An Appraisal of Guidance Programs in Selected Small Liberal Arts Colleges in Wisconsin

Raymond Paul Clouthier
Loyola University Chicago

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AN APPRAISAL OF GUIDANCE PROGRAMS IN SELECTED
SMALL LIBERAL ARTS COLLEGES IN WISCONSIN

by
Raymond Paul Clouthier

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of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
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To the memory of the Reverend Michael J. McKeough, O. Praem., this work is a tribute since it was at his insistence that it was begun. It is a privilege too to express my gratitude to Professor John A. Wellington, my advisor, and to my entire committee for their guidance and assistance in the preparation of this dissertation. I am also deeply indebted to the Reverend Ernest J. La Mal, O. Praem., my superior, colleague, and close personal friend for the hours he has spent in reading copy, lending encouragement and offering constructive criticism of the manuscript. A sincere thanks is due Mrs. Velma Harvey for the weeks she spent typing these chapters; and, finally, to my wife and children I am eternally grateful for the sacrifices they have made and the encouragement given in order that these lines might be written.
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CHAPTER I

Introduction

In the pursuit of excellence it is quite possible for a college or university to fall short of achieving the goals of higher education in the twentieth century. Certainly, the possession of a group of learned men and women conducting classes in marble halls is not, of itself, sufficient criteria for labeling the institution outstanding or mediocre. How, then, are we to judge the overall quality of an institution of higher learning? Not alone by the magnificence of its towers of learning, the grandeur of its campus, or the number of names from "Who's Who" which grace the faculty roster; but, more particularly, by the quality of the services offered to the youth of the nation within the framework of these attributes. One of these services, guidance, is of sufficient importance to provide the subject matter for this study.

Although adequate buildings and a learned faculty are prime requisites in the constitution of any institution of higher learning, we must never lose sight of the dignity and worth of every student as an individual. In the words of Professor Elton Trueblood:

The first mark of any good college is a concern for persons. There is always a danger that we have our major concern for other things. It is wholly possible that we are coming too close to a situation in which our young people are housed in virtual palaces. It is certainly a mistake if we put so much money in buildings that we lose our ability to give equal attention to the lives of persons.

1
The Nobel Prize winner in chemistry, Wendell Stanley, had all of his college chemistry in a little, inadequate, bad-smelling building which has been torn down. He had no fine buildings but he had something better—the guidance and attention and affection and concern of some men who were superb teachers. This is the only way we shall ever have a really good college. It would be better to have great teaching in barracks than to have mediocre and inferior teaching in palaces. Make no doubt about this, the best college is the college with the best teachers.¹

This concern for persons, which is the "first mark of any good college," extends from the administration downward and includes all who are involved in the academic process, the community of scholars.

The administration, in its concern for persons, must acquire the finest faculty to work with the increasingly talented students attracted to the institution. In choosing the best teachers the administration is aware that "teachers are the curators of all our yesterdays and the architects of our tomorrows. Always they accomplish their mission through the minds and talents of others. To do is noteworthy; but to be able to do and to devote one's knowledge and energies to helping others learn is man's noblest work."² The lending of one's talent to helping others learn involves more than just meeting classes and holding conferences; it involves a devotion to our fellowmen. It involves guidance.

Guidance is as old as learning itself. Since the learned have been leading and directing their proteges down the ever-lengthening pathway to knowledge, the process of leading and directing has become more difficult with


each passing century by virtue of the increasing individual differences among
the educand and differences in the philosophy of the educators themselves.
While guidance services are as old as education itself, they have gained in
status since the middle of the nineteenth century, even though guidance pro-
gress was retarded for a time by the introduction of the European philosophy
of higher education which held that the college or university was responsible
only for intellectual development and was not to concern itself with the stu-
dent outside the classroom.3 Since the turn of the century, and more partic-
ularly since the First World War, guidance services have developed along the
lines we see today. In guidance, however, we are greatly concerned over the
fact that even though institutions may hold the "student personnel point of
view," too numerous are the individual scholars on college and university fac-
culties who are possessed with the "sink or swim," "take it or leave it" atti-
tudes toward their students.4

The Purpose and Reasons for the Study

With the increased emphasis upon excellence, the faculty of St. Norbert
College in 1958 commenced an institution-wide self evaluation study. To in-
sure a complete and thorough investigation of every aspect of the College,
questionnaires were sent to members of the Trustees, members of the Board of
Governors, members of the Citizens Committee, the Administration and Faculty,
the Alumni, and the students then enrolled in St. Norbert College. Faculty

3 E. G. Williamson, Student Personnel Services in Colleges and Universi-

4 Ibid., p. 8.
committees were established to study the completed questionnaires, identify areas of weakness, and make recommendations to the Administration. The Committee on Student Personnel Services identified a number of areas in which guidance services were either partially or completely inadequate or non-existent, and it submitted recommendations for the establishment of new services and improvement of others. Considerable improvement in the guidance services is already in evidence with more indicated for the not too distant future.

For the school year beginning in September, 1959, the Administration added new faculty members to strengthen the Personnel and Guidance Services of the College. It was felt by those concerned with Student Guidance Services that continued improvement could only be achieved through further study. It is the purpose of this present study to investigate thoroughly the strengths and weaknesses of the Personnel and Guidance Service of St. Norbert College, and to present recommendations for improvement which, it is hoped, will result in the best possible program tailored for St. Norbert College. To achieve the goals here established this study will concern itself with answering the following questions:

1. What is the nature, and what are the objectives of St. Norbert College?

2. How are the aims and objectives of St. Norbert College reflected in the guidance services?

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3. How does the guidance program of St. Norbert College compare with the programs of other liberal arts colleges in the State of Wisconsin?

4. What are the strong and weak points of the St. Norbert College guidance program?

5. What changes are necessary to improve the guidance program at St. Norbert College?

The Nature and Objectives of St. Norbert College

It is a truism that an institution is emersed in its own philosophy. This being so, to engage in any practice which is contrary to that philosophy is to espouse a foreign philosophy. A college must pay more than lip service to its philosophy, to do so adds life and vitality to the institution, to fail to do so can result only in mediocrity. St. Norbert College is a Catholic liberal arts college and as such must assume certain responsibilities and obligations both by being Catholic and by being a liberal arts college. The philosophy and objectives of St. Norbert College flow from the nature of the institution; they, therefore, stem from the following four sources: (1) the dogmatic and moral doctrines of the Catholic Church; (2) the scholastic philosophy; (3) the liberal arts tradition; and (4) the political and social traditions of the United States. By virtue of being Catholic, St. Norbert College is committed to a concern for the whole student, a position stated in 1930 by Pope Pius XI in his Encyclical on Christian Education of Youth. He stated:

Christian Education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not only with a view of reducing it in any way, but in order to elevate, regulate and perfect it, in accordance with the example and teaching of Christ.  

This concern for the total development of the individual has been further developed in recent writings of Edward Fitchpatrick:

The major concern of Catholic Education is with the individual. What is he? What is he to become? These are its problems. The quality of his life, the highest he is capable of in moral and spiritual development, the ordering of all his powers for self-mastery, self-direction, self-control; that is the essence of Catholic Education.  

In the St. Norbert College bulletin we find the following:

A Catholic college recognizes that the ultimate truth and highest wisdom for man is the knowledge of God in the Beatific Vision; that all other knowledge, whatever its autonomy within a discipline, should be directed toward this highest wisdom; that the philosophy most successful in the service of this ordering is the Scholastic Philosophy; and that the final source and guide of this ordering is the Catholic Church.  

The college which is not concerned with the final end of the student yet which makes the assertion that it is educating the whole man is both false in its promise and offering less than a complete education. "If man has a supernatural destiny," writes Father McGucken, "it is more important that he attain that destiny than that he become an expert accountant." This does not, how-

---

ever, imply that a dichotomy exists between the final end and the material world. The college then assumes the responsibility, in loco parentis, of helping the student develop a philosophy of life through which he will be able to so direct his vocational life that it will become a means to his final end.

Man is a citizen of two worlds: the land of his birth and of heaven. The very foundation of Catholic higher education, in the words of Edward Fitzpatrick, must provide for

training for citizens of both worlds. Rejecting, on the one hand, the man of the world, the autonomous man, self-sufficient, all-powerful master of the earth, self-satisfied in his contemplation of himself and his work, and accepting, on the other, the humble man, who acknowledges that he is the creature of God, who daily, with faltering steps, dedicates himself to the service of God, to His other children that the will of God be done on earth as it is in heaven.\footnote{Fitzpatrick, op. cit., p. 43.}

St. Norbert College recognizes that all men are possessed of this dual citizenship and provides for the preparation of the graduate who is equipped to fulfill the duties and obligations imposed by this duality. More specifically, St. Norbert College serves to help its faculty and students acquire

An understanding and appreciation of Jesus Christ, of his redemptive work, of his teachings, of the Church which is the embodiment of all these, of our place in that Church, and of Her relevance to contemporary, and to eternal life.

An understanding of the basic principles of the Scholastic Philosophy, and their contribution to an adequate philosophy of life.

An understanding and appreciation of the dignity of the individual human being, and of the human community, local, national, and world, of the problems pressing on them, and of the need for active, intelligent participation in the solution of these problems.
An understanding of contemporary cultures, our own and others', and of their roots in the cultures of the past; and an ability to share and enjoy the products and activities of these cultures, especially literature, music and art.

An understanding of the common phenomena of our physical environment and an appreciation of the implications of scientific discoveries for human welfare.

The ability to receive, analyze, organize, and communicate ideas.

In a limited number of subjects, the competence necessary to enter a productive position, or to engage in higher studies.\(^{12}\)

Upon the foundation of institutional philosophy and within the framework of the stated objectives, St. Norbert College strives to prepare its graduates for complete living. To do this the college must assume its fair share of responsibility for all aspects of the individual's development—physical, social, emotional, and spiritual, as well as the intellectual. The guidance functions of the institution is the implementation of this responsibility.

Methods to be Used in the Study

The title of this study, "An Appraisal of Guidance Practices in Selected Small Liberal Arts Colleges in Wisconsin," indicates a number of restrictions which should be explained here. The term appraisal is used since we have set out to judge the worth of the Guidance Program here at St. Norbert College by comparison with the programs of similar institutions. Included are selected liberal arts colleges in Wisconsin. The very fact that St. Norbert College is a liberal arts college makes it necessary that we select liberal arts colleges for comparison; and we have restricted the study to the state of Wisconsin.

because an adequate sample of comparable institutions may be found without venturing across state lines. Though not stated the study is restricted to institutions with a student enrollment which does not exceed fifteen hundred. This number was set since it determines the maximum size of a small college and since the student population at St. Norbert College is approximately one thousand.

In a comparative study of guidance in selected liberal arts colleges it is necessary to investigate each program carefully in order to make an adequate comparison. The study was conducted through the medium of a questionnaire which was delivered personally to each institution selected for the study. Considerable validity and reliability were added to the results by virtue of the fact that a considerable amount of time was spent at each institution discussing the questionnaire and the study with the person or persons in charge of the student guidance program. These persons were asked to identify special features of their program and practices which are unique. At the conclusion of the interview the questionnaire was left at the institution with the request that, if possible, it be returned within one month. Originally nine colleges were selected for the study on the basis of similarity in size, type, philosophy of education, and objectives.

The sample selected includes both denominational and non-denominational, private, four-year, degree-granting, liberal arts colleges with student populations ranging from approximately 400 students to approximately 1,200 students. None of the tax-supported colleges in the state were included since all are either too large, in the case of state colleges, or are not four-year, degree-granting institutions, in the case of the county colleges. One of the
original nine declined to take part in the study and was replaced by an in-
stitution which had asked to be included. All nine colleges returned their
questionnaires fully completed.

The guidance programs of the nine selected liberal arts colleges are
compared with the program at St. Norbert College and each is compared with the
findings of recent research studies as well as current trends as reported in
the literature related to guidance and counseling.

Each institution was asked to supply catalogs, bulletins, guidance
forms and other published and unpublished materials which could be of as-
sistance in such a study.

The St. Norbert College portion of the study is based not only on the
institutional self-evaluation study which includes reports of students,
graduates, faculty, administration, the Citizens Committee, and Board of
Directors but also upon test results for each freshman class beginning in
1956 and on internal studies made within the institution. Among those studies
to be cited are drop-out and retention studies, follow-up studies, and
prediction studies.

Limitations of the Study

At no time in the history of American Education has there been so great
a concern for the individual student as is evident at the present time. The
constant change in the attitude of the student toward traditional academic
and college life pattern implies a possible limitation in this and any other
study which seeks to evaluate programs in the light of established traditional
patterns. It further implies the limitation involved in the comparison of
practices which themselves have not been thoroughly investigated.\textsuperscript{13} 

In this study of guidance programs it is necessary to impose internal limitations in order to prevent the investigation from getting completely out of hand. The limitations imposed restrict the study to those guidance functions which are concerned with both men and women students, resident and non-resident alike. Here we eliminate such services as housing, food, and health which provide adequate material for a separate study. We are concerned in the main with the guidance activities which form the core of the "student personnel point of view."

A further limitation of the study lies in the institutions chosen since the tax-supported colleges were not included. The omission of state colleges and state university was necessary since all have a student population in excess of the fifteen hundred (1,500) maximum established for the study. This same maximum eliminated from the study the largest Catholic university in the state, Marquette. The county colleges and university extensions were not considered at all since none are four-year, degree-granting institutions.

Another possible limitation may well be that of terms since the term guidance itself means different things to different people within the same field. Even though the terms were defined in the questionnaire there is a strong probability of their being interpreted in the light of a person's own definition.

It is felt too that the length of the questionnaire might well lower

its validity for two reasons. First, in institutions where one person is responsible for all of the services included he may well find it difficult to devote adequate time to completing the questionnaire. And, second, where more than one person were involved it was not always possible to discuss with them the purpose of the report asked of them and to elicit their wholehearted support. In several instances the sketchiness of the responses would seem to indicate less than complete cooperation.

The limitations indicated need not lessen the value of the study since the utility of our study lies in noting weaknesses and identifying strengths in institutions which are quite similar. The fact that the nine institutions are very much like St. Norbert College in purpose, administration, finance, and size serves well the purpose of this study: to provide an appraisal of the guidance programs in each of the institutions being studied.
CHAPTER II

Review of the Literature from 1946 to the Present

At no other time in the history of American Education has guidance enjoyed the prominence and prestige it is enjoying at the moment.¹ The general public and the professional educator are well informed and interested in the manner in which the various aspects of guidance will profitably affect them.

