeded the mean for
the men. The greater number of problems circled or underscored generally
by the women may mean greater need of help; it is consistent with the
findings of some of the other group studies of student problems.

Evidently a considerable proportion of the students possessed
serious problems and the staff members generally realized the existence
of such problems and the students' need for help on them. Some of the
problems apparently diminished in seriousness or disappeared between
the freshman and senior years. Other similarities and differences between
### TABLE XV

**COMPARISON OF STUDENT GROUPS AND STAFF OF COOPERATING COLLEGES WITH RESPECT TO THE MEAN NUMBER OF PROBLEMS CIRCLED**

<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>14.1</td>
<td>5.4</td>
<td>6.1</td>
<td>7.4</td>
<td>11.2</td>
<td>7.8</td>
<td>9.1</td>
</tr>
<tr>
<td>Women</td>
<td>13.5</td>
<td>15.2</td>
<td>10.1</td>
<td>8.1</td>
<td>14.0</td>
<td>9.9</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>13.9</td>
<td>9.4</td>
<td>9.1</td>
<td>7.8</td>
<td>12.8</td>
<td>8.8</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Sophomores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>9.2</td>
<td>6.1</td>
<td>17.5</td>
<td>3.7</td>
<td>9.8</td>
<td>7.6</td>
<td>7.4</td>
</tr>
<tr>
<td>Women</td>
<td>9.5</td>
<td>9.3</td>
<td>5.8</td>
<td>10.5</td>
<td>8.6</td>
<td>8.2</td>
<td>9.1</td>
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<td>Total</td>
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<td>7.7</td>
<td>11.9</td>
<td>6.1</td>
<td>9.2</td>
<td>7.9</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Juniors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Men</td>
<td>15.3</td>
<td>14.0</td>
<td>8.0</td>
<td>9.3</td>
<td>7.6</td>
<td>7.8</td>
<td>6.9</td>
</tr>
<tr>
<td>Women</td>
<td>11.8</td>
<td>7.5</td>
<td>5.7</td>
<td>5.3</td>
<td>12.0</td>
<td>9.5</td>
<td>8.0</td>
</tr>
<tr>
<td>Total</td>
<td>13.9</td>
<td>11.1</td>
<td>7.4</td>
<td>7.7</td>
<td>8.7</td>
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<td>7.4</td>
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<tr>
<td><strong>Seniors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>8.4</td>
<td>1.3</td>
<td>3.5</td>
<td>6.5</td>
<td>9.3</td>
<td>9.1</td>
<td>8.6</td>
</tr>
<tr>
<td>Women</td>
<td>8.9</td>
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<td>3.6</td>
<td>4.9</td>
<td>14.1</td>
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<tr>
<td>Total</td>
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<td>1.1</td>
<td>3.5</td>
<td>6.0</td>
<td>10.7</td>
<td>7.3</td>
<td>8.4</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Men</td>
<td>12.6</td>
<td>5.8</td>
<td>7.8</td>
<td>6.8</td>
<td>9.5</td>
<td>7.8</td>
<td>8.2</td>
</tr>
<tr>
<td>Women</td>
<td>10.7</td>
<td>11.5</td>
<td>8.4</td>
<td>7.5</td>
<td>12.4</td>
<td>8.8</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>11.7</td>
<td>8.3</td>
<td>8.1</td>
<td>7.1</td>
<td>10.8</td>
<td>8.2</td>
<td>8.5</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
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<td>12.6</td>
<td>17.9</td>
<td>12.0</td>
<td>19.6</td>
<td>14.4</td>
</tr>
</tbody>
</table>
student groups in particular institutions are not explainable from the data.

Percentage of Staff Help Claimed on Circled Problems. Table XVI shows the percentage of staff help claimed by student groups and staff members in the cooperating colleges. The percentage of help which the staff claimed to give on circled problems greatly exceeded the percentage of help which the students as a whole claimed to receive in every college. In each case, the claim of the staff was more than double the claim of the students. In College E the claim of the staff was more than three times the claim of the students, while in Colleges B, C, and D it was more than four times the student claim. There was considerable variance between some of the class and class-sex groups in the percentage of staff help claimed so that no consistent pattern for comparable groups in the different colleges is noted.

Frequency of Problems Circled in the Various Problem Areas.
Table XVII shows the correlations between students and staff and between men and women students in cooperating colleges in the rank order of problem areas in the frequency of problems circled. For the most part, at least a fair degree of similarity existed between the groups compared in the relative frequency of the different types of problems circled.

Table XVIII shows the correlation between the rank order of problem areas in the frequency of problems underscored and the frequency of problems circled in these areas for each of the following groups: total students, total men students, total women students, and staff. The figures indicate that the proportion of problems circled in each area,
TABLE XVI

COMPARISON OF STUDENT GROUPS AND STAFF IN COOPERATING COLLEGES WITH RESPECT TO PERCENTAGE OF STAFF HELP CLAIMED ON CIRCLED PROBLEMS

<table>
<thead>
<tr>
<th>Groups</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Women</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>8</td>
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<td>16</td>
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<td>7</td>
<td>9</td>
<td>16</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Sophomores</td>
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<td></td>
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<td></td>
</tr>
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<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Women</td>
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<td>4</td>
<td>21</td>
<td>10</td>
<td>4</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
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<td>6</td>
<td>10</td>
<td>7</td>
<td>24</td>
<td>14</td>
</tr>
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<td>Juniors</td>
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<td></td>
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</tr>
<tr>
<td>Men</td>
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<td>7</td>
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<td>16</td>
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<tr>
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<td>21</td>
<td>21</td>
<td>17</td>
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<td>19</td>
</tr>
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<td>10</td>
<td>9</td>
<td>20</td>
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<td>18</td>
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<td></td>
</tr>
<tr>
<td>Men</td>
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<td>33</td>
<td>10</td>
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<tr>
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<td>10</td>
<td>4</td>
<td>8</td>
<td>16</td>
<td>18</td>
<td>17</td>
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<td>Women</td>
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<td>9</td>
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<td>16</td>
<td>14</td>
</tr>
<tr>
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<td>35</td>
<td>37</td>
<td>33</td>
<td>33</td>
<td>43</td>
<td>42</td>
<td>38</td>
</tr>
</tbody>
</table>

"Percentage of staff help" based on proportion of frequency of problems circled and marked "x" to total frequency of problems circled.
### TABLE XVII

**CORRELATIONS BETWEEN STUDENTS AND STAFF AND BETWEEN MEN AND WOMEN STUDENTS IN COOPERATING COLLEGES IN THE RANK ORDER OF PROBLEM AREAS IN THE FREQUENCY OF PROBLEMS CIRCLED**

<table>
<thead>
<tr>
<th>COLLEGES: Groups</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and Staff</td>
<td>.55</td>
<td>.22</td>
<td>.22</td>
<td>.77</td>
<td>.95</td>
<td>.46</td>
<td>.33</td>
</tr>
<tr>
<td>Men and Women Students</td>
<td>.49</td>
<td>.38</td>
<td>.78</td>
<td>.37</td>
<td>.68</td>
<td>.57</td>
<td>.56</td>
</tr>
</tbody>
</table>

### TABLE XVIII

**CORRELATION OF PROBLEM AREAS IN RANK ORDER OF FREQUENCY OF PROBLEMS CIRCLED AND FREQUENCY OF PROBLEMS UNDERSCORED FOR TOTAL STUDENTS, TOTAL MEN, TOTAL WOMEN, AND STAFF MEMBERS IN COOPERATING COLLEGES**

<table>
<thead>
<tr>
<th>COLLEGES: Groups</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>.82</td>
<td>.95</td>
<td>.87</td>
<td>.80</td>
<td>.88</td>
<td>.92</td>
<td>.95</td>
</tr>
<tr>
<td>Total Men</td>
<td>.95</td>
<td>.82</td>
<td>.83</td>
<td>.85</td>
<td>.91</td>
<td>.87</td>
<td>.94</td>
</tr>
<tr>
<td>Total Women</td>
<td>.72</td>
<td>.94</td>
<td>.85</td>
<td>.89</td>
<td>.87</td>
<td>.94</td>
<td>.87</td>
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<tr>
<td>Staff</td>
<td>.77</td>
<td>.85</td>
<td>.59</td>
<td>.98</td>
<td>.77</td>
<td>.92</td>
<td>.93</td>
</tr>
</tbody>
</table>
in relation to other areas and the total, corresponds fairly well to the proportion of problems underscored in each area, in relation to other areas and the total. The order of frequency of underscored problems, therefore, indicates a similar order of frequency of circled problems. Furthermore, the ranking problems (to be discussed in the following section) can be assumed to be largely the same as the most prevalent underscored problems reported by a much greater proportion of students.

The Ranking Problems

Number and Distribution of Ranking Problems. The number of ranking problems on the staff list was definitely more than the number of ranking problems for the students as a whole, for the total men, total women, and each of the class groups in every college. In comparison with the number of ranking problems for the total students, the number on the staff list extended from one and six-tenths times the number for the students in College B to 11 times the number for the students in College D.

The area of "Adjustment to college work (ACW)" was the leading area for ranking problems for the students as a whole in six colleges and tied with "Social and recreational activities (SRA)" for the leading area in one (College B). It was the leading area for ranking problems for the men in five colleges; was tied with "The future: vocational and educational (FVE)" in one (College A); while "Finances, living conditions, and employment (FLE)" was the leading area in the other (College B). It was the leading area for ranking problems for the women in five colleges; was tied with "Personal-psychological
relations (PPR)" in one (College B); while "Finances, living conditions, and employment was the leading area in the other (College A). It was definitely the leading area for ranking problems on the staff list in every college. There was no particular pattern for the distribution of the other ranking problems.

The Leading Ranking Problems. Special note was made of the problems which were ranking problems for the students as a whole, total men, total women, one or more class groups, or the staff in three or more of the seven cooperating colleges.

The leading problem was No. 141 ("Not knowing how to study effectively"), which was a ranking problem on the staff list, for the total students, total men, and total women in all seven colleges, and for all class groups except the sophomores in Colleges A and D and the seniors in Colleges C, D, and F.

No. 151 ("Not spending enough time in study") was a ranking problem for the total students and total men in all colleges except B, in which it was a ranking problem for the freshmen. It was a ranking problem for the total women in all colleges except B and C. It was a ranking problem on the staff list in all seven colleges.

Other Leading Problems for the Total Students. No. 2 ("Being underweight") was a ranking problem for the total students in all colleges except C and E, but was not on the staff list in any of the colleges.

No. 71 ("Wanting a more pleasing personality") was a ranking problem for the total men in Colleges A and G, and for the total students
and total women (whose proportion greatly influenced the total) in all colleges except C and D. It was not on any staff list of ranking problems.

No. 10 ("Needing a part-time job now") was a ranking problem for the total students in Colleges A, B, D, and F; for the total men in B, C, and D; for the total women in A; and for the juniors in E. It was a ranking problem on the staff list in all colleges except C and G.

No. 203 ("Wanting to feel close to God") was a ranking problem for the total students, total men, and total women in Colleges A, E, and G; for the total students in B; for the total women in D; and for the total men in F; but it was a ranking problem on the staff list only in E.

No. 142 ("Easily distracted from my work") was a ranking problem for the total students and total women in Colleges D, E, and F; for the total men in D and F; for the seniors (especially the women) in B; and for the sophomores and seniors (especially the women) in G. It was a ranking problem on the staff list for all colleges except B and C.

No. 97 ("Getting low grades") was a ranking problem for the total students and total men in Colleges C, E, and G and the total women in C and E. It was a ranking problem on the staff list in all except B and C.

No. 160 ("Concerned about military service") was a ranking problem for the total men in all colleges except B and the proportion of men was high enough to make it a ranking problem for the total students in A, E, and F. It was a ranking problem on the staff list in all colleges except C.

No. 180 ("Trouble in keeping a conversation going") was a ranking problem for the total students in Colleges A, B, and F; the total men
in A; and the total women in B, E, and G; but it was not a ranking problem on any staff list.

No. 207 ("Unable to concentrate well") was a ranking problem for the total students in Colleges B, E, and F; the total men and total women in E and F; the juniors in D; and the freshmen in G. It was a ranking problem on the staff list in D, F, and G.

No. 243 ("Lacking self-confidence") was a ranking problem for the total students in Colleges E, F, and G; for the total women in A, B, E, F, and G (who greatly influenced the total in F and G); for the total men in E; and for the freshmen in C. It was a ranking problem on the staff list in A, E, and G.

**Special Problems for the Men.** No. 160 (mentioned above) was a special ranking problem for the men in six colleges.

No. 100 ("Slow in reading") was a ranking problem for the total men in four colleges (A, E, F, and G) and the total students in two more colleges (F and G) with the proportion of men greatly influencing the totals. It was a ranking problem for the juniors in B. It was on the staff list in all seven colleges.

No. 1 ("Feeling tired much of the time") was a ranking problem for the total men in three colleges (A, C, and E); for the total women in E and G; for the juniors in F; and for the total students in A. It was a ranking problem on the staff list in B, C, and G.

**Special Problems for the Women.** Nos. 42, 71, and 243 (mentioned above) were special problems for the women in most of the colleges.

No. 5 ("Not getting enough sleep") was a ranking problem for the
total women in all colleges except C and F. It was a ranking problem for the total men in A and G and was on the staff list of ranking problems in all colleges except B and C.

No. 130 ("Feeling inferior") was a ranking problem for the total women in all colleges except C and D. It was a ranking problem for the total students in A (with the proportion of women greatly influencing the total) and was a ranking problem on the staff list in all colleges except B and C.

No. 85 ("Wondering if I'll ever find a suitable mate") was a ranking problem for the total women in all colleges except C and D. It was a ranking problem for the total students and total men in A and on the staff list of ranking problems in all colleges except A and F.

No. 22 ("Worrying about unimportant things") was a ranking problem for the total women in Colleges B, D, and E, for the sophomores in A, the juniors in C, and the seniors in D. It was a ranking problem for the total students only in D and was on the staff list only in E.

No. 210 ("Afraid to speak up in class discussions") was a ranking problem for the total women in Colleges F, F, and G, and for the freshmen (especially the women) in B. It was a ranking problem on the staff list in A, F, and G.

No. 261 ("Worrying about examinations") was a ranking problem for the total women in Colleges B, C, and F; for the total men in B and C; and for the total students in C and D. It was on the staff list of ranking problems in D and G.

Special Problems of Class Groups. Nos. 46 ("Restless at delay in starting life work"), 65 ("Too many financial problems"), 88 ("Worried
about a member of my family"), and 117 ("Needing to watch every penny I spend") were ranking problems for one or more class groups in four colleges in each case, while Nos. 23 ("Nervousness"), 25 ("Finding it difficult to relax"), and 51 ("Hard to study in living quarters") were ranking problems for one or more class groups in three colleges. No. 46 was on the staff list of ranking problems in one college, No. 65 in two, and No. 51 in six.

Other Leading Problems on Staff Lists. No. 44 ("Having a poor background for some subjects") was a ranking problem on the staff list in all seven colleges, but for the student groups was a ranking problem only for the total students in College G.

Nos. 43 ("Not planning my work ahead"), 45 ("Inadequate high school training"), 98 ("Weak in writing"), 152 ("Having too many outside interests"), 154 ("Trouble in outlining or note-taking"), and 283 ("Doing more outside work than is good for me") were ranking problems on the staff list in five colleges; Nos. 16 ("Being timid or shy"), 49 ("Purpose in going to college not clear"), 61 ("Going in debt for college expenses"), and 208 ("Unable to express myself well in words") in four colleges; and Nos. 62 ("Going through college on too little money"), 121 ("Awkward in meeting people"), 209 ("Vocabulary too limited"), 215 ("Needing to know my vocational abilities"), and 275 ("Forced to take counsel I don't like") in three colleges. No. 61 was a ranking problem for the total students and total women in one college; for the total men in two colleges; and for two class groups in one college. The only ones of the remainder of these problems which were ranking
Problems for student groups were No. 16 for the total students in one college and the total men in another; No. 62 for the total men in one college; No. 121 for the total students and total men in one college; Nos. 43, 209, and 215 for two class groups in two colleges; and Nos. 67 and 283 for one class group in two colleges.

These data further support the "Conclusions" in the following chapter under the heading of "Special Needs Revealed by Student Problems."

Proportion of Student Ranking Problems on Staff Lists and Staff Ranking Problems on Student Lists. The following table (XIX) shows the proportion of ranking problems for the respective student groups that also occurred on the staff list in each college and the proportion of ranking problems on the staff list that occurred on the student lists.

TABLE XIX

PERCENTAGE OF RANKING PROBLEMS FOR STUDENT GROUPS OCCURRING ON STAFF LISTS AND PERCENTAGE ON STAFF LISTS OCCURRING ON STUDENT LISTS

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Percentage of ranking problems for each group occurring on staff list of ranking problems:</th>
<th>Percentage of ranking problems on staff list occurring on list of one or more student groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To-Total</td>
<td>To-Tot</td>
</tr>
<tr>
<td>A</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>B</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>C</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>D</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>E</td>
<td>70</td>
<td>82</td>
</tr>
<tr>
<td>F</td>
<td>73</td>
<td>100</td>
</tr>
<tr>
<td>G</td>
<td>73</td>
<td>80</td>
</tr>
</tbody>
</table>
These figures show at least a fair degree of agreement between student groups and staff in each college in the most prevalent problems circled. The least similarity is noted for Colleges B and C. The figure in the right-hand column would be much higher in most cases (particularly for College D) if it were not for the fact that the number of ranking problems on the staff list greatly exceeded the number of ranking problems for the student groups.

**Proportion of Staff Members Circling Student Ranking Problems**

Table XX makes comparisons between students and staff members of cooperating colleges in the proportion who circled student ranking problems. In every college, the proportion of staff members circling student ranking problems equaled or exceeded the proportion of students circling such problems on a third or more of the problems. Except in Colleges A and C, the proportion of staff members circling problems was greater for the men students than for the women. In some instances (notably for the total students in A, the men in C, and the women in B, E, and G) a high proportion of the student ranking problems were circled by none or a low proportion of the staff. However, in most instances, most of the problems were underscored by at least a fair proportion of the staff.

The data in Tables XIX and XX give further support to the belief that the staff members realized fairly well the nature, prevalence, and seriousness of student problems. In view of the fact that they generally underscored and circled more problems than the students, and circled many problems not circled by a corresponding proportion of students, it might
be inferred that they were probably projecting themselves somewhat into their judgment of student problems. It can also be inferred that many students probably had problems that they did not recognize or were unwilling to admit.

**TABLE XX**

**COMPARISON OF STUDENTS AND STAFF MEMBERS IN COOPERATING COLLEGES WITH RESPECT TO PROPORTION CIRCLING STUDENT RANKING PROBLEMS**

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Exceeded proportion of students</th>
<th>Was same as student proportion</th>
<th>*Was zero, or less than the proportion of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To-</td>
<td>To-</td>
<td>To-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>x</td>
<td>students</td>
<td>men</td>
<td>men</td>
</tr>
<tr>
<td>A</td>
<td>55</td>
<td>47</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>25</td>
<td>75</td>
<td>19</td>
</tr>
<tr>
<td>C</td>
<td>33</td>
<td>37</td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>75</td>
<td>80</td>
<td>67</td>
</tr>
<tr>
<td>E</td>
<td>36</td>
<td>67</td>
<td>16</td>
</tr>
<tr>
<td>F</td>
<td>82</td>
<td>100</td>
<td>61</td>
</tr>
<tr>
<td>G</td>
<td>55</td>
<td>70</td>
<td>42</td>
</tr>
</tbody>
</table>

*Most of the student ranking problems circled by none or less than ten per cent of staff were usually underscored by a fair proportion.

Staff Help Claimed on Ranking Problems. Table XXI compares students and staff members in cooperating colleges with respect to the percentage of student ranking problems on which the claim of the staff in giving help exceeded the claim of the students, or on which the percentage of students in receiving help exceeded the claim of the staff. It
TABLE XXI

COMPARISON OF STUDENTS AND STAFF MEMBERS OF COOPERATING COLLEGES WITH RESPECT TO STAFF HELP CLAIMED ON RANKING PROBLEMS

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Student claim exceeded staff claim</th>
<th>Staff claim exceeded student claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Men</td>
<td>53</td>
<td>42</td>
</tr>
<tr>
<td>Women</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Men</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Women</td>
<td>12</td>
<td>83</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Men</td>
<td>25</td>
<td>37</td>
</tr>
<tr>
<td>Women</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Men</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Women</td>
<td>16</td>
<td>84</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>Men</td>
<td>0</td>
<td>82</td>
</tr>
<tr>
<td>Women</td>
<td>11</td>
<td>79</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td>27</td>
<td>64</td>
</tr>
<tr>
<td>Men</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Women</td>
<td>331</td>
<td>69</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>Men</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Women</td>
<td>16</td>
<td>84</td>
</tr>
</tbody>
</table>
is noted that only in College A did the claim of the students as a whole (and for the total men and women in this case) exceed the claim of the staff, although in College C the claim of the total students and staff was equal. In most instances, the claim of the staff was far in excess of the claim of the students.

**Student Requests for Counsel**

The following table shows the response of students in cooperating colleges to the question: "If the opportunity were offered, would you like to talk over any of these problems with someone of the college staff? ... If so, do you know the particular person(s) with whom you would like to have these talks? ...

**TABLE XXII**

**RESPONSE OF STUDENTS TO QUESTION REGARDING DESIRE FOR STAFF COUNSEL ON THEIR PROBLEMS**

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Percentage of students who requested staff counsel on their problems</th>
<th>Percentage of students who did not answer question</th>
<th>Percentage requesting counsel who reported they did not know person(s) to consult</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>B</td>
<td>19</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>C</td>
<td>26</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td>E</td>
<td>28</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>F</td>
<td>26</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>G</td>
<td>19</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>17</td>
<td>37</td>
</tr>
</tbody>
</table>

*Data derived from responses to Question 4, p. 6, Mooney Problem Check List.*
It is noted that about a fourth of the students, on the average, requested this privilege (19 per cent in Colleges B and C to 28 per cent in College E), giving further support to the evidence that many students needed counsel. However, on the average, over a third (13 per cent in College B to 46 per cent in Colleges D and I) reported that they did not know the particular person or persons with whom they would like to confer. This did not accord with the belief of the "Personnel Committee" in each college that every student knew it was his privilege to contact his adviser or a counselor whenever he needed assistance (supra, p.132).

General Ratings of Student Personnel Services

Table XXIII presents a summary of the general ratings by students and staff members of cooperating colleges of the "college's services for helping students with guidance and adjustment problems."

The ratings by the students as a whole were predominantly "fair" to "good" in Colleges B and D; "fair" to "excellent" in College C; and "good" to "excellent" in the other colleges (A, E, F, and G). The mean general rating by the staff was a little lower than the mean by the students in all colleges except C and E, where it was practically the same. As a rule, staff members were more conservative in their general rating of the student personnel services than in their estimates of their own help on students' problems. The staff members in Colleges B and D were the most critical of the program, with 80 per cent of the staff respondents of College B and 66 per cent of College D giving ratings below "good". The students in these same colleges were also the most critical
TABLE XXIII

SUMMARY OF GENERAL RATINGS BY STUDENTS AND STAFF OF COOPERATING COLLEGES OF THE STUDENT PERSONNEL SERVICES OF THE COLLEGES

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Average numerical rating</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>3.20</td>
<td>3.00</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>2.60</td>
<td>2.20</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.77</td>
<td>2.74</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>3.07</td>
<td>3.06</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>3.11</td>
<td>2.97</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td>3.23</td>
<td>3.10</td>
</tr>
</tbody>
</table>

with 45 per cent of the student respondents of College D and 42 per cent of College B giving ratings of less than "good." The reasons for these lower ratings were not evident. The over-all general ratings by the women students exceeded the over-all general ratings by the men in Colleges A, D, and G, with the situation reversed in one class group in each college. In College E, the over-all general rating by the men exceeded the over-all general rating by the women, but there were some definite variances...
between men and women within certain class groups. There were no important differences between the over-all general ratings by the men and women in the other colleges, but some definite variances may be noted between certain class and class-sex groups in some cases. The reasons for these differences were not revealed by the data.

Best Features and Suggestions for Improvement

**Best Features of the Student Personnel Services.** It is difficult to make a statistical summary of the "best features" of the "student personnel services" as listed by the student and staff respondents in the seven colleges because the categories are not entirely comparable from one college to another. However, it is possible to mention the "best features" and point out some of the differences between the colleges.

A "best feature" according to some of the students and staff members in all colleges was an advisory-counseling system with staff members available for consultation with students. It was a leading "best feature" for the students in College A and one of the leading ones in D. It was the leading one for the staff in C, D, and F and one of the leading ones in D. In Colleges C, D, and E the stress was more on the availability of individual staff members for consulting with students, while in F and G the stress was on a definite guidance program.