In reviewing the literature for the past ten years one finds an almost inexhaustible supply of reading material in both published and unpublished works. So vast is the literature that one feels most inadequate in attempting to survey the writings. A person is further disturbed in the discovery that this young science has not matured sufficiently to have established completely uniform terminology. Considering, for the time being, only the major term, Humphreys and Traxler in a volume published in 1954 asserted that Guidance services make up a major part of student personnel services. Guidance services embrace the cluster of activities and experiences that assist the individual student to grow in self-understanding, to make wiser decisions and to do effective planning.²


Willey and Andrews, writing in a published work dated 1955, had this to say: "The word 'Guidance' is still the basic term and the authors prefer it to all others."³

On the other hand, Wrenn, writing in 1949 on "The Guidance Movement" in The Measurement of Student Adjustment and Achievement, appears to indicate the trend of professional thinking in stating:

The first major change that has taken place with regard to the meaning of guidance is that the word "guidance" has very little meaning left, although to some it is still synonymous with the concept of vocational guidance or vocational advising as such. The meaning has varied so widely among various professional workers that it is my judgment that we should dispense with the term entirely. When "guidance" is used as a broad concept, meaning the scope of the various types of psychological and social services given by professional workers, then I would substitute the term "personnel work" qualified by whatever adjectives seem most appropriate.

...⁴

In his memorable text published in 1954 under the title Student Personnel Work in College, Wrenn does not make a single reference to guidance services by that name.⁵ Other important works in the field published by Arbuckle, Brown, Williamson, and the National Society for the Study of Education have followed the pattern established by Wrenn. It would appear, then, that the terms "guidance" and "student personnel services" are terms with identical meaning. A


review of many publications in the field indicates that the term "student personnel services" is most widely used to describe the total program at the college level while "guidance program" defines a parallel group of services offered in the elementary and secondary schools. There are, however, persons in the field who feel that the two terms are not synonymous but rather that "guidance" is but a part of the more inclusive term "student personnel services".

While the literature in the field of guidance is generally extensive, there are areas to which educational writers have devoted little attention. As an example, topics relative to student aid and to the faculty in counseling and advising appear constantly in the literature, whereas facilities for counseling seems to stimulate little interest among the authors.

In the following paragraphs we will attempt to cover adequately the literature published since 1945 in the areas of student personnel services which affect equally all students, both resident and non-resident.

**Studies Relating to Pre-Admission Counseling**

Pre-admission counseling is that personal contact between the college admissions counselor and the prospective student which takes place prior to the student's being admitted to any college. The admissions policies, often dictated by finance, determine the procedures to be followed in the admission of students. We have either "recruitment" or "admission counseling," depending upon whether the institution is primarily concerned with serving its own interests or the interests of the students. We have, on the one hand, the

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7Wrenn, *Student Personnel*, op. cit., p. 419.
admissions officer who is strictly administrative and, on the other hand, the
administrative officer with a personnel function.8

Some authors question the right of admissions officers to be classified as
student personnel workers. With the trend as it is today, the admissions coun-
selors in many colleges have definite personnel functions.9 The indicated trend
is to extend the guidance services in both directions—downward to those young
people who are concerned with admission to college, and upward in the form of
placement services for those graduates who have completed their education.10

In the search for college talent, according to Brouwer, the colleges fre-
quently must compete with each other in the open market for students.11 In
some instances, report Wrenn12 and Brouwer,13 college representatives were paid
on a commission basis, the more students the higher the salary. Cunningham
expressed a Catholic attitude thus:

Catholic colleges do not go out into the highways to compel teachers
to join their faculties. Why, then, should they indulge in indiscrimi-
nate canvassing for students? In perhaps the majority of cases the
canvassing of students is discriminate; but there is something essen-
tially ignoble in enticing outstanding students from one Catholic col-
lege to another by a more valuable scholarship.14

9Dugald Arbuckle, Student Personnel Services in Higher Education (New
10Ibid.
11Brouwer, op. cit., p. 111.
12Wrenn, Student Personnel, op. cit., p. 423.
13Brouwer, op. cit., p. 112.
14William F. Cunningham, General Education and the Liberal College (New
Wellington in a study of a liberal arts college in Iowa found no uniform policy of admissions. He said: "because of need to maintain a specific enrollment figure for the total school it was necessary to admit students of possible promise on a probationary status."\(^\text{15}\)

The pressure of colleges for high school talent has forced high schools in many areas to set aside "College Days" or College Nights,\(^\text{}\) times at which college representatives are invited to interview and counsel prospective students individually and in groups. Knapp,\(^\text{16}\) and also Johnson, Steffle, and Edelfelt,\(^\text{17}\) reported the "College Days" as an excellent group guidance situation which has proven most successful in many high schools. A somewhat different view of college days is taken by Brouwer. He has this to say:

On these college days representatives are invited to sit in the gymnasium or library while students are dismissed from their classes to talk about their college plans. At one such college day in a metropolitan high school where 5 percent of the 400 seniors were expected to continue in college, there were sixty-five colleges represented! The representatives were often competitive, using in their bartering for students such things as athletic or academic scholarships, promises of jobs, assurance of courses of study that would interest students, but most of all emphasizing the "good time" that students would have.\(^\text{18}\)

The attitude of a large segment of the Wisconsin Association of Secondary School Principals toward "College Days" is reflected in a recommendation made

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\(^{18}\)Brouwer, op. cit., p. 111.
by the Committee on School-College Relations in the Spring of 1961. The recommendation reads:

It is agreed that individual appointments are more effective than group visitation days and open houses, and that high schools should encourage students and parents to visit college campuses on an appointment basis.19

The opinions of 150 Iowa State Teachers College freshmen on college days were evaluated by Baumgart in 1957, and the most significant finds were summarized as follows:

1. 75.5 percent said college day influenced them to at least a small extent in their selection of a college.

2. 93.3 percent thought college day was a worthwhile activity. (88 percent of the respondents indicated that they gained new ideas and understandings as a result of talking with college representatives.)

3. 56 percent reported that no follow-up activity took place subsequent to college day.

4. 66.3 percent thought parents should be invited to college day. (Those opposed to inviting parents thought parents would try to influence them too much in their selection of a college.)

5. 38 percent said that the only advance preparation they received was a notification they could attend.

6. 18.7 percent thought campus visits were more valuable than college day when asked for suggestions to improve or replace college day.

7. 60 percent thought students should be permitted to attend college day prior to the senior year. (47 percent attended for the first time during their senior year).20

19 Information in a letter to members of Wisconsin Association of Secondary School Principals from W. L. Swanson, President, n. d.

Another form of pre-admission counseling is through the "Open House Days" which provide opportunity for the college-bound to visit college campuses and talk to the students already enrolled as well as the college counselors.21 "Many colleges and universities, for example, Boston University, Michigan State College, and Stephens College, offer professional vocational-guidance services to secondary schools."22 Ralph Weber, Director of Admissions at Marquette University, is quite enthusiastic over campus visits. He reported:

Students who actually come to the campus to inspect the school are our best prospects. We made a study of that and found that a large percentage of this group actually enrolled.23

MacIntosh urges the college-bound student to make a thorough investigation of colleges with the high school adviser and through college literature and then to follow up with a visit to the college and a talk with the director of admissions or a person in the admissions office who can speak with authority. The student owes it to himself to be well-informed on all aspects of the college in which he is considering entrance.24 Of the college obligation MacIntosh says:

The college requires the applicant to give a full account of himself before he is admitted. There is an equal obligation for the institution to give a full account of itself to the prospective student before he accepts his admission. Failure to exchange information is a fertile source of trouble later on.25

21Wrem, Student Personnel, op. cit., p. 276.
22Arbuckle, op. cit., p. 40.

23"Getting Into School Replaces a Much Older Anxiety," Marquette University Alumnus, ed. Donald McDonald, XV (December 1960), 5.


The use of alumni in pre-admission counseling, while not exactly new, is a practice which is becoming more formalized as time goes by. One or more members of the alumni association contact prospects individually, through "College Days" or "College Nights," and various other ways. Wilson reports hearing the head of recruiting for Princeton in the Chicago area explain his system:

Two hundred alumni work to pick out the top hundred boys in the Chicago area. They get 40 or 50 of them into Princeton. They do the finest possible job of canvassing the area, entertaining the prospects and convincing them that there is only one place that offers them a chance to use all their talents.

Waldo Johnston, writing for alumni consumption, has recommended the establishment of functioning alumni committees to locate good high school students and encourage them to apply for admission. These committees can hand out information to prospective students and establish contact with the admissions office. He further expressed himself on the use of alumni, as follows:

There is no question but that alumni interviewers can be of tremendous service to the institutions they serve and also to their communities. Institutions that have used them for the past several years would be unanimous, I am sure, in agreeing that they could not get along without them in these complicated days.

Robert A. Martin, speaking before the Convention of National Association

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29 Johnston, op. cit., p. 8.
of Secondary School Principals on the topic, "What's Ahead in the College Admissions Scramble," made the following prediction:

The counselor increasingly will become the agent of the colleges, doing their leg-work preliminary to selection of freshmen classes. As students and parents visit campuses in overwhelming numbers, colleges will restrict their visits to certain "high school days" and provide group rather than individual counseling. They will refuse to support college nights. College representatives will visit high schools, not to talk to students, but to orient the counselor, who will transmit the information only to qualified students.30

Studies Relating to Facilities for Counseling

"A counseling program is not cheap if it is well done. If it is not well done, it is even more expensive."31 Any program can be effective only as long as it is efficient, and efficiency is predicated upon proper facilities, funds, and personnel.32 In the area of facilities, budget, and resources there is little to be found in research.33 This is perhaps partially due to the lack of uniformity in the patterns of basic administration and organization of small colleges, a fact which Williamson thinks provides flexibility.


The few studies encountered were directed primarily toward high school programs; however, certain factors concerning facilities might well apply to colleges as well.

It might be well in the beginning to make a point which cannot be taken lightly. Guidance services should make certain that they have a budget and that the budget is adequate for the services being offered. Having one's own budget provides identity as well as fiscal independence.31

Parker conducted a study in which principals, counselors, university trainers of counselors, and state guidance supervisors were asked to indicate their preference for the location of guidance offices within the school plant. The questionnaire was so constructed as to require identification with relation to the administrative offices. He presented two philosophies of guidance and labeled one Authoritative-Directive and the other Permissive-Non-Directive. He assumes that under the Authoritative-Directive philosophy: (1) the counselor may have some responsibility for attendance and discipline; (2) the counselor is the most logical person to assume responsibility of the school in the absence of the principal; and (3) that students, being immature, often need to have their counselors give advice on proper ways to act. This would then require location of guidance offices near administrative offices where they might share space. The Permissive-Non-Directive philosophy, which should provide no administrative or disciplinary function, would permit guidance offices to be located in a different part of the building. The replies, which came from 250 persons, indicated: (1) principals and counselors who had been principals preferred that the guidance office be located near the administrative offices;

31 Hawkes, op. cit., p. 119.
(2) other counselors preferred to separate the offices; and (3) counselors would require no administrative duties of the counselor. Corre and Geiger in an earlier study (1946) gave the following reasons for locating guidance offices with the administrative offices: (1) proximity would integrate the offices and provide maximum efficiency; (2) location would emphasize the importance of the guidance function; (3) location would facilitate exchange of information; and (4) closeness would save time for the counselors and money for the school in the sharing of student clerical help. The one reason given for placing the guidance office in a different part of the building was to avoid congestion of traffic. In any case, privacy during counseling is of great importance. The following recommendations were made:

1. Personnel office should be in same suite as administrative offices.

2. A central pool of clerical workers should be available for all.

3. In the personnel suite, there should be a small conference room just off the clerical office.

4. There should be a large conference room adjoining for group testing, group guidance, and to be used as an overflow waiting room.

5. A waiting room of approximately 150 square feet is essential for one counselor. An additional 50 square feet for every additional counselor.

6. Each counselor's or dean's office should contain approximately 150 square feet of floor space.

7. Personnel office should have some storage space either fixed or movable, in addition to that required for clerical supplies.

8. Personnel offices should be sound-proof and well-lighted.

9. There should be one personnel office for each 300-500 students.

10. A large attractive conference room adjoining personnel office is necessary for testing, for visitors, and college representatives.

11. Doctors and nurses offices should be located as close as possible.

12. A cloak room and lavatories are needed within easy access.

13. Strategically placed bulletin boards should be for use of the personnel office.  

During the Beloit Self-Study, Williamson was called in for advice on guidance services and recommended the establishment of a central counseling office to be administered by a director. He made no mention of physical facilities or equipment, but he did recommend that the following records be filed in the counseling office:

1. Applications for admissions
2. A. C. E. test folder
3. Scholarship and loan applications
4. High school transcripts
5. Admissions examination records
6. Freshman day test records
7. Attendance and chapel point record
8. Records of probation and disciplinary actions
9. Job applications
10. Placement examination records

36 Mary P. Corre & Grace M. Geiger, "Building for School Counseling," Occupations, XXIV (February 1946), 266-268.
11. Records of scholastic and academic honors

12. Records of extra-curricular activities, memberships, etc.

It was further recommended by Williamson that responsibility for keeping all records current rest with the director.

Studies Relating to the Selection and Training of Counselors and Advisers

In the research relating to the selection and training of counselors and advisers, we must make a distinction between the professional counselor or specialist who is primarily a counselor and the counselor-teacher who is primarily a teacher and whose counseling and advising follow from his being a teacher. Here again we encounter difficulty in terminology. Feder says:

Perhaps the best illustration of this is the widespread application of the term "counselor" to persons in all levels of education who seem to have any kind of extraclass contact with students on an individual, and sometimes even on a group, basis. To say that the title is here used to describe a function, without reference to the qualifications of the person, is even being generous.

The college counselor, by whatever title he may be known, is usually a specialist. Of the extent of his training, Tooker writes the following:

The role of the school counselor is important. He is accepted as an educator, but he is a specialist in dealing with individuals as well as groups. He is a generalist in that he understands and appreciates the work of other specialists in related fields and many times serves as liaison person working with pupils, parents, teachers, and other specialists. In short, he is a specialist by virtue of being a generalist. To fill such a role, there is demanded a breadth of training.

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37 Liberal Education at Beloit College: A Report to the Faculty by the Committee on Self-Study (Beloit, 1953), pp. 155-156.

38 Ibid.

which is admittedly difficult to achieve in the ordinary counselor-training institution. Nevertheless, the complexity and importance of the counselor's role in most school systems demands the most complete training which can be devised.40

The selection of those persons to be trained or to receive further training is somewhat dependent upon native ability and personality. Personality attributes desired of those admitted to graduate programs are many and often idealistic.41 The three most vital counselor characteristics, according to Wrenn, are social sensitivity, emotional maturity, and intellectual stability.42 Jane Warters in a review of five studies concerning desirable characteristics of counselors found that all five studies agreed on the following five desirable characteristics:

1. Good character and wholesome philosophy
2. Emotional stability
3. Approachability and friendliness
4. Sympathetic understanding of youth
5. Understanding of classroom conditions.

Warters found further that all but one study in each case agreed on the following: "sincerity, personality, mental alertness, ability to get along with people, intelligence, social culture, broad knowledge and interests,


41Wrenn, Student Personnel, op. cit., p. 195.


leadership, professional attitude, and interest in guidance work. Such lists as these fall far short because they are ideal characteristics for a person in almost any profession and they are not expressed in terms that lend themselves readily to appraisal.

The American Personnel and Guidance Association in 1958 reported that it is most desirable that counselor trainees be selected who are intellectually able, professionally motivated, emotionally and socially mature, able to maintain intimate interpersonal relationships enriched by their own experiences.

In the Queens College graduate training program, a group interview is a part of the college counselor selection process. This technique is designed to check interpersonal effectiveness.

While there is not complete agreement among the experts as to the kind of training necessary for all guidance workers, there is general agreement that some functions can be performed with less training than is required for others. In 1945 Arthur Jones outlined three major tasks of student personnel preparation:

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41 Ibid.
42 Wrenn, Student Personnel, op. cit., p. 195.
1. The attempt to determine what personnel workers do, their duties and responsibilities. These attempts have taken the form of job analysis from observation and from statements of personnel workers themselves.

2. The discovery of the patterns of knowledge skills, attitudes, and characteristics necessary for the successful performance of these duties and responsibilities.

3. The determination of types of courses, training, and experiences that are most effective in developing the patterns of abilities necessary for success on the job.49

Woolf and Woolf have identified areas in which training is necessary; they are: (1) understanding of human personality; (2) philosophy and social responsibility; (3) measurement and statistics; (4) group methods; (5) counseling and personnel methods; (6) supervised practice in counseling; (7) vocational information and psychology of vocations.50 These areas are almost parallel to the six specified in 1949 by a committee of experts engaged in the training of counselors and clinical psychologists.51 The Committee on Professional Training, Licensing, and Certification of the A. P. G. A. expressed the feeling that a master's degree is minimum acceptable preparation for counselors and outlined the essentials of the counselor training program to include: (1) personality organization and development; (2) environmental factors in adjustment; (3) individual appraisal; (4) statistics and research methodology; (5) philosophical and professional orientation; (6) counseling; (7) group


50 Woolf & Woolf, op. cit., p. 331.

51 Wrenn, Student Personnel, op. cit., p. 193.
guidance; and (8) supervised practicum of a minimum of 120 hours for one semester.52

Anyone connected with higher education is aware that the performance of services is not restricted to the specialists. The faculty and other college personnel perform services in counseling, testing, admissions, and other areas.53 "Where only the experts counsel there is little doubt that the counseling is more effective. However, not enough will be done."54 The fact that all faculty members are not equally capable as counselors and as teachers makes it almost impossible to consider all teachers as counselors. In the matter of the faculty in guidance Feder says:

Today there is a widespread acceptance of the principle that selected faculty personnel can and should be trained to work with the technical staff in counseling, in contrast with the earlier belief that only specially trained personnel should carry on the counseling function.55

Along the same line, Mehl had this to say:

While the significant role that advising should play has been recognized and its shortcomings loudly voiced, it seems that little has been done to improve college advisory services.56


54 Brouwer, op. cit., p. 31.


Methods of selecting faculty counselors vary from institution to institution. They are frequently appointed by the president or the dean, or nominated by the personnel director. Many faculty counselors are volunteers.

In order to counsel students effectively it is necessary for the faculty counselor to understand the areas in which problems affecting the academic progress of a student may occur; and, to have some knowledge of the means of detecting the presence of individual problems and the referral facilities available. The extent of training received by faculty counselors varies widely among our colleges. In some institutions faculty training involves no more than the passing out of a bulletin or handbook on counseling to the counselors. In other colleges more elaborate programs of seminars and individual and group meetings are held each week for extended periods of time. An example of the latter is the University of Denver program which meets every Saturday morning for two quarters. The University of Kansas in 1949 initiated a program of seminars for faculty advisers in which 100 advisers enrolled voluntarily. The Beloit College Self-Study brought out the need for in-service training of the faculty members who were advising students and recommended faculty seminars to be conducted by competent persons to provide the faculty with needed background for counseling.

57 Hawkes, op. cit., p. 115.
59 Ibid.
60 Woolf & Woolf, op. cit., p. 300.
Tinsley in a questionnaire study of academic advising practices in twenty-two colleges and universities found that more than half of the institutions had specific training for advisers. Topics in training programs included academic requirements for graduation, general philosophy and routine of the college, information about campus facilities, and the use of student personnel data.62

Gilbert reported on the extensive training program for faculty counselors at the University of Illinois. The program includes both selection and training since each faculty counselor spends as much as eight hours a week in student counseling. For this he receives additional compensation and a reduced teaching load. Training is continued indefinitely by means of weekly staff meetings of usually one hour and a half in length.63

The Illinois Basic training program runs from eight to ten weeks with two two-hour sessions each week. The subject matter is prescribed and reading on the part of the faculty is expected. Gilbert points out that additional compensation for counseling will not be necessary when the counselor receives the same recognition by the administration in terms of promotion in rank and increase in salary as is accorded to published research.64

Studies Relating to the Use of Faculty in Counseling

The role of the faculty in advising and in counseling is one of the most

64Ibid. p. 303
important functions in the total guidance program. In the words of Wrenn:

Both as advisers and as counselors, the faculty are indispensable in a counseling program. No corps of professional counselors, essential as they are, will replace the variety of personality approaches and normal student classroom contacts possessed by the faculty.65

Much the same position is taken in the Beloit Self-Study. While being stated in a more forceful manner, the Beloit study reads as follows:

Williamson believes that all consultation with students should be regarded as part of a single program. To regard it otherwise tends to foster the idea that the academic adviser deals with intellectual problems and the counselor deals with personal and emotional problems... The only reason for the liberal arts college concerning itself with personal and emotional problems is because they interfere with proper intellectual functioning.66

Mehl points out that advising is a regular part of teaching in colleges and universities when: "(1) enrollments are small; (2) the philosophy of institution humanistic; and (3) the course of study prescribed."67

Four degrees of counseling are identified by Wrenn. The first degree includes all types of casual relationships between college people and the students. The second are those contacts which take place at registration and involve only a portion of the faculty advising students on the choice of courses and in planning their programs. Those carefully selected faculty members who, by virtue of interest, personal qualifications and perhaps training are relieved of some portion of their teaching load to work more intensively with students, are functioning at the third degree of counseling. The fourth degree includes those fully trained student personnel workers who spend all or part of their time

65 Wrenn, Student Personnel, op. cit., pp. 70-71
66 Liberal Education, op. cit., p. 152.
67 Mehl, op. cit., p. 130.
doing the work for which they were trained.68

Of the role of the teacher, Melby and Reeves have this to say:

Ideally, all teachers should be (in reality are) personnel workers. They may be functioning at a very ineffective level, but we cannot do without them. We must educate them for their new role.69

Williamson found evidence of change in faculty preparation and student guidance which he indicates as follows:

More and more advisers and counselors are becoming proficient in using data to diagnose the student's capabilities and in making such diagnoses before the individual gives evidence of inability to master the curriculum. . . . Also, faculty advisers increasingly are accepting the implications of the philosophy of student personnel work, with its major emphasis upon the individual student as a growing entity and on that growth as the central purpose of our education. The common adoption of this point of view makes for effective relationships between teacher and student; heightened morale for both; optimum learning of the formal content of the curriculum; and other improvements in the general effectiveness of the institution.70

The part which the faculty can play, says MacIntosh, is dependent upon a number of conditions.

For many faculty members, the amount of teaching they have to do may preclude their participation or may limit it to the guidance which they can give in connection with teaching itself. Others will have neither interest in this kind of extra nor desire to learn about it. Some, with the opposite point of view, will welcome the chance to take an active part in guidance.71

The use of faculty members as advisers and counselors in colleges and universities is almost universally accepted, differences being in the internal or-

68 Wrenn, Student Personnel, op. cit., pp. 68-69.


70 Williamson, op. cit., pp. 29-30.

71 MacIntosh, op. cit., pp. 139-140.
ganization with some using all faculty members as counselors and advisers, while
others employ selected faculty members. Mehl, in discussing a number of related
studies, indicated that these studies had not always been evaluations, but often
were surveys based largely on questionnaires. These studies cited were concerned
with the following points:

1. The value of advising when done on a systematic basis.
2. The matching of freshmen and advisers on the basis of major
   interests.
3. Determining the effectiveness of advisers based on student
   judgments.
4. The use of student opinion in evaluating advisory services.\(^7\)

To clarify the picture of faculty in counseling and advising, we may look
at the explanation of just what constitutes faculty advising in the mind of
Hardee, who says:

Faculty advising is a tridimensional activity consisting of:
(1) discerning the purposes of the institution; (2) perceiving the
purposes of the student learners; (3) postulating the possibilities
for the student as a learner and promoting these means as are avail-
able.\(^73\)

In discerning the purpose of education, the adviser must possess and
present the image of the college as it is possessed by present students and
will be pictured in the minds of future students. The adviser must understand
the total curricula and the relationship of each part to the whole.

To perceive the purpose of the learner presupposes an understanding of
the blending of many interests, abilities, and family and cultural interests

\(^{72}\)Mehl, op. cit., pp. 129-130.

\(^{73}\)Melvene D. Hardee, "Faculty Advising in Contemporary Higher Education,"
which make up the many purposes in students. Also the fact that students attending a specific college seem to be quite similar in many respects indicates some association with the image.74

The third part presumes that the adviser will aid and direct the student toward goals which are realistic and in keeping with his interest and ability.

A number of studies indicated ineffectiveness in the faculty-advisory programs being evaluated. The Beloit College Self-Study conducted in 1953 found the students indicating dissatisfaction with the advisory process. The main points were: "(1) the adviser is not interested in the advisees or advising; (2) he is not trained to advise; (3) he is not informed about courses; (4) he does not know the requirements; (5) he used his advising to enlarge his classes; and (6) he does not have time to do a good job."75 Mehl found very much the same in his study at Wisconsin in 1951. Himes found that while 72 percent of the faculty involved in his study at Brigham Young University believed that the University maintained complete personnel records, only 13 percent used the records when counseling students; 40 percent were not informed of the personnel functions of the admissions office, and yet almost all knew the requirements for admission.76

Jamrich made a study in 1954 in which he sent questionnaires to approxi-

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74 T. R. McDonnell & Paul Heist, "Do Students Make the College," College and University, XXXIV (Summer 1959), 442-452.
75 Liberal Education, op. cit., p. 158.
approximately thirty selected small colleges requesting information on trends and practices in student-faculty advising and counseling programs. He found that some of the colleges distinguished between programs for underclassmen and upperclassmen. One out of four colleges utilized all faculty in advising. Some faculty members had more advisees than others, while the average adviser had twenty advisees. New faculty did not advise during the first year. One of three colleges had continuous programs of in-service training for advisers, another one-third had a limited orientation in the fall, and the remainder had no training program at all.77

Jones conducted a study in Indiana State Teachers College in 1947. This study involved the placing of freshmen with counselors from the same academic field, the purpose being to evaluate the counselors' contribution to academic achievement. The counselors were nominated by their department heads and were assigned 25 students each. Students and counselors were told that the standard of achievement for each student was to be judged by his ability as determined by the American Council on Education Psychological Examination and the Iowa High School Content Examination. A get-acquainted interview was to be scheduled during freshmen days and weekly conferences were required during the first six-week period. A progress interview was scheduled at the mid-term when the grades were available. Students were required to keep weekly time diaries during the first six-week period. At the end of the third week the counselor had a one-half hour conference with the director of student personnel at which

the actual index of each student was compared with his predicted index. Those students falling ten or more points below were given diagnostic and remedial treatment in the form of reduced schedules, reduced employment or activities, improved study methods, medical care, and counseling. The correlation between indexes and predicted indices was .61 at the mid-term and .68 at the end of the term. Twenty of the one-hundred students in the sample were six to thirty-eight points below the predicted index at the mid-term. Fourteen of the twenty made gains averaging nine points each. By the end of the term, two remained the same and four had further losses of an average of six points.78

Mehl makes a rather disturbing observation in the light of some of the current trends in educational thinking. He says,

It is interesting to note that when education has been primarily concerned with the development of the "free man", the "whole individual", or the "total personality", the importance of advising has been accentuated. On the other hand, when intellectual development of the individual has been the sole concern of education and educators, the need for advising has not been given the same attention.79

Hardee also strikes a discordant note which affects not only guidance services but all areas of higher education as well. He points out that the roles of the college administration and teachers have changed and are changing thus widening the gap between the administration and faculty and the students. The college president is so busy keeping the college alive and growing that his time is taken up with fund raising and public relations, leaving him little or no time for close friendly relations with the students. The dean is in much the

78 Lanzo Jones, "Faculty Counseling for Freshmen", Educational and Psychological Measurement, VII (Autumn 1947), 564-568.

79 Mehl, op. cit., p. 18.
same position as the president. 80

But what of the faculty member? Of him Hardee says,

The faculty member has become less of an ambling, shaggy dog "do-gooder" and more of "an organization man." . . . Just what and who is a faculty member these days? A researcher with allegiances to the supporters of his research? A consultant with portfolio and easy access to industry, business, and government? A community leader, a kind of tweedy man about town? A graying gray-flannel-suitier with strong after-five o'clock allegiance to family? Any or all of these, whose "teaching" is something inserted in the side pocket of an academic robe? 81

Hardee goes on to show that we have received and are receiving so much in the way of poor advising on the part of our academic advisers that the true picture and purpose have been dimmed if not totally obscured. Among the stereotypes present in advising are the following: (1) "the automat stereotype," a mechanical process in which the student and adviser meet only for the purpose of grinding out a schedule; (2) "the thousand-mile check up," a continuation of automat under which a check is made to see if the program is working; (3) "patch after crash stereotype," a mad rush to repair the damage of violating academic or social regulations and is about to be dropped; and (4) "the malevolent benevolency," the mother hen overprotection overdomination approach which does not permit the student to stand on his own two feet. 82

80 Hardee, Faculty Advising, op. cit., p. 112.
81 Ibid.
82 Ibid. p. 115.
Studies Relating to Orientation

Orientation is not new to higher education; however, formal, organized orientation programs are of quite recent vintage. College orientation may take either of two forms: orientation to college in the form of "College Days," "Career Days," and even "Open House Days" on college campuses while the student is still in high school; or formal orientation programs to specific colleges on the individual college campuses for entering freshmen. The former were discussed under pre-admission counseling while the latter programs are our concern here.

Orientation is the process of helping the individual adjust to a new situation; in this instance it is to college. Wellington, writing on the purpose of such a program, says:

Orientation should be viewed as something other than a brief introduction to the facilities, students, faculty, and administrative officers. If orientation is viewed as a continual process, the college will seek to provide the facilities for helping the student to make continual adjustments academically and socially and to plan for his adjustment to the world in the future.

When a college accepts a student for admission, it is, in most cases, assumed that the student is capable of doing college work. The college then has taken upon itself the additional responsibility of helping the student to


85 Liberal Education at Beloit College, *op. cit.*, p. 121.
fulfill the requirements of the college. When he fails, the student does so not because of a lack of ability to do college work, but because of some external factor or factors affecting his ability to perform.