The personal interest of staff members in the students as individuals was also a "best feature" according to some of the students and staff members in all the colleges. It was one of the leading "best features" for the students in Colleges C, D, E, F, and G, and for the staff in C, D, and G. Several students (especially in F) stressed the
ability of the staff members to understand the students.

Another "best feature" for some of the students and staff members in all colleges was the small school, with its small classes, small faculty-student ratio, making for close personal acquaintance between students and staff and between students, thus fostering a friendly atmosphere and making it easy to discuss problems with staff members and other students. This was the leading "best feature" of the students in Colleges B and C, the leading one for the staff in A, and one of the leading ones for the staff in B.

The religious aspects of the college were considered a "best feature" by some of the students in all colleges except B and by some of the staff in all colleges. Comments covered such items as the Christian atmosphere, the Christian staff, the religious emphasis and influence (through chapel, religious classes, religious services, and the like). Students in College F mentioned especially the religious philosophy of the school, the church-school relationship, and a common faith with most of the faculty and students. The religious aspects were the leading "best feature" for the students in College E and one of the leading ones in A and G. Forty per cent of the staff respondents in College B mentioned the feature (emphasizing competent help on moral and religious questions) but none of the students did so. In this connection it is interesting to note that "Morals and religion (MR)" was a high ranking problem area for the men and high on the staff list in College B.

The quality of staff members generally and/or specifically was mentioned as a separate "best feature" by some of the students and staff members in all colleges except A and B, although the idea could be implied
in these colleges from other categories. This was the leading "best feature" for both the students and staff members in Colleges D and G and for the students in E and F. Staff members in mentioning the feature generally referred to others than themselves.

A program of student activities and experience for social development was mentioned as a "best feature" by a few students, but none of the staff, in Colleges D, E, F, and G.

Help from other students (through student counselors, the big-little sister program, and dormitory assistants) was mentioned as a "best feature" by a few students and staff members in College D. A few students in College F stressed the friendliness and helpfulness of the students.

Guidance through definitely-planned classes, other group situations, and related counseling--dealing with special types of problems such as orientation, course and curriculum planning, study habits, finances, vocational choice, placement, human relations, personal adjustment, and the like--was mentioned as a "best feature" by a few students and staff members in College D and a few students in F. In F also, a few students and staff members mentioned orientation and registration guidance as a separate item.

The academic probation, check-up, and warning system was mentioned as a "best feature" by some of the staff members in Colleges E, F, and G, and by a small proportion of students in E.

The psychology department, psychology classes, and psychology professor constituted a "best feature" for a few students in College G. (Some of the staff comments under another category could just as well
Suggestions for Improvement of the Student Personnel Services.

It was likewise difficult to make a statistical summary of the "suggestions for improvement" of the "student personnel services" in the seven colleges, but the "suggestions" can be treated similarly to the "best features."

Many of the "suggestions" of students and staff members can be summarized under the general heading of "further improvements in the advisory-counseling system (or guidance program)." This was the leading area for student suggestions in Colleges A, C, and F; one of the leading areas in D, E, and F; and the second leading area in B (although the student suggestions in D were widely scattered and only a few students made any one suggestion). It was the leading area for staff suggestions in Colleges D, E, F, and U and the second leading area in A, B, and C. Some of the students in all of the colleges and some of the staff in most of them felt that there should be a better orientation to the advisory-counseling system (or guidance program); that it should be made better known and students encouraged more to use the services; that staff members should be more available for consultation with students. Students and staff members in College C and staff members in E and F in particular urged the use of more staff members in the program. In Colleges D, F, and U several of the staff suggested that present staff members could be better utilized, mainly through relief from other duties to give more time to personnel work. Students and staff members in College D and staff members in E in particular suggested a more definite
assignment of advisors and counselors to particular students. Provision for more definite times and places for faculty-student interviews was suggested by some students in Colleges E, F, and G, and some of the staff in F. Conferences free from distractions, with more privacy, and less congestion in the offices were suggested by some of the students and staff in Colleges F and G. Some of the students in College F suggested that help should be given promptly when needed and that more time should be given to the counseling interviews.

Suggestions were made by students and staff members in all colleges except D that the staff members—at least some of them—should be better qualified (personally and/or better trained) for guidance and counseling, and that persons trained in the work should be added to the staff. This was the leading area of suggestions by students in College B and by the staff in A, B, and C; one of the leading areas for suggestions by students and a second area for the staff in E and F; and a second area of suggestions by the staff in C and the students and staff in G. Several of the students in College B and a few in G were personally critical of some of the staff members, implying that they ought to be replaced. Generally, however, the students suggested improvement through the addition of well-qualified persons to the staff. The staff suggestions included the addition of trained workers, but most of them stressed the improvement of present staff members mainly through in-service training.

Some of the students in Colleges A, D, E, F, and G and some of the staff in D, F, and G made suggestions for the development and improvement of instruction, guidance, and counsel with respect to special types
of problems. Usually such suggestions referred to one or more of the following types: academic, vocational, health, recreation, financial, sex, marriage, family relations, social, personal, speech, and religion.

A few students in Colleges A and C and a few more in G made suggestions for improvement of the program and activities for the social and cultural development of the students. Although not mentioned by staff members in the other colleges, it was one of the leading areas of suggestions by staff members in College G. The students in College A in particular wanted more social activity and in A and C a more-rounded social program; recreation was emphasized more in Colleges C and G and the cultural values in G.

Several staff members in Colleges D and E and several students in F suggested a more adequate testing program with proper utilization of tests. Students in College F suggested better tests and that students be encouraged more to make use of the existing testing service.

A few students in College C and students and staff members in F suggested improvements in the school facilities. Reference was made especially to the buildings in C and to private offices in F.

A few students in College D suggested less rigidity in educational requirements, less advice from the faculty, and more room for student choices and decisions; also a program for improvement of student-faculty relations. A small proportion of staff members in D suggested that the staff should avoid prying into students' lives and erecting problems; that the students should be treated as normal persons.

A few students in College A suggested better courses of instruction; a few in B, more religious activity and emphasis; and a few in G, more
attention to educational orientation, course selection and planning, and registration guidance. Several students in College F felt the program was already good and should be left as it was.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

This study sought to discover implications for improvements in the student personnel services in co-educational, church-related, liberal-arts colleges in the Northwest region of the United States with less than 700 students enrolled in the four undergraduate years. Seven out of ten colleges eligible to participate took part in the study. These colleges ranged in undergraduate enrollment from 105 to 675, with a total enrollment of 2514, a mean of 359, and the figure for the middle-sized college of 435. All were fundamentally four-year institutions, with only two having a few graduate students. In affiliations they represented the Congregational, Free Methodist, Friends, Latter-day Saints, Methodist, Presbyterian, and Nazarene denominations.

What the Literature Showed. Statements of authorities indicated that very little was being done in personnel research in institutions of this sort, despite the strong belief of many that this type of college plays a vital role in American life. A few studies of personnel organization and procedures had been made that applied in whole or in part to small church-related schools. These suggested "An Apparent Pattern of Student Personnel Services for the Small Church-Related College." These studies and other evidences, however, implied that efforts to improve personnel services, especially in colleges of this type, should approach personnel services through determining student
needs as well as studying organization and procedures. The student-problems approach, as a beginning in determining student needs, was strongly suggested in connection with other approaches. Official statements of objectives and educational programs of small church-related colleges showed an evident concern for development of the student as a total person with the Christian religion as the dominating and integrating factor. It was felt that this apparent philosophy should be kept in mind as a frame of reference.

**Approaches to the Problem.** The investigation in the cooperating colleges was made during the school year 1952-53, and data were secured in three ways:

1. The "Personnel Committee" was asked to fill out an "Inventory of Student Personnel Services" based on the main features derived from "An Apparent Pattern of Student Personnel Services for Small Church-Related Colleges." The Committee checked whether each feature existed in the "Present Program," was projected for the "Planned Program," or if neither, was considered important for the "Ideal Program."

2. All students were asked to fill out the *Mooney Problem Check List, College Form*, to reveal their acknowledgement of the prevalence and seriousness of certain problems, along with supplementary questions to secure their opinions as to the receipt and availability of constructive staff help on serious problems; their general evaluation of the college's services for helping with student problems; the best features of the college for helping with their problems; and their suggestions for improvement of the college's services for helping with such problems.
Other regular questions on the printed Mooney form asked if they would like to talk over any of their problems with someone on the college staff; if they knew the particular person(s) with whom they would like to talk; if they felt the check list gave a well-rounded picture of their problems; and whether they had enjoyed filling out the form.

3. All staff members dealing directly with students were asked to use the Mooney form, with supplementary questions, but to apply the check list and supplementary questions to students' problems—to determine staff judgments as to the prevalence and seriousness of certain problems among students whom they knew personally; whether they were giving constructive help on the problems; their general evaluation of the college's services for helping with student problems; the best features of the college for helping with these problems; and their suggestions for improvement of the college's services for helping with such problems.

A direct comparison was possible between the responses of men and women students, between different class groups, and between students and staff, on each of the main points dealing with the check list and supplementary questions. Comparisons were also possible between the responses of "Personnel Committee" members to the "Inventory" and those of students and staff members to the "Opinion Surveys."

Findings from the Inventory

The "Inventory" was filled out by the "Personnel Committees" in all cooperating colleges and the evidences of their positions, degrees, and specialty in training showed that they were generally well qualified
to apply the instrument wisely.

In the seven colleges combined, 59 per cent of the individual items covered by the "Inventory" were claimed to exist in the "present" programs of these colleges; three per cent were being "planned," and 12 per cent were considered important to an "ideal" program--making 74 per cent of the total features that were "approved" by the Committees. In four, or a majority, of the seven colleges, 63 per cent of the individual items were reported for the "present" program, while 95 per cent were checked as "present," "planned," or "ideal."

A few notable differences existed between the colleges in the percentage of features reported to exist as well as in the total features reported in certain areas of personnel service. The main discrepancies were in the areas of placement, follow-up, and research, with placement standing higher in general than the other two. In organization, all but two colleges reported high conformance in practice and all but one high approval. Religious services, extracurricular activities, orientation, student discipline, housing and boarding, and selecting and admitting new students ranked "high" for the "present" programs in the colleges as a whole. This was also true for these services, plus those for physical and mental health, placement, and counseling and advisement, on the total features checked. Almost two-thirds of the items were also checked for student records and the testing program.

More than half of the features for physical and mental health, counseling and advisement, and student records were checked as existing in the "present" programs and almost half of them in the testing program and placement service. Although the follow-up service was low in the
total averages for existing features, a mean of over 50 per cent for the features of this service was checked for the colleges as a whole, despite the low figure for some colleges, because of the high approval given the follow-up service by three colleges.

Appendix I shows the features that were checked by the committees in all seven colleges. Particular items on which approval definitely exceeded current practice included the following (paraphrased):

One purpose of the orientation program is to acquaint the student with the personnel services.

The college recognizes the need and provides for orientation at other times during the student's college life besides at the beginning of the school year.

The college continues an active orientation program throughout the student's first semester or year in college through special courses or units in regular courses.

The college provides dispensary medical service to all students.

Systematic attention is given to screening individuals with regard to emotional factors.

The college maintains a vocational and educational information service for students.

The college keeps alumni and former students informed of college activities and developments.

The greatest discrepancies between "present" practices and those that were "planned" or considered "ideal" were with respect to screening individuals with regard to emotional factors and providing a dispensary medical service to all students. Only one feature was checked by the committees of all seven colleges with respect to the follow-up service and none whatever for research as a personnel service.
Findings from the Opinion Surveys

An 80 per cent response was received from the students and a 59 per cent response from staff members with supporting evidences to indicate that the staff response was adequately representative and the student response exceptionally good. A high proportion of the students felt that the Mooney list gave a "well-rounded picture" of their problems and that filling out the list of problems was "worth while." A high proportion of the staff respondents claimed to engage in part-time personnel work and approximately half of them gave constructive suggestions for use of the study results (only one was negative). High confidence, therefore, was placed in the findings.

The Problems Underscored. The staff in every college underscored on the average definitely more problems than the students; the freshmen, more than the seniors; the women, more than the men. The upper tenth of the range was high for both the students and staff, but clearly higher for the staff than for the students.

At least a fair degree of similarity existed between the students and staff and between the various student groups in the relative frequency of the different types of problems underscored. The results for the different problem areas are condensed as follows:

"Adjustment to college work (ACW)," with few exceptions, was the highest-ranking problem area for every group in every college; it was highest on the staff list, and with one exception was a high-ranking area for every class and class-sex group.

"Social and recreational activities (SRA)" was high for the total students, total men, and total women in every college, but low on the staff lists.

"Personal-psychological relations (PPR)" was high for the
women in every college; it was high on the staff list for two colleges, but in middle-position or low for the others.

"Finances, living conditions, and employment (FLE)" was high for the men in all colleges but one; in middle-position for the women in five; in middle-position on the staff list in one, but high in the other six.

"The future: vocational and educational (FVE)" was high for the men in three colleges, in middle-position in the others. In general it was higher for the men than for the women. It was generally high on the staff lists.

"Social-psychological relations (SPR)" was generally a high-ranking area for the women, a middle-ranking area for the men. It was high on two staff lists, in middle-position on the others.

"Health and physical development (HPD)" was generally a middle-ranking area for the total students. It usually stood a little higher for the women than for the men. It was high on the staff list in two colleges, in middle-position in one, and low in the other four.

"Morals and religion (MR)" was generally a middle or low-ranking area for the total students, but stood high for the men in one college (B); in the same college, it was high on the staff list, but in middle-position for three colleges and low for the other three.

"Courtship, sex, and marriage (CSM)" was a low-ranking area for the men in every college, but in middle-position for the women in two. It was in middle-position on one staff list, but generally ranked low.

"Home and family (HF)" was low for the total students and total men in every college and for the total women in all but two. It was generally low on the staff lists.

"Curriculum and teaching procedure (CTP)" was a high-ranking area for the men in one college (B), and a middle-ranking area in another; a middle-ranking area for the women in these same two colleges; but a low-ranking area for all student groups in the others. It was generally in middle-position or low on the staff lists.

The Problems Circled. The proportion of respondents circling problems was high for the staff and for all student groups in every college. The staff in each case circled more problems than the students; the freshmen more than the seniors; and in five colleges, the women more than the men. The proportion of problems circled in each problem area,
in relation to other areas and the total, corresponded fairly well to
the proportion of problems underscored in each area, in relation to
other areas and the total. The ranking problems, therefore, represented
the most prevalent problems underscored by a greater proportion of stu-
dents.

The Ranking Problems. The number of ranking problems on the staff
list was definitely more than the number of such problems for every
student group in every college. The area of "Adjustment to college
work (ACW)" was the leading area for ranking problems for the students
as a whole in six colleges and was tied with "Social and recreational
activities (SRA)" in one. There was no particular pattern for the distri-
bution of the other ranking problems to the various problem areas.

No. 41 ("Not knowing how to study effectively") was the leading
ranking problem on the staff list, and for the total students, total
men, and total women in all seven colleges. No. 151 ("Not spending
enough time in study") was a ranking problem for the total students and
total men in all colleges except one, and for the women in all but two;
it was a ranking problem on all the staff lists. Other leading ranking
problems for the total students, in order, were (*):

2. Being overweight (0)
71. Wanting a more pleasing personality (0)
10. Needing a part-time job now (5)
203. Wanting to feel close to God (1)
42. Easily distracted from my work (5)
77. Getting low grades (5)
160. Concerned about military service (6)
180. Trouble in keeping a conversation going (0)
207. Unable to concentrate well (3)
243. Lacking self-confidence (3)

*Note: Figures in parentheses denote the number of colleges in
which the problem was a ranking one on the staff list.
Special ranking problems for the men included (*):

160. Concerned about military service (6-6)
100. Slow in reading (4-7)
   1. Feeling tired much of the time (3-3)

Special problems for the women included (*):

42. Easily distracted from my work (3-5)
71. Wanting a more pleasing personality (5-0)
243. Lacking self-confidence (5-3)
5. Not getting enough sleep (5-5)
130. Feeling inferior (5-5)
85. Wondering if I'll ever find a suitable mate (5-5)
22. Worrying about unimportant things (3-1)
210. Afraid to speak up in class discussions (3-3)
261. Worrying about examinations (3-2)

*Note: The first figure in parentheses denotes the number of colleges in which the problem was a ranking one for this special group; the second figure, the number of colleges in which the problem was a ranking one on the staff list.

The staff lists of ranking problems contained many problems that did not occur on many, or any, of the student lists. The leading one was No. 414 ("Having a poor background for some subjects"), which occurred on the staff list in seven colleges but was a ranking problem only for the total students in one college. There was, however, a fair degree of agreement between the student groups and staff in each college in the most prevalent problems circled. In every college, the proportion of staff members circling problems exceeded the proportion of students circling such problems on a third of more of the problems. In some instances, a high proportion of the student ranking problems were circled by none of the staff, but in most instances most of the problems were underscored by at least a fair proportion of the staff.
Except in Colleges A and C the percentage of ranking student problems on which the staff claimed to give help in excess of the student claim was greater than the percentage of such ranking problems on which the students claimed to receive help in excess of the staff claim.

**Student Requests for Counsel.** From 19 to 28 per cent of the student respondents in the different colleges (21 per cent on the average) desired to talk over their problems with a staff member, but 31 to 46 per cent of them (37 per cent on the average) did not know the particular person or persons with whom they would like to talk. This was inconsistent with the belief of the "Personnel Committee" that each student knew it was his privilege to consult his adviser or a counselor whenever he needed help.

**General Ratings of Student Personnel Services.** The ratings by the students of the personnel services were predominantly "fair" to "good" in Colleges B and D; "fair" to "excellent" in C; and "good" to "excellent" in A, E, F, and G. The mean rating by the staff was a little lower than the mean general rating by the students except in Colleges C and E, where it was approximately the same. A much greater proportion of lower ratings by students and staff were given in Colleges B and D.

**Best Features of the Student Personnel Services.** Following, somewhat in the order of frequency of mention by students, are the main
"best features" stated by student and/or staff respondents (#):

1. An advisory-counseling system with staff members available for consultation with students (7-7).

2. The personal interest of the staff members in the students as individuals (7-7).

3. The quality of staff members generally and/or specifically (7-7).

4. The small school, with its small classes, small faculty-student ratio, making for close personal acquaintance between students and staff and between students (7-7).

5. The religious aspects of the college—such as Christian atmosphere, Christian staff, common faith with most of faculty, religious philosophy of school, religious emphasis (through chapel, religion classes, religious services, etc.) (6-7). [No student mentioned this as a best feature in College X]

6. A program of student activities and experiences for social development (4-0).

7. Help from other students (through student counselors, the big-little sister program, and dormitory assistants)—friendliness and helpfulness of the students in general (2-0).

8. Guidance through definitely-planned classes, other group situations, and related counseling—dealing with special types of problems (2-2).

9. Academic probation, check-up, and warning system (1-3).

(Note: For the items of the above list and the following one, the first figure in parentheses denotes the number of colleges in which the feature was mentioned by more than a negligible number of students; the second, the number of colleges in which it was mentioned by more than a negligible number of staff members)

Suggestions for Improvement of the Student Personnel Services.

Following are the main "suggestions for improvement" mentioned by student and/or staff respondents (#):

1. Further improvements in the present advisory-counseling system, or guidance program (6-7). Specific ideas suggested were:
a. Better orientation to the advisory counseling system, or guidance program. It should be made better known to students and students encouraged more to use the service. Staff members should be more available for consultation (7-5).

b. More staff members should be used in the program (1-3).

c. Present staff members should be better utilized through relief from other duties (0-3).

d. A more definite assignment of advisors should be made (1-2)

e. Provision should be made for more definite times and places for faculty-student interviews (3-1).

f. Conferences should be free from distractions, with some privacy, and less congestion in the offices (2-2).

2. The staff members—at least some of them—should be better qualified (personally and/or better trained) for guidance and counseling, and persons trained in the work should be added (6-6). (Addition of new staff members was emphasized more by students; in-service training more by staff members).

3. Development and improvement of instruction, guidance, and counsel with respect to special types of problems, such as academic, vocational, health, recreation, financial, sex, marriage, family relations, social, personal, speech, and religion (5-3).

4. More social activity, a more-rounded social program (3-1).

5. A more adequate testing program and better facilities for tests (1-2).

6. Improvement in school facilities, especially the buildings and private offices (2-1).

Conclusions

College Objectives

1. The cooperating colleges are evidently committed to the development of students as total persons with the Christian religion as the dominating and integrating factor.
Staff Members

2. For the most part, the staff members appear to possess the student personnel point of view.

3. They are interested in the students personally, and in their problems and needs.

4. They are generally sensitive to students' problems, but appear to be projecting themselves somewhat into their evaluations of student problems.

5. They are giving a fair degree of help on students' serious problems, but not as much as they think they are.

6. Some of them are well-qualified personally, well-trained, and adequately experienced for student personnel work, but many of them need special training along this line.

7. As a rule, they are also limited in what they can do in personnel service because of heavy assignments to other work.

Organization and Procedures

8. For the most part, the features of personnel organization and procedures in these colleges conform to the pattern deemed desirable by authorities and investigators for colleges of this type. Placement and follow-up services, however, particularly the latter, appear somewhat lacking.

9. Research is not stressed and is not considered important as a personnel service in most of these colleges. This is consistent with the findings of several small-school investigators. However, it is inconsistent with the point of view held by many personnel authorities, and as expressed in The Student Personnel Point of View (125).
10. Although some features of the "Apparent Pattern of Student Personnel Services for the Small Church-Related Colleges" do not exist in these selected colleges, they may not be necessary. The program must be informal and flexible with no clear dividing line between the functions of individual staff members who usually teach classes and advise students and often administer phases of the educational program and/or counsel students. Nevertheless, there must be definite organization and coordination under the leadership of persons qualified in student personnel work; this condition appears to prevail in these colleges.

11. For the most part, the "personnel services" of these colleges appear to be doing a good job in meeting students' problems and probably the needs manifested by them. The reasons for the greater number of lower ratings of the services by students and staff members in Colleges B and D are not evident.

12. Some of the "best features" of their programs are the counseling-advisory systems, the quality of staff members, the advantages inherent in the smallness of the schools, and the religious emphasis and influence. The reasons for the failure of students in College B to mention any religious aspect as a "best feature" are not explained.

13. Two of the most important weaknesses, found in most of the programs, are:

   a. An inadequate system for orienting students to the personnel services and inducing them along the line to utilize the services to best advantage. Too much is taken for granted by college officials. Many students do not know where to go with their problems or whom to consult.

   b. An inadequate system for assigning students to advisers and counselors. Some colleges have no
clear-cut plan for making these assignments. Students who have not chosen a major are left adrift, and assignments, if made, may be improper ones.

**Student Need for Counsel**

14. Many of the students need counsel. Some of them have a great many problems. Some have serious problems. There is no evidence, however, that the need of students for counsel in these colleges is greater, or more serious, than normal.

**Special Needs Revealed by Student Problems**

15. Many students in all of these colleges appear to need more help in adjustment to college work, particularly with respect to proper methods, techniques, and habits in connection with study, reading, and budgeting time. The need diminishes somewhat as the students progress through their college experience, but it appears to persist even into the senior year.

16. Needs with respect to "Morals and religion" appear especially evident for the men in College B, and needs with respect to "Curriculum and teaching procedure" for the men in College D. Although religious problems do not predominate generally, a considerable proportion of students appear to have a need for feeling closer to God.

17. All of the other apparent special needs appear to be covered by one or more of the student and staff "suggestions" and/or the "ranking problems." Among them are the following:

- **a.** Need for improved social ability. Many students need in particular to develop their ability to converse.

- **b.** Need for improvement in social-psychological relations, especially for the women. The development of a more
pleasing personality and greater self-assurance are the most prominent concerns.

c. Need for better personal-psychological adjustment, especially for the women. Many lack self-confidence, feel inferior, and worry about unimportant things.

d. Need for help with finances, living conditions, and employment, especially for the men. Many need part-time work while attending college.

e. Need for educational and vocational guidance, especially for the men. Many are concerned about military service and the need for adjustments and plans in view of this.

f. Health needs do not predominate, but many students appear to need help with respect to underweight. Many appear to need more sleep, recreation, or relaxation.

g. Problems of courtship, sex, and marriage are generally in the minority, but many women, especially, appear to need help in finding or choosing a suitable life companion.

Recommendations

It appears that the cooperating colleges of the present study would do well to:

1. Give more systematic attention to orientation, instruction, and counsel with respect to adjustment to college work.

2. Give implementation to items covered by the "Inventory" on which approval of the "Personnel Committees" definitely exceeded current practice. Briefly restated, these would include:

   a. More emphasis in orientation to acquainting students with the personnel services.

   b. Recognition of the need, and making provision, for orientation at other times than at the start of the school year.

   c. Provision for continued orientation through special courses and units in regular courses.
d. Provision for dispensary medical service to all students.

e. Attention to screening students with regard to emotional factors.

f. Maintenance of vocational and educational information services.

g. Keeping alumni and former students posted regarding college activities and developments.

3. Give implementation to most of the "suggestions" of students and staff members. Briefly restated, these would include:

a. Further improvements in the existing advisory-counseling system, or guidance program. Points covered were:
   (1) Better orientation to the counseling system, or guidance program.
   (2) Use of more staff members in guidance.
   (3) Relief of staff members from other work to give more time to guidance.
   (4) A more definite assignment of advisers.
   (5) More definite times and places for interviews.
   (6) Better provision for privacy of interviews.

b. Addition of staff members trained in personnel work.

c. In-service training in personnel work of present staff members.

d. Development and improvement of instruction, guidance, and counsel with respect to special types of problems. (See Item 3, supra, p.207).

e. An increased and more-rounded social activity program.

f. Better testing program and testing facilities.

g. Better buildings and private offices.

Particularly valuable should be an in-service training program in personnel work for staff members and the relief of interested and qualified staff members from some of their other duties to give more time to personnel work.

h. Give more attention to research as an important part of the
student personnel program, in close coordination with the follow-up, placement, and counseling services.

5. Use clinical and other means to supplement the findings of the present study with respect to certain problems and types of problems that appear prevalent among the students. Particular attention should be given to the "ranking problems" (supra, pp.203-204) and the "Special Needs Revealed by Student Problems" (supra, pp.210-211). Remedial measures, accordingly, should be taken through instruction, guidance, and counsel.

6. Investigate the possible reasons for the differences between certain student groups in the number, type, and seriousness of problems reported. For example, it would be interesting and valuable, if possible, to know why the women students in most of the colleges underscored and circled more problems than the men; why problems of morals and religion were more prevalent for men in College B and those of adjustment to curriculum and teaching procedure, for the men in College D.

7. Investigate the possible reasons for the lower ratings of the student personnel services by some of the students and staff members. Colleges B and D in particular should profit by doing this.

8. Consider the possibility of conducting locally about every three years a study similar to the present one. Such repeated studies should help the personnel workers to keep in touch with possible changing situations and indicate possible changes in student problems between the freshman and senior years.

9. Consider supplementing such studies with data gleaned from other sources, locally and otherwise, for continued efforts to improve
the personnel services.

College B would do well to investigate the reasons why no religious aspect of the college was mentioned as a "best feature" by any of the students.

Because of the scarcity of personnel research in small colleges, other research workers would do well to consider conducting studies similar to the present one in single small colleges or groups of small colleges. The tremendous amount of clerical detail involved in handling problem-check-list results in a group survey prevents the check-list used in the present study from being used in larger schools except with selected groups or on a sampling basis. It can, however, be applied within reasonable limits in the smaller colleges to all students and total groups of students.
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APPENDIX A

COLLEGES COOPERATING IN THE STUDY
COLLEGES COOPERATING IN THE STUDY

The College of Idaho, Caldwell, Idaho
George Fox College, Newberg, Oregon
Northwest Nazarene College, Nampa, Idaho
Ricks College, Rexburg, Idaho
Rocky Mountain College, Billings, Montana
Seattle Pacific College, Seattle, Washington
Westminster College, Salt Lake City, Utah
APPENDIX B

SAMPLES OF LETTERS USED IN ENLISTING THE COLLEGES
President

College

Dear President:

At an early date, I wish to discuss with you and other staff members especially concerned, a proposition whereby College can benefit from a study of student guidance and adjustment problems and personnel services in the smaller liberal arts colleges of the Northwest, which I am conducting as a doctoral project under the direction of the School of Education of Oregon State College.

I plan to be in (on the way to) around August 6-8 and shall try to see you at that time if you are there. If, however, you are not there then, I can probably be in again about August 21-23 (on my return trip). If neither time is suitable, I can try to see you later. I shall be very grateful for a conference at your convenience.

To identify myself, I should state that I am an Associate Professor of Education (Director of Student Teaching and Teacher Placement, and General Counselor) at The College of Idaho, Caldwell. Formerly I was Professor of Psychology and Education at Pacific (now George Fox) College, Newberg, Oregon, and have held intervening positions in guidance and personnel work.

Incidentally, I am well known to and , and have made the acquaintance also of and , of your staff. I am looking forward to knowing you too.

Sincerely,

Alvin Allen
Dear President,

During the third week in August, I wish to discuss with you and other staff members especially concerned, a proposition whereby the College can benefit from a study of student guidance and adjustment problems and personnel services in the smaller liberal arts colleges of the Northwest, which I am conducting as a doctoral project under the direction of the School of Education of Oregon State College.

I shall be visiting around August 14 to 21 and expect to drive over to the College during that time. I shall be very grateful for a conference at your convenience. Is there any particular time that you prefer?

To identify myself, I should state that I am an Associate Professor of Education (Director of Student Teaching and Teacher Placement, and General Counselor) at The College of Idaho, Caldwell. Formerly I was a Professor of Psychology and Education at Pacific (now George Fox) College, Newberg, Oregon, and have held intervening positions in guidance and personnel work.

I am looking forward to making your acquaintance.

Sincerely,

Alvin Allen
Dear President

This is to follow up my letter of July 23.

It appears that I shall probably be in about August 13 or 14. Will you and other staff members especially concerned with your personnel program be around on these days?

I am sure that College will be very much interested in my proposition, as are all the other colleges that I have contacted (... of them so far).

Since I am leaving here Friday, August 8, I should appreciate your sending your answer in care of.

An envelope is enclosed for your convenience. Thank you very much for this favor.

Sincerely,

Alvin Allen

a:smha
President ____________________________ College ____________________________

August 10, 1952

Dear President ____________________________:

Would ____________________________ College be interested in participating in a "Cooperative Study of Student Problems and Personnel Services in Small Liberal Arts Colleges", which is being conducted this school year in a number of the smaller, coeducational, Christian, liberal arts colleges in the Northwest?

The project is a doctoral study under the direction of the School of Education of Oregon State College. In reality, however, it is a research service for the benefit of each participating school. The cost of all forms and transportation charges thereon are to be borne by me personally; all I ask is the cooperation of your staff and students in filling out the forms and returning them to me. In the study, I shall take the position of an outside impartial investigator, and in return for the cooperation received will report the implications of the findings for the possible improvement of the personnel services of your college. In this connection, if the opportunity can be arranged, I shall be glad to discuss the meaning of the data on your college with those of your staff who are especially concerned.

The study in your college, as in the other colleges, would be conducted along the following lines:

1. An inventory of the student personnel services of the college. This inventory is designed to cover the features which, according to the literature, are commonly found in "small liberal arts colleges" which are judged by "experts" to have "good" or "excellent" programs. It is suggested that this inventory be made out (in one copy) cooperatively by the "personnel committee," headed by the person who directs or coordinates the program. If you have no such committee, a special committee might be appointed to make out the inventory and sponsor the complete project in your college.

2. A student-opinion survey of student problems and personnel services. It is suggested that each student be asked to individually complete a questionnaire (the Mooney Problem Check List with supplementary questions) covering the nature, prevalence, and seriousness of the guidance and adjustment problems which he recognizes as his own and is willing to admit. He is asked to indicate the "serious problems" on which he feels
he is receiving constructive help or could receive such help if he would seek it. He is further asked to make a general evaluation of the college's personnel services with suggestions for improvement.

3. A staff-opinion survey of student problems and personnel services. It is suggested that each staff member who deals directly with students be asked to individually complete a questionnaire covering his opinion as to the nature, prevalence, and seriousness of existing student guidance and adjustment problems in the college, and his judgment as to whether he himself is giving constructive help to individuals on particular problems. (The Mooney List again is used, with supplementary questions). He is further asked to give his general evaluation of the college's personnel services with suggestions for improvement. You yourself, an administrative officer whom you might designate, or your "Personnel Committee" could designate the staff members in addition to the Faculty who should be invited to participate.

Samples of the forms to be used in the study are enclosed. A working supply can be sent to you soon if your college plans to join the project.

In carrying out the study it is desired that the identity of the participants be protected. No staff member will be identified personally in the general study. No student will be identified personally to the college officials unless he expresses a desire to talk over his problems with someone on the college staff. Furthermore, no open comparisons are to be made between the colleges; only the findings of the study as they apply in general and to each respective college will be reported to, and discussed with, those concerned.

It is hoped that the study will throw some light on such questions as these:

1. What determines the degree of effectiveness of the student personnel services of a really small liberal arts college?

2. How vital are certain organizational and administrative features?

3. How vital are the points of view of staff members and their sensitivity to student problems?

4. What personnel services are implied by the prevalence and/or seriousness of particular student problems?

5. What improvements are suggested in the personnel services of the respective colleges by the findings of the study?
6. And others.

... colleges are already committed to the study and others have the project under consideration. The ... colleges, and the administrator of the study in each, are:

The other participating colleges and the administrator in each will be announced as soon as arrangements are completed.

To identify myself, I should state that I am an Associate Professor of Education (Director of Student Teaching and Teacher Placement, and General Counselor) at The College of Idaho, Caldwell. Formerly I was Professor of Psychology and Education at Pacific (now George Fox) College, Newberg, Oregon, and have held intervening positions in guidance and personnel work.

Chairman of my Advisory Committee and Major Professor is Dr. H. R. Laslett, Professor of Education.*

Please let me hear from you soon. If your college is definitely interested and you desire it, I may be able to discuss the matter more fully personally with you and others concerned. Could we meet at some intermediate point, such as ? I may be over around within the next few days and can telephone for an appointment with you or a college representative if I can know in advance that you wish such an appointment.

Sincerely,

Alvin Allen
Associate Professor of Education

*Et.: Following the death of Dr. Laslett, Dr. R. J. Clinton took over the responsibility of Major Professor.*
APPENDIX C

INVENTORY AND OPINION-SURVEY

FORMS USED IN THE STUDY
### ENROLLMENT

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<td>Seniors</td>
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<tr>
<td>Graduate Students</td>
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<tr>
<td>Others</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

### STAFF MEMBERS WHO DEAL DIRECTLY WITH STUDENTS

- Members of Faculty who teach either part-time or full-time: 
- Members of Faculty who do not teach (including administrators, personnel officials, and others):
- Other Staff Members who work directly with students (including dormitory heads, dining-hall supervisors, office secretaries, and others) either part-time or full-time:
- **Total (without duplication)**:
- (Signed)
- Position

The above form was supplied to the Administrator of the Study in each College along with the "Inventory of Student Personnel Services" form.
TO THE ADMINISTRATOR OF THE
COOPERATIVE STUDY OF STUDENT PROBLEMS AND PERSONNEL SERVICES
IN

(Name of College)

INVENTORY OF STUDENT PERSONNEL SERVICES

It is requested that this INVENTORY be filled out early in the
school year, in order that it may furnish a frame of reference for
the STUDENT-OPINION and STAFF-OPINION SURVEYS in your college, which
will be completed later.

It is desired that this INVENTORY be filled out by the person
who directs or co-ordinates your student personnel program with the
cooperative assistance of the other personnel officials. If you
have a "Personnel Committee," it is desired that such Committee fill
out the INVENTORY.

The "Committee Members" in each college will want to arrive at
their answers to the INVENTORY in their own way. One possible ap-
proach, however, would be to have each Member use a copy of the
INVENTORY as a work sheet; then have the Committee come together to
combine their answers in accordance with majority opinion, for the
one copy of the INVENTORY desired by the Investigator. Another
approach would be to have the Members fill out the INVENTORY item
by item in a group meeting.

---Alvin Allen (Investigator)
1712 Dearborn Street
Caldwell, Idaho
INVENTORY OF STUDENT PERSONNEL SERVICES IN

(Name of College)

Date

Names of Respondents: (Preferably the "Personnel Committee").
(Please check name of the Chairman).

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Position - Title</th>
<th>Degrees</th>
</tr>
</thead>
</table>

Personnel Services in this inventory refers to all services to assist students beyond what is given through regular class instruction and routine custodial services. The Personnel Program is the total program of Personnel Services.

Beginning on the following page is an outline of features often included in the student personnel programs of liberal arts colleges. At the right, in the column headed Present Program, check only those features which actually exist at present in the personnel program of your college. In the column headed Planned Program check those features which are definitely planned for the next one to three years by those responsible for the program. In the column headed Ideal Program check those features which you feel ought to be included in your program but do not now exist and are not being planned. If you do not make a check mark in one of the three columns, it is assumed that you consider the feature unnecessary or undesirable in your college.

The term, counselor, in this inventory refers to one who has had specific training in counseling and guidance and is officially known and recognized by the administration, faculty, and students as a counselor, regardless of his title, and regardless of other duties he may perform in addition to counseling.

The term, adviser, refers to one who normally is not specifically trained in counseling and guidance; usually holds the title of instructor, professor, or similar designation; but has official responsibility for advising a number of students.
ORGANIZATION

**A.** The need for a good student personnel program is recognized by:

1. The administration generally
2. The faculty generally
3. The students generally

**B.** The person who directs or co-ordinates 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 personnel
9. Other person (give position):

**C.** The person who directs or co-ordinates the personnel program has attained at least a master's degree.

**D.** The director or co-ordinator 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 co-ordinator 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. Extracurricular 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. Placement service...................
12. Follow-up service...................
13. Research service....................
14. Other services considered significant:

SELECTING AND ADMITTING NEW STUDENTS

A. The college, in cooperation with high schools in the vicinity:
   1. Offers pre-college counseling to high school pupils..................
   2. Gives standardized tests to high school pupils......................
   3. Holds special days at the college for high school pupils' benefit, such as 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 pre-college 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 admissions 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 non-veterans 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:

ORIENTATION FOR NEW STUDENTS

A. An orientation program is provided for (How many?) days at the beginning of the regular school year.
   1. For freshmen 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. The administration and faculty
      e. His own adviser
      f. The counselors
      g. Other freshmen and new students
      h. Student leaders
      i. The departmental offerings
      j. The extracurricular activities
      k. The personnel services
      l. Enrollment procedures
      m. Other matters:
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.
   e. Other sources:

3. Other purposes of the orientation program:

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. Special courses.
   b. Special units in regular courses.
   c. Special assemblies and convocations.
   d. Special group discussions.
   e. Other means:

D. The college also recognizes the need, and provides specifically for, orientation at other times during the student's college life.

E. Other significant features of the orientation program:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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<tbody>
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</tbody>
</table>
COUNSELING AND ADVISEMENT OF STUDENTS

<table>
<thead>
<tr>
<th>A. The college employs some full-time counselors. (How many?)</th>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. The college employs some faculty members who are trained in guidance and counseling and who give part-time service to counseling. (How many?)</td>
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<tr>
<td>1. They give at least fifty per cent of their time to counseling.</td>
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<tr>
<td>2. They counsel for both planning and adjustment.</td>
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<tr>
<td>C. Some counselors are prepared to give counsel in the following areas:</td>
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<tr>
<td>1. Vocational</td>
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<td>2. Educational</td>
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<td>3. Social</td>
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<td>4. Religious</td>
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<tr>
<td>5. Personal</td>
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<tr>
<td>6. Extracurricular activities</td>
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<td>7. Others:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. The following specialists are available to the college for counseling students:</th>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chaplain, minister, or priest</td>
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<tr>
<td>a. On campus</td>
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<tr>
<td>b. Off campus</td>
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<tr>
<td>2. Mental hygienist</td>
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<tr>
<td>a. On campus</td>
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<td>b. Off campus</td>
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<td>3. Psychiatrist</td>
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<td>a. On campus</td>
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<td>b. Off campus</td>
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<tr>
<td>4. College nurse</td>
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<td>a. On campus</td>
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<td>b. Off campus</td>
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<tr>
<td>5. Physician (health program)</td>
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<tr>
<td>a. On campus</td>
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<td>b. Off campus</td>
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<td>6. Social worker</td>
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<td>a. On campus</td>
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<td>b. Off campus</td>
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<td>7. Speech pathologist</td>
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<td>a. On campus</td>
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<td>b. Off campus</td>
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<tr>
<td>8. Reading pathologist</td>
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<tr>
<td>a. On campus</td>
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<td>b. Off campus</td>
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<td>9. Others:</td>
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<tr>
<td>a. On campus</td>
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<tr>
<td>b. Off campus</td>
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</tbody>
</table>
(Please circle the "a" for all specialists who are full-time campus workers. Underscore 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.
5. Others:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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</table>

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.
   f. Others:

3. Those who are referred by other counselors, advisers, faculty members, or members of administration.

4. Those who ask for counsel.
5. Those in scholastic difficulty or failing in their courses.
6. Disciplinary cases.
7. Those whom the counselor calls in because of their apparent need of counsel.
8. Others:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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</table>

G. Some faculty members, not included under "b", "c", and "d" above, are designated as advisers to do educational counseling in their major fields.

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 assigned 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.
   f. The adviser may be relieved of the assignment of a student if he desires it, for the same or other good reasons.
   g. Assignment of students to advisers is made or approved by:
      (1) The director or co-ordinator of the personnel program..............
      (2) The "personnel committee"......
      (3) Other official or group:

7. All students are interviewed by advisers:
   a. Periodically......................
   b. Whenever the student comes for help......................
   c. Whenever problems arise which come to the attention of the adviser......................

8. Members of the faculty, administration, and the advising and counseling staff refer students to advisers..............

9. Students also make such referrals..............

10. Every student knows it is his privilege to contact his adviser or a counselor whenever he needs assistance..............

11. College year when student is normally assigned to an adviser:
   a. Freshman.............................
   b. Sophomore..........................
c. Junior ...........................................

d. Senior ...........................................

e. Depends on choice of major.............
f. Depends on common interests with a faculty member ...........

12. Number of years that advisers normally have the same advisees:

<table>
<thead>
<tr>
<th></th>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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</thead>
<tbody>
<tr>
<td>a. One.</td>
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<td>b. Two.</td>
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<tr>
<td>c. Three.</td>
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<tr>
<td>d. Four.</td>
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<tr>
<td>e. Not definite</td>
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</table>

II. In-service training is provided for advisers and counselors .............

1. Purposes:

<table>
<thead>
<tr>
<th></th>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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<tbody>
<tr>
<td>a. To co-ordinate the services of the advisers and counselors...</td>
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<tr>
<td>b. To keep them aware of new techniques and developments in student personnel work......</td>
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<td>c. To train new faculty members for serving as advisers.......</td>
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<td>d. To increase the efficiency of the acting advisers and counselors...............</td>
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<tr>
<td>e. Other:</td>
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</table>

2. Training is supplied through:

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<tr>
<th></th>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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<tbody>
<tr>
<td>a. Classes and conferences headed by personnel experts in the program</td>
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<tr>
<td>b. Study of literature on personnel work.........................</td>
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<tr>
<td>c. Attendance at professional conferences of personnel workers.</td>
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<tr>
<td>d. Specially arranged conferences with personnel workers from other institutions..........</td>
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<tr>
<td>e. Visits to other institutions to observe their personnel practices</td>
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<tr>
<td>f. Professional study in extension courses.........................</td>
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<tr>
<td>g. Professional study in summer school............................</td>
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<tr>
<td>h. Research projects applicable to the local personnel program:</td>
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<tr>
<td>(1) Carried on by individuals.</td>
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<tr>
<td>(2) Carried on by &quot;committee&quot;.</td>
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<tr>
<td>i. Other:</td>
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</tbody>
</table>
I. Other significant features of the counseling and advisement program:

EXTRACURRICULAR ACTIVITIES

A. The personnel program includes the following 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. Faculty advice and counsel:
   1. All or most of the activities listed under "A" above have a staff adviser or sponsor
   2. There is a staff member for coordinating all these activities
   3. This person, or another staff member working closely with him, maintains a social calendar

C. Other significant features of the extracurricular activity program:

RELIGIOUS SERVICES

A. Frequent religious services are provided for the students, as well as the staff:
   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. Other purposes

Present Program

Planned Program

Ideal Program
2. Such religious services are provided by, contributed to, and participated in by:
   a. Visiting religious leaders
   b. Staff members
   c. Students
   d. Others:

3. Such religious 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. Other significant features of the health
program:

HOUSING AND BOARDING
A. All students, except 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 consid-
ered a resident counselor..............
2. In each case, he (or she) is a non-
teaching member of the faculty........

C. Each dormitory has a student governing
organization to assist the resident head
with problems that arise and to co-ordin-
ate 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 super-
vision of the college....................
Other students may also eat in the din-
ing hall.................................
F. The housing and boarding facilities are utilized by the college for training students in the social graces. Students may receive advice and counsel in this connection from:
   a. The dining hall supervisor.
   b. The resident head of their dormitory
   c. Others:

G. Other significant features of the housing and boarding services:

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. Disciplinary cases are handled by:
   1. The president
   2. The dean of the college
   3. The dean of students
   4. The dean of men
   5. The dean of women
   6. Others:

F. Other significant features of student discipline:

   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 aptitude
      2. Special English ability
      3. Special reading ability
4. Personality inventory
5. Interest inventory
6. Achievement:
   a. General achievement
   b. In specific fields (indicate):

7. Special aptitudes:
   a. Mathematics
   b. Language
   c. Science
   d. Art
   e. Music
   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.
I. Other significant features of the testing program:

(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 co-operatively by staff members of 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

Present Program | Planned Program | Ideal Program
----------------|-----------------|-----------------
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 interest 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 "g" 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:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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</table>

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.
   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 post-graduate education or training.
   8. Others:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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</tbody>
</table>

B. The college maintains a vocational and educational information service for students.
   This is provided through:
   1. A special guidance library.
   2. Career days or conferences.
   3. The orientation program.
   4. The counseling and advisement services.
   5. Other means:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
C. The college maintains continuous contact with business, industry, and the professions for the latest information about jobs and placement.

D. All placement and vocational information services of the college are co-ordinated.

E. Exploratory and try-out values of work experience are kept in mind in making placements in part-time and vacation work.

F. Other significant features of the placement service:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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<tbody>
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</table>

FOLLOW-UP SERVICE

A. The college maintains a definite follow-up service.

B. This service is closely co-ordinated 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. Non-teacher placement.
   4. Others:
G. Other significant features of the follow-up service:

Research Service
A. The college maintains a definite research service.
B. The research service is closely co-ordinated 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. Throw light on the interests, problems, and needs of the students
2. Test and evaluate new techniques being used to improve the personnel program
3. Others:
F. Other significant features of the research service:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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</tbody>
</table>
Please list other services and features which you consider significant that are not covered by the above outline of the student personnel program:

<table>
<thead>
<tr>
<th>Present Program</th>
<th>Planned Program</th>
<th>Ideal Program</th>
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</tbody>
</table>

If readily available, the investigator will appreciate your supplying or lending any materials which will aid in better understanding the student problems and personnel services of your college.

THANK YOU FOR YOUR COOPERATION.
TO STUDENTS IN COOPERATING COLLEGES:

You are asked to participate in a student-opinion survey of student guidance and adjustment problems and personnel services in your college. College staff members are also taking part in the study. Similar studies are being carried out in other small, co-educational, Christian, liberal arts colleges in the Northwest. From the total study it is hoped that the services of these colleges in meeting student problems can be improved.

Please write your name here.

Please be assured, however, that you are not to be identified personally in the general study. This sheet will be used to know that you have participated in the study, but it will be detached from the other sheets so that no one in your college can connect your name with your answers.

There is one item in the printed questionnaire (Page 6) which asks if you would like to talk over your problems with someone on the college staff. Only if you answer "Yes" to that question is there a possibility that your name will be reported to the personnel staff of your college. Your answers to this opinion survey, however, will not be shown or revealed and any statement of your problems to a staff member would be made by you directly. Please feel free, therefore, in this survey, to give a complete and accurate report of your problems.

Thoroughness is important in answering the questionnaire. If you are "unable to answer" a particular question or have "no opinion" please indicate this, but unless you make a conscientious effort to answer all questions you are capable of answering, the results will not be sufficiently valid. Please do your best, therefore, in supplying your answers, with the realization that you are helping other students as well as yourself.

Your cooperation will be greatly appreciated.

(Please turn to Supplementary Sheet II)
Supplementary Sheet II

STUDENT-OPINION SURVEY OF STUDENT PROBLEMS AND PERSONAL SERVICES IN (name of College)

The printed MONEY PROBLEM CHECK LIST, which is attached to these mimeographed Supplementary Sheets, will be used to secure an inventory of your present problems. Please disregard the blanks in the upper half of Page 1 of the Problem Check List and give all the information called for below on this Supplementary Sheet II:

Age

Sex (M or F)

Class: (Check) Freshman

(Signs) Sophomore

Junior

Senior

Graduate

Other (indicate)

Full-time

Part-time

Number of years in this college previous to the present year...

Marital status: (check) Single

Married, living with spouse

Separated or divorced

Widowed

Parent (Number of children)

College major

Is this a definite choice?

Minors and/or other fields being considered?

Vocational goal (occupation you plan to follow)

Is this a definite choice?

If not, other occupations being considered?

Are you a veteran of World War II?

Of the Korean War?

If a man of draft age, what is your draft classification?