The recent literature contains a number of studies in which the problems faced by first year college students were identified by the student themselves. Moser in 1953 administered his own check list to 1350 freshmen in three Texas institutions of higher learning. He found that: (1) 77.6 percent were concerned with passing courses and making good grades; (2) 52.1 percent were worried about what course to take; (3) 47.5 percent wondered if the teachers would be warm and friendly; (4) 42.4 percent showed concern over finances; (5) 37.3 percent worried about their ability to make friends; (6) 29.5 percent indicated concern over the possibility of getting a desirable roommate; and (7) 20.9 percent indicated concern about harsh treatment from upperclassmen. Other areas of concern indicated were: 19.5 percent, will I find my way around without getting lost?; 24.5 percent, will I be drafted and have to give up college?; 18.7 percent, will I be asked to join social groups?; 17.1 percent, are my clothes and personal appearance as good as the average?; 14.2 percent, can I get over being homesick?; 10.7 percent, can I find a church group of my own faith?

In a similar study in 1957 using a check list for 1003 Southern University freshmen, Johnson sought to identify some adjustment problems that are encoun-

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86Wellington, op. cit., p. 160.

tered by freshmen. The form to be filled out was in three parts. Part I asked for the student's name and other items of general nature; Part II was concerned with the student's most difficult course and asked reasons for its difficulty; Part III was the check list which included items concerning areas of possible difficulty. A summary of the findings follows:

1. The freshmen were more concerned with problems of environmental, emotional, and scholastic adjustment than with problems of economic, health, and social adjustment.

2. Problems reported were most frequently related to scholastic adjustment.

3. Men indicated more concern than did women with problems of social, economic, and health adjustment and less concern over problems of emotional adjustment.

4. Dormitory residents were more concerned over living conditions and indicated more homesickness than those living in other types of university housing. Freshmen living at home with parents had fewer financial problems, had more difficulty in selecting a major, and were less interested in schoolwork. Freshmen living with relatives had fewer social problems than did other freshmen.

5. Freshmen with rural backgrounds had more difficulty with problems involving scholastic adjustment and less difficulty with problems of social, health, and environmental adjustment than did freshmen from urban areas.

6. Students of high measured intelligence were more concerned than those of low measured intelligence with problems of economic and environmental adjustment and less concerned with problems of emotional and scholastic adjustment.

7. All students were most seriously concerned over fear of failure in courses.

8. Younger freshmen were more concerned over pedagogical procedure, waiting lines, and homesickness than were older freshmen. The older freshmen showed more concern over slow reading habits and finding classes. More younger students than older students had poor grades as their most difficult problem.88

88Edward E. Johnson, "Some Adjustment Problems of College Freshmen," College and University, XXXIV (Spring 1959), 305-308.
Using the Mooney Problem Check List, Slinger, Wellington, and Williams, among others, conducted studies concerned with the problems or factors relating to academic achievement of college freshmen. Wellington used only men in his study since he was concerned with the academic success of resident freshmen men while Williams used only women because women are more conscientious in supplying information on questionnaires. Slinger used both men and women students. All three studies found the students concerned with adjustment to college work, personal-psychological relations, social-recreational activities, and the future, vocational and recreational.

Hoffman and Plutchik report two recent studies on the percentage of colleges having freshman orientation programs. The first study by A. G. Breindenstein in 1953 indicated that 70 percent of the Middle Atlantic Colleges had such programs averaging one semester in duration. George H. Greene conducted a more recent study of sixty-nine small colleges. He found that 52.1 percent had a freshman orientation course and 36.3 percent of those which did not have a course were planning one. A similar study conducted by Kamm and Wrenn in 1946 found that every one of the four-year colleges and universities in the North

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90 Wellington, op. cit.

91 Charles C. Williams, "An Experimental Study to Determine the Effectiveness of the Freshman Orientation Course at North Texas State College," Unpublished Doctoral Dissertation (Indiana University, Bloomington, 1958).

Central Association had orientation programs, 70 percent of which were of one semester duration.  

Gladys Bookman in 1948 made an extensive study of orientation programs in colleges with student populations of between one thousand and three thousand. From 188 replies she found that outside of the administration of an intelligence test and an English test the programs varied considerably. In 134 colleges and universities the program varied from one to seven days in length and was held before the formal opening of school. Counseling was used in 130 of the 143 colleges during orientation week and 124 continued counseling during the entire freshman year. The faculty assisted in counseling in all schools. A required course in orientation was given in 61 colleges; 12 required attendance at a series of lectures. Forty-nine colleges gave from one to four hours credit while twenty-two gave no credit. All colleges included in the program the administrative events necessary to registration.  

In a questionnaire study of 202 colleges preparing teachers, Glogan found 117 with special courses in orientation. Sixty-seven used the title "Orientation" or "Freshman Orientation." Among other titles listed were: Personal and Social Growth, Personal Development, and Personal and Social Adjustment. Forty-six percent reported the course taught by the dean, while thirty-nine percent

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94 Gladys Bookman, "Freshman Orientation Techniques in Colleges and Universities," Occupations, XXVII (December 1948), 163-166.
were taught by selected faculty members. Others included the counseling staff, students, and the college president as teachers in the courses. Seventy percent gave grades while sixty percent gave college credit. One in three colleges reported classes of one hundred students or more, while better than two of three reported classes in excess of thirty students. Of student reaction, sixty-one percent of the students reported the courses somewhat useful and thirty percent extremely valuable.\(^95\)

It is disturbing to find that many of the institutions consider registration and testing as the most important events occurring during orientation. Some of the experts have indicated their dissatisfaction with the traditional or older approach to the orientation of freshmen. Wrenn expresses the position of the opposition as follows:

> We have advanced a long way from the freshman week idea wherein it was assumed that all that a new student needed could be presented to him in three or four days and that he was then ready to go to work at full efficiency. This is unrealistic and has been recognized as such. A good orientation program is now extended at least through the first semester.\(^96\)

The present orientation programs are many and varied and include many services. Not one of these programs can be considered best since a program which may be ideal for one institution will not, without considerable revision, work in another. The program must be tailored to fit the institution.\(^97\)


\(^{96}\)Wrenn, *Guidance*, op. cit., p. 11.

\(^{97}\)Williams, op. cit., p. 1.
Green studied orientation courses in small colleges and tabulated the contents of these courses showing the number of colleges including each unit in their course. His tabulation follows:

- How to Study ........ 29 Personal Appearance ........ 7
- Use of Library .......... 21 The Arts ............... 7
- Improvement of Reading ... 20 Social Conditions & Etiquette .... 7
- Personal-Social Relations .. 19 Student Activities .......... 6
- History of the College .... 17 Sex, Marriage, Courtship .... 4
- Occupational Information ... 14 Philosophy of Life .......... 3
- College Traditions ........ 10 Budget of Time ............ 3
- Rules and Regulations .... 8 Christian Living .......... 3
- College Catalog .......... 8 Race Relations .......... 1
- Vocational Guidance ..... 7 Surrounding Community .... 198

Slinger in his study at the University of Florida found that an organized program of courses was needed to help students in their adjustment to all phases of college life and recommended that this course include such topics as: (1) student personnel services and their functions; (2) choosing extra-curricular activities; (3) social adjustment; (4) study habits; (5) personal adjustment; (6) purposes of the general education program; (7) studying and taking examinations; and (8) general educational and vocational guidance.99

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Hoffman and Plutchik, in advocating the use of small groups in orientation, felt that small groups would provide more informality and freedom in the interchange of ideas. 100 Concerning the small group orientation, they say:

The basic aim or orientation, then, is to modify attitudes in such a way as to help the student become more receptive to what college offers. 101

In order to modify attitudes and change ideas the content of the course would be built around a number of sub-goals; they are:

1. The Place of Education in Life
2. Increased Social Awareness
3. Increased Self-Knowledge
4. Increased Self-Confidence
5. Development of Leadership Skills
6. Improvement of Academic Skills
7. Awareness of College Facilities 102

Arbuckle insists that there are three distinct parts to the total orientation program. The first part, called pre-college orientation, includes "College Days," "Career Days," on-campus visits, and other such aids to college-bound high school students. The second part, orientation week or freshman week, includes registration, testing, meeting faculty members and advisers, meeting student leaders, social events, faculty lectures and talks, giving out information and other materials, and free time for the freshmen. The third part is

100 Hoffman & Plutchik, op. cit., pp. 8-11.
101 Ibid., p. 23.
102 Ibid., pp. 23-27.
the orientation course which might well run through the entire year and may well utilize students as well as faculty members.103

The trend today is to place the administration of the orientation course in the hands of student personnel services. The growing practice is for a program of one semester in duration. The type of course is dependent upon the institution.

Studies Relating to Psychological Services

Psychological services exist in institutions of higher learning either as a normal part of the guidance-counseling process or as a separate specialized service or services to the students. Whatever the approach taken, it is in recognition of the concern for the mental health of their students.104 The University of California is an example of an institution which has no centralized guidance service yet provides advisory and counseling services to its students.105 On the other hand, the University of Florida Psychological Clinic is staffed by three full-time and one half-time clinical psychologists.106

In the present study we will concern ourselves solely with the organized services functioning through a center or a clinic.

Where centers for psychological services exist in colleges and universities we find a variety of titles. Among the most common titles used we find


105 MacIntosh, op. cit., p. 103.

106 Thorpe, op. cit., p. 265.
counseling center, mental-hygiene clinic, psychological clinic, student counseling service, and testing and guidance bureau. In the interest of consistency we will use the term "guidance center" in place of the many titles found in the literature.

The primary emphasis of the "guidance center" may vary from institution to institution depending upon the purpose for which it was established. Some centers were set up primarily for the training of specialists, others for the purpose of institutional research, others primarily as a service to the student body, while each functions in the three areas indicated.

Brouwer identifies six ways in which the guidance center, as a specialized service, contributes to the total good of the institution. They are: (1) diagnosis; (2) remedial work; (3) prevention; (4) cooperation with teachers and other agencies in the college program; (5) teaching—for example, a course in mental hygiene; and (6) research.

In order to help students to clarify their goals and improve their general scholastic and personal adjustment, Brayfield recommends that the following major services be provided by the counseling center.

1. Help students to clarify the nature of the problems which cause them to seek professional assistance and assist them in establishing a realistic and satisfying goal for themselves.

2. Make available diagnostic procedures which assist students to understand their assets and liabilities for college work.


108 Ibid.

109 Brouwer, op. cit., p. 117.
3. Provide accurate and up-to-date educational and occupational information relevant to their goals.

4. Facilitate the use of remedial resources by students who have reading, study skill, speech, and major emotional difficulties.

5. Facilitate the use of other campus or community resources for personal and social development by furnishing information about them to those persons most in need of using them.

6. Perform a morale building function when students realize that they have made their plans or have come to grips with their particular problem on the basis of extensive information and the best available technical aid.  

Heston has pointed out the real value in the testing which is included in the evaluation procedures of an educational guidance clinic. From the test results the counselor obtains information about the client's level of ability, his past performance, and his vocational interest pattern. He also receives an analysis of the student's personality traits. With this information in hand he is able to help in planning the educational program, give a considerable amount of vocational guidance, identify excessive weaknesses and special aptitudes which might affect academic or vocational goals, present, in an understandable way, general college procedures, make suggestions as to the type of education that best fits the client's needs, and help the client in his approach to individual faculty members.  

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Form 112 and Kirk 113 made studies of the purpose for which students visited counseling centers and found that the major reasons for requesting counseling centered around choice of vocations.

There exists no great uniformity in the organization and administration of guidance centers. Barnett in a questionnaire study of fifty-eight colleges found that thirty-one did not charge the students for counseling service, five charged between one and five dollars, a few more charged between five and twenty-five dollars. He found also that the counselors were more often than not permitted to engage in private practice in addition to their college work. In forty-six institutions the staff members had duties other than counseling; thirty-four of these were teaching staff members. 114

Studies Relating to Vocational Counseling

The absence of agreement in terminology makes it difficult to present a truly accurate picture of the literature in all areas of counseling. We make note here that some duplication exists between psychological services and vocational counseling. It may also be noted that a counselor may at one and the same time be involved in academic, vocational, and personal counseling, either as an individual counselor acting on his own where no centralized


114 Albert Barnett, "Client Fees, Staff Assignments, and Private Practice in University and College Counseling Centers," Personnel and Guidance Journal, XXXV (September 1956), 22-23.
service exists or working as a part of a guidance clinic.

Since we have previously discussed counseling as a function and as the preparation and training of counselors, we will not concern ourselves with them here.

The literature in vocational counseling is, for the most part, concerned with changes which are taking place as the result of our present attitude toward the student as an individual.

It has been found that there is a noticeable distinction made between academic and vocational guidance where the courses pursued by the student do not lead directly to professional schools or to specific employment. Then, too, since the purpose of college is to furnish an education, the giving of advice about vocations is a function left to others.\textsuperscript{115}

Arbuckle points out that vocational guidance in college serves two purposes, aiding those who have been wisely guided to college and those who have been misguided or not guided at all. He then goes on to say that the day when the college could consider that it had fulfilled its obligation to the student when he was presented with a degree is long since past. Being concerned with the whole student includes a concern for his vocational planning while in school and for his occupational success after he leaves the institution.\textsuperscript{116}

During the thirties and early forties guidance was often looked upon as the first phase of the guidance-placement combination. Under these conditions,

\textsuperscript{115} MacIntosh, \textit{op. cit.}, pp. 111-112.

\textsuperscript{116} Arbuckle, \textit{op. cit.}, pp. 85-86.
we quite often had placement counseling since the counseling was directed towards job openings. In the opinion of Wrenn, placement opportunities must not dominate counseling, but neither should counseling be performed in ignorance of job opportunities.117

Current writings in the area of vocational counseling indicate that we are in the process of altering our thinking on just what constitutes sound methods in the directing of vocational planning. The overall emphasis on the total development of the whole man is responsible for guidance people taking a new look at the older processes of "Matching traits or factors with jobs or the theory of individual adaptation to social and economic patterns."118 Thrush reports that in a study of a counseling center to determine forces and dynamics at work he found a shift in philosophy from emphasis on vocational counseling to an emphasis on counseling for personal adjustment.119 This newer approach to vocational planning for the individual is in almost direct opposition to an older belief that vocational guidance and job placement were two phases of a single service. It is more realistic than that approach which emphasised basic motives and interests and permitted aspirations to develop which were out of proportion to the job outlets available.120

117 Wrenn, Student Personnel, op. cit., p. 391.


120 Wrenn, Student Personnel, op. cit., p. 391.
The present trend in vocational counseling is best expressed by Wrenn and Parker, as follows:

Vocational counseling, once a relatively straightforward matter of matching aptitudes and job requirements, is now seen as involving attitudes as well as aptitudes, and as needing a consideration of the client's perceptions of himself fully as much as vocational information. . . . What the person will do in the vocation becomes a function of what kind of a person he wants to be.121

Super carries this a bit further when he says:

Tracing the process of making a vocational choice and adjusting to an occupation is, essentially, describing two processes—that of developing a picture of the kind of person one is, and that of trying to make that concept a reality. . . .

The choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself, to say definitely "I am this or that kind of a person."122

Super defines vocational counseling in the light of the new orientation as follows:

Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into reality with satisfaction to himself and benefit to society.123

Vocational counseling here places greater emphasis on attitudes and emotions than on facts.124


122 Donald E. Super, "Vocational Adjustment Implementing a Self-Concept," Occupations, XXX (November 1951), 88.

123 Ibid., p. 92.

124 Ibid., p. 90.
Vocational counseling with its emphasis on the total personality of the individual has a far reaching effect on the counselor and on counselor training. The implications of the now broad scope of vocational counseling are expressed in the recent writings of Wrenn, who says:

1. Because vocational choice is a psychological process and because the vocations structure may be classified in various dimensions—social, psychological, and educational—vocational counseling is a specialty task for professionally qualified counselors.

2. A vocational choice is a phase of the total developmental pattern of the individual, is responsive to self concept and ego needs, may be influenced by varying values of different ages and in different connections. Because of the complexity of this process, a vocational counselor must study the person of the client, not merely know vocational demands.

3. Vocational information has its own dynamics as does appraisal and other self information. The client's attitudes toward vocational experience and vocational knowledge as these relate to his needs may be more significant than the mere possession of the information itself.125

Evelyn Deen conducted a study among Bucknell co-eds and found while 76 percent had chosen a vocation, 28 percent of them had doubts about the choice made. Forty-nine percent had changed courses one to three times. Among the seniors 51 percent had changed majors during their four years and 30 percent of these were not certain they had made the right choice. The girls were unanimous in feeling that more counseling was needed. Ninety percent voted for a non-credit course in occupations.126


Studies Relating to Co-Curricular Activities

The term "co-curricular activities," like other terms used in guidance, suffers by being one of several similar terms, in popular use, having identical or almost identical meaning. Such terms as extracurricular, collateral, extraclass, and even nonclass appear quite frequently in the literature, the purpose of these terms being to set the field of student activities apart from the classroom.\textsuperscript{127} Crowley\textsuperscript{128} has added the term "extracurriculum" to the list. Arbuckle\textsuperscript{129} points out that the term "extra-curricular activities" is not appropriate since these activities are in no sense extra. He indicates a preference for the term "co-curricular" as the best to use in a position where no accurate term is available. Since we are in agreement with Arbuckle we have chosen to use the term co-curricular activities in this paper.

The real distinction must be made in the definition of curriculum which itself has undergone considerable evolution in the past few years. Curriculum today is generally defined as "comprising all the activities and experiences afforded by the community through the school."\textsuperscript{130} Krug expressed the term as follows:

Everything done in the school adds up to the total curriculum--classroom instruction, student activities, community relationships, work


\textsuperscript{129}Arbuckle, Student Personnel, op. cit., p. 246.

\textsuperscript{130}Faunce, op. cit., p. 507.
experience, school parties, counseling.  

When one recognizes the relationship of the college guidance services to the area of student life, the student activity program stands out as an area of importance. A well developed program of co-curricular activities is not easy to achieve. MacRae has this to say:

A balanced student life program does not just happen. It must be planned, developed, nurtured, and evaluated; it must be modified in terms of what the evaluation indicates, replanned, and reevaluated again and again.

The student life program in one school is unlikely to be applicable in its entirety to another institution. The program for each college must be tailor made. . . .  

There is agreement that a program of co-curricular activities is good only if it meets the needs of every student admitted to the college. Few institutions provide for the total development of every student but many are seeking ways and means to achieve this end. Richardson is of the opinion that a program directed toward this end should

1. Provide opportunity and encourage participation by all students in personally satisfying activities.

2. Tap all socially, culturally, and recreationally desirable student interests.

3. Exploit all educational possibilities for the learning they afford.


133 Ibid., pp. 51-52.
4. Emphasize activities initiated by students, not by sponsors.

5. Include provisions for an adequate program of publicity and information concerning its function and opportunities.

6. Recognize the importance of wise and continuous counseling and guidance relative to the nature and extent of participation by individual students.

7. Insure recreation, leadership, practical citizenship education, and the highest development of individual responsibility.\(^{134}\)

Reaching every student on campus poses quite a problem because of the wide range of individual differences in all aspects of student life. A variety of activities gives many students opportunity to develop leadership. Wrenn\(^{135}\) reports that Stephens College at one time had 180 organized student groups to serve eight hundred students, while at the University of Minnesota in 1950 there were over four hundred organized student activities. Greenleaf reported on a study of student leadership in co-curricular activities made at Southern Illinois University. She found that:

1. As enrollment increases the number of students holding responsibilities of a leadership character may increase, but the percentage of the total student population holding such positions decreases.

2. Even though recognition is given to new organizations, it may not bring about an increase in the percent of total students holding leadership positions.

3. Through counseling it is possible to limit the overparticipation of a few individuals and to spread out participation; thus avoiding the "red tape" of regulations, and providing a means of in-


\(^{135}\) Wrenn, Student Personnel, op. cit., pp. 244-245.
creasing the number of students assuming leadership responsibilities.

4. A majority of leadership positions may go to Juniors and Seniors without applying any unnecessary limitations.

5. Women in co-educational school may acquire their share of leadership positions.

6. Student leaders on the whole tend to make above average grades. Having a "C" average before selection is no indication that a student will maintain that average. The number of positions held seems to have no negative effect on grades.

7. A large proportion of those student leaders on probation failed to maintain a "C" average. This would indicate that there should be more counseling with those students on probation and that participation should be kept to a minimum.\(^{136}\)

In a review of the research on the relationship between participation in high school and college extracurricular activities and positions of leadership after graduation, Krumblotz\(^ {137}\) found some conclusive evidence that participation in co-curricular activities at the college level is an indication of future leadership but that the extent of such relationship may depend on other factors.

Every activity available to students must be worthwhile or it should not be permitted to exist at all. To achieve the desired results students should hold positions of leadership in their own organizations. Of the student's responsibilities, MacRae says:

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Students should run student affairs. The experience afforded them in operating their organizations is excellent training for civic participation in the school community and in the larger world outside. It should be the students' responsibility to keep their affairs in
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order. No faculty person or personnel officer should need to police student affairs. Students and faculty together will develop the regulations but the student organizations should see that they are carried out.\textsuperscript{138}

Studies Relating to Student Aid

Student aid is certainly not a new face in the family of college guidance services. It is today, however, one of the most popular if not the most popular of the services offered by the college to the student.

The social and political philosophy of American life today holds that we are responsible for providing a higher education for all those youths who will be of more value to society by virtue of their possessing a higher education.\textsuperscript{139}

Our government, industry, education, and citizens are now more than ever aware that we must protect and develop our human resources. Henderson states the position for us:

The changing concept of higher education—to the emerging view that the nation must now develop fully its human resources—has profound implications relating to the attendance of youth at college. The goal becomes that of assuring that young men and women, irrespective of their socio-economic background, and of race, creed, color, or national origin, shall have the opportunity to advance themselves with education; of making doubly sure that those of special talents shall have the opportunity.\textsuperscript{140}

Many of these youngsters come from homes in which the family income is hardly sufficient to maintain the family, leaving no funds with which to pay for education. Henderson presents the following figures gleaned from a Department of Commerce report:

\textsuperscript{138} Arbuckle, \textit{Student Personnel}, \textit{op. cit.}, p. 140.

The economic factor can be stated simply. In 1958, half of the families of the United States had incomes below $5,050. Fourteen percent of them fell below $2,000, 22 percent were in the $2,000-$2,999 group, and another 25 percent received between $3,000 and $5,999. Only 5 percent had incomes above $10,000. These figures are all before income taxes. The same report of the Department of Commerce states that prices had risen sufficiently in 1958 to cause the purchasing power of the families to decline slightly. After family expenses are paid, not much is left in the lower income brackets to send a child to college. The situation is compounded by the fact that the lower income family typically has the larger number of children.\textsuperscript{141}

Most colleges have been providing some financial aid to needy students in the form of scholarships and fellowships grants, loans, and employment both on and off campus. Unfortunately, except for some scholarships, most of this aid has gone to those students already enrolled in the colleges and is of no value to those who cannot attend college because of a lack of funds.\textsuperscript{142} In some cases the funds for financial aid come from endowed or designated college income, but in the majority of cases these funds represented current income, tuition income, set aside to be awarded each year in the form of financial aid.\textsuperscript{143}

The financing of student aid from current institutional income is far from ideal. Bowles makes this point quite well. He writes:

Such use of tuition income presented an interesting problem in educational economics, for most of the colleges were then (as they are now) charging less in tuition than was expended, per student,

\textsuperscript{141}\textit{Ibid.}


to supply instruction. This of course meant that increases in scholarship funds could be achieved in only three possible ways: by increasing tuition charges to all students, which would tend to offset increases in scholarship funds; by increasing the percentage of income set aside for scholarships, which would tend to reduce instructional expenditures; or by increasing the number of students who would pay full tuition, which would mean working against the trend which was actually increasing the number of scholarship applicants. Faced with these compounded problems, most colleges turned to a series of compromise solutions. As an immediate step, most of them increased scholarship funds from the proceeds of modest tuition increases and simultaneously undertook to develop new sources of scholarship funds through corporate and annual alumni gift programs.

Although the compromise was only moderately successful, since corporate giving obstinately remained as a slow trickle and alumni giving required stimulus and continuing exhortation, the new funds from tuition gave it at least the appearance of success. It was, however, basically unsound in that the largest contributors were the faculty members who involuntarily gave up salary increases that they might reasonably have expected from tuition increases. The financial malnutrition of faculties which resulted from this soon produced a serious problem of recruitment which could only be solved by salary increases. This in turn meant a new division of the tuition dollar with a reduction in the percentage going to scholarships or, alternatively, major tuition increases which would price the college out of the market with respect to some of the students it was striving to help.\[1\]

As colleges review their entire scholarship program we find that the very concept of scholarship aid is changing. For some time scholarships have been awarded primarily on the basis of academic achievement. Frequently it was found that these awards were going to students whose parents were able to pay. Today, more than ever need is the basis for such awards to students whose academic achievement has been outstanding.\[2\]

\[1\]Ibid.

At the present time there is agreement upon the use of three criteria in the selection of scholarship students: (1) intellectual ability; (2) personal qualities, involving personality, character, leadership, and promise of future usefulness to society; and (3) need. While there is agreement on the three criteria there is no agreement on the order of importance or on the weight to be attached to each. There are those at one end who feel that all needy high school graduates who can qualify for admission should be granted financial aid. At the other end are those who feel that only those of the most promising intellectual ability should receive aid. This group favors scholarships over loans. The third group, the middle group, would select on the basis of the three criteria.\footnote{Glover E. Tulley, "Financial Aid to Students," \textit{Personnel and Guidance Journal}, XXXII (January 1954), 282.}

In explaining the amounts a student could expect to receive in scholarship aid, Kay Sullivan has this to say:

Like students, scholarships come in various shapes and sizes. There's the complete scholarship that covers all charges for both tuition and board and room. There's the full scholarship (don't be misled by the name) that pays for tuition only. And there's the partial scholarship that allows a stated amount of money to be applied to tuition or board and room. The greatest number of readily available scholarships today fall into this last category. Their average grant about \$450 a year.\footnote{Kay Sullivan, "You Can Go to College," \textit{The Sign}, XXXVIII (June 1959), 14.}

Holland and Kent\footnote{John L. Holland & Laura Kent, "The Concentration of Scholarship Funds and Its Implications for Education," \textit{College and University} (Summer 1960), pp. 471-483.}, in a study of scholarship funds, found that roughly one-half of the available scholarship money is concentrated in fifty of the
nation's most richly endowed colleges and universities which enroll three percent of the students. They found also that the need factor could vary. Often many students of high socio-economic status who come from above average income families have greater need than students from low socio-economic groups since they select more expensive colleges.

To meet the needs of the nation's colleges for a means of determining financial need of students the College Entrance Examination Board established in 1954 the College Scholarship Service, the purpose of which is to gather information on student financial needs, to evaluate the information according to an agreed procedure, and to supply it to colleges for their use in determining grants of financial assistance to individual students. In seven years, the number of colleges being served by the College Scholarship Service has grown from 90 to 332.

Faltermayer reports on two surveys conducted by Elmo Roper and associates. The first found that of the families which planned to send their children to college, only 40 percent had any special plan to save for this education. The second survey found evidence that the better off families expected more scholarship aid than did those families who are less well off financially. Sullivan states that there is a tendency for most families to underestimate their ability to pay for their children's higher education.

149 Bowles, op. cit., p. 30.
150 Faltermayer, op. cit., p. 8.
151 Ibid.
152 Sullivan, op. cit., p. 15.
Scholarships from industry supply a second source of scholarship aid to students. The National Merit Scholarship Corporation has awarded 950 scholarships this year alone, the value ranging from $100 to $1,500 depending on the need of the winner. General Motors Corporation awards annually 350 scholarships ranging in value from $200 to $2,000. Other sources of scholarships for college students are state and federal governments, labor organizations, fraternal and professional organizations, veterans organizations, benevolent societies, and civic organizations.

While it is true that scholarships awarded to students from sources outside the individual colleges were established to increase the number of high ability students attending college, they are not likely to benefit the small private colleges. On the contrary, as Land points out, they may well draw away potential candidates. Thistlethwaite in a study of 1957 National Merit Scholarship winners found the following: (1) 50 percent reported that the scholarship put them in a better college; (2) 46 percent are attending one of the popular institutions; (3) only 7 percent would not have gone to college had it not been for the Merit Scholarship.