Where are you residing while attending this college? (check)

In college dormitory

With parents or guardians

Other (indicate)

PLEASE TURN TO PAGE 1 OF THE ATTACHED MONEY PROBLEM CHECK LIST AND READ CAREFULLY THE DIRECTIONS ON THE LOWER HALF OF THE PAGE. COMPLETE PAGES 2, 3, 4, 5, AND 6 OF THE CHECK LIST ACCORDING TO SUCH DIRECTIONS.
MOONEY PROBLEM CHECK LIST
Ross L. Mooney
Assisted by Leonard V. Gordon
Bureau of Educational Research
Ohio State University

1950
REVISION

Age........................................ Date of birth.................................................. Sex............................

Class in college.............................. Marital status................................. (Freshman, Sophomore, etc.) (Single, married, etc.)

Curriculum in which you are enrolled........ (Engineering, Teacher Education, Liberal Arts, etc.)

Name of the counselor, course or agency for whom you are marking this check list........

Your name or other identification, if desired............... ..........................................................

Date........................................

DIRECTIONS

This is not a test. It is a list of troublesome problems which often face students in college—problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps.

First Step: Read the list slowly, pause at each item, and if it suggests something which is troubling you, underline it, thus "34. Sickness in the family." Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

Second Step: After completing the first step, look back over the items you have underlined and circle the numbers in front of the items which are of most concern to you, thus,

"34. Sickness in the family."

Third Step: After completing the first and second steps, answer the summarizing questions on pages 5 and 6.

Copyright 1950
The Psychological Corporation
522 Fifth Avenue, New York, N.Y.
# First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

<table>
<thead>
<tr>
<th>Number</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Feeling tired much of the time</td>
</tr>
<tr>
<td>2.</td>
<td>Being underweight</td>
</tr>
<tr>
<td>3.</td>
<td>Being overweight</td>
</tr>
<tr>
<td>4.</td>
<td>Not getting enough exercise</td>
</tr>
<tr>
<td>5.</td>
<td>Not getting enough sleep</td>
</tr>
<tr>
<td>6.</td>
<td>Too little money for clothes</td>
</tr>
<tr>
<td>7.</td>
<td>Receiving too little help from home</td>
</tr>
<tr>
<td>8.</td>
<td>Having less money than my friends</td>
</tr>
<tr>
<td>9.</td>
<td>Managing my finances poorly</td>
</tr>
<tr>
<td>10.</td>
<td>Needing a part-time job now</td>
</tr>
<tr>
<td>11.</td>
<td>Not enough time for recreation</td>
</tr>
<tr>
<td>12.</td>
<td>Too little chance to get into sports</td>
</tr>
<tr>
<td>13.</td>
<td>Too little chance to enjoy art or music</td>
</tr>
<tr>
<td>14.</td>
<td>Too little chance to enjoy radio or television</td>
</tr>
<tr>
<td>15.</td>
<td>Too little time to myself</td>
</tr>
<tr>
<td>16.</td>
<td>Being timid or shy</td>
</tr>
<tr>
<td>17.</td>
<td>Being too easily embarrassed</td>
</tr>
<tr>
<td>18.</td>
<td>Being ill at ease with other people</td>
</tr>
<tr>
<td>19.</td>
<td>Having no close friends in college</td>
</tr>
<tr>
<td>20.</td>
<td>Missing someone back home</td>
</tr>
<tr>
<td>21.</td>
<td>Taking things too seriously</td>
</tr>
<tr>
<td>22.</td>
<td>Worrying about unimportant things</td>
</tr>
<tr>
<td>23.</td>
<td>Nervousness</td>
</tr>
<tr>
<td>24.</td>
<td>Getting excited too easily</td>
</tr>
<tr>
<td>25.</td>
<td>Finding it difficult to relax</td>
</tr>
<tr>
<td>26.</td>
<td>Too few dates</td>
</tr>
<tr>
<td>27.</td>
<td>Not meeting anyone I like to date</td>
</tr>
<tr>
<td>28.</td>
<td>No suitable places to go on dates</td>
</tr>
<tr>
<td>29.</td>
<td>Deciding whether to go steady</td>
</tr>
<tr>
<td>30.</td>
<td>Going with someone my family won't accept</td>
</tr>
<tr>
<td>31.</td>
<td>Being criticized by my parents</td>
</tr>
<tr>
<td>32.</td>
<td>Mother</td>
</tr>
<tr>
<td>33.</td>
<td>Father</td>
</tr>
<tr>
<td>34.</td>
<td>Sickness in the family</td>
</tr>
<tr>
<td>35.</td>
<td>Parents sacrificing too much for me</td>
</tr>
<tr>
<td>36.</td>
<td>Not going to church often enough</td>
</tr>
<tr>
<td>37.</td>
<td>Dissatisfied with church services</td>
</tr>
<tr>
<td>38.</td>
<td>Having beliefs that differ from my church</td>
</tr>
<tr>
<td>39.</td>
<td>Losing my earlier religious faith</td>
</tr>
<tr>
<td>40.</td>
<td>Doubting the value of worship and prayer</td>
</tr>
<tr>
<td>41.</td>
<td>Not knowing how to study effectively</td>
</tr>
<tr>
<td>42.</td>
<td>Easily distracted from my work</td>
</tr>
<tr>
<td>43.</td>
<td>Not planning my work ahead</td>
</tr>
<tr>
<td>44.</td>
<td>Having a poor background for some subjects</td>
</tr>
<tr>
<td>45.</td>
<td>Inadequate high school training</td>
</tr>
<tr>
<td>46.</td>
<td>Restless at delay in starting life work</td>
</tr>
<tr>
<td>47.</td>
<td>Doubting wisdom of my vocational choice</td>
</tr>
<tr>
<td>48.</td>
<td>Family opposing my choice of vocation</td>
</tr>
<tr>
<td>49.</td>
<td>Purpose in going to college not clear</td>
</tr>
<tr>
<td>50.</td>
<td>Doubting the value of a college degree</td>
</tr>
<tr>
<td>51.</td>
<td>Hard to study in living quarters</td>
</tr>
<tr>
<td>52.</td>
<td>No suitable place to study on campus</td>
</tr>
<tr>
<td>53.</td>
<td>Teachers too hard to understand</td>
</tr>
<tr>
<td>54.</td>
<td>Textbooks too hard to understand</td>
</tr>
<tr>
<td>55.</td>
<td>Difficulty in getting required books</td>
</tr>
<tr>
<td>56.</td>
<td>Not as strong and healthy as I should be</td>
</tr>
<tr>
<td>57.</td>
<td>Allergies (hay fever, asthma, hives, etc.)</td>
</tr>
<tr>
<td>58.</td>
<td>Occasional pressure and pain in my head</td>
</tr>
<tr>
<td>59.</td>
<td>Gradually losing weight</td>
</tr>
<tr>
<td>60.</td>
<td>Not getting enough outdoor air and sunshine</td>
</tr>
<tr>
<td>61.</td>
<td>Going in debt for college expenses</td>
</tr>
<tr>
<td>62.</td>
<td>Going through school on too little money</td>
</tr>
<tr>
<td>63.</td>
<td>Graduation threatened by lack of funds</td>
</tr>
<tr>
<td>64.</td>
<td>Needing money for graduate training</td>
</tr>
<tr>
<td>65.</td>
<td>Too many financial problems</td>
</tr>
<tr>
<td>66.</td>
<td>Not living a well-rounded life</td>
</tr>
<tr>
<td>67.</td>
<td>Not using my leisure time well</td>
</tr>
<tr>
<td>68.</td>
<td>Wanting to improve myself culturally</td>
</tr>
<tr>
<td>69.</td>
<td>Wanting to improve my mind</td>
</tr>
<tr>
<td>70.</td>
<td>Wanting more chance for self-expression</td>
</tr>
<tr>
<td>71.</td>
<td>Wanting a more pleasing personality</td>
</tr>
<tr>
<td>72.</td>
<td>Losing friends</td>
</tr>
<tr>
<td>73.</td>
<td>Wanting to be more popular</td>
</tr>
<tr>
<td>74.</td>
<td>Being left out of things</td>
</tr>
<tr>
<td>75.</td>
<td>Having feelings of extreme loneliness</td>
</tr>
<tr>
<td>76.</td>
<td>Moodiness, &quot;having the blues&quot;</td>
</tr>
<tr>
<td>77.</td>
<td>Failing in so many things I try to do</td>
</tr>
<tr>
<td>78.</td>
<td>Too easily discouraged</td>
</tr>
<tr>
<td>79.</td>
<td>Having bad luck</td>
</tr>
<tr>
<td>80.</td>
<td>Sometimes wishing I'd never been born</td>
</tr>
<tr>
<td>81.</td>
<td>Afraid of losing the one I love</td>
</tr>
<tr>
<td>82.</td>
<td>Loving someone who doesn't love me</td>
</tr>
<tr>
<td>83.</td>
<td>Too inhibited in sex matters</td>
</tr>
<tr>
<td>84.</td>
<td>Afraid of close contact with the opposite sex</td>
</tr>
<tr>
<td>85.</td>
<td>Wondering if I'll ever find a suitable mate</td>
</tr>
<tr>
<td>86.</td>
<td>Parents separated or divorced</td>
</tr>
<tr>
<td>87.</td>
<td>Parents having a hard time of it</td>
</tr>
<tr>
<td>88.</td>
<td>Worried about a member of my family</td>
</tr>
<tr>
<td>89.</td>
<td>Father or mother not living</td>
</tr>
<tr>
<td>90.</td>
<td>Feeling I don't really have a home</td>
</tr>
<tr>
<td>91.</td>
<td>Differing from my family in religious beliefs</td>
</tr>
<tr>
<td>92.</td>
<td>Failing to see the relation of religion to life</td>
</tr>
<tr>
<td>93.</td>
<td>Don't know what to believe about God</td>
</tr>
<tr>
<td>94.</td>
<td>Science conflicting with my religion</td>
</tr>
<tr>
<td>95.</td>
<td>Needing a philosophy of life</td>
</tr>
<tr>
<td>96.</td>
<td>Forgetting things I've learned in school</td>
</tr>
<tr>
<td>97.</td>
<td>Getting low grades</td>
</tr>
<tr>
<td>98.</td>
<td>Weak in writing</td>
</tr>
<tr>
<td>99.</td>
<td>Weak in spelling or grammar</td>
</tr>
<tr>
<td>100.</td>
<td>Slow in reading</td>
</tr>
<tr>
<td>101.</td>
<td>Unable to enter desired vocation</td>
</tr>
<tr>
<td>102.</td>
<td>Enrolled in the wrong curriculum</td>
</tr>
<tr>
<td>103.</td>
<td>Wanting to change to another college</td>
</tr>
<tr>
<td>104.</td>
<td>Wanting part-time experience in my field</td>
</tr>
<tr>
<td>105.</td>
<td>Doubting college prepares me for working</td>
</tr>
<tr>
<td>106.</td>
<td>College too indifferent to student needs</td>
</tr>
<tr>
<td>107.</td>
<td>Dull classes</td>
</tr>
<tr>
<td>108.</td>
<td>Too many poor teachers</td>
</tr>
<tr>
<td>109.</td>
<td>Teachers lacking grasp of subject matter</td>
</tr>
<tr>
<td>110.</td>
<td>Teachers lacking personality</td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
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<tr>
<td>--------</td>
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</tr>
<tr>
<td>111.</td>
<td>Poor posture</td>
</tr>
<tr>
<td>112.</td>
<td>Poor complexion or skin trouble</td>
</tr>
<tr>
<td>113.</td>
<td>Too short</td>
</tr>
<tr>
<td>114.</td>
<td>Too tall</td>
</tr>
<tr>
<td>115.</td>
<td>Not very attractive physically</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>116.</td>
<td>Needing money for better health care</td>
</tr>
<tr>
<td>117.</td>
<td>Needing to watch every penny I spend</td>
</tr>
<tr>
<td>118.</td>
<td>Family worried about finances</td>
</tr>
<tr>
<td>119.</td>
<td>Disliking financial dependence on others</td>
</tr>
<tr>
<td>120.</td>
<td>Financially unable to get married</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>121.</td>
<td>Awkward in meeting people</td>
</tr>
<tr>
<td>122.</td>
<td>Awkward in making a date</td>
</tr>
<tr>
<td>123.</td>
<td>Slow in getting acquainted with people</td>
</tr>
<tr>
<td>124.</td>
<td>In too few student activities</td>
</tr>
<tr>
<td>125.</td>
<td>Boring week ends</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>126.</td>
<td>Feelings too easily hurt</td>
</tr>
<tr>
<td>127.</td>
<td>Being talked about</td>
</tr>
<tr>
<td>128.</td>
<td>Being watched by other people</td>
</tr>
<tr>
<td>129.</td>
<td>Worrying how I impress people</td>
</tr>
<tr>
<td>130.</td>
<td>Feeling inferior</td>
</tr>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>131.</td>
<td>Unhappy too much of the time</td>
</tr>
<tr>
<td>132.</td>
<td>Having memories of an unhappy childhood</td>
</tr>
<tr>
<td>133.</td>
<td>Daydreaming</td>
</tr>
<tr>
<td>134.</td>
<td>Forgetting things</td>
</tr>
<tr>
<td>135.</td>
<td>Having a certain nervous habit</td>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>136.</td>
<td>Being in love</td>
</tr>
<tr>
<td>137.</td>
<td>Deciding whether I'm in love</td>
</tr>
<tr>
<td>138.</td>
<td>Deciding whether to become engaged</td>
</tr>
<tr>
<td>139.</td>
<td>Wondering if I really know my prospective mate</td>
</tr>
<tr>
<td>140.</td>
<td>Being in love with someone I can't marry</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>141.</td>
<td>Friends not welcomed at home</td>
</tr>
<tr>
<td>142.</td>
<td>Home life unhappy</td>
</tr>
<tr>
<td>143.</td>
<td>Family quarrels</td>
</tr>
<tr>
<td>144.</td>
<td>Not getting along with a member of my family</td>
</tr>
<tr>
<td>145.</td>
<td>Irritated by habits of a member of my family</td>
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</tbody>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>146.</td>
<td>Parents old-fashioned in their ideas</td>
</tr>
<tr>
<td>147.</td>
<td>Missing spiritual elements in college life</td>
</tr>
<tr>
<td>148.</td>
<td>Troubled by lack of religion in others</td>
</tr>
<tr>
<td>149.</td>
<td>Affected by racial or religious prejudice</td>
</tr>
<tr>
<td>150.</td>
<td>In love with someone of a different race or religion</td>
</tr>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>151.</td>
<td>Not spending enough time in study</td>
</tr>
<tr>
<td>152.</td>
<td>Having too many outside interests</td>
</tr>
<tr>
<td>153.</td>
<td>Trouble organizing term papers</td>
</tr>
<tr>
<td>154.</td>
<td>Trouble in outlining or note-taking</td>
</tr>
<tr>
<td>155.</td>
<td>Trouble with oral reports</td>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>156.</td>
<td>Wondering if I'll be successful in life</td>
</tr>
<tr>
<td>157.</td>
<td>Needing to plan ahead for the future</td>
</tr>
<tr>
<td>158.</td>
<td>Not knowing what I really want</td>
</tr>
<tr>
<td>159.</td>
<td>Trying to combine marriage and a career</td>
</tr>
<tr>
<td>160.</td>
<td>Concerned about military service</td>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>161.</td>
<td>Not having a good college adviser</td>
</tr>
<tr>
<td>162.</td>
<td>Not getting individual help from teachers</td>
</tr>
<tr>
<td>163.</td>
<td>Not enough chances to talk to teachers</td>
</tr>
<tr>
<td>164.</td>
<td>Teachers lacking interest in students</td>
</tr>
<tr>
<td>165.</td>
<td>Teachers not considerate of students' feelings</td>
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</tbody>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>166.</td>
<td>Frequent sore throat</td>
</tr>
<tr>
<td>167.</td>
<td>Frequent colds</td>
</tr>
<tr>
<td>168.</td>
<td>Nose or sinus trouble</td>
</tr>
<tr>
<td>169.</td>
<td>Speech handicap (stuttering, etc.)</td>
</tr>
<tr>
<td>170.</td>
<td>Weak eyes</td>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>171.</td>
<td>Working late at night on a job</td>
</tr>
<tr>
<td>172.</td>
<td>Living in an inconvenient location</td>
</tr>
<tr>
<td>173.</td>
<td>Transportation or commuting difficulty</td>
</tr>
<tr>
<td>174.</td>
<td>Lacking privacy in living quarters</td>
</tr>
<tr>
<td>175.</td>
<td>Having no place to entertain friends</td>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>176.</td>
<td>Wanting to learn how to dance</td>
</tr>
<tr>
<td>177.</td>
<td>Wanting to learn how to entertain</td>
</tr>
<tr>
<td>178.</td>
<td>Wanting to improve my appearance</td>
</tr>
<tr>
<td>179.</td>
<td>Wanting to improve my manners or etiquette</td>
</tr>
<tr>
<td>180.</td>
<td>Trouble in keeping a conversation going</td>
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<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>181.</td>
<td>Being too envious or jealous</td>
</tr>
<tr>
<td>182.</td>
<td>Being stubborn or obstinate</td>
</tr>
<tr>
<td>183.</td>
<td>Getting into arguments</td>
</tr>
<tr>
<td>184.</td>
<td>Speaking or acting without thinking</td>
</tr>
<tr>
<td>185.</td>
<td>Sometimes acting childish or immature</td>
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>186.</td>
<td>Losing my temper</td>
</tr>
<tr>
<td>187.</td>
<td>Being careless</td>
</tr>
<tr>
<td>188.</td>
<td>Being lazy</td>
</tr>
<tr>
<td>189.</td>
<td>Tending to exaggerate too much</td>
</tr>
<tr>
<td>190.</td>
<td>Not taking things seriously enough</td>
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<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>191.</td>
<td>Embarrassed by talk about sex</td>
</tr>
<tr>
<td>192.</td>
<td>Disturbed by ideas of sexual acts</td>
</tr>
<tr>
<td>193.</td>
<td>Needing information about sex matters</td>
</tr>
<tr>
<td>194.</td>
<td>Sexual needs unsatisfied</td>
</tr>
<tr>
<td>195.</td>
<td>Wondering how far to go with the opposite sex</td>
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<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>196.</td>
<td>Unable to discuss certain problems at home</td>
</tr>
<tr>
<td>197.</td>
<td>Clash of opinion between me and parents</td>
</tr>
<tr>
<td>198.</td>
<td>Talking back to my parents</td>
</tr>
<tr>
<td>199.</td>
<td>Parents expecting too much of me</td>
</tr>
<tr>
<td>200.</td>
<td>Carrying heavy home responsibilities</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>201.</td>
<td>Wanting more chances for religious worship</td>
</tr>
<tr>
<td>202.</td>
<td>Wanting to understand more about the Bible</td>
</tr>
<tr>
<td>203.</td>
<td>Wanting to feel close to God</td>
</tr>
<tr>
<td>204.</td>
<td>Confused in some of my religious beliefs</td>
</tr>
<tr>
<td>205.</td>
<td>Confused on some moral questions</td>
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</tbody>
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<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>206.</td>
<td>Not getting studies done on time</td>
</tr>
<tr>
<td>207.</td>
<td>Unable to concentrate well</td>
</tr>
<tr>
<td>208.</td>
<td>Unable to express myself well in words</td>
</tr>
<tr>
<td>209.</td>
<td>Vocabulary too limited</td>
</tr>
<tr>
<td>210.</td>
<td>Afraid to speak up in class discussions</td>
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</tbody>
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<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>211.</td>
<td>Wondering whether further education is worthwhile</td>
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<tr>
<td>212.</td>
<td>Not knowing where I belong in the world</td>
</tr>
<tr>
<td>213.</td>
<td>Needing to decide on an occupation</td>
</tr>
<tr>
<td>214.</td>
<td>Needing information about occupations</td>
</tr>
<tr>
<td>215.</td>
<td>Needing to know my vocational abilities</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>216.</td>
<td>Classes too large</td>
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<tr>
<td>217.</td>
<td>Not enough class discussion</td>
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<tr>
<td>218.</td>
<td>Classes run too much like high school</td>
</tr>
<tr>
<td>219.</td>
<td>Too much work required in some courses</td>
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<tr>
<td>220.</td>
<td>Teachers too theoretical</td>
</tr>
<tr>
<td>Problem</td>
<td>Cir.</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>221. Frequent headaches</td>
<td></td>
</tr>
<tr>
<td>222. Menstrual or female disorders</td>
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</tr>
<tr>
<td>223. Sometimes feeling faint or dizzy</td>
<td></td>
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<tr>
<td>224. Trouble with digestion or elimination</td>
<td></td>
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<tr>
<td>225. Glandular disorders (thyroid, lymph, etc.)</td>
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<tr>
<td>226. Not getting satisfactory diet</td>
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</tr>
<tr>
<td>227. Tiring of the same meals all the time</td>
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<tr>
<td>228. Too little money for recreation</td>
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</tr>
<tr>
<td>229. No steady income</td>
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<tr>
<td>230. Unsure of my future financial support</td>
<td></td>
</tr>
<tr>
<td>231. Lacking skill in sports and games</td>
<td></td>
</tr>
<tr>
<td>232. Too little chance to enjoy nature</td>
<td></td>
</tr>
<tr>
<td>233. Too little chance to pursue a hobby</td>
<td></td>
</tr>
<tr>
<td>234. Too little chance to read what I like</td>
<td></td>
</tr>
<tr>
<td>235. Wanting more worthwhile discussions with people</td>
<td></td>
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<tr>
<td>236. Disliking someone</td>
<td></td>
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<tr>
<td>237. Being disliked by someone</td>
<td></td>
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<tr>
<td>238. Feeling that no one understands me</td>
<td></td>
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<tr>
<td>239. Having no one to tell my troubles to</td>
<td></td>
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<tr>
<td>240. Finding it hard to talk about my troubles</td>
<td></td>
</tr>
<tr>
<td>241. Afraid of making mistakes</td>
<td></td>
</tr>
<tr>
<td>242. Can't make up my mind about things</td>
<td></td>
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<tr>
<td>243. Lacking self-confidence</td>
<td></td>
</tr>
<tr>
<td>244. Can't forget an unpleasant experience</td>
<td></td>
</tr>
<tr>
<td>245. Feeling life has given me a &quot;raw deal&quot;</td>
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</tr>
<tr>
<td>246. Disappointment in a love affair</td>
<td></td>
</tr>
<tr>
<td>247. Girl friend</td>
<td></td>
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<tr>
<td>248. Boy friend</td>
<td></td>
</tr>
<tr>
<td>249. Breaking up a love affair</td>
<td></td>
</tr>
<tr>
<td>250. Wondering if I'll ever get married</td>
<td></td>
</tr>
<tr>
<td>251. Not telling parents everything</td>
<td></td>
</tr>
<tr>
<td>252. Being treated like a child at home</td>
<td></td>
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<tr>
<td>253. Being an only child</td>
<td></td>
</tr>
<tr>
<td>254. Parents making too many decisions for me</td>
<td></td>
</tr>
<tr>
<td>255. Wanting more freedom at home</td>
<td></td>
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<tr>
<td>256. Sometimes lying without meaning to</td>
<td></td>
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<tr>
<td>257. Pretending to be something I'm not</td>
<td></td>
</tr>
<tr>
<td>258. Having a certain bad habit</td>
<td></td>
</tr>
<tr>
<td>259. Unable to break a bad habit</td>
<td></td>
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<tr>
<td>260. Getting into serious trouble</td>
<td></td>
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<tr>
<td>261. Worrying about examinations</td>
<td></td>
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<tr>
<td>262. Slow with theories and abstractions</td>
<td></td>
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<tr>
<td>263. Weak in logical reasoning</td>
<td></td>
</tr>
<tr>
<td>264. Not smart enough in scholastic ways</td>
<td></td>
</tr>
<tr>
<td>265. Fearing failure in college</td>
<td></td>
</tr>
<tr>
<td>266. Deciding whether to leave college for a job</td>
<td></td>
</tr>
<tr>
<td>267. Doubting I can get a job in my chosen vocation</td>
<td></td>
</tr>
<tr>
<td>268. Wanting advice on next steps after college</td>
<td></td>
</tr>
<tr>
<td>269. Choosing course to take next term</td>
<td></td>
</tr>
<tr>
<td>270. Choosing best courses to prepare for a job</td>
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</tr>
<tr>
<td>271. Some courses poorly organized</td>
<td></td>
</tr>
<tr>
<td>272. Courses too unrelated to each other</td>
<td></td>
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<tr>
<td>273. Too many rules and regulations</td>
<td></td>
</tr>
<tr>
<td>274. Unable to take courses I want</td>
<td></td>
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<tr>
<td>275. Forced to take courses I don't like</td>
<td></td>
</tr>
<tr>
<td>276. Having considerable trouble with my teeth</td>
<td></td>
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<tr>
<td>277. Trouble with my hearing</td>
<td></td>
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<tr>
<td>278. Trouble with my feet</td>
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<tr>
<td>279. Bothered by a physical handicap</td>
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<tr>
<td>280. Needing medical advice</td>
<td></td>
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<tr>
<td>281. Needing a job during vacations</td>
<td></td>
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<tr>
<td>282. Working for all my expenses</td>
<td></td>
</tr>
<tr>
<td>283. Doing more outside work than is good for me</td>
<td></td>
</tr>
<tr>
<td>284. Getting low wages</td>
<td></td>
</tr>
<tr>
<td>285. Dissatisfied with my present job</td>
<td></td>
</tr>
<tr>
<td>286. Too little chance to do what I want to do</td>
<td></td>
</tr>
<tr>
<td>287. Too little social life</td>
<td></td>
</tr>
<tr>
<td>288. Too much social life</td>
<td></td>
</tr>
<tr>
<td>289. Nothing interesting to do in vacations</td>
<td></td>
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<tr>
<td>290. Wanting very much to travel</td>
<td></td>
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<tr>
<td>291. Too self-centered</td>
<td></td>
</tr>
<tr>
<td>292. Hurting other people's feelings</td>
<td></td>
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<tr>
<td>293. Avoiding someone I don't like</td>
<td></td>
</tr>
<tr>
<td>294. Too easily led by other people</td>
<td></td>
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<tr>
<td>295. Lacking leadership ability</td>
<td></td>
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<tr>
<td>296. Too many personal problems</td>
<td></td>
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<tr>
<td>297. Too easily moved to tears</td>
<td></td>
</tr>
<tr>
<td>298. Bothered by bad dreams</td>
<td></td>
</tr>
<tr>
<td>299. Sometimes bothered by thoughts of insanity</td>
<td></td>
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<tr>
<td>300. Thoughts of suicide</td>
<td></td>
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<tr>
<td>301. Thinking too much about sex matters</td>
<td></td>
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<tr>
<td>302. Too easily aroused sexually</td>
<td></td>
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<tr>
<td>303. Having to wait too long to get married</td>
<td></td>
</tr>
<tr>
<td>304. Needing advice about marriage</td>
<td></td>
</tr>
<tr>
<td>305. Wondering if my marriage will succeed</td>
<td></td>
</tr>
<tr>
<td>306. Wanting love and affection</td>
<td></td>
</tr>
<tr>
<td>307. Getting home too seldom</td>
<td></td>
</tr>
<tr>
<td>308. Living at home, or too close to home</td>
<td></td>
</tr>
<tr>
<td>309. Relatives interfering with family affairs</td>
<td></td>
</tr>
<tr>
<td>310. Wishing I had a different family background</td>
<td></td>
</tr>
<tr>
<td>311. Sometimes not being as honest as I should be</td>
<td></td>
</tr>
<tr>
<td>312. Having a troubled or guilty conscience</td>
<td></td>
</tr>
<tr>
<td>313. Can't forget some mistakes I've made</td>
<td></td>
</tr>
<tr>
<td>314. Giving in to temptations</td>
<td></td>
</tr>
<tr>
<td>315. Lacking self-control</td>
<td></td>
</tr>
<tr>
<td>316. Not having a well-planned college program</td>
<td></td>
</tr>
<tr>
<td>317. Not really interested in books</td>
<td></td>
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<tr>
<td>318. Poor memory</td>
<td></td>
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<tr>
<td>319. Slow in mathematics</td>
<td></td>
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<tr>
<td>320. Needing a vacation from school</td>
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<tr>
<td>321. Afraid of unemployment after graduation</td>
<td></td>
</tr>
<tr>
<td>322. Not knowing how to look for a job</td>
<td></td>
</tr>
<tr>
<td>323. Lacking necessary experience for a job</td>
<td></td>
</tr>
<tr>
<td>324. Not reaching the goal I've set for myself</td>
<td></td>
</tr>
<tr>
<td>325. Wanting to quit college</td>
<td></td>
</tr>
<tr>
<td>326. Grades unfair as measures of ability</td>
<td></td>
</tr>
<tr>
<td>327. Unfair tests</td>
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</tr>
<tr>
<td>328. Campus activities poorly co-ordinated</td>
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</tr>
<tr>
<td>329. Campus lacking in school spirit</td>
<td></td>
</tr>
<tr>
<td>330. Campus lacking in recreational facilities</td>
<td></td>
</tr>
</tbody>
</table>