A third source of student aid is the loan. Faltermayer reports that last

153 Faltermayer, op. cit., p. 8.
154 Sullivan, op. cit., p. 15.
156 Donald L. Thistlethwaite, "Scholarships and the College-Going Behavior of Talented Students," College and University, XXXII (Fall 1958), 65-73.
year students borrowed over $60 million dollars from college administered loan funds, including money supplied by the federal government. He estimated that approximately $60 million more was borrowed from non-college sources.157

In 1950, 25 percent of the institutions of higher learning in this country had no loan funds of any kind, and another 25 percent had funds of inadequate amounts.158

So fertile is the loan for the college education field that banks, loan companies, and insurance companies are either already in the field or are formalizing educational loan plans. C. I. T. Financial Corporation is already operating through its subsidiary Tuition Plan Incorporated. Household Finance Corporation recently set up a subsidiary, Educational Funds Incorporated. Other finance companies with educational loan plans are: Associates Investment Company, Interstate Finance Corporation, and Seaboard Finance Corporation. One hundred seven banks have educational loan plans in operation or plan to launch them soon. Home Life Insurance Company has announced a loan plan. The interest rates will be lower than commercial rates because the borrower is a better risk and the loans will be larger, thus reducing the handling costs.159

Another source of student aid is student employment. Faltermayer, writing on student employment, has this to say:

Scholarships, of course, have never been the main method to finance a college education. "Working one's way through college" is still as prevalent as it was during the 1920's and 1930's. But

\[157\] Faltermayer, op. cit., p. 8.

\[158\] Taepelman, op. cit., p. 46.

\[159\] Roger B. May, "College on Credit," The Wall Street Journal, XL (September 20, 1960), 1, 18.
it's now much harder to cover all the costs, college administrators contend.160

Trueblood conducted a study at Indiana University to determine the relationship between part-time work and scholarship. He found that working part-time did not adversely affect the grade point average of full-time students. In most cases working students made a higher average than the all university average.161 Wrenn says that there is evidence to substantiate these facts.162 Brantley found that almost twice as many colleges based their selection of students for part-time work on need rather than on intelligence as the primary criteria.163

Studies Relating to Records and Reports

There are few recent studies relating to guidance records. Those we find indicate the importance of records in colleges and universities. Thomason, writing on the subject of academic records, says of their position and importance,

Records are the heart—the warp and the woof—of our educational system. Our philosophy of records is closely related to our philosophy of education. If our purpose is to promote the good of the individual and stimulate a continuing process of his development, we are concerned with records that tell the story of his development from his earliest arrival to the end of his time in our institution. . . . Records should be living, exciting stories about living, exciting stu-

160 Faltermayer, op. cit., p. 8.


162 Wrenn, Student Personnel, op. cit., p. 365.

dents. Their only excuse for existence is to help these students by supplying vital information to those who have the obligation to teach and guide them.164

Along the same line, Strang writes:

Cumulative personnel records are an outward and visible sign of the school's desire to understand the individual student. They are one test of whether the school has the personnel point of view. The items on them indicate the school's emphasis: whether it stresses academic marks, attendance, test results; personality trends, family background, experiences outside of classes; or goals, purposes, and plans for the future.165

Hardee carries this point a bit further; she says:

The story of the student is told in many areas—in the admissions office, the academic advisement offices, the counseling services, classrooms and administrative offices, the placement office, the health service, and the like.166

After World War II, Wrenn visited more than a dozen college campuses and found, for the most part, that the records were not good. He indicated that though other features of the guidance programs might be at low ebb, poor records were most easily identified.167

Why are guidance records often poor? The answer, in many instances, seems to be because "they are not important," which is another way of saying, "I don't like them." Whether we like them or not, personnel records are a vital link in the personnel process. Poor personnel records, or lack of records,


167 Wrenn, Student Personnel, op. cit., p. 434.
costs the institution money in terms of staff time and inefficient utilization of the services and facilities provided. 168

Indications are that greater concern is being given to records. The old ledger type record is being replaced by the formalized guidance record folder which is retained in a central office and numerous working records which are maintained in departments and offices for use with students. 169 Of these records Hardee says:

Included among these are anecdotal reports contributed by teaching faculty and administrators, by counselors and other specialized personnel; autobiographies contributed by students; biographical items contributed by parents; case histories compiled by medical personnel, psychologists, counselors and other trained personnel; summaries of case conferences; disks, wire and tape recordings of interviews with students; sound motion pictures as well as other descriptive and graphic reproductions. 170

The content of records is determined by the purpose they serve. Wrenn after consulting with administrations and observing the use of records on several campuses came to the conclusion that records serve basically two purposes: "(1) aid in general administration of the college; and (2) aid in counseling, planning, and placement relations with students." 171

"The ideal record," says Strang, "is a unified developmental picture of the individual, dynamic and vivid, and a ready source of verifiable information about every student." 172 She then proceeded to develop a list of items to be

168 Ibid., p. 435.
169 Hardee, Student, op. cit., p. 1433.
170 Ibid.
171 Wrenn, Student Personnel, op. cit., p. 436.
172 Strang, op. cit., p. 181.
included in a personnel record. The items selected were chosen in five ways:

(1) by analyzing educational objectives with respect to the personnel data needed for their realization; (2) by finding how frequently certain items occur on records now in use; (3) by obtaining expert judgment from individuals or a group as to the relative value of different items; (4) by studying statistically the relation between ratings on given items and scholastic success; and (5) by doing research which throws light on the meaning of certain items of information. 173

The list of items suggested by Strang is summarized below:

1. Personal data; name, date of birth, etc.
2. Home and community background.
3. Scholastic record; marks, class rank, special reports, etc.
4. Test scores; interpretations included.
5. School attendance.
6. Health record.
7. Anecdotal records; personality ratings, reports, etc.
8. Employment record.
9. Vocational and educational plans.
10. Student's statement, year by year, of his changing values, goals, and purposes.
11. Extracurricular activities, hobbies, special talents.
12. Follow-up record after student has left school.
13. Reports of faculty conferences about the student. 174

173 Ibid.
174 Ibid.
Thomason, writing on the data to be kept in offices, states that:

Collected and recorded data should include significant facts and reasonable opinions, and only those facts and opinions which, so far as can be determined, give pertinent information about the educational potentiality and status of students, and which may and should contribute to wise personal, vocational, professional and educational development of those concerned.175

As a summary of the headings under which Thomason would classify the important student data are: (1) Bibliographical; (2) Scholastic Status; (3) Honors, Leadership, and Scholarship Awards; (4) Personal and Social Status; (5) Health; (6) Financial Status and Work Experience; (7) Disciplinary Record; (8) Professional and Vocational Interest and Objectives; and (9) Confidential Personal Record.176

The college can never be satisfied with things as they are. Student records, just like other aspects of the institution, should be frequently evaluated. Lindley suggests the following principles observed by counselors and other evaluators in conducting an evaluation: (1) avoid repetitive data; (2) record factual information accurately; (3) record only pertinent data; and (4) the making of counselor interpretations.177

Thomason says there are at least three steps in a good records system. They are: (1) decide what records should be kept; (2) keep the records; and (3) find a way to put the records to use.178 In the final analysis, "The value

176 Ibid., p. 192.
177 Clyde J. Lindley, "Are Your Records Sagging?" Occupations, XXX (January 1952), 253.
178 Thomason, op. cit., p. 193.
of personnel records is almost directly proportional to their use by the classroom teacher. 179

Studies Relating to Placement and Follow-Up

As a guidance service, placement was virtually a non-existent function prior to 1900. However, by 1950 practically every college and university in America had some type of placement service. 180 Separate teachers colleges, engineering institutes, and universities with professional colleges feel the responsibility for helping their graduates find suitable jobs more than do junior colleges and liberal arts colleges. 181

Placement is a professional service which should attempt to find all the best qualified candidates for the specific job. To do this job we must: (1) have accurate and complete information on both student and employer; (2) have a competent and professional placement staff; (3) use effective placement counseling techniques; (4) have active and interested follow-up research programs; and (5) have good physical quarters and an adequate budget. 182

Job placement is a necessary function of all colleges and universities. The high regard for placement services is best stated by Wrenn, who writes:

Without it, the college or university has difficulty in justifying its existence as an agent of modern society designed to prepare

180 Wrenn, Student Personnel, op. cit., p. 384.
181 Ibid.
young people to take their intellectual, social, and vocational places in society. Placement is a task of large magnitude, since it must be carefully related to other personnel services on the campus and to vocational realities off the campus.183

The task of placement is quite complete since it often involves not only the placement of graduates but also students seeking part-time employment. What is the scope of placement? Emily Chervenik says:

Everyone will agree that a college placement office should serve the needs of all the students as they pertain to future employment. This should be beyond immediate job opportunities and should include educational and scholarship information.184

Hill carries this a bit further in comparing the relations job in industry and the college. Industry must serve customers, share holders, and their employees in order to remain in business while the college must serve students and parents, the faculty, and industry, government, and education.185

Arbuckle reports a study of seventy colleges and universities made by McCabe in 1950.186 McCabe found that for the most part placement services were understaffed, that placement officers had other regular duties, and that budgets were inadequate.186

Wrenn187 and Arbuckle188 indicate that placement varies from the highly

183 Wrenn, Student Personnel, op. cit., p. 409.
184 Emily Chervenik, "Is College Placement Just Recruiting?" Journal of College Placement, XIX (October 1958), 110.
188 Arbuckle, Student Personnel, op. cit., pp. 112-113.
centralized service on one hand to the completely decentralized service on the other. Very often, in actual practice, we have a service which lies somewhere between with a considerable amount of individual and informal placement taking place at the same time. There is little agreement among the experts as to whether placement services should be centralized or decentralized. Wrenn, however, favors a "modified centralization" of services.189

Two hundred 1958 graduates of sixty colleges hired by Radio Corporation of America were asked to fill out a questionnaire concerning the activities and effectiveness of college placement offices. The following is a summary of the most important findings. Forty-eight percent stated that group meetings with company representatives had been held at their school; of these 20 percent had chosen not to attend. Thirty-two percent thought the meetings worthwhile, 62 percent said they were of some help, and 6 percent said they were of little or no help. When asked about group meetings with their placement officer, 74 percent reported such meetings took place in their school. Forty-eight percent found these meetings very worthwhile, 48 percent said they were of some help, and 4 percent thought them of little value.190

Fifty-four percent of the total group indicated they had had no individual counseling in college. Sixty-five percent said they had received sufficient knowledge of the companies' job opportunities from the placement office. Seven percent said they were limited in the number of companies they could

189 Wrenn, Student Personnel, op. cit., p. 410.

On the foregoing pages of this chapter we have presented a review of the literature covering a period of approximately 15 years of student personnel services. Through this review we became aware of developments in the field, we became aware of practices and experiments, of problems faced and efforts made to solve them, and of the variety of services offered to the college student. The knowledge gained will be of immeasurable value in appraising the programs of the colleges selected for this study and ultimately in recommending for St. Norbert College the finest program possible.
CHAPTER III

Guidance Programs in Small Liberal Arts Colleges in Wisconsin

In this chapter we will report the major findings of our investigation of the student personnel programs of the nine liberal arts colleges in Wisconsin which provide the basis for comparing the student personnel program of St. Norbert College. As was indicated earlier in this paper, accuracy has been in some instances impeded by the fact that terminology is not uniform, even among the experts. This factor has been somewhat minimized since each program studied has been discussed by the author with the person or persons in charge of the guidance program in each of the nine schools selected.

The institutions included in this study have much in common, not the least of which is the possession of the "personnel point of view" by the administration. This administrative "concern for persons" is more than evident in the administrative positions assigned to the person or persons in whom the responsibility for student personnel work rests. That all of these institutions consider student personnel work of importance comparable to that of admissions, finance, records, and dean of the college is evident by their relative position in the administrative listings in individual college bulletins or catalogs.

Compatibility does not end where it begins but rather extends in other directions. The institutions being studied are all small liberal arts colleges
with student populations of less than fifteen hundred. All are private colleges, none are heavily endowed, and the majority have religious affiliations. The possession of the above mentioned similarities provides kinship of purpose, administration, organization, and finance. The fact that there is more likeness than difference makes a study of this nature of value to all since an exchange of ideas may well work to the advantage of all concerned.

As we look into the area of student personnel services, we encounter immediately differences in the structure of the organization, which is a characteristic of the smaller institutions. While there is similarity in function and philosophy, there is individuality of structure. Student personnel services in most institutions have developed out of the felt needs of the institution with the organization and structure being determined by strengths and/or weaknesses of the personnel present at the moment of birth of the service. This condition is emphasized here since the original structure in two institutions was in the process of being altered because of loss of key administrative personnel.

The most popular title for the chief guidance officer is dean of students, which is found three times in our group. Other titles are director of student personnel services, student personnel officer, dean of the college, dean of men, and director of guidance. We note also that in three instances only does the chief student personnel officer devote full time to student personnel services. In all other institutions, guidance is one of two or more assignments given to an individual.

In the selection of the chief student personnel officer, it became quite evident that in a number of instances student personnel work had not always
been the primary interest of the person selected. In all but two of the institutions the graduate degree of the chief student personnel officer was in an academic field. It might be noted that four persons held higher degrees in one of the behavioral sciences, two received degrees in education, and one a degree in home economics. Other degrees were in the humanities and sciences. Three persons had degrees in personnel services. Several persons had attended classes and workshops in guidance and counseling.

Many of the experts hold that student personnel services, in order to achieve maximum efficiency, should be unified under one head. This we have failed to find in any of the institutions in our study. We find separation of services under different administrative heads. As an example we find directors of admissions, a director of counseling, and directors of placement, all with individual responsibility. We further found several individuals charged with the responsibility for placement on a departmental or divisional basis as well as separate offices for industrial placement and teacher placement within the same institution. This provides additional evidence that programs often develop around individuals. In small institutions it is characteristic for persons to be assigned to or to assume new duties as the need for these duties develops. Changes in assignments come about with reorganization and changes in personnel, or both.

Every institution in the study has some facilities for guidance and counseling. The majority, however, do not have these services centralized. Space availability and convenience are the two primary reasons given for lack of centralization. Two colleges report all student personnel service as centrally located. On the other hand, all institutions provide individual
offices for professional guidance and counseling personnel and six schools have individual offices for other student personnel workers.

Office space for counselors does not constitute the only equipment necessary for good guidance and counseling. Two-thirds of our colleges have counseling rooms for use by the counselors. Only three have guidance libraries which are not a part of the main library, and four institutions provide no clerical help for guidance services.

There exists general agreement on the need for and the importance of pre-admission counseling. The extent to which this function is carried out in each individual institution is dependent upon the size of the student body and the geographical area from which students are drawn. It is only natural that the institutions with the larger enrollments and those which attract students from outside the Midwest must maintain a larger, more extensive program of pre-admission counseling. All colleges in the study have a program of counseling for prospective students. Three institutions at the time of the study were drawing less than half of their student populations from the State of Wisconsin. One had in attendance students from forty-one states and nine foreign countries of which thirty-nine percent came from the State of Wisconsin; another enrolled students from twenty-nine states and fourteen foreign countries and twenty-two percent from Wisconsin; while the third had students from twenty states and seven countries with forty-eight percent from Wisconsin. The same three institutions attracted thirty percent, thirty-eight percent, and fifty-nine percent of their student body from the State of Illinois. The other colleges attracted students from states surrounding Wisconsin. One, for example, had fifteen states represented on
its campus while approximately sixty-seven percent of the students were from Wisconsin. Another had ten states represented on campus, yet over eighty percent of the students came from Wisconsin.

The greater the percentage of the student body from out of state the more elaborate the machinery necessary for student procurement. Larger admissions staffs, branch offices, highly trained admissions counselors, and wider use of alumni is an absolute necessity where the geographical area is quite extensive. One college maintains off-campus offices in Boston, Milwaukee, and Chicago; another has offices in Chicago and Kansas City; while another maintains an off-campus office only in Chicago. Several of the colleges have two or more trained admissions counselors on the road during the entire school year visiting high schools to talk to high school counselors and prospective students. The representatives of one college spend six weeks in California, four weeks in New England, and two weeks in New York, as well as covering the entire country.

Hundreds of man hours are spent each year by college admissions counselors in presenting the image of individual colleges to high school students and high school personnel. All colleges in the study attend "College Days" and "College Nights" in both public and private schools. Not all colleges attach the same importance to "College Days" and "College Nights." All preferred to visit schools at other times as well. Several admissions counselors admitted the feeling that "College Days" were attended primarily for their public relations value and not because of their value as a media of student procurement.

Four institutions send admissions counselors to the homes of prospective
students to talk to the parents. One of the colleges employs this procedure as a regular practice while the other three stated that their counselors visited homes "as much as possible."