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most. Third Step: Pages 5 and 6
Third Step: Answer the following four questions.

QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? 
   Yes. No. If any additional items or explanations are desired, please indicate them here.

2. How would you summarize your chief problems in your own words? Write a brief summary.
3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? ..........Yes. ..........No. Could you explain your reaction?

4. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff? ..........Yes. ..........No. If so, do you know the particular person(s) with whom you would like to have these talks? ..........Yes. ..........No.

(Please turn to Supplementary Sheet III)

[Note: The "13" written at top of p. 259, corresponding to same number at top of p. 261, is sample of serial number used to identify student who expressed desire to talk over problems with someone on college staff, so that name could be reported to administrator of study in college concerned without connecting student's name with answers. A different serial number was used for each student-opinion form.]
Supplementary Sheet III

STUDENT-OPINION SURVEY OF STUDENT PROBLEMS AND
PERSONNEL SERVICES IN 

(Name of College)

WHEN YOU HAVE COMPLETED PAGES 2, 3, 4, 5, and 6 OF THE MOONEY PROBLEM
CHECK LIST, PLEASE ANSWER THE FOLLOWING:

1. Please put an "X" mark in front of the item number on the Mooney
Check List for all problems you have circled on which you are receiving
constructive help from the college staff, or believe you could receive
such help if you would seek it. (Example: "X 100. Slow in reading.

2. How would you rate your college in its services for helping
students with guidance and adjustment problems? (Check)

   Excellent    Fair    Very unsatis-
   __________   _______   factory
   Good         Poor

3. What do you consider the best features of the college for
helping students with guidance and adjustment problems?

4. What suggestions do you have for improvement of the college's
services for helping students with guidance and adjustment problems?
Please leave out critical reference to particular persons.

THANK YOU FOR YOUR COOPERATION
You are asked to participate in a staff-opinion survey of student guidance and adjustment problems and personnel services in your college. At the same time, the students are asked to participate in a student-opinion survey of these same problems and services. Similar studies are being carried out in other small, co-educational, Christian, liberal arts colleges in the Northwest as well as yours, and the complete investigation is under the direction of the School of Education of Oregon State College. Your cooperation will be appreciated.

This questionnaire solicits your opinions regarding the nature, prevalence, and seriousness of student problems in your college and the degree of help available to students in meeting these problems. You are not to be identified personally in the general study. Furthermore, the results on your college are not to be made known to other colleges, as no open comparison between the colleges is deemed desirable. The investigator, however, will be glad to report the implications of the study for the improvement of the personnel services of your particular school. It is believed, therefore, that you will be glad to fill out this questionnaire.

Your age____ Sex____ Date of filling out form______

Academic rank________________ Degrees held________________

Years of academic study beyond Master's________________

Major field of college preparation________________

Minors________________

Years employed in this college previous to the current year____

Do you work____ full-time or____ part-time for the college? Nature of work to which over half your time at college is given: (Check)

____ Student personnel (advisement, counseling, placement, etc.)

____ Administration

____ Secy.-clerical

____ Dorm. supervision

____ Teaching

____ Library

____ Dining supervision

____ Other (indicate)________________

Approx. percentage of full-time given to student personnel work____

In personnel work, are you officially responsible for a certain group of students?____ Whom?________________ How many?____

Add any comments to clarify your function in the student personnel work of the college. (Continue on reverse of sheet).

(Please turn to Sheet II)
A. Attached is a copy of the MOONEY PROBLEM CHECK LIST, which is being used with the students to secure an inventory of the guidance and adjustment problems which they feel they possess and are willing to admit. Except to familiarize yourself with the form (if you do not already know it), please disregard all instructions to the student. Instead, please refer to the 330 problems listed on Pages 2, 3, and 4 of the Check List and carry out the following instructions:

1. Look over all items carefully and underscore those that you feel are current problems of students whom you know in this college. An item is a problem if it causes the student concern—worry, fear, doubt, anxiety, or other feeling which may hinder adjustment or stand in the way (Example: "100. Slow in reading.").

2. Circle the item numbers of the problems which you feel are of serious concern to some of the students. (Example: "100. Slow in reading.").

3. Add an "X" mark in front of all circled problems on which you feel that you yourself are giving constructive help to individual students. (Example: "100. Slow in reading.").

B. After completing the three steps suggested above on the Mooney Problem Check List, please answer the following questions on these Supplementary Sheets:

1. In general, how would you rate your college in its services for helping students with guidance and adjustment problems? (Check)

   _ Excellent _ Good _ Fair _ Poor _ Very unsatisfactory

(Please turn to Sheet III)
STAFF-OPINION SURVEY OF STUDENT PROBLEMS AND PERSONNEL SERVICES IN ___(Name of College)___

2. What do you consider the best features of the college for helping students with guidance and adjustment problems?

3. What suggestions do you have for improvement of the college's services for helping students with guidance and adjustment problems?

4. How would you like to see the results of this study used?

THANK YOU FOR YOUR COOPERATION
CAUTION TO STAFF MEMBERS

Please remember that the Directions for this printed form (Mooney Problem Check List) apply to students, not to you; that the 330 problems listed on Pages 2, 3, and 4 of the Mooney Check List are student problems, not your own. In using the printed list of problems, please follow the Instructions under "A" on the mimeographed "Sheet II".

(This "Caution" was placed on a half sheet and inserted inside the folded Mooney Problem Check List form)

---

To the Administrator of the "Cooperative Study of Student Problems and Personnel Services" in My College:

I have filled out and returned to you a copy of the "Staff-Opinion Survey" form. I understand that this is to let you know that I have participated in the Survey, but that my name will not be connected with my answers and will not be reported to the Investigator.

______________________________
Staff Member

(This form was placed on a half sheet and used by the administrator of the study in each college to check on staff members who had participated in the study, so that follow-ups might be made with those who had not responded)
APPENDIX D

REPORT ON PRELIMINARY ADMINISTRATION
OF THE STUDENT-OPINION SURVEY FORM
Preliminary to administering the Student-Opinion Survey form in the cooperating colleges, a trial administration of the form was made in one of the colleges. Fifty-nine students (contacted through courses in introduction to education, principles of guidance, and student teaching, and through the student council) filled out the form. Represented were 13 freshmen, 15 sophomores, 11 juniors, 13 seniors, and seven part-time evening students, totaling 29 men and 30 women. No effort was made to secure a statistically accurate sampling, but the group was considered representative enough for practical purposes.

It was desired to know the reaction of the students to the survey in general, and to particular parts of the form (especially the directions); also the time required to fill out the form.

The general response was favorable, with only two students questioning the value of the study itself and one questioning its value only if it were not followed up and something done about what the results might indicate.

The directions were not entirely clear to everyone. Consequently, two paragraphs were added to the directions of Supplementary Sheet I; the Mooney Problem Check List was inserted between Supplementary Sheets II and III instead of following Supplementary Sheet III (as was the arrangement with the trial form); and duplicated "INSTRUCTIONS FOR ADMINISTERING THE STUDENT-OPINION SURVEY FORM" were prepared for the use of other persons administering the form to students in groups.

The amount of time required to fill out the form ranged from 22 to 45 minutes, with an average of 27 minutes. It was determined, therefore, that the form could be administered (with possible rare exceptions) during a regular college class period, if circumstances required it.

(Refer to Appendix C, pp.236-271)
APPENDIX E

SUGGESTIONS, INSTRUCTIONS, AND EXPRESSIONS OF APPRECIATION

FOR ADMINISTERING THE STUDY IN THE COLLEGES
TO THE ADMINISTRATOR OF THE
COOPERATIVE STUDY OF STUDENT PROBLEMS AND PERSONNEL SERVICES
IN
(\text{Name of College})

This material may be of interest and help to you in carrying out the Cooperative Study in your college.

As stated previously, this is a doctoral project under the direction of the School of Education of Oregon State College. In reality, however, it is a research service for the benefit of each participating college. The cost of all forms and transportation charges thereon are to be borne by me personally; all I ask is the cooperation of your staff and students in filling out the forms and returning them to me. In the study, I shall take the position of an outside impartial investigator, and in return for the cooperation received will report the implications of the findings for the possible improvement of the personnel services of your college. In this connection, if the opportunity can be arranged, I shall be glad to discuss the meaning of the data on your college with those of your staff who are especially concerned.

The study in your college, as in the other cooperating colleges, is to be conducted along the following lines:

1. An inventory of the student personnel services of the college. This inventory is designed to cover the features which, according to the literature, are commonly found in "small liberal arts colleges" which are judged by "experts" to have "good" or "excellent" programs. It is suggested that this inventory be made out (in one copy) cooperatively by the "personnel committee," headed by the person who directs or coordinates the program. If you have no such committee, a special committee might be appointed to make out the inventory and sponsor the complete project in your college.

2. A student-opinion survey of student problems and personnel services. It is suggested that each student be asked to individually complete a questionnaire (the Mooney Problem Check List with supplementary questions) covering the nature, prevalence, and seriousness of the guidance and adjustment problems which he recognizes as his own and is willing to admit. He is asked to indicate the "serious problems" on which he is receiving constructive staff help or feels he could receive such help if he would seek it. He is further asked to make a general evaluation of the college's personnel services with suggestions for improvement.

3. A staff-opinion survey of student problems and personnel services. It is suggested that each staff member who deals directly with students be asked to individually complete a
questionnaire covering his opinion as to the nature, prevalence, and seriousness of existing student guidance and adjustment problems in the college, and his judgment as to whether he himself is giving constructive help to individual students on particular problems. (The Mooney List again is used, with supplementary questions). He is further asked to give his general evaluation of the college's personnel services with suggestions for improvement. An administrator, yourself, or your "Personnel Committee" might designate the staff members in addition to the Faculty who should be invited to participate.

In carrying out the study, it is desired that the identity of the participants be protected. No staff member will be identified personally in the general study. No student will be identified personally to the college officials unless he expresses a desire to talk over his problems with someone on the college staff. Furthermore, no open comparisons are to be made between the colleges; only the findings of the study as they apply in general and to each respective college will be reported to, and discussed with, those concerned.

It is hoped that the study will throw some light on such questions as these:

1. What determines the degree of effectiveness of the student personnel services of a really small liberal arts college?

2. How vital are certain organizational and administrative features?

3. How vital are the points of view of staff members and their sensitivity to student problems?

4. What personnel services are implied by the prevalence and/or seriousness of particular student problems?

5. What improvements are suggested in the personnel services of the respective colleges by the findings of the study?

6. And others.

... colleges are already committed to the study and others have the project under consideration. The ... colleges, and the administrator of the study in each, are:

The other participating colleges and the administrator of the study in each will be announced as soon as arrangements are completed.

My Advisory Committee at Oregon State College, which will direct this
Cooperative Study, is headed by Dr. F. R. Zeran, Dean of the school of Education. My Major Professor on the dissertation is Dr. H. R. Laslett, Professor of Education.*

--- Alvin Allen (Investigator)
1712 Dearborn Street
Caldwell, Idaho

*Note: Following the death of Dr. Laslett, Dr. R. J. Clinton took over the responsibility of Major Professor.
TO THE ADMINISTRATOR OF THE
COOPERATIVE STUDY OF STUDENT PROBLEMS AND PERSONNEL SERVICES
IN

(Name of College)

The experience of one college in preparing the Inventory of Student Personnel Services may be helpful to other colleges that have not yet completed this part of the total study. These were the steps taken:

1. The Dean presented the matter to the Personnel Committee and enlisted their cooperation for filling out the Inventory, as well as participating in other phases of the total study.

2. The Personnel Committee discussed procedures for filling out the Inventory and agreed upon the desired approach.

3. The various sections of the Inventory were assigned to members of the Personnel Committee who were most familiar with the particular phases of the personnel program covered, or who were willing or desired to take the particular sections.

4. Each Committee member checked the sections of the Inventory assigned to him and turned the results in to the Chairman.

5. The Chairman prepared the one desired copy of the total Inventory from the results on the various parts of the Inventory as turned in by the members.

6. Discrepancies, if any, were cleared up by consultation before the final copy was supplied to the Investigator.

---Alvin Allen,
Investigator
TO THE ADMINISTRATOR OF THE
COOPERATIVE STUDY OF STUDENT PROBLEMS AND PERSONNEL SERVICES IN

(Name of College)

STUDENT-OPINION SURVEY

It is requested that the students of your college be asked to fill out this questionnaire, as soon as conveniently possible the Christmas vacation.

It is desired that as many of the students as possible be enlisted to participate in the project and that the sample be fairly representative of the total student population.

The administrator and his assistants in each college will want to conduct this survey in their own way. The plans of some of the colleges, however, may be suggestive.

In most of the colleges, the student body officials are to be consulted regarding the study to solicit their assistance in enlisting the cooperation of the students. Officials in these colleges feel that a better response can be assured from the students if they can feel that they are making a valuable contribution to a cooperative venture—which, of course, they will be. In this connection, student officials and representatives might be glad to administer the questionnaires or assist in their administration.

Some of the colleges may find it most convenient to administer the questionnaires to all the students in one assembly, or in separate assemblies of smaller groups (divided, for example, according to school years). Others may prefer to have the questionnaire administered during regular class periods in which the classes are given over to the purpose. Still others may wish to distribute the questionnaires, with instructions, at one class period, and require that they be completed and returned at the next meeting of the classes involved.

It is estimated that it will take, on the average, about minutes to complete the questionnaire. All students should be urged to fully complete it and allowed sufficient time to do so, even if it means the lengthening of a class period, or that certain individuals must hand the form in later. Only if students can complete the questionnaires will the results be sufficiently valid.
Administrators of the questionnaires are asked to please respect the pledge of the investigator that the results are to be kept confidential. The investigator will report back to your college the names of those students who request an opportunity to talk over their problems with someone on the college staff, but the answers given by these students will not be connected with their names. (Incidentally, the use of a ballot box, into which the students can drop their questionnaires as they finish them, should help to emphasize the secret nature of their answers).

—Alvin Allen (Investigator)
EXPERIENCE OF ONE COLLEGE IN CARRYING THROUGH THE STUDENT-OPINION SURVEY

The experience of one college in carrying through the Student Opinion Survey may be helpful to other colleges that have not yet completed the study. These were the steps taken:

1. The Dean presented the matter to the Personnel Committee and enlisted their support in working with the staff and students.

2. One of the Personnel Committee (who is advisor to the Student Council) presented the matter to the Student Council and enlisted their moral support with the students.

3. The Personnel Committee and the Student Council agreed on the steps to be taken in administering the form.

4. The form was administered to freshmen through the Freshman English classes by the teachers of these classes—who were oriented ahead of time to the nature of the survey and how to administer it.

5. The form was administered to Sophomores, Juniors, and Seniors through some of the larger classes, by the teachers of such classes— who were oriented ahead of time to the nature of the survey and how to administer it.

6. The results from 4 and 5 were checked against enrollment lists and a list compiled of the students who had not yet filled out the form.

7. Resident heads of dormitories were asked to hand out forms to students in their respective dormitories and collect the completed forms as soon as possible thereafter.

8. The remaining students were checked against class rolls and assigned to teachers who could best contact them, in which cases the teachers handed out the forms and called for them to be completed and turned in at the next meeting of the class.

--Alvin Allen
Investigator
INSTRUCTIONS TO PERSONS ADMINISTERING
THE STUDENT-OPINION SURVEY FORM:

It is suggested that you please familiarize yourself ahead of time with the Student-Opinion Survey form. You will then be in a better position to answer students' questions and see that they follow directions.

Please do not use any more time than is absolutely necessary in preliminaries or discussions, as the students should have all the time needed to do a thorough and conscientious job in filling out the form.

When the students are assembled, say:

"This is not a test—but the college is asking you to take part in an opinion survey which should be of real value to you as well as others. We believe that you, like other students who have done this, will be glad to take part."

Start passing out the forms, face down. Then say:

"Please keep the form face down until we are all ready."

When the forms have been passed out to all students, say:

"Now please turn the form over so that Supplementary Sheet I is on top. I shall read with you the statement TO STUDENTS IN COOPERATING COLLEGES."

Read aloud, while students read silently, all the statements under this heading. Pause. Then say:

"Please write the name of your college in the blank near the top of the page. Write your own name in the blank near the middle of the page."

Pause for students to write the name of the college and their own names. Continue:

"Please turn to Supplementary Sheet II."

When all have turned to this sheet, say:

"From now on, please follow the mimeographed and printed directions on the form. Don't fail, however, to ask questions if any direction is not clear. You may go ahead."

As the students proceed, please (without reading what they are writing) see that they are following directions.

(Continued)
Because the Mooney Problem Check List is folded, an occasional student may overlook some of the pages. If this possible oversight appears likely to occur, please caution the students against it.

Some of them may have difficulty in handling the sheets. It may be helpful to suggest that sheets not being used be folded under. In the case of Supplementary Sheet III, however, it will be necessary to refer to Pages 2, 3, and 4 of the Mooney Problem Check List in connection therewith.

In answering questions, please give your answers quietly and privately to individuals, unless a question is obviously one that concerns all or several members of the group. A preliminary study has shown that few questions will be asked and most of them will concern only the individuals asking them.

All possible questions cannot be anticipated, but you should be able to answer all of them if you are thoroughly familiar with the Student-Opinion Survey form and understand the nature and purpose of the total cooperative project. Here are two examples of questions that arose in the preliminary study and the answers given, which may be suggestive to you:

1. Question: "Just what do you mean by a problem? Many of these items have bothered me at some time, but I don't know whether or not you could say they were problems."
   Answer: "An item is a problem if it causes you worry, fear, doubt, anxiety, or other feeling which hinders you in making adjustments or in making wise choices and plans."

2. Question: "Suppose I don't have any problems. Do you still want me to fill this out?"
   Answer: "Possibly you are a person who doesn't have any problems. Most of us, however, do have some problems. If you go through the whole list perhaps you will find certain items that do concern you."

It is expected that all students will be able to complete the form in a fifty-minute period. If any need more time, however, they should be urged to fully complete it and allowed sufficient time to do so—even if it means the lengthening of the period or that the form must be handed in later. (Arrangements for this unexpected possibility, of course, would need to be made with the knowledge and approval of the college administration.)

In handling the results, please respect the pledge that these results are to be kept confidential. The investigator will report back to your college the names of those students who request an opportunity to talk over their problems with a staff member, but the answers of these students will not be connected with their names.

THANK YOU FOR YOUR HELP
TO THE ADMINISTRATOR OF THE
COOPERATIVE STUDY OF STUDENT PROBLEMS AND PERSONNEL SERVICES IN

(Name of College)

STAFF-OPINION SURVEY

It is requested that staff members of your college who deal directly with students be invited to fill out this questionnaire, as soon as conveniently possible the Christmas vacation. This should be done about the same time as you conduct the Student-Opinion Survey, preferably the same week.

It is desired that as many of the staff as possible who do deal directly with students and have the opportunity to help them with their problems be enlisted to participate in the project. Ordinarily this will include a few persons in addition to the administrators, teachers, and personnel officials, such as secretaries, librarians, dormitory heads, dining-hall supervisors, and the like. In one institution, at least, it will include a janitor who is a close friend and confidant of students. You, with possible helpers (perhaps the members of the "Personnel Committee") can no doubt determine the members of your college staff in addition to the faculty who should be asked to take part.

You will want to use your own method of administering the questionnaire. One which is being planned by some of the participating colleges is to present the proposition in a group meeting of the staff members concerned; then have them fill out the form and turn it in before leaving the meeting. Another possibility would be to have the members take the form away with them and return it to you directly, or through the campus mail, as soon as possible after the meeting. Group discussion of the total cooperative project, and of the Staff-Opinion Survey in particular, is desirable, but the work on the form should be done by the staff members individually.

---Alvin Allen (Investigator)
EXPERIENCE OF ONE COLLEGE IN CARRYING THROUGH THE STAFF-OPINION SURVEY

The experience of one college in carrying through the Staff-Opinion Survey may be helpful to other colleges that have not yet completed this part of the total study. These were the steps taken:

1. The Dean discussed the nature of the study with the staff and enlisted their cooperation in filling out the Staff-Opinion Survey form, as well as cooperating in other ways with the total study.

2. Copies of the Staff-Opinion Survey form were handed out to the staff members concerned (those who deal directly with students).

3. Staff members individually filled out the survey form and returned it to the Dean via the campus mail, or handed it personally to him or his Secretary. Along with the survey form, but separate from it, each staff member turned in a copy of a half-sheet form (example is herewith attached) informing the Dean that he had participated in the survey.

4. The Dean checked the names of those who had participated (securing the names from the separate half-sheet form) and made a follow-up by note through the campus mail to secure results from those who had not yet turned in the survey form.

5. This action, supplemented by personal requests, was repeated until the Dean was reasonably sure that all staff members had participated who intended to do so.

Alvin Allen
Investigator
December 12, 1952

Dear Dean:

Thank you very much for your cooperation in carrying through our Cooperative Study in your college. Will you please express my appreciation also to the participating staff members and students.

Enclosed is a list of students who expressed a desire to talk over their problems with a member of your staff.

I shall have a chance to do more work on the data during the Christmas vacation and shall get in touch with you if I note anything further that should come to your immediate attention.

Sincerely,

Alvin Allen
Investigator

aa:nha
January 5, 1953

Dean

College

Dear Dean:

Thank you very much for your cooperation in carrying through our cooperative Study in your college. Your efforts to complete the study before the Christmas vacation, as we preferred, are highly commendable. Please express our appreciation also to the participating staff members and students.

Enclosed is a list of students who expressed a desire to talk over their problems with a member of your college staff. As I study the data further I shall get in touch with you if I note anything more that should come to your immediate attention.

The percentage of students responding to the Student-Opinion Survey in general is fair; in the case of some groups it is good; but the results could be considered representative with a greater degree of confidence if we could have responses from more of the students, particularly from the___________, the___________, and the___________.

In the Staff-Opinion Survey we have responses from___________ out of___________ whom you reported as dealing directly with students. In view of the small number of staff members, we would need responses from a good majority to feel with confidence that the results are representative.

I am sending you enough forms to attempt a more nearly complete response from the students and staff if you find it possible to do so. If the results are in by the end of your semester or soon thereafter they should not be too far out of line. This effort would be greatly appreciated by me and my advisory committee and would add considerable value to the general study as well to the study in your college. If, however, you cannot do this, we are still very grateful for the results you have already secured, and we know that the job has not been an easy one judging from our experience with the study in other colleges.

Enclosed are some lists and figures on student results which should be helpful to you.

Best wishes.

Sincerely,

Alvin Allen
Investigator
April 4, 1953

Dear Dean,

Thank you for your letter of March 7 and for the shipment of forms completed for our Cooperative Study. I congratulate you, your staff, and your students for this very fine response. I am sorry that my acknowledgement has been delayed -- due to a week off campus on college business plus ten days of illness.

It will be appreciated if you are able to secure responses from the "stragglers" and send them along at your convenience. Returns from the student teachers who were off campus when you made the survey in particular would be helpful.

I note that you have taken off some of the material in hopes that it would help you in your guidance program. Did you secure the names of those students who expressed the desire to talk over their problems with someone on your college staff? If not, I can supply you with a list of such students. We have done this in all the other cooperating colleges, and reports are that the information and consequent follow-up have been quite helpful.

Sincerely,

Alvin Allen
Investigator
APPENDIX F

POSITIONS, DEGREES, AND SPECIALTY
IN TRAINING OF "PERSONNEL COMMITTEE"
MEMBERS IN COOPERATING COLLEGES
POSITIONS AND DEGREES OF "PERSONNEL COMMITTEE" MEMBERS WHO PARTICIPATED IN THE STUDY IN THE COOPERATING COLLEGES

(To protect the identity of each college, the name and identifying letter of the college and the names of committee members are not given. However, the positions and degrees of the participants are grouped separately for each college. *An asterisk denotes the committee chairman)

<table>
<thead>
<tr>
<th>Man or Woman</th>
<th>Position</th>
<th>Degrees Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>*Dean of Women, Professor of English ..................</td>
<td>BA, MA</td>
</tr>
<tr>
<td>M</td>
<td>Dean of Men, Head Resident of Dormitory ...............</td>
<td>BA, MA</td>
</tr>
<tr>
<td>W</td>
<td>Assistant Dean of Women, Head Resident of Dormitory</td>
<td>BA, MA</td>
</tr>
<tr>
<td>W</td>
<td>Director of Social Activities, Lecturer in Education</td>
<td>BA, MA</td>
</tr>
<tr>
<td>M</td>
<td>Field Secretary, Head Resident of Dormitory ..........</td>
<td>BA, MA</td>
</tr>
<tr>
<td>M</td>
<td>Dean of the Faculty, Professor of Education ..........</td>
<td>BA, MA, Ph. D</td>
</tr>
<tr>
<td>M</td>
<td>*Dean of Students, Assistant Professor of History ...</td>
<td>BA, MA</td>
</tr>
<tr>
<td>M</td>
<td>Professor of Mathematics, Director of Testing ......</td>
<td>BA, MA</td>
</tr>
<tr>
<td>M</td>
<td>Head Resident of Dormitory ................................</td>
<td>BA</td>
</tr>
<tr>
<td>W</td>
<td>Head Resident of Dormitory ................................</td>
<td>BA</td>
</tr>
<tr>
<td>W</td>
<td>Assistant Registrar ......................................</td>
<td>BA</td>
</tr>
<tr>
<td>Man or Woman</td>
<td>Position</td>
<td>Degrees Held</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ONE</td>
<td>M</td>
<td><strong>Dean of the Faculty, Director of Counseling, Professor of Education and Psychology</strong>. BS, MS, ED. D</td>
</tr>
<tr>
<td>COLLEGE:</td>
<td>M</td>
<td>Registrar, Professor of Business Administration..... BS, MS</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Professor of Education, Chairman of Education Division.... BS, LLB, JSD</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Assistant Professor of Psychology, Counselor........... BS, MS</td>
</tr>
<tr>
<td>ONE</td>
<td>M</td>
<td><strong>Assistant Professor of Education, Director of Teacher Training</strong>........... BS, MA, Ph. D</td>
</tr>
<tr>
<td>COLLEGE:</td>
<td>M</td>
<td>Professor of Sociology........... BS, MA, Ph. D</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Assistant Professor of English.. BA, MA</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Professor of Spanish............. BA, MA, Ph. D</td>
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<tr>
<td></td>
<td>W</td>
<td>Registrar, Secretary to the Dean............... Secy. Cert.</td>
</tr>
<tr>
<td>ONE</td>
<td>W</td>
<td><strong>Dean of Women, Assistant Professor of Home Economics, Head Resident of Dormitory</strong>. BS, M.HE</td>
</tr>
<tr>
<td>COLLEGE:</td>
<td>W</td>
<td>Assistant Professor of Psychology and Education..... BA, M.Ed, Th.B.</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Librarian......................... BLS</td>
</tr>
<tr>
<td>Man or Woman</td>
<td>Position</td>
<td>Degrees Held</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>W</td>
<td>*Dean of Women, Instructor of Mathematics, Psychology, and Physics</td>
<td>BS, M.Ed</td>
</tr>
<tr>
<td>M</td>
<td>Dean of the College, Veterans Advisor, Professor of Philosophy and Religion</td>
<td>BS, BA, MA, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>(Reportedly assisted by three other staff members, who were not designated.)</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>*Dean of the College, Professor of Psychology</td>
<td>BA, MA, Ph.D.</td>
</tr>
<tr>
<td>W</td>
<td>Dean of Women, Professor of History</td>
<td>BA, MA</td>
</tr>
<tr>
<td>M</td>
<td>Dean of Men, Dean of School of Education, Associate Professor of Education</td>
<td>BA, MA</td>
</tr>
<tr>
<td>M</td>
<td>Registrar, Associate Professor of Political Science</td>
<td>BA, MA</td>
</tr>
<tr>
<td>W</td>
<td>Professor of English (Head of Department)</td>
<td>BA, MA, Ph.D.</td>
</tr>
</tbody>
</table>
SUMMARY OF SPECIALTY IN TRAINING OF "PERSONNEL COMMITTEE" MEMBERS IN THE COOPERATING COLLEGES

(Derived from response to the inquiry form which follows this summary)

Reference is made to the preceding list of "Positions and Degrees of 'Personnel Committee' Members Who Participated in the Study in the Cooperating Colleges."

The Committee of the First College consisted of one doctor and five masters. All of them had been trained in education and all but one in guidance and counseling.

The Committee of the Second College consisted of two masters and three bachelors. Only one (a master) was trained in education but the other master had specialized in religion. The others had specialized in English and/or history.

The Committee of the Third College consisted of two doctors and two masters with one of the masters close to the doctorate. The latter and one of the doctors had secured special training in guidance and psychology at the doctor's level while both had done special study in religion at the bachelor's level. One of the doctors had a major in education at the doctor's level and had done special study in religion at the bachelor's level. The other member, a master, had specialized in business administration.

The Committee of the Fourth College consisted of three doctors, one master, and one person holding a secretarial certificate. One doctor had received special training in education and psychology and another in family life. The third had specialized in foreign language but had a minor specialty in education. The bachelor had received special preparation in English.

The Committee of the Fifth College consisted of two masters and one bachelor. One master had received special training in education and psychology, the other in home economics and history with minor preparation in education. The bachelor had specialized in library science.

The two reporting members for the Committee of the Sixth College consisted of a doctor and a master. The doctor had specialized in philosophy and religion with minor preparation in psychology and zoology. The master had specialized in education and mathematics with minor preparation in psychology and general science.

The Committee of the Seventh College consisted of two doctors and three masters. One of the doctors had specialized in psychology with minor preparation in education and guidance; the other had specialized in English. One of the masters had majored in education, another had
minored in educational guidance with a major in history, and the third had specialized in history and political science.

Of the 30 participating Committee members in the seven colleges, nine (or 30 per cent) held a doctor's degree, 14 (or 47 per cent) held a master's degree, six (or 20 per cent) held a bachelor's degree, and only one (or three per cent) held less than a bachelor's degree. This makes 77 per cent who held a master's degree or more.

Of the 30 participating Committee members, 12 (or 40 per cent) had received special training in psychology and/or guidance and counseling, 16 (or 53 per cent) had received special training in education, and eight (or 21 per cent) had been trained specially in both psychology and/or guidance and counseling as well as education—making a total of 20 (or 67 per cent) who had been trained in at least one of these areas. Five (or 20 per cent) of the 30 had been specially trained in religion and/or philosophy—one (or three per cent) in connection with psychology, and two (or six per cent) in connection with specialization only in education. One (or three per cent) had specialized in sociology with emphasis on family life.

Only seven members (or 23 per cent) had received no specialized training in psychology, guidance and counseling, education, religion and philosophy, or applied sociology. Five (or 20 per cent) had, however, specialized in the humanities (English, history, or political science) and two (six per cent), both of whom were registrars, in business and secretarial science.
Temporary Address  
P. O. Box 175  
Corvallis, Oregon  
August 2, 1954

To ____________________________________________  
______________________________________________  

My graduate adviser at Oregon State College suggests that I should have additional information to show the major, minors, and speciality within each at the bachelor's, master's, and doctor's level, for the "Personnel Committee" members who filled out the "Inventory of Student Personnel Services" in our "Cooperative Study" in 1952-53.

I already have the name (although the name will not be used in the thesis), position, and highest degree for each (as reported to me at the time) and to identify them to you I am re-listing the name and degrees given. Blank space is provided for the additional information, and I shall appreciate it very much if you can have this supplied to me as soon as possible. (The first name on the list is a fictitious "John Doe" with "needed information" filled in as an example of the type of information desired).

--- Alvin Allen

<table>
<thead>
<tr>
<th>Name</th>
<th>Level</th>
<th>Degree</th>
<th>Major-Specialty</th>
<th>Minors-Specialties</th>
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<tr>
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<td>Master's</td>
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<td>Educ.-Admin.</td>
<td>Econ.-Labor</td>
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(Signed)  
Position ________________________  
Date ________________________
APPENDIX G

EXTENT TO WHICH PARTICIPATING STAFF MEMBERS IN COOPERATING COLLEGES CLAIMED TO ENGAGE IN STUDENT PERSONNEL WORK
# TABLE XXIV

*Extent to which participating staff members in cooperating colleges claimed to engage in student personnel work*

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Percentage who claimed:</th>
<th>Mean percentage of full time claimed</th>
<th>Range in percentage of full time given to personnel work:</th>
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<tbody>
<tr>
<td></td>
<td>Some responsibility</td>
<td>Guidance responsibility</td>
<td>By all respondents giving it</td>
</tr>
<tr>
<td>A</td>
<td>92</td>
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<td>F</td>
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</tr>
<tr>
<td>G</td>
<td>83</td>
<td>77</td>
<td>13</td>
</tr>
</tbody>
</table>

*Data derived from Sheet I of Staff-Opinion Survey form (See Appendix C)*

**A high proportion of staff respondents in the colleges were regular teachers and "responsibility for guidance and personnel work" usually included informal counseling in connection with teaching and in advising students along academic lines. **"Groups" for which the respondents claimed "guidance responsibility" are listed on the following two pages. (To avoid identification, the colleges are not arranged in the same order as above.)
**"GROUPS" FOR WHICH STAFF RESPONDENTS IN COOPERATING COLLEGES CLAIMED "GUIDANCE RESPONSIBILITY"

One College

Prospective freshmen and new students (field secretary)
All men students (dean of men)
Associated women students (dean of women)
Freshman class (faculty sponsor)
Dorm residents (resident heads)
Athletes (athletic coaches)
Religious groups (chaplain, others)
Inter-sorority council
Women's service group
Social committee
Student employees (book store manager)
Students working on campus (superintendent of buildings and grounds)
Student secretaries in college offices (teacher of secretarial science)
Students in academic difficulty (assistant dean of women)
Personnel committee (chairman)

One College

Assigned group of student counselees (a number of staff)
Freshmen men and women
Sophomore women
Senior men
Senior women
Majors in own department (a number of staff)
Dorm residents (resident heads)
Personnel committee (chairman)

One College

Lower division students (chairman of lower division)
Upper division students (dean of the college)
Majors in own department (a number of staff)
Pre-medical students
Future ministers
Foreign mission band
International relations club
Dorm residents (resident heads)
Participants in intramurals (athletic coach)
Athletes (athletic coach)
Men students regarding draft classification and deferralment (registrar)
All students with respect to personal and social matters (dean of students)
Personnel committee (chairman)
One College

A definite group of assigned counselees (a number of staff)
All men students (dean of men)
All women students (dean of women)
Majors in own department (a number of staff)
Prospective teachers
Student teachers
Athletes (athletic coaches)
Students doing part-time work on and off campus
Students in reading clinic
Personnel committee (chairman)

One College

Freshmen—counseling and testing program
All students wishing vocational testing and counsel
Majors in own department (a number of staff)
Students in education
Pre-ministerial students
Religious groups
All students (dean)
Personnel committee (chairman)

One College

Group of assigned advisees (a number of staff)
Majors in own department (a number of staff)
Education students
Student teachers
Dorm residents (resident heads)
Foreign students
Married students
Students needing health service
Registration advisees (a number of staff)
Student groups—not specified
All students needing special counsel (dean)
Personnel committee (chairman)

One College

Majors in own department (a number of staff)
Education majors
Personnel committee (chairman)

(Note: Evidently most of the counseling was done by the dean, who
did not fill out the staff-opinion survey form. Most of the staff
work reportedly consisted of informal counseling in connection with
teaching and advising majors along academic lines.)
APPENDIX H

STATEMENTS OF COOPERATING COLLEGES WITH
RESPECT TO FOUNDING, CHURCH
AFFILIATION, AND PURPOSES
STATEMENTS OF COOPERATING COLLEGES WITH RESPECT TO FOUNDING, CHURCH AFFILIATION, AND PURPOSES

The College of Idaho. According to the college Bulletin (20, p.18) this college was incorporated under the laws of Idaho in 1893 and its management placed in the hands of a self-perpetuating board of trustees. "The tie with the Presbyterian Church in the U. S. A. ... has been maintained through the years. Although this relationship is still cherished, the College is non-sectarian in spirit and faiths."

With respect to purposes, the Bulletin states (op.cit., pp.19-20):

The plan of education ... is founded upon four assumptions: first, that men live in an intelligible and purposeful universe and that, therefore, human life has meaning and value; second, that each individual has a core of uniqueness which makes him infinitely precious; third, that each person yearns for, and is capable of, a real measure of creative achievement; fourth, that personality comes to fruition only in a social matrix through a process of awakened sensibilities, appropriated meanings, discriminating choice and self-discipline, and heightened loyalties.

It follows that education ... does not consist of a sequence of academic courses, no matter how venerable such courses may be. Rather, the life ... is deliberately designed to assist young men and women to achieve wholeness, to develop themselves as persons, to translate their physical, intellectual, emotional, and spiritual potentialities into actualities.

The College is purposely residential so that students may be graduated from the protective guidance of home into the larger freedom and wider experience of living in a selected community.

The College is intentionally small so as to give students that personal attention and those experiences in leadership which are less easily provided on a large campus.

The College is deliberately coeducational because it believes that democratic homes and a democratic society can be built only upon the foundation of mutual understanding, mutual respect, shared responsibility, and shared power.
The College is proudly independent because it believes that society is an organization rather than an organism, and it intends so to conduct every aspect of its life as to foster in each student a wholesome spirit of independence, initiative, and resourcefulness.

The College is concerned about vocational fitness. While it would not substitute vocational skills for scholarship, it recognizes that men and women can neither enjoy nor invest the fruits of scholarship unless and until they are able to provide for themselves and their dependents. Consequently, the College seeks to bring each student to the point of intelligent vocational choice, to develop his skill in leadership, and insofar as possible, consonant with its basic objectives, to equip him with that knowledge and those skills which will enable him to maintain himself and his family through some useful and creative work. For some students, such as candidates in teacher education, The College of Idaho can meet the full need. For other students a broad program of cooperative education is being developed with the University of Idaho and with major colleges and universities across the United States.

Finally and supremely, The College of Idaho is a Christian college because it recognizes in real religion the only relationship which can make men and societies whole. The highest obligation and the deepest intent of the College is to prompt each student and each faculty member to search for the secret of his own greatness, to identify his own uniqueness, to develop his own potential, to swim strongly and float securely in the mighty ocean which men call God.

Westminster College. According to its Bulletin (119, p.15), Westminster College was founded in 1875 under the auspices of the First Presbyterian Church of Salt Lake City. "The college is legally incorporated under the laws of . . . Utah, with a board of twenty-four Trustees . . . chosen from leading business and professional men of the state. . . . Westminster is a church-related college of the Presbyterian Church in the U. S. A. and reports to its Board of Christian Education. . . .

For years Westminster has operated its program without sectarian emphasis and in the interest of all Protestant denominations. The Articles of Incorporation have been amended to provide for official interdenomi-
tional representation on the Board of Trustees. Six denominations are represented." The President, incidentally is a prominent leader in the Methodist Church.

The "Objectives of Westminster College" stated briefly are as follows (op.cit., p.10):

The educational objective of Westminster College is a practical liberal arts education, designed to arouse a quickened interest in truth, to develop a sense of proportion and perspective through an appreciation of the achievements of the past, and to cultivate a refined taste, to encourage a tolerant attitude toward other men, regardless of race or conviction, and to stimulate a sense of community responsibility.

Westminster College is a Christian College dedicated to the motto on her great seal, "Pro Christo et Liberatati--For Christ and Liberty." Westminster presents the Christian interpretation of life as an essential element of culture and character.

The Bulletin showed that "The plan of study at Westminster includes vocational or professional preparation" (op.cit., pp.11-14). The fields of study outlined included business, education, physical education, engineering, journalism, law, library work, medicine, foreign language, music, religious work, speech and dramatics, social work, and human relations. It also had a special program in nursing education in cooperation with a local hospital.

A description of the "Guidance Program at Westminster College" is presented in Appendix K.

Rocky Mountain College. According to its Catalog (100, pp.11-12), Rocky Mountain College came into being in 1947 as the result of a merger of Intermountain Union College and Billings Polytechnic Institute. Its purpose was set forth in the Articles of Incorporation as follows:

To give instruction in technical and vocational sub-
jects, in the arts, sciences, and the Christian religion, and in such other branches of learning as are commonly taught at institutions of higher education and in accordance with the standards approved by the Boards of Education of the cooperating churches.

The college is following through in this stated objective by attempting to give its students a practical education of which religion is the integrating factor. Beginning in September 1952, every freshman will be required to take courses in Bible and Religion for two periods weekly throughout the academic year, and every sophomore to take courses in Community Leadership training and International Leadership problems. Juniors and Seniors will be encouraged, in their extra-curricular interests, to put into practice some of these Community Leadership activities. Students thus will get a leadership training for service, motivated by the basic urge for freedom in the western world—Religion.

In its church connections, Rocky Mountain College was stated to be (ibid.):

... a member of the Congregational Christian College Council and has been endorsed by the Division of Christian Education of the Board of Home Missions of the Congregational Christian Churches, is affiliated with the Board of Christian Education of the Presbyterian Church in the U. S. A. and is accredited by the University Senate of the Methodist Church. The College is a member of the Association of American Colleges.

The college has the endorsement of the Baptist Convention of Montana.

George Fox College. According to its Catalog (38, p.11), "George Fox College is a Christian, coeducational, democratic, non-profit organization, offering a four-year course of study in the liberal arts. The school welcomes students of good character and adequate preparation from all races, nationalities, and creeds. It is operated under the auspices of the Friends Church (Quakers)."

The statement of purpose is set forth as follows (op.cit., pp. 12-13):

George Fox College ... seeks to help men and women know
God and the laws and purposes of His universe, and to assist them in reconciling their lives to these. The fundamental purpose of the college is to develop Christian character and to help students gain the theoretical and practical knowledge essential to successful, purposeful living.

As a liberal arts college, George Fox College offers an environment conducive to scholastic achievement, providing the students with an adequate opportunity for the development of personality, breadth of outlook, a sense of purpose, and a sensitivity to the finer values in life.

George Fox College helps its students to develop their creative abilities, to acquire such a knowledge of the nature of the physical universe, of the history of the race, of the structure of society, of the nature of the individual, of the fine arts, of the common social amenities and practices of Christian culture, of the Christian doctrines, practices and faith that they may be equipped to participate in life and to make large contributions to humanity.

It is the desire of the college that the student through a liberal arts education will learn the meaning and purposes of life as a whole and of his own life particularly as related to the total pattern. A well-equipped personnel, large in proportion to the student body, directs scholastic activities, and in a counseling program provides individual assistance to the student. Under this program individual problems are worked out and vocational directives given.

A more tangible statement of "Specific Objectives" has recently been produced in the George Fox College Faculty Handbook (38, p.3):

1. To prepare its graduates for pursuing those vocations for which they have studied that are open to a holder of the Baccalaureate degree.

2. To equip the higher ranking students with suitable tools and background for entering graduate or professional school in the field of their major.

3. To develop Christian character.

4. To direct extra-class activities in such a manner that they reinforce the classroom in developing skills, leadership, responsibility, and creativity.

5. To administer a community in which its students experience development of scholarship and learn how to apply their learning to life.
6. To provide a center of leadership for Quakerism in which the evangelical concepts of its founder relating to Christian holiness are elaborated for contemporary needs.

Northwest Nazarene College. This college is one of six liberal arts colleges owned and controlled by the Church of the Nazarene (87, p.20). According to its Catalog (op.cit., p.19):

Northwest Nazarene College has but one specific objective—to combine high scholastic attainments with equally high moral standards based on deep spirituality. Through the ages faith and reason have been in conflict, and education has too often militated against religion. When such is the case either the education is unsound or the religion is based on false principles. Northwest Nazarene College believes that it is possible to excel intellectually and at the same time be intensely spiritual and possess a deep passion for evangelism. This is the task the institution has undertaken in the training of students who enroll.

A better picture of the amplification of this central purpose in the practices of the college can be implied from the study by Perry (91). He studied the "objectives in higher education" of the six Nazarene colleges. His sources were: (1) the objectives of the colleges as stated in their catalogs; (2) an analysis of other printed material such as descriptive literature, faculty studies, and the like; (3) A Philosophy of Education for the Church of the Nazarene (22); and (4) a questionnaire sent to the president, trustee members, faculty members, selected alumni, and selected students of each college.

Taking his clue from Clapp (18), he outlined the following areas of attainment to determine the emphasis placed on achievement in these areas, and the estimated actual achievement that had occurred: (1) intellectual growth, (2) physical development, (3) social improvement, (4) moral and spiritual attainment, and (5) vocational guidance.

Because of the unifying influence of Church control, Perry found
the conditions of the Nazarene colleges to be quite similar. Consequently the finding will generally apply to Northwest Nazarene College, as well as the other schools.

A majority of respondents placed strong emphasis on intellectual growth. (91, p.203). A large proportion felt that "progress had been made in recent years" but that "emphasis on intellectual attainment must not stifle the moral and spiritual development."

A large proportion expressed the opinion that physical development was receiving weak emphasis (op.cit., p.203). Several schools provided an intramural sports program, some type of health services, recreational activities, and counseling programs.

It was generally felt that the schools were not achieving well in social improvement (ibid.). A possible reason suggested was that "a lesser emphasis had been placed on this objective." The term social was defined to include "not only the student's attitudes, conduct, and relationships in reference to campus life, but also the student's attitudes, conduct, and relationships toward the community, state, nation, and international world. It was said that "many steps need to be taken to develop in the student the social graces." It was recommended that "each college promote such activities as would contribute toward social improvement through faculty-student committee sponsorship and through student organizations."