All the colleges felt that a personal interview with the prospective student was important, yet only one reported that an interview is required of all students. A second indicated that interviews are required wherever practicable, resulting in interviews with roughly eighty percent of the new students. All further agreed that students should visit the college campus. None, however, made campus visits compulsory. For the purpose of aiding prospective students, all colleges kept their admissions offices open on Saturdays. Four kept the offices open all day while five were open until noon. One reported the admissions office closed on Sundays, while all others indicated that the office would be open by appointment.

No one will question the value of pre-admission counseling for the college bound student, yet there is a wide difference in the quality of the effort made by the different colleges. Two admitted that trained admissions counselors were not employed to visit high schools to present the image of the college to the college bound. Five others indicated that trained counselors were employed and that the training consisted of on-the-job training of college personnel. One institution employed former high school teachers whose background included active participation as a counselor. The other college requires a Master's Degree in personnel and guidance.

While the pressure on college admissions offices continues to mount because of the increase in the college-age population and the growing feeling that college attendance is the popular thing to do, the race continues among
the colleges for the better students. In this race to entice the better students, individual colleges use every means at their disposal to lure the better students to their own campuses. Some of our admissions counselors are recruiters in the strict sense of the word since they, with the full approval of the college they represent, are empowered to offer scholarships and grants-in-aid directly to top high school seniors.

It is quite obvious that regardless of the number of admissions counselors employed by a single college they are not able to cover all of the territory they would like to. In order to cover more territory many institutions resort to the use of their alumni, working individually or in groups. Eight of the colleges in our group used their alumni in a somewhat formal way. Three carried on a program through their alumni associations in the larger cities throughout the country. In smaller communities all eight asked an individual alumni or alumnus to represent their Alma Mater at "College Days" and "Career Days" in their local communities. The other college in our group indicated that they did not use their alumni at all in the procurement of students. They do, however, encourage the alumni to submit names and addresses of top students. These students are then contacted either by the admissions office or are visited at school or in their homes by a trained admissions counselor. The one college felt that local alumni, though sincere, more often than not were unable to answer questions put to them by students.

It is agreed that when we admit a student to college we are telling him that we have every reason to believe he has the background and equipment to succeed in the college issuing the statement of acceptance. This being true the high mortality rates among American college freshmen constitutes a
national tragedy. The fact that one of every three freshmen, on the national average, does not return for his sophomore year is a disgrace. Even though this ratio is somewhat smaller for private schools it is still too high and constitutes a waste of manpower, time, and money. The orientation program, in most colleges, is designed to help students adjust to a new situation and to reduce the probability of failure.

Each college included in this study conducts a program of orientation for new students. There is, however, no complete agreement on purpose, objectives, or scope. The programs studied showed differences in length of time devoted to orientation, the primary purposes served, and content. The program in each of the nine colleges is designed primarily for freshmen; however, six of the nine include transfer students in the program. One college also includes students being readmitted, unless excused by the dean. It is noted that while five of the colleges indicated a special program for resident students, not one indicated a special program for non-residents.

Though orientation programs are in operation in each of the nine colleges, only seven continue the program for one semester. The other two conclude the program at the end of one week and appear to center their program around guidance, placement, testing, and registration. Four others bring the freshmen on campus from three days to one week early for a program of lectures, meetings with administrators and advisors, tests of aptitude and achievement, and social events.

As we study the programs which are continued for a period of one semester, it becomes evident at once that the success of the individual student is the primary concern. Though the programs differ, the differences,
it appears, are attempts to meet the needs of a particular student body. Six of the institutions use professional student personnel workers in their programs. All of the colleges used both the faculty and students, the number of each varying according to the college plans. The number of faculty members used varied from four in one of the smaller, to forty or fifty in one of the larger institutions.

While six institutions employed the typical college orientation program of weekly group lectures and/or discussions, there are three programs which differ sufficiently to make them worthy of discussion. The first of these programs is one in which they listen to professional personnel speak on the various phases of college life at a semi-formal dinner. The talk is followed by a discussion period. The length of each program, including the dinner, is held to one hour and a half. The administration is convinced that this program is most successful in bringing the freshmen into the college family. More than that, the program hastens the maturational process of these young people. Too, it is most successful in the transmission of social graces.

The second program worthy of mention by virtue of its individuality is one which is based on the philosophy that the most efficient, interacting group is a small group. In order to establish a closer relationship between faculty and upper class students conducting the program and the freshmen, the freshman class is divided into groups of between forty and fifty students. Each of these groups meets once a week for one semester for a lecture and discussion period during a regularly scheduled class period. The program is so structured that every aspect of student life is presented during the program. Student participation is both solicited and encouraged. The program
has been in operation for several years and is considered more than satisfactory by the student personnel people and administration.

Our third program is one organized and conducted by the students themselves under the personal supervision of the dean of students. The student leaders for the program are selected by the faculty or elected by their fellow students. Those students chosen or elected as leaders are trained for their duties in a leadership workshop which is held in the fall just prior to the opening of school. The leadership workshop lasts for four days. In the spring, the groups meet again for two days in an evaluation workshop in which the entire program is reviewed and plans instituted for the next school year. Leaders who have been selected for the next year are invited to take part in this program. These workshops are held during vacation time and make demands upon the students' own time. The college administration is more than happy with this program since it serves two very important purposes: (1) it offers an excellent opportunity for the development of leadership qualities and actual practice in leadership itself; and (2) it seems to have achieved the desired results of helping new students adjust to college life with a minimum of difficulty. The administration also feels that the new students react more favorably to student leaders than previous freshman classes had reacted to faculty-conducted programs.

It is well to note here that the content of these longer courses was very similar. Topics such as how to study, use of the library, getting acquainted with the college, expectations of the college, regulations and standards, social life, mental health, and extra-curricular activities were found present in almost all of the programs studied. It may be further noted
that not one single college gives college credit for the course in orientation and only one college reported that one or more textbooks are used.

Experience has shown that it is not sufficient to admit the student to college and then leave him to shift for himself. Rather, he needs someone more mature than himself who can offer aid and comfort in times of stress.

Post-admission counseling begins where pre-admission counseling stops. The student may need help of an academic, vocational or personal nature. He is most certainly going to need help in planning his program through four years of college. Each of the nine colleges recognizes this by providing an advisory system in which every student knows where to go for the help needed. Seven of the nine assign every student to an advisor on the basis of stated academic interests, or, where they are not indicated, to a general advisor. The other two colleges have freshmen advisors to whom the students may go for assistance. Or, if they prefer, the students may go directly to the student personnel office. Each of the colleges indicated that the primary function of freshman advisors is academic advisement. All indicated that advisors do some personal and vocational counseling.

While all the colleges provide counseling for students who need such a service, only three make assignments to specific groups, and these are on a residence hall basis. Each of the three made a point of the fact that such counseling is strictly voluntary. It must be indicated here that though three colleges indicated that counselors were assigned to residence halls, not one was a trained counselor. This would seem to indicate that a distinction was not made between counseling and advising.

Counseling and advising of students is a regular practice in all
institutions studied. The service is in the hands of trained and semi-trained guidance personnel, administrators, department heads, and members of the teaching faculty. Different combinations of personnel were found in individual institutions. It is interesting to note that while all institutions are aware that all faculty members actually advise and in many instances give counsel to students, only one institution includes all faculty members in the formal program by assigning to each a number of student advisees. A second institution stated that all of the faculty members function as advisors, then went on to say that each department head is the advisor to all majors in his department and twenty-six faculty members are asked each year by the dean to serve as advisors for the freshmen and sophomores. "Few refuse."

One institution does not involve any members of the teaching faculty in the counseling and advising program. Under this arrangement there is a class advisor for the freshman and one for the sophomore class. For the upper classes, since all students have selected a major before the start of the junior year, the chairman of the student's major department becomes the advisor. It may be noted here that the advisory service available to lower classmen is strictly voluntary and no effort is made to require the student to see an advisor at regular intervals. It was stated that this "system is very satisfactory." The counselors and advisors are persons with varying amounts of training and experience in student personnel work.

The remaining colleges in the study employed from twelve percent of the faculty in counseling and advising in one instance to seventy-five percent in another. In every institution the persons serving in the capacity of an
advisor or counselor were assigned to the program. However, in all cases the assignments were made on the same preparation in the field of guidance and counseling or in a related field such as psychology, sociology, education, or religion. Two colleges reported that an interest in counseling and advising on the part of faculty members was a primary requirement for their being selected for the program.

Of the entire group of colleges included in the study, only four reported an in-service training program for counselors and advisors. One of this group outlined a very elaborate program starting with a pre-school workshop in the fall which is then carried on throughout the year with follow-up lectures and discussions every two or three weeks. The program is conducted by the chief student personnel officer.

While discussing the faculty as advisors and counselors with student personnel officers of colleges in the study, it became quite evident that there is considerable dissatisfaction with the system as it exists in some colleges. Several of the chief student personnel officers stated that the students and administration found the program far from satisfactory. Some of the chief complaints were: advisor not in office when needed, advisor not interested in students, advisor not familiar with academic and graduation requirements.

Four colleges have a resident chaplain who is the spiritual advisor to students and faculty. By virtue of training, he is prepared to do spiritual and personal counseling. Three of the four institutions indicated that the chaplain was also a member of the teaching faculty.

It has already been shown that student leaders were utilized in the
orientation program. In recognition of the influence of student leadership, wider use of this influence is made by six colleges. Five are employing student leaders in dormitories or residence halls to help freshmen and other students in all aspects of academic life. The student leader is responsible for small groups of students in the residence halls, the number varying from ten to fifteen in one institution to forty-four in another. Student leaders have a morale function and are in their positions as assistants to the person in charge of the residence hall, or a floor, or wing, of the hall. One college has a unique residence hall system. Each residence hall is under the supervision of a married student who lives in the hall with his family. It is felt that children in the residence hall have the effect of making the students feel at home. The head resident is closer to other students in age, and the fact that he too is a student seems to enhance his value in helping students with their problems. The college indicated that they felt the program successful.

In seeking to find out whether or not special programs are offered in the various institutions, we asked the question, "Are more and/or better guidance services available to resident students than to non-resident students?" Four institutions answered, "Yes," three said, "No," and two made no reply. Those answering "Yes" pointed out that this condition is only natural since resident students living on campus find themselves able to enjoy all services by virtue of living with them. Those answering "No" were quick to point out that while the availability of services is the same for both groups, students living off campus make less frequent use of the services. Each college indicated a personal concern for the non-resident student whom
we might classify as an orphan. All would be happy to discover some program through which the non-resident student could be brought completely into the college family.

No special student personnel services are conducted for particular groups such as members of fraternities and sororities, clubs or other organizations.

Looking into the areas of vocational guidance we find that each of the schools offers this service to all of their students. For this service only one college charges a fee, and that is a basic cost charge for vocational and psychological testing. That vocational guidance is carried on in most institutions in an informal manner is indicated by the fact that in three of the institutions it is explained that vocational guidance is available through the major professors or is offered as a function of the placement service. Where we have vocational counseling carried on by persons other than those trained in guidance and counseling, we do not have professional counseling at all, but rather a matching of academic preparation with jobs available. This is, however, often the practice in institutions and cannot be considered totally wrong.

Vocational counseling attempts to discover the particular talents and capabilities possessed by an individual. It strives to discover the picture the individual has painted of himself and then to match this with jobs which will be satisfying and rewarding to him. To do all this requires testing in the areas of mental ability, aptitude, interest, achievement, and personality. It requires one or more personal interviews. The results of tests and interviews often require a complete reorganization of academic and personal goals
and, not infrequently a change of institutions. This work is often carried on in clinics operated for that purpose and may be referred to as psychological counseling.

Psychological counseling, though, is not synonymous with vocational counseling. In this area we also have personal counseling of individuals with problems. All but one of the institutions studied offer special services to the emotionally disturbed. Six institutions have a psychiatrist available for the referral of mentally disturbed students. One reports three psychologists in the community as being available to the students. In only one college is the psychiatrist a member of the college staff. One college with close hospital affiliation avails itself of the services of the hospital staff psychiatrist. Seven institutions have available the services of a psychologist. In five institutions he is a staff member, yet in only one institution is psychological counseling his primary duty. The one class he teaches each semester is by choice. In the other colleges the psychologists are members of the teaching faculty in psychology. One institution does not offer special services to mentally disturbed students and reports that neither a psychiatrist nor a psychologist is available through the college.

Other special services available to students include treatment by the college physician in all institutions. All institutions except one have an infirmary on campus with the services of a registered nurse available at all times. The other institution has a large hospital occupying a portion of the campus and serving as a training school for its department of nursing. They are able to make use of the hospital, its staff, and equipment at all times.

Today with the cost of living and the cost of higher education on the
increase, financial assistance to students has become a most important guidance function and a most complex one at that. Student aid in the form of scholarships, grants-in-aid, student employment, and loans provide the means without which an ever-increasing portion of our talented high school graduates would not find it possible to attend college at all.

Speaking with representatives of the various colleges in the group, we found that the principle problem faced by all financial aid officers is that of determining how to stretch existing and mostly inadequate funds to meet the needs of all students who are in need of financial assistance. A second problem of almost equal difficulty is that of determining accurately the nature and degree of an individual's need. Four of the colleges feel that this latter problem is almost completely eliminated by membership in the College Scholarship Service. During one of the interviews a financial officer stated that "without the Parents Financial Need Statement, student aid is administered by the heart and not the head."

No matter how large the funds available for scholarships, each institution felt that they were inadequate to meet present and future needs of their students.

The administration of the student aid program in all colleges studied was in the hands of more than one person, ranging from two to fifteen. In all cases, student aid was an added assignment.

In most of the institutions we found a committee appointed to administer the student aid program. Among the committees indicated were committee on student aid, committee on admissions and scholarships, and committee on scholarship and aid. In one college the aid program is administered by the
dean, the business manager, and the administrative assistant; and in another by the business manager and the administrress of student aid.

Funds available varied considerably among the colleges. One institution reported $160,000 available from college funds, both current and endowment, and an additional $53,000 from outside sources, such as National Merit and similar funds from foundations and industry. Another reported approximately $110,000 available from the college's current and endowment fund but did not report funds from sources outside the college. Another reports approximately $125,000 available annually, while a fourth reports approximately $20,000 available each year, and a fifth reports approximately $10,000 in annual scholarship funds. Other colleges either did not report totals or would not release actual figures on scholarship numbers and their total values. One college, however, reported dollar value of individual scholarships but was unable to give definite numbers in each of several categories since the number was dependent upon fluctuation of interest rates of invested scholarship monies. We may indicate that the total available is in excess of $25,000.

Indication of large sums of money available for scholarships are impressive at first but soon lose their luster when one investigates more closely their relationship to the tuition and fees charged by the institution. One little comparison will serve as an eye opener. A full scholarship covering tuition and fees, board, room, and a generous allowance for books in one institution is totally insufficient to meet the cost of full tuition in another institution. Another look and we see that fifteen full tuition scholarships at one institution have a larger dollar value than fifty full tuition scholarships at another.
Looking at scholarships from another angle we see that there are very few of the type which covers the total cost of board, room, and tuition. More than half of the total number of scholarships available in each institution do not cover the cost of tuition alone, and the greater number of scholarships available in all institutions have an individual dollar value of less than two hundred dollars a year.