The larger proportion indicated a strong degree of emphasis on moral and spiritual attainment (op.cit., p.206). "Generally it was agreed that the present trend of proportionate emphasis on all the objectives is a good move. It takes each of the five areas properly
emphasized to promote a symmetrical Christian character."

It was generally felt that there was too little emphasis on vocational guidance (op.cit., p.207). Many thought that good work was being done with prospective teachers and ministers. Vocational testing and counseling was practiced to some extent, and libraries contained helpful vocational materials. It was suggested that resource persons might be brought in to help. All of the schools operated valuable placement services, which admittedly could be improved.

The Northwest Nazarene College "Personnel Committee" had a written statement for the workers in the "Guidance Program" which is included in Appendix K.

**Seattle Pacific College.** This institution was founded in 1891 under the auspices of the Free Methodist Church, and is one of the colleges covered in the study by Nelson (82). According to its Bulletin (103, p.19):

Seattle Pacific is committed very definitely to a belief in the principles of Christianity and maintains a definite institutional pattern with the thought of including these principles in the lives of its students. This institutional pattern is designed to bring about definite student growth spiritually, professionally, socially, and physically.

Means are suggested for realizing student growth in each of these areas (op.cit., pp.20-23):

**Spiritual Growth.** Spiritual growth ... is encouraged through a spiritual dynamic which permeates the entire program. There are provided assembly programs with required attendance, mid-week vespers services, special evangelistic services several times during the year, frequent devotional periods in the class sessions, class prayer meetings, and prayer at all social gatherings. Students whose point of view or behavior are known to be definitely out of harmony with such a program are not allowed to enter ...
Guidance in spiritual growth is given through a positive statement of Christian faith, through a Christian faculty, and through effective Christian living.

Social Adjustment. Greatest Christian usefulness is achieved not only through a proper adjustment to spiritual ideals, but also through a wholesome attitude toward others of the social group and towards society at large. Definite emphasis, therefore, is placed upon social activities of many kinds, and students are so guided as to experience maximum growth in personal-social adjustment. The guidance program assists the individual in understanding himself and in growth toward the ultimate of self-guidance in keeping with Christian ideals.

Growth in social adjustment is further guided by certain standards of conduct.

These standards to which the student agrees in writing, pertain to such matters as living off campus, living in residence halls, evenings reserved for study, evening and overnight hikes, parties, and the like, simplicity of dress, personal conduct, prohibition of liquor and tobacco, attendance at assembly and Vesper services, and attendance at church and Sunday school.

Intellectual Growth. To reach a high plane of useful scholarship, Seattle Pacific College provides a well organized and administered education program. This is accomplished by requiring all students to spend two years in contacting a wide range of literary, cultural, and scientific fields of learning. During the remaining two years they are required to devote a major portion of their time to intensive study in one chosen field. Opportunity for such major study is available in more than twenty different departments.

Seattle Pacific College admittedly is a Christian college of arts and sciences. It believes, however, that such an institution, while putting great stress on culture, should at the same time give practical training to its students. This accounts for the extended curricula in the various departments for vocational and professional work. Emphasis is given to those fields which are known as service fields.

Physical Development. Physical fitness, being basic to spiritual, social and intellectual growth, is implemented by a comprehensive health and physical education program. Physical education activity is required of all freshmen and sophomores unless excused by the health department. There is also an
athletic department of the student association, headed by a
student athletic director, that promotes a wide range of intra-
mural activities designed to be of interest to all students.
Basketball, baseball, tennis and track events are also engaged
in upon an intercollegiate level.

The health service . . . is under supervision of a
full-time registered nurse. The college has the services of a
part-time physician and at least two part-time registered nurses.

All new students are given a thorough physical examination . . .

Daily dispensary service is available to all students by
the nurse during regular clinic hours. In case of illness,
medical care, not exceeding four days, is given in the infirmary.
No attempt, however, is made to provide hospital care.

Ricks College. According to its Catalog (98, p.15), "Ricks Col-
lege is under the control of the General Board of Education of the
Church of Jesus Christ of Latter-day Saints. The Commissioner of Edu-
cation and the President of the school have direct charge of the admin-
istration of the policies in behalf of the General Board."

The College has set up a number of objectives which are outlined
in the Catalog (ibid.) and further elaborated in a printed leaflet
entitled "Objectives of Ricks College" (99);

Religious. Ricks College promoted as its primary objec-
tive the teaching of the beliefs and the philosophies of the
Church of Jesus Christ of Latter-day Saints, with the express
purpose of setting up an environment favorable to the applica-
tion of these teachings in the everyday lives of the students.
To meet this objective the school:
1. Employs teachers who display faith in the principles
of the Church of Jesus Christ of Latter-day Saints,
and who apply these principles to their conduct and
their teaching.
2. Gives classes of religious study covering the prin-
ciples of the Church and principles of Christian and
non-Christian religions.
3. Provides an environment which creates a stimulating
religious atmosphere in all school activities—social,
scholastic, and other.

Social. Ricks College adopts as a major objective the full
social development of the student. It is intended that he be trained to be able to adjust to his immediate social environment, that he develop community responsibility and leadership, and that he grow to sense his responsibility as a world citizen.

To promote this program the school:

1. Encourages student organizations of a democratic nature where, through democratic practices, students direct their own student government, and promote their own group welfare.

2. Promotes social organizations, and encourages all students to participate in social activities. It is intended that social groups be highly democratic, that extreme exclusiveness be avoided, and that true Christian principles permeate social relations.

3. Provides courses in the social studies to promote a genuine understanding of the principles of democracy, a firm belief in the United States government as inspired of God, and a feeling of tolerance for the beliefs of all nations, creeds, and races.

4. Subscribes to and promotes all worthy movements for the betterment of the people of our communities, this state, this nation, and the world.

Mental or Intellectual. Ricks College promotes intellectual development in the sciences, the arts, the philosophies, with a purpose of:

1. Giving the student a general understanding and appreciation of the universe, the learning of man, and man's culture.

2. Bringing to students the beauty of the earth, and things beautiful, developed through the efforts of the mind and the spirit of man.

3. Acquainting the student with efficient methods of learning and stimulating him to lifelong study and intellectual growth.

4. Helping students to find self expression through writing and speaking of their own language on a level adequate to the needs of educated people.

Health. Ricks College promotes a program of student understanding of, and participation in vigorous physical and mental health. To meet this important objective, the school:

1. Gives training in physical health, mental health, and community health.

2. Teaches the principles of the Word of Wisdom, a health program, and encourages the students to apply these principles in their own lives.

3. Promotes a program of physical education which includes an extensive intramural program, physical education classes of plays and games, and also a competitive athletic program in football, basketball, and track.
4. Attempts at all times to create a friendly, wholesome environment conducive to physical and mental well-being.

Vocational. Ricks College promotes a curriculum directed toward preparing students to qualify for honorable vocations to sustain life's economic needs. To do this the school has set up a two-purpose program. The first of this is to wholly prepare students for immediate employment. The second is to promote basic preparatory courses for such professions as medicine, dentistry, nursing, engineering, law, and agriculture. The specific aims in vocational training are:

1. To train in and meet full legal and professional requirements for elementary and secondary teaching.
2. To give a liberal background based on four years of college training which will qualify the student for employment in any of the semi-professional fields such as business administration, selling, marketing, technical training, etc.
3. To provide courses for immediate entrance into clerical or stenographic work, office management, or private business. These courses may be highly specialized, and the work concentrated into a one year program, or made more comprehensive and extended into a two or three year program.
4. To make available practical courses for the farm operator as aids in the pursuits of agriculture and farm management; to give courses in general and scientific understanding in agriculture and in practical shop training work.
5. To offer undergraduate work adequate to meet all requirements foundational for continued study beyond high school in the social, physical, or biological sciences.
6. To give two, and where possible three years, preparatory training in the professional fields of medicine, dentistry, nursing, engineering, law, and agriculture.

The "Guidance Program at Ricks College" is described in Appendix K.
APPENDIX I

LIST OF FEATURES COVERED BY "INVENTORY"

THAT WERE CHECKED BY "PERSONNEL COMMITTEES"

IN SEVEN COLLEGES
LIST OF FEATURES COVERED BY "INVENTORY" THAT WERE CHECKED BY "PERSONNEL COMMITTEES" IN SEVEN COLLEGES

(Figure in parentheses indicates number of colleges in which feature was checked for "present program")

Organization
The need for a good student personnel program was recognized generally by the faculty (6).
A certain person or a committee directed or co-ordinated the program (7).
The person who headed the program or served as chairman of the committee in charge held at least a master's degree (7).
The following services were considered as included in the program:
  Orientation of new students (7).
  Counseling and advisement of students (7).
  Extracurricular activities (7).
  Religious services (6).
  Physical health service (7).
Housing and boarding (7).
Student discipline (7).
Testing program (7).

Selecting and Admitting New Students
The college sent bulletins and circulars to high schools in the vicinity (6).
A college representative corresponded with all students making inquiry or requesting information about the college (7).
The college encouraged good college prospects to continue their education by providing a number of scholarships (7).

Orientation for New Students
An orientation program was provided at the beginning of the regular school year (7).
The following purposes for the orientation program were held:
  To acquaint the student with the purposes of the college (7).
  To acquaint him with the customs, traditions, rules and regulations of the college (7).
  To acquaint him with the campus and buildings (7).
  To acquaint him with the administration and faculty (7).
  To acquaint him with other freshmen and new students (7).
  To acquaint him with student leaders (7).
  To acquaint him with extracurricular activities (7).
  To acquaint him with the personnel services (5).
  To acquaint him with enrollment procedures (7).
  To gather information about the student for administrative, instructional, and guidance purposes (6).
Information about the student was secured from:
  Tests administered (7).
  Interviews between student and adviser (6).
Observations of student by faculty, advisers, counselors, and other students (6).
The college continued an active orientation program throughout the student's first semester or year in college (7). A purpose of the continued orientation program was to aid the student in personal adjustment (7).

It was provided through special courses or units in regular courses (4) and special assemblies and convocations (6). The college also recognized the need, and provided for orientation at other times during the student's college life (5).

Counseling and Advisement of Students
The college employed some faculty members trained in guidance and counseling who gave part-time service to counseling (7). Some counselors were prepared to give counseling in the following areas:

- Vocational (7).
- Educational (7).
- Social (7).
- Religious (7).
- Personal (7).
- Extracurricular activities (7).

Students contacted the counselor:
By faculty referral (6).
By being called in by counselor (7).
By voluntary contact on part of student (7).

The following students were counseled:
- Those referred by other counselors, advisers, faculty members, or members of administration (7).
- Those who asked for counsel (7).
- Those in scholastic difficulty or failing in their courses (7).
- Disciplinary cases (7).
- Those whom the counselor called in because of their apparent need of counsel (7).

Some faculty members, not assigned as "counselors," were designated as "advisers" to do educational counseling in their major fields (7). Until the student's major was chosen, assignment to an adviser was made on the basis of common interests of student and adviser (6). All students were interviewed by advisers whenever the student came for help (6) or whenever problems arose which came to the attention of the adviser (6).

Members of the faculty, administration, and the advising and counseling staff referred students to advisers (6). Every student knew it was his privilege to contact his adviser or a counselor whenever he needed assistance (7).
Extracurricular Activities
The personnel program included the following student activities:

- Student government (7).
- Publications (6).
- Intercollegiate athletics (6).
- Religious activities (7).
- Music activities (6).

Such activities had a staff adviser or counselor (7).
A staff member maintained a social calendar (6).

Religious Services
Frequent religious services were provided for the students, as well as the staff (7).

The purposes of such services were:
- To enrich the spiritual lives of Christian students (7).
- To lead others, if possible, to the Christian way of life (7).
- To give moral guidance under the tenets of Christian idealism (7).

Such religious services were provided through:
- Visiting religious leaders (7).
- Staff members (7).
- Students (7).

Such services provided for:
- Talks and sermons (7).
- Sacred music (7).
- Prayer (7).

Religious services included regular chapel services (7).

Physical and Mental Health
Physical examinations were given to all new students when they entered school (7).

The college provided dispensary service to all students (3).
Systematic attention was given to screening individuals with regard to emotional factors (1).
Complete records were maintained for each student on physical health (6).

The health records were available to the following people concerned with the health of the student:
- Counselors (6).
- Advisers (5).
- Health and physical education teachers (6).
- Athletic directors and coaches (7).

Students were counseled by the special health officials on the basis of the health records and other information (6).
Housing and Boarding
Each dormitory had a resident head (7).
Each dormitory had a student governing organization to assist
the resident head with problems that arose and to coordinate
the activities within the dormitory (7).
Members of the student governing body were elected by the
residents (7).
All students could eat in the college dining hall (7).
The housing and boarding facilities were utilized by the college
for training students in the social graces (6).

Student Discipline
The college placed the responsibility for conduct largely with the
students (6).
Each student who violated the college rules and regulations or trans-
gressed the moral code was held responsible for his acts as a
student citizen (7).
The first aim of disciplinary action with respect to the individual
student was to give him training in student citizenship and moral
development (6).
Administrative officers or committees determined and enforced punish-
ment (7).

Testing Program
The college maintained a well-planned student testing program (6).
Adequate rooms for testing existed (4).
An administrator or counselor well-trained in testing:
Selected and scored tests and interpreted test results, or
gave direct supervision to those who did (5).
Gave, or supervised the giving of, tests (5).
Used, or supervised the use of, test results in counseling
or advising (5).
All new students were given tests of general intelligence or
scholastic aptitude (7) and special English ability (7).
Students with special problems were given special tests to aid
them in choices, plans, and adjustments (5).
Test results, together with other information about the student, were
used by counselors and advisers in counseling and advising students (7).
Test results were used only as indications and not as the sole answer
to problems (7).

Student Records
A personnel folder was kept on each student (7).
A cumulative record was used (4).
Information about the student, for the records, was supplied
by the director of admissions, from correspondence, application
for admission, etc. (7).
The cumulative record and/or other important information about the
student was kept in a central file where it was available to all
persons responsible for counseling and advising students (5).
The cumulative record and/or personnel folder was used frequently by counselors and advisers (4). Adequate secretarial help was available to assist in maintaining the student personnel records (4).

Placement Service
The college maintained a placement service for the following:
- Part-time employment while attending college (6).
- Teacher placement (6).
- Assistance in selection of and admission to, graduate school (5).
- Assistance in selection of, and admission to, other post-graduate education or training (5).
The college maintained a vocational and educational information service for students (4).

Follow-Up Service
The college kept alumni and other former students informed of college activities and developments (4).
APPENDIX J

LIST OF FEATURES COVERED BY "INVENTORY"
THAT WERE CHECKED BY "PERSONNEL COMMITTEES"
IN NONE OR ONLY A MINORITY OF THE
COOPERATING COLLEGES
LIST OF FEATURES COVERED BY "INVENTORY" THAT WERE CHECKED BY "PERSONNEL COMMITTEES" IN NONE OR ONLY A MINORITY OF THE COOPERATING COLLEGES

(First figure in parentheses indicates the number of colleges in which the item was checked for the "present" program; the second figure, the number of colleges in which the item was checked for the "present," "planned," or "ideal" program)

Orientation
The orientation program was continued through special units in regular courses (1-3).

Counseling and Advisement of Students
The college employed some full-time counselors (1-3).
Some faculty members trained in guidance and counseling gave at least fifty percent of their time to counseling (1-3).
The following specialists were available to the college for counseling students:
- A mental hygienist off campus (2-3).
- A psychiatrist on campus (1-2).
- A physician (health program) on campus (1-2).
- A social worker on campus (0-2).
- A speech pathologist off campus (0-3).
- A reading pathologist off campus (0-3).
Research projects applicable to the local program were being carried on by a "committee" (3-3).

Extracurricular Activities
The student personnel program included:
- Fraternities (2-2).
- Sororities (2-2).

Housing and Boarding
All students, except those living at home or with relatives, lived in college-owned or approved residences which were under the supervision of the college (0-1).

Student Discipline
Each student who was punished for violating college rules and regulations or for transgressing the moral code was punished to protect the college and the student body as a whole (2-3).

Testing Program
All new students were given standardized achievements in:
- Mathematics (3-3).
- General culture (1-1).
- Science (3-3).
They were given special aptitude tests in:
- Mathematics (2-3).
- Language (0-1).
- Science (0-1).
Art (0-1).  
Music (0-1).  

Student Records
The cumulative record included a record of the student's:
  Mental health (1-2).
  Social and emotional adjustment (2-3).
  His out-of-school activities (3-3).
  His positions of leadership (2-2).
  Other special interests and hobbies (2-2).
  His past vocational plans (1-2).
  His past educational plans (2-2).
  His present educational plans (3-3).

Placement Service
The college maintained a placement service for school leavers who were not graduates (0-3).

Follow-Up Service
The follow-up service was closely coordinated with:
  The placement service (0-3).
  The research service (0-3).
  The counseling and advisement service (0-3).
  The curriculum-development program (0-3).

Information was gathered from alumni and employers to ascertain the results of the personnel service, the value of specific curricula and courses, and the results of methods of instruction (1-3).

Research Service
The research service was closely coordinated with, drew information from, and in return, served, the curriculum-development program, the counseling and advisement service, the health service, the student records, the placement service, and the follow-up service (0-3).
APPENDIX K

DESCRIPTIONS OF THEIR GUIDANCE PROGRAMS SUPPLIED
BY THREE COOPERATING COLLEGES
GUIDANCE PROGRAM
AT NORTHWEST NAZARENE COLLEGE

[Supplied by Chairman of "Personnel Committee"]

I. Problem Areas

Youth problems are universal. Symptoms vary, but the fundamental problems can be found everywhere there are young people.

Germane and Germane have made the most comprehensive study of youth problems to date.

To arrive at their conclusions, they worked with 14,000 young people in forty high schools over a period of five years. Germane and Germane concluded that the problems of youth center in these ten areas.

1. HOW TO WORK AND STUDY MORE EFFECTIVELY

This is one of the most potent sources of adolescent maladjustment especially as it affects emotional, social, and physical health.

In simple form, here are some of the questions asked in this area:

(1) Why do I succeed in some subjects and fail in others?
(2) Why can't I concentrate?
(3) How may I improve my vocabulary?
(4) Is the reward of being in the upper 10 per cent of the class worth the social sacrifice necessary?
(5) Do good grades count as much as teachers make out?

2. SUCCESS IN HUMAN RELATIONS—how to get along with others.

The frequency and cruciality of the problems in this area show that adolescents in general are disturbed over their inability to get along with others. Here were some of their questions:

(1) How can we organize successfully against the cliques and snobs who run the school?
(2) How can I retain the good will of my group and still refrain from certain practices such as cocktails and stupid intimacies?
(3) How can I be more popular?
(4) Why am I always misunderstood by my teachers?
3. **MENTAL HEALTH**—How the emotions are affected by environment.

Adolescents are not the carefree, happy-go-lucky kids they may appear to be. This study proved that nearly all youths are experiencing anxieties, frustrations, and inhibitions which are detrimental to the development of a well integrated person.

(1) I'm always misunderstood.
(2) How can I overcome the jealousy I have toward those who get the breaks?
(3) Why do I get so panicky when facing a new situation such as a new teacher, a visitor or new subject?
(4) Why do I feel inferior around well-dressed people?

4. **HOW TO CHOOSE A VOCATION**

All junior and senior high school students are in dire need of vocational information. In one city, 60 per cent of the senior high school students did not express any vocational objectives and of the 40 per cent that did, more than half were doomed to disappointment because their abilities did not match the demands in the chosen field.

(1) How can I find out the jobs for which I'm best suited?
(2) Should I join a labor union if I expect to make good in the trades?
(3) Should I specialize in one occupation or prepare for several?
(4) Is it true that there are more opportunities in industry than in the professions?

5. **ETHICS, RELIGION AND CHARACTER**—how to develop a wholesome philosophy of life

This is one of the most difficult areas in which to deal because of the number of intangibles. Also, the understanding of right and wrong does not mean that the person will not yield to the wrong under severe temptation. Many adolescents have lost faith in humanity and have come to believe that every man has his price and life is a gamble in which hard work and temperance are a joke.

(1) How can you have unchanging ethical standards while living in a changing world?
(2) Should one belong to a church?
(3) Can character be learned?
(4) Should teachers and parents expect us to obey the commandments when they themselves break them?
6. FAMILY RELATIONSHIPS--how to insure a happy home life

These problems are in two classes, those relating to the immediate home and those relating to the establishment of a future home. Many investigations have been carried on in this field and there is a wealth of material written for the adolescent. Some of the questions most frequently asked in this area are:

(1) Why do parents not want us to take the car?
(2) Need homelife be so full of tensions between parents and between parents and children? Is there not a book written on how to get along with parents?
(3) What can you do about parents who are unreasonable about your company and your late hours?
(4) How much money do you need to get married on?
(5) What are the most important things to consider in choosing a mate?
(6) Can a girl be happily married to a fellow who has a different religion and different racial customs than hers?

7. AESTHETICS, CULTURE, AND CHARM--how to become more charming

Many teachers and administrators fail to realize the importance of this area. At no time in the life span is a person more receptive to appeals for appearing his best than in adolescence.

(1) Why can't we have instruction in some course besides home economics that deals with the colors and styles persons of varying height, weight, etc., should use?
(2) Where can we get authentic information on manners and etiquette?
(3) Why can't we have assigned materials to read and discuss on the care of one's skin, hair, dress and hands?

8. LEISURE ACTIVITY--Choosing recreations

Few sectors of human experience offer so many opportunities for youth's salvation or ruination as does the leisure and hobby area. Better have playgrounds without schoolhouses than to have schoolhouses without playgrounds.

(1) What cheap but highly recreational activity may I plan for my home after graduation?
(2) Do high school students that take part in extra-curricular activities make the best college students?
(3) What standards may be used for picking a hobby?
9. WORLD RELATIONS AREA—how to become more tolerant and interested in world problems

(This book was published in 1941, and no doubt the war has changed the situation.)

(1) Is there a difference in the intelligence of different races?
(2) Why do we accept the Canadians more readily than the Mexicans?
(3) Where does Wells, the historian, get proof that race prejudice is the greatest single cause of war?

10. PHYSICAL HEALTH—how to improve your health

This area is important because of its causal relation to other areas. Youth wants scientific data, not folklore.

(1) How do cigarettes affect health?
(2) How may I achieve good posture?
(3) What diet and exercise is best to develop a fine figure?

At the beginning of the section on areas of human experience in which youth needs help, the authors have summarized their findings in a diagram given (crudely) below.
Three things need to be pointed out about this diagram:

(1) No wheel is stronger than its weakest link.
(2) We must help our youth to make self analysis in these areas.
(3) Our high school guidance work must include all these areas.

II. Objectives of Our Guidance Program

1. PERSONNEL POINT OF VIEW

Our first objective should be to maintain a personnel point of view by all faculty members. By personnel point of view I mean this: The whole school situation is looked upon as having one purpose, that of helping each student discover his potentialities and to make the most of life in or out of school. Pupils are not articles of commerce to be dealt with objectively on a business basis. We can not afford to become so enthralled by the machinery that we lose sight of the product. The student who frustrates the machinery most needs the most help. However, the objective is not to make the machinery of the educational process run smoothly, but rather to aid the adjustment of the student.

There are three hindrances to this *personnel point of view*.

(1) Lack of teacher training in personnel.
(2) Traditional emphasis on facts.
(3) Lack of time.

2. ADJUSTMENT TO THE SCHOOL SITUATION

This second major objective covers at least four areas.

(1) Academic adjustment. It is our goal to help each student plan the best course of study for his needs. Further, we plan to help direct him in a diligent pursuit of this course of study.

(2) Home adjustment. Living well at home is the business of us all. We must help the student to become adequately adjusted in his attitude toward the home situation in either the dorm or residence, his elders, and immediate associates.

(3) Social adjustment. It is our goal to provide facilities for an adequate social life including leisure time activities and human relations.

(4) Spiritual adjustment. By the very nature of our school, this becomes a paramount objective. The reason for our existence is guidance in spiritual matters. Any employee
of this school has failed at his calling if his life becomes a stumbling block to the spiritual adjustment of any student.

3. VOCATIONAL ADJUSTMENT

One study found that 50 per cent of the workers interviewed had received no vocational guidance. Most of them had flippant attitudes toward their jobs, but can we blame them. Our young people need specific vocational information.

In Northwest Nazarene College, we have a unique angle to this problem. Many young people need to be taught that whatever we do, we can do it to the glory of God. God not only needs preachers, He needs farmers, and lawyers and businessmen, too.

Then, our students need help on "What constitutes a call to full-time Christian service." Many are in a quandary over a period of years on this problem.

III. Methods

To help reach our objectives in the guidance program at Northwest Nazarene College, we employ five methods and possibly a sixth.

1. COUNSELING

Office hours are kept regularly by the Dean of the College of Liberal Arts, Dean of Students, and the President. These interviews deal with all types of student problems related to our guidance objectives.

2. BENCH

At regular intervals, a bench list is posted containing the names of all students with incompletes, an F, or two D's. The Dean of Students counsels with these people in matters of capacity, motivation, and study habits.

3. CHURCH AND CHAPEL

The church and chapel services make a big contribution in spiritual guidance. There are few schools in America that conduct a more intensive spiritual guidance program than does Northwest Nazarene College.

4. GENERAL PSYCHOLOGY

The general psychology course is designed specifically to give
guidance. During the first nine weeks of the course each student gives an oral report on some career or vocation. At mid-semester, work is begun on a 2,500 word term paper which deals with the career most appealing to the student.

The papers each have three divisions:

1. Complete survey of the prospective career;
2. Self analysis by test results and personal insight;
3. Proposed program to overcome weaknesses or obstacles.

5. TESTING PROGRAM

Northwest Nazarene College carries on a substantial testing program which aims to reveal:

1. Capacity, IQ
2. Home and social adjustment
3. Health adjustment
4. Achievement
5. Vocational interests

6. PERSONNEL POINT OF VIEW

It seems that in several areas among the faculty, we could improve in our personnel point of view. We are to teach pupils not subjects. Facts are pertinent only as we make them dynamic or as they become emotionalized in the pupil.

IV. Conclusions

1. The best discipline system is the honor system with stringent supervision. "Supervision" is the key word!

2. Our evangelistic emphasis is a credit to any Christian college. However, we need more guidance along lines of moral responsibility and Christian living.

3. Our system on academic guidance is excellent. With the testing, and counseling program, plus the bench system, no student should fail unless he lacks capacity or motivation.
One of the unique opportunities for service at Westminster College lies in the field of student guidance. This is so because we are small, because the student-faculty ratio offers opportunities for special service to individual students and because of the declared objectives of Westminster College.

We are all keenly interested in continuous improvement in our guidance methods and organization of work. It may be useful, therefore, to review what we are now doing and to clarify our thinking on improvements and extension of our efforts.

Several phases of Guidance may be distinguished for convenience as follows:

1. Personal Guidance
2. Course Planning or Academic Guidance
3. Scholastic Guidance
4. Discipline

It is obvious that these four phases will overlap. However, it is useful to distinguish them because of a difference in emphasis and type of problem which is characteristic of each.

Personal Guidance is the most intensive and should cover such things as individual differences, background and personal history, special abilities and personality traits, career choice and planning and the integration of all such factors into harmony with each other.

Academic Guidance includes assistance as entering students select courses; and more elaborate program planning after a student has chosen his major.

Scholastic Guidance covers all the advice, instruction and individual attention that can be brought to bear upon a student's efficiency in study and in the acquisition of competence and skill in college work. This effort divides itself into a general orientation program on the one hand, and on the other, a personalized effort to deal with marginal students who may fail to maintain satisfactory grades as well as superior students who should be encouraged to achieve outstanding results.

Discipline is the fourth type of guidance in which the problems faced usually involve administrative decision concerning the application of general policies and regulations. However, many discipline problems find a solution through the personal contacts interested faculty members use to assist students before a discipline case becomes conspicuous enough to need administrative attention.
We come then to a consideration of the division of labor among these various guidance activities. In general, all of the guidance program should be a cooperative effort enlisting the thought and services of classroom instructor and administrative personnel as well as any other personnel resources which may be available for our campus such as pastors, psychiatrists, doctors, parents, and the like. Thus, for example, the classroom teacher should hold himself responsible for direct and specific guidance of study habits and methods of marginal students, while the Dean should be held responsible to deal with the same cases from the point of view of administering probation rules and procedures. With such natural allocation of responsibility in mind, the details of sharing work throughout the whole program might be worked out somewhat as follows:

1. The Dean should take the initial responsibility for the over-all personal guidance of the individual student because his office is provided with all the documentary data as records (including confidential material) needed for a full rounded picture. From the first application for admission to registration, he has talked over with each student such matters as career plans, background, special interests and talents, finance, health, family, and the like. But although the Dean will take the initial responsibility in this over-all type of guidance, cooperation in serving the students may be secured from faculty members who, because of special knowledge or personal access and confidence, may be able to help the student in many valuable ways.

2. Academic Guidance begins with the course planning. Here again, because of the supervision of requirements and more complete information concerning the student, the course will normally be first planned by the Dean. Faculty members, however, will cooperate at registration time by advising students concerning the selection of courses. All of this must be within the framework of catalog requirements and elected choices are rather limited. After the student has declared a major, academic guidance may appropriately be undertaken by the professor in any major field. Suggestions may often be made by other interested faculty members. However, we should all carefully refrain from presuming to advise major students in fields other than our own particular field. We should take steps to inform ourselves concerning such things as requirements for admission to graduate study, possible scholarship and fellowship opportunities, comparative merits of different graduate schools and other such details as will give our majors the very best possible service.

3. The successful classroom teacher always keeps in mind two objectives and harmonizes them skillfully. The first objective is high scholastic standards. The second objective is the drawing power of his presentation. High scholastic standards that drive capable students out of our department compromise our purpose. Drawing students into our department without regard to high standards also defeats our purpose. It is the balancing of these two factors that is the mark of success. It is the lack of balance that is the warning of failure. In order to achieve success, therefore, the classroom instructor cannot merely cast
his knowledge before his students and expect them to take it or leave it as they are able.

His problem is to start where the student is, and to carry the student as far as the highest standard of the course requires. When this is not accomplished it is either because of the failure of the student or the failure of the instructor. The instructor must search his conscience to be sure which of these two has happened. He may need to devise new methods of teaching in order to turn failure into success. This is precisely the point at which scholastic guidance offers the key to the situation.

Students not prepared to benefit by a given course should be quickly identified and made the subject of special attention. It may be necessary to counsel with the Dean and with other faculty members in the search for additional facilities. Perhaps a change of program, perhaps supplementary individual training, perhaps different methods of teaching and study may be necessary. To meet the particular need here at Westminster College we must be guided by the principle that we are teachers first, scholars and research persons second. Our primary responsibility is to teach. We fail in that responsibility if we merely sift out of our classes those that would succeed anywhere under any instructor and discard the remainder as misfits. If the failure of marginal students is a guidance problem and if it is also a failure in teaching, then an acceptance of this responsibility will induce a teacher to keep himself up to date on all the best methods of study and scholastic competence so that he may be prepared to assist students in difficulty.

The classroom instructor will, of course, inform himself concerning the scholastic policies and rules published in the catalog, and will work closely with the Dean in administering these rules. They are not intended as punishment, but as strenuous methods of assisting students to succeed in college work. Whenever students fail to succeed in rising above the probationary level of scholarship, they are then dropped from the college. But they and their instructors will know that they have been given every possible chance to make good.

4. Discipline. The classroom instructor will prefer to control any disciplinary problems within the classroom by his own methods. Such problems need not be carried beyond the classroom except in unusual cases. Disciplinary cases arising on the campus but outside the classroom will normally receive their first treatment by the faculty or staff member immediately in authority. It is the unusual case only that will come to the attention of the Dean or the President. The announced rules and policies of this school will control the disposition of such cases, but in general the attempt will be to treat the offender as a person and to seek to discover his difficulty, then attempt to help him master it. This attempt will enlist the aid of faculty people who may have special knowledge to contribute.
We do not believe in rules for rules' sake. We do not believe in compromising our chosen purposes. We must, therefore, as a school treat problems of discipline always on the basis of a thorough study of the individual case in the light of the educational values we cherish.

This makes it necessary for us to inform each other concerning disciplinary problems, so that no one of us may be defeating the purpose of another unwittingly by the methods with which we treat students who violate accepted standards of behavior at Westminster.

It may be helpful for us to consider some principles of guidance:

1. Effective guidance can only be given by adults who have "earned" the right to guide young people.

2. The right to guide is "earned" whenever young people acknowledge by their confidence that our advice is worth seeking.

3. Effective guidance is secured best when we throw aside any suggestions of censure or criticism and consider a student's problems objectively that he is convinced that we do not take sides before the problem is fully described.

4. Paradoxically, we are never neutral in the matter. We are always partisans for the student seeking to champion his best interest.

5. It is better to let ourselves be deceived occasionally by a student than to develop a chronic suspicion of him.

6. Effective guidance requires humility and therefore companionship with the person who seeks our advice.

7. It is out of a large experience and variety of information in methods and techniques that the best guidance can be offered.

8. Since the personal relationship with an advisee is often of first importance, it follows that some faculty members will be more effective with some students and this offers a special opportunity for guidance service.

9. Faculty advisors do not gossip about their students.

10. The faculty "snoop" does not make a good advisor.

11. The faculty "grouch" is seldom able to help students.

12. The faculty "comedian" rarely gets to fundamentals and will not serve well in guidance.
13. Students respect faculty members who have convictions, even though they do not share those convictions, but students are bored by faculty members who attempt to force their convictions upon others.

14. For our own comfort we should always remember that students have a right to make their own mistakes just as we have.

15. Never be too sure that it was your clever advising that was the important factor in setting a student astray.

GUIDANCE PROGRAM AT RICKS COLLEGE

[From Catalogue, 1952-53, pp. 16-18]

Counseling Service. Students at Ricks College have excellent opportunities to become personally acquainted with their professors and receive help from them in working out their educational programs.

At the beginning of the school year each student is assigned a counselor, who is a professor teaching classes in the student's major field of study. The counselor keeps the student's personnel folder, which contains the high school record, college record, college application forms, entrance examination record, physical examination record, and other pertinent information about the student. This information enables the counselor to better understand the student and is used by both the student and the counselor in planning the student's educational program and future activities.

Students are encouraged to consult with counselors concerning their plans and any problems they may wish to discuss. Teachers of all classes are also available to help students with individual problems and further development in areas of the student's interests.

Counseling and Testing Bureau. The student counseling and testing bureau is operated to facilitate the counseling service and to furnish specialized assistance to counselors and students.

At the beginning of each quarter the bureau administers a battery of aptitude, interest, and achievement tests to all new students. The test information becomes part of the student's personnel folder. The information if of value to students in helping them to better understand their own potentialities and limitations and in planning their college program.

The bureau furnishes a more complete testing and counseling service to individual students upon request. Up-to-date information concerning opportunities and requirements in the many vocational fields is made available through the bureau to all students.
STUDENT PERSONNEL SERVICES, RICKS COLLEGE

**College President**

**Bureau of Testing and Student Counseling Services**

Responsible for:

1. Entrance examinations.
2. Vocational guidance testing program.
3. Veteran testing and guidance Program.
4. Selecting, obtaining and making available current occupational information.
5. Counseling service for students requesting special assistance and for students referred by faculty advisers.

**Guidance Committee**

| Director student counseling services |
| College Registrar                      |
| Head Department of Education          |
| Professor Psychology                  |
| Responsible for operation of student advisory program |

**Faculty Student Advisers**

(One adviser to 10-40 students)

Duties:

1. Assist each student in the selection of a suitable course of study and with all registration problems.
2. Counsel students concerning progress made in school studies and personal problems the student may wish to discuss.
3. Refer students to other offices for assistance where advisable.
4. Maintain a current file of information concerning each student and all interviews.

**Deans of Men and Women and Consulting Physician**

Responsible for:

1. Freshman Week orientation program.
2. Student health services.
3. Supervision of student housing.
4. Advisement of associated men and associated women groups.
5. Proper chaperoning of student group activities.
6. Problems of student discipline including attendance.
7. Student financial aid and part time work.

Activities such as student publications, student body, and other student group activities are carried on by the students themselves with assistance from faculty advisers.
Guidance Classes. Courses in Orientation and in Occupations and Vocational Guidance are offered for the purpose of orienting new students into college life. They enable students to make more efficient use of their time and abilities, help them in the choice of a major objective, and furnish them with information concerning the opportunities and merits of various vocations. Professional courses in guidance are listed in Section III under Psychology.

Veterans' Program. The College Veterans' Coordinator is also a member of the Faculty Student Advisers' Committee. Liaison between the Veterans' Administration field representatives and the student veteran is maintained through the coordinator. The General Educational Development tests for high school diploma or equivalency certificate are given at the college for both college and non-college veterans and are administered by the veterans' coordinator.

A brief summary of the student personnel services at Rice College is shown on the organization chart in this section.
APPENDIX L

TYPICAL STATEMENTS OF STUDENTS AND STAFF MEMBERS OF ONE COLLEGE
WITH RESPECT TO THE BEST FEATURES AND SUGGESTIONS
FOR IMPROVEMENT OF THE STUDENT PERSONNEL SERVICES
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IMPROVEMENT OF THE STUDENT PERSONNEL SERVICES

BEST FEATURES:

1. The staff—friendly...understanding...concerned with students and
   their problems...available for advice and counsel:

   Student statements

   Friendly faculty.
   The very understanding faculty, who are able and willing to help
   you whenever you need it.
   The teachers are such that you feel you can talk to them.
   Willingness on the part of faculty to have personal interviews
   with students.
   It has a good faculty that can be relied on for personal help.
   The teachers have hours when they are in their offices and one
   can go and get any extra help needed and they are always very will-
   ing.
   The teachers themselves...
   Dean of the college.
   Dean of men.
   Dean of women.
   Psychology professor.
   Nearly every member of the staff is definitely interested in the
   lives of the students.

   Staff statements

   Personal interest in the students.
   General willingness of the faculty to spend time with students.
   Sincere interest of each faculty member in the welfare of indi-
   vidual student—educationally, socially, physically, spiritually.
   A rather good student-faculty relationship so that many students
   come freely of their own desire for talks about personal problems.
   The work done by Dean...in advising and counseling. He has the
   love and confidence of the students. In my judgment he is doing
   an outstanding job in this field.
   Constant reminders to faculty of importance of individual coun-
   celing.

2. Christian atmosphere...Christian staff...religious emphasis and
   influence:

   Student statements

   The fact that Jesus is honored, taught, and preached on our cam-
   pus.
New realization of values in life.
Christian atmosphere.
Christian teachers.
Personal conferences and prayer with and for student.
Chapel program.
Teachers who have a deep religious experience and wide knowledge of student needs—who have some solid advice they can give.

Staff statements

...emphasis on spiritual needs.
The high standards of the teachers themselves, spiritually, morally, and educationally, with the fact that they are teaching with a vision of Christian education for the most part. They are thus better qualified to help students.
The spiritual program.
Careful selection of outstanding people for chapel and religious emphasis week.

3. definite guidance program...advisory-counseling system...advisors and counselors assigned, available to all students.

Student statements

College advisors.
Personal counselors.
Each student is assigned an advisor.
Interested advisors.
Willingness of...advisors to counsel with you on any matter.
The advisors for each student really take an interest in the student's problems.
Definite counselors for each student; they are always ready to be of the greatest help.

Staff statements

The program of advisors.
Each student has an advisor.
All teachers responsible for a number of students (those majoring in his courses and some others) thus all students have an advisor...
Each student has an advisor whom he contacts several times. If additional help is needed, provision is made for help from the dean's office....
Comparatively small groups of advisees...

4. Small school...small classes...close personal acquaintance...
friendly atmosphere:

This is a fairly small college, the advisers take a little more time and interest in helping you in adjustment.
Small classes and being able to talk to the teachers about the problems.
This is a small college and the professors and students are on a more personal relationship.
In a small college we have more personal instruction.
Small classes. Better discussion opportunities.
The size of the college...a great advantage of closer acquaintance...
General friendliness and interest.
Friendliness and social intermingling of faculty and students.

5. Psychology department...psychology classes...psychology professor himself:

Student statements

Psychology department.
Psychology classes.
A wonderful...psychology teacher and very understanding.

6. Student activities:

Student statements

Extracurricular activities.
The varied activities...on the campus.
Planned social program.
The appreciable array of campus clubs, activities, etc., in which most every student may find friendships, fellowship, sympathy, and opportunities of self-assertion and expression.

7. Warning program for poor scholarship:

Staff statements

Warning notices for poor scholarship—this program readily involves personal conferences with students...
...our student warning program at mid-term, brings many students who would not otherwise come.
Checks through student warnings...

SUGGESTIONS FOR IMPROVEMENT:

1. Further improvement of present advisory-counseling services—
   (a) make students more aware of service available...encourage them more to use it; (b) provide help promptly when students need it; (c) provide more definite times and places for faculty-student interviews; (d) schedule more time for interviews; (e) provide interviews with assured privacy...less crowded office conditions; (f) make better use of present qualified staff...reduce load of other work to permit more time for guidance and counseling:
Student statements (a, b, c, d)

More stress on guidance services offered would help. There should be a welcome made clear to the students to avail themselves of the excellent service the staff is offering...

More encouragement to students to bring their problems to their advisors...

I wouldn't know where and to whom to go if I did want to go to someone for advice and help.

Whom are you to go to for guidance with adjustment problems? Little information as to what to do or whom to go to is ever presented to the college as a whole...

Attempt to adjust student's problem immediately when it occurs or is recognized.

By having advisors of competent ability make periodic conferences with all students, instead of having students with problems deciding which person to see about problems. Under present circumstances, you see only an advisor, if you're wise enough to know you need help.

During the school year the counselor should call each of his students in for a special meeting to talk over any problems that the student might have.

A system in which the advisor calls the advisee in and talks with him or her regularly.

More time with incoming freshmen...

If it would be possible for certain individuals to spend more time in only guidance and advising students.

...that our dean be allowed to practice guidance in a full-time fashion.

Teachers taking more time with students in helping them with problems confronting them.

Staff statements (e, f)

Improvements in the present program.

I would suggest better counseling conditions. With as many as two teachers and two secretaries in an office at the same time, it is difficult to effect a proper environment for effective counseling in other than academic problems.

...less crowded office conditions would aid greatly in student-teacher personal counseling.

Provide more private offices.

Lighter teaching loads for faculty, particularly the dean. So that more time can be spent in counseling students.

Fewer number of advisees.

Time in faculty member's schedule for counseling.

More time and more people who are adequately prepared to give guidance.

2. Better qualified staff (personally and/or better trained) for guidance and counseling...addition of trained staff members--(a) present staff (at least some of them) should be better trained...provide more in-service training; (b) addition of trained staff members:
Student statements

Making sure that advisors are capable of their positions and able to understand problems of present generation.
I know of no one on the campus to whom I could go with my problems except they be scholastic or vocational.
...some of the teachers could brush up a little more on advising the students.
The faculty could be more interested in problems of students.
Some teachers might recognize individual differences better.
The faculty advisers could become more familiar with the courses required for various types of pre-professional training...
Have more personal advisers besides the dean.
Have a special department with qualified workers.
Have a full-time faculty-student advisor, who would be in his office most of the time and who could be impartial to either faculty or student...
More understanding dorm mothers throughout the whole campus; perhaps married women who understand problems that some of the girls face.

Staff statements (a, b)

More trained counselors on the staff.
A qualified woman trained for guidance work.
Perhaps another counselor (full time) of the caliber of Dean...
...I believe we need a full-time director of our guidance and counseling program.
...that several faculty members who are definitely interested in guidance work, who have some aptitude for it, and who have some training in it—if not all three then at least one—carry the weight of the guidance program and be given lighter teaching loads.
Possibly more instruction in guidance.
More in-service training for staff.
Guidance classes conducted for teachers by director of guidance.

3. More and better guidance and counsel in special problem areas—orientation...choice of major...vocational choice...sex...marriage...personal and social adjustment...etc.

Student statements

Better advisor type of guidance when enrolling, etc.
More time with incoming freshmen and find out what would be best for them to take.
Tests for vocational guidance on entrance to college.
More vocational guidance.
Better classes in sex education.
A series of classes in adult life, and how to handle them.
Courses on pre-marital adjustment.
There should definitely be more instruction on sex...
A psyc course in which a student analyzes himself and is aided in facing himself objectively... Attitude of openness to talk about problems without embarrassment...

**Staff statements**

More self testing and free classes in reading. 
There should really be some course on marriage... 
Providing more vocation and job information for advanced preparedness.

4. More and better activities for meeting social, cultural, and recreational needs:

**Student statements**

...more chance for off-campus students to participate in school activities, etc. 
Have more student activities in which everyone can participate and make himself known. 
Course on improving manners and etiquette, or how to meet social obligations. 
I think something should be done about the dating problem... there are lots of girls in the dorms who would love to go out but the fellows don't ask them... 
Have more recreational facilities in the afternoon. 
More positive steps in giving a better rounded social program. 
Many of the students feel frustrated in not being able to 'let themselves go' without receiving criticism from groups of individuals.

**Staff statements**

...more informal entertainment and hospitality by faculty members in their homes, of students. 
Planning informal discussion groups in a social atmosphere for the less socially active student. 
The organization of a campus council which would include both faculty and student representatives. This council would, by mutual action, give formal direction to student life on the campus.
APPENDIX M

SUGGESTIONS OF PARTICIPATING STAFF MEMBERS IN THE COOPERATING COLLEGES FOR USE OF THE RESULTS OF THE STUDY
Approximately half of the staff respondents in the cooperating colleges replied to the question: "How would you like to see the results of this study used?" (See Appendix C). The ideas expressed can be classified into three categories: (A) How and to whom the results should be distributed; (B) Action to be taken on the results as presented; (C) Expected values to be derived from knowing, studying, and applying the results. Following are the main ideas with typical statements to support them:

A. How and to whom the results should be distributed

1. The investigator should supply officials of each cooperating college with an analysis and summary of (a) the results of the total study, and (b) the results of the study in their own college. The latter should (c) include recommendations to each college.

2. The officials in each college should make these analyses and summaries available, not only to (a) the administrators and personnel officials, but also to (b) regular faculty members (including straight teachers as well as counselors and advisors) and (c) student leaders and representatives.

3. Important results and their implications for small colleges should be published and made available to the profession generally.

Typical statements:

Over-all picture of the results from all the colleges...
The results be given to each school.
A well-organized evaluation of the study to each college taking part.
A definite set of recommendations as to needs represented.
Summary of results made available to college administration...
Results made available to deans of participating schools.
Personnel committee members should have access to the information.
Results in the hands of all teachers.
Discussion with selected students from various classes...
or clubs...
I would like to see it made available in printed form...
Use the data for one or more articles in educational journals.
As a basis for determining what is needed and what can be done in the small college...
B. Action to be taken on the results as presented

1. The results should be thoroughly studied and discussed by administrators and personnel officials, (b) counselors and advisors, (c) regular teachers, and (d) student leaders—for whatever implications the results might indicate for the colleges, groups, and individuals concerned.

2. Wherever practicable and feasible, action might be taken toward evidently-needed improvements in the personnel programs and practices of these colleges.

Typical Statements:

Data correlated and discussed by dean, director of guidance, chaplain, and faculty advisors...Student council should have a part in above discussion.

The personnel committee of the college and its individual members should have an opportunity to study all summary information at length in order that generalizations in regards to this institution may be ascertained as a basis for personnel program planning.

Passed on to participating institutions and studied by the entire faculty. Personnel committee guide. Carefully scrutinized by each member of the personnel committee.

Put into a careful summary and turned back to the faculty for action.

Presentation of findings to faculty meeting followed by break-up into smaller groups for discussion.

Faculty-student discussion with suggestions made to administration.

If our finances would allow the necessary changes in the present program—let's put the results into effect.

To improve our personnel service.

For improvement of personnel procedures.

C. Expected values to be derived from knowing, studying, and applying the results

1. Evaluation (in some measure, at least) of the student personnel program and practices in each college. This should:

(a) Give a better picture of student problems.
(b) Show the degree of sensitiveness of staff members to such problems.
(c) Indicate to some extent how well the staff is meeting such problems.
(d) Reveal weaknesses in (1) staff members themselves and (2) the personnel program, for helping students with their problems.
2. The evaluation should (a) stimulate individual staff members to self-improvement in qualifications for personnel work and (b) assist the administration and personnel officials in promoting evidently-needed improvements in the personnel program and practices.

Typical Statements:

Tabulation of specific school results for a picture of its problems to enable school to work on these problems.

Helpful to know whether actually helping students solve their problems.

To determine own weaknesses seen through student's eyes.

This is a starting point for re-evaluation of present program.

The survey should provide interesting revelations regarding the problems worrying the students most; consequently should point the way to dealing with these problems.

See where the school is successful and failing in handling personnel problems. Thereby we can strengthen our strong points and eliminate our weak points.

To determine the need factually for further development of guidance facilities.

I should like to see the results and receive any suggestions for a more helpful relationship between student and me.

Used to awaken all staff members to unmet needs.

In any way that will contribute to the most adequate methods of meeting the problems of the greatest number of students.

Correlate teachers' ratings with students of college to see if our estimate of problems tallies with actual problems of our students.

It appears that this study might reveal some real problems many students have, which have been overlooked....

To help educate the rest of the faculty members to the value of personnel work.

To point out our strong points and our weak points in student counseling.

To find our weak points and plan to improve.

Tabulations to discover areas of greatest problem occurrence.

Group discussions among faculty as to improving our techniques for helping in certain areas.