Grants-in-aid are available in all but one of the institutions. It could be highly significant that we were unable to secure adequate information in this area to report. We make note of the fact that a more complete summary of grants was given by those institutions which do not field a football team. Of the schools reporting we find grants ranging downward from $950. The average of all grants listed fell below $200. We do not feel these figures significant since they are representative of less than half of the institutions in the study.

Student assistants are not very popular in the undergraduate colleges in Wisconsin. We say this since only two colleges use students as assistants in laboratories, library, and in other jobs requiring a definite skill or knowledge. Of the two using student assistants, one college reported that the salary was determined by the department to which the student was assigned, the average pay being $200 per year. The other college indicated pay of between $100 and $300 per year. It is noted that one other college listed persons working in laboratories under student employment. It could well be that others too have students performing similar tasks which they classify differently.

A large number of students are helped financially each year through employment both on and off campus. Greater attention is paid to on-campus
work by all institutions. It is surmised that the reason for this is that in on-campus employment the physical needs of the institution are being served.

The types of jobs assigned to students on campus include dining hall service, library, general office, typists, switchboard, general cleaning, mail delivery, and maintenance. The number of students employed by the college ranged from twenty-four in one of the smaller institutions to two hundred and thirty-four in one of the larger. The rate of pay ranged from fifty cents an hour to a dollar and fifteen cents per hour with an average of less than a dollar per hour. Of the four institutions reporting hourly rates of pay one reported paying fifty to sixty cents an hour, another pays seventy cents, and the other two seventy-five and eighty-five cents per hour respectively.

All colleges except one help students find off-campus employment. All handled off-campus jobs through the placement office except one in which the jobs came through the personnel dean’s office. One college personnel officer stated that little was done in off-campus employment and that the finding of off-campus jobs was accomplished primarily by the students themselves.

The colleges all reported funds for loans to needy students and indicated that low interest loans are becoming more popular each year as a means of financing higher education. Seven indicated the availability and use of National Defense Student Loan funds and only two indicated that they were not at the moment making use of Wisconsin State Loan funds. Only the larger of the colleges reported the presence of college loan funds from college funds and funds from private gifts. One small college stated that the only loan fund available was a very small sum from the National Defense Education Act.

Guidance completes its cycle with placement of its graduates and then in
follow-up studies after the student has entered the world of work. That placement is an important phase of guidance is indicated in the existence of placement offices in all but one of the colleges. Two colleges have full-time placement directors while in the others placement is an added duty for persons with other jobs to perform. In one institution industrial placement is handled by the registrar while teacher placement is a function of the head of the education department. In a second institution all placement is handled by the dean of the college, the dean of men, and the dean of women. A third college has six persons handling placement of the graduates of various departments, such as elementary education, secondary education, internship in medical technology, dietetics, and occupational therapy.

The area of follow-up seems to be one in which not too much effort is being expended. Four colleges reported that they are at the present time doing nothing at all in the way of follow-up studies of their graduates after they leave the campus for the last time after graduation. A fifth stated that while something is being done in this direction, it is far less than they would like, and a sixth writes that the follow-up work which is being done is in the hands of the alumnæ office.
CHAPTER IV

An Analysis of the Guidance Program of St. Norbert College

The primary purpose of this study is to identify the strengths and discover the weaknesses in the Student Personnel Program of St. Norbert College and ultimately to present recommendations which, when adopted, will provide an institution-wide guidance program which will be second to none. To do this we must review the present Student Personnel Program in order to provide for a basis for comparison with the programs operating in the nine other colleges studied.

Our study is enhanced by the availability of the results of the 1958 institution-wide self evaluation study. As a part of the self evaluation study questionnaires were sent to the alumni and faculty and distributed among the students. Return of the questionnaires was not compulsory and was quite low, as is shown in Table 1. From the alumni 180 were returned representing 81 (45%) non-resident male students, 94 (52%) resident male students, and 6 (3%) non-resident women students.¹ The return here was quite small considering the size of the Alumni Association. Of the questionnaires sent to the faculty 54 out of 81, or 62 percent responded. The percentage return of the questionnaires to students was extremely low with but 178 returns from 877 or approxi-

<table>
<thead>
<tr>
<th>Classification</th>
<th>Class</th>
<th>Total Students</th>
<th>Total Replies</th>
<th>Percent Replied</th>
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<tr>
<td>Resident Men</td>
<td>Senior</td>
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</tr>
<tr>
<td></td>
<td>Junior</td>
<td>49</td>
<td>18</td>
<td>32.00</td>
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<tr>
<td></td>
<td>Sophomore</td>
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<td>29</td>
<td>23.00</td>
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<td></td>
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</tr>
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<td></td>
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<td>12</td>
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<td>00.00</td>
</tr>
<tr>
<td>Non-Resident Women</td>
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<td>17</td>
<td>6</td>
<td>35.29</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
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<td></td>
<td>Sophomore</td>
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</tr>
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<td></td>
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<td>Alumni</td>
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<td>--</td>
<td>180</td>
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</table>
mately 20 percent. It is questionable, from a point of view of statistics, whether this is truly a random sample. We will, however, use these results as they were used in the self evaluation study in combination with the report of the committee.

The Administration of St. Norbert College has a real interest in every student admitted to the college and is vitally concerned with the total development of each and every one of them. The very fact that the Director of Student Personnel is a member of the Board of Administration, along with the President, the Dean of the College, and the Business Manager indicates that the welfare of the students is not taken lightly. The administrative structure which provides for the persons to be represented on the Board of Administration is specified in the By Laws Governing St. Norbert College and is graphically shown in Table 2.

The Director of Student Personnel has responsibilities which are parallel in importance with those of the Dean of the College and the Business Manager. As such the office exists to unify all personnel services under a single head responsible to the President. In practice, however, there are several persons with varying degrees of authority and responsibility. The Director of Student Personnel is actually concerned primarily with services included in the social calendar, admissions, housing, food services, and discipline. The remaining services are administered by the Dean of the College and by persons responsible to the Dean or to the President.

2Ibid., p. 22.

TABLE 2
ST. NORBERT COLLEGE
TABLE OF ORGANIZATION

Abbot
Chancellor

Abbey Council

President

Board of
Governors

Board of
Administration

Academic Dean
Registrar
Librarian
Academic Officers and Committees

Business Manager
Director of Purchasing
Finance Committee

Supty. of Buildings and Grounds
Auxiliary Enterprises

Student Aid
Board of Counselors

Dean of Men
Board of Counselors

Dean of Women

Director of Student Personnel

Student Chaplain

Social Activities

Public Relations
Publicity
Development
Placement
Alumni

Director Evening School
Director Summer School

Senate
Academic Policy Committee
Director of Admissions
Admissions Committee
Academic Advisers
Academic Careers Committee
Military Deferment
Degrees and Standing
Promotions
Director Evening School
Director Summer School

Resident Buildings
Dining Facilities
Student Union
Athletics
Book Store
Student Publications

Student Social Committee
Director Student Health Service
Council of Student Organizations
Committee on Student Organizations
Fine Arts Committee
There is no one person who devotes full time to student personnel services; rather a number of men and women who have student personnel functions as an added assignment. For example, the Director of Student Personnel is chairman of the Modern Language Department, in which he carries a full teaching schedule; he is chairman of the Committee on Welfare and Personnel; and he is also a member of the Committee on Admissions, the Committee on Student Aid, and the Academic Policy Committee. Besides all of this, he is a resident counselor in Sensenbrenner Hall. The Director of Admissions is chairman of the Education Department, teaching on an average of nine credit hours each week; he is chairman of the Committee on Admissions and also a member of the Freshman Orientation Committee. He too is a resident counselor in Sensenbrenner Hall. The Assistant Director of Admissions is Coordinator of Guidance, chairman of the Committee on Student Aid, chairman of the Committee on Freshman Orientation, Director of Teacher Placement, and an Assistant Professor of Education with a teaching load of approximately nine credit hours each week. These conditions exist right down the line through all the services.

The 1958 self evaluation study brought out the fact that combining the offices of Director of Student Personnel and Dean of Men is not desirable and recommended that the positions of Dean of Men and Director of Student Personnel should not be held by the same person. Prior to the opening of school in September of 1959 these positions were separated.1 It was further recommended that the Director of Student Personnel be relieved of such other duties as

Academic Department Head, Counselor, and teacher.\(^5\)

In the distribution of academic degrees among those persons active in student personnel work, St. Norbert College is no different from any of the colleges studied. Two persons have doctorates, one in psychology and the other in education; five have master's degrees—one in modern languages, one in chemistry, one in psychology, one in education, and one in student personnel. Three persons have had extensive experience in student personnel work, two at the college level and one at the high school level. Three persons have taken additional course work or have attended summer workshops in personnel work. As is common in many institutions, assignments at St. Norbert College have been made on the ability, interest, and personality of individuals; therefore a change in personnel would necessitate a change in the organizational structure.

Student personnel services are centralized in Main Hall. The office of the Director is on the first floor, as are also the offices of the President, the Dean, the Registrar, the Treasurer, the Dean of Women, the Alumni Office, and the Office of Industrial Placement. Located on the second floor are the Admissions Office, Student Counseling Service, the office of the Coordinator of Guidance, the Teacher Placement Bureau, and the office of the school psychologist. All have either private or semi-private offices which are in most cases excellent for counseling purposes. The Academic Advisor's offices are all on the fourth floor of Boyle Hall in two large rooms. All have adequate desk space, but they are located so close together that private counseling and

\(^5\)Ibid., p. 3.
advising are almost impossible. There are, however, on the second floor four private counseling cubicles for use by the faculty in holding private conferences with students.

Extensive student records are maintained. Each student's academic records, test scores, personality ratings, and some multipurpose records are kept in the student file in the registrar's office. That portion of the Application for Admission which pertains to student personnel services is maintained for the Director of Students in locked files in the college information center. The physical examination record is maintained in the Military Science Department. Individual records are set up and maintained by different departments as needed. Shortly after fall registration each faculty member receives from the Admissions Office a complete test record of all entering freshmen together with their class rank from high school. All advisers receive from the registrar's office a complete academic record of each advisee from the time he started high school.

The faculty in the 1958 study recommended that the non-academic records be kept in the Director of Student Personnel's office and not in the information office. They further recommended that the Director of Student Personnel maintain a separate folder for each student containing such records as: character ratings, resident student character evaluation report, physical examination report, family history, student's participation in college activities, and scholarships and awards.6

St. Norbert College is convinced that pre-admission counseling for entering freshmen has tremendous value. Our entire admissions procedure is therefore based upon the securing of as much information about a prospective student as possible in order to provide the Committee on Admissions with a solid basis for acceptance or rejection. This guidance approach to admission at the same time provides the prospective student with essential information about St. Norbert College.

As soon as a prospective student has indicated an interest in St. Norbert College, he receives a letter from the Director of Admissions inviting him and his parents to visit the campus to talk over his plans for higher education. An appointment card is enclosed so that the prospective student can set a time acceptable to both himself and his parents. For the convenience of the parents the Admissions Office is open on Saturdays and accepts appointments for Sunday afternoons, or for evenings if necessary.

When the family arrives on campus, they are met by a member of Alpha Phi Omega National Service Fraternity, who conducts them on a tour of the campus. This gives the family a contact with a member of the student body who has volunteered to serve as a guide and to answer questions concerning student life. On completion of the tour the family is taken to the Admissions Office where they are met by either the Director of Admissions or the Assistant.

The interview in the Admissions Office is a very personal one. The background of the student is discussed along with his interests, his aptitudes, his ambitions, his strengths and weaknesses. The family is informed that St. Norbert College uses the following seven basic criteria in the selection of students for admission: (1) results of a battery of entrance-placement tests;
(2) pattern of courses taken in high school; (3) high school grade average; (4) aptitude tests taken in high school; (5) rank in high school graduating class; (6) personality rating from high school; and (7) principal's recommendation. 7

No time limit is set for the family interview, which usually last anywhere from fifteen minutes to an hour or more. At the close of the interview, if all is favorable, the prospective student is encouraged to complete his application and take the battery of entrance-placement tests. These tests require approximately six hours and are given almost every Saturday from March through August on the campus of St. Norbert College and at conveniently located centers throughout the state. One out-of-state test is given each year at Fenwick High School, Oak Park, Illinois.

This guidance approach to admissions was instituted in 1956 by the Reverend E. J. La Mal, O. Praem., the present Director of Admissions. It is most successful, if the present student body is any indication. The measured I.Q. of the freshman classes has been steadily increasing to the point that the average of the class entering in September, 1960, is 121. The average freshman is in the upper one-third of his high school graduating class.

The Student Personnel Services Committee of the 1958 self evaluation study indicated that the strengths of the present program are these: (1) the admission of students who are best qualified to profit from a St. Norbert College Education; (2) a reduction in the number of multiple applications; (3) it caused students to begin thinking about their college program before

starting college work; (4) and it places greater stress on early guidance.\(^8\) The same committee recommended that a procedure be devised to permit more prospective students to visit the campus and talk over their plans as their program developed; and, that a larger staff be employed to effectively work out the program.\(^9\) The Administration in the fall of 1959 employed several additional faculty members, one of which is the Assistant Director of Admissions who is also an Assistant Professor of Education.

St. Norbert College does not engage in a very extensive program of student recruitment. The fact that the greater portion of our students come from Northeastern Wisconsin and the residence halls are full each fall would seem to justify lack of activity in this area. It would seem hardly worth while to recruit students who would be turned down because of lack of space in the residence halls. On the other hand, through recruitment academically talented students may be sought out and informed of the offerings of St. Norbert College.

Under the present arrangement an extensive student recruitment program is hardly possible. The Director of Student Recruitment is able to devote but a small amount of time to the job. He is a full time pastor of a parish in Oneida in the final stages of a church-building program and is an instructor in the Department of Religion, in addition to being Director of Recruitment. With a load such as this it is possible to visit only a small number of high schools and take part in a very few of the College Days to which the College has been invited. On several occasions members of the faculty have been asked

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\(^8\) Self Evaluation Report, op. cit., pp. 4-5.

\(^9\) Ibid., p. 5.
to volunteer for recruiting assignments. At best this is not good since faculty members are generally not as well informed on matters pertaining to the total college as are trained admissions counselors. Quite frequently an Alumnus is called upon to represent the College at a "College Day" or "College Night" at the high school in his home town. With the present admissions staff it is both impractical and impossible to visit the homes of prospective students. As the result of the self-evaluation study it has been recommended that a study be made of the possible use of a "College Day Open House" as a part of the recruitment program.¹⁰

Recent figures released by the Development Office show that 91 percent of our students come from the State of Wisconsin, 71 percent from 14 counties in Northeastern Wisconsin, and 48 percent from Brown County. The provincialism of the student body is both an asset and a liability. It is an asset in that it is possible for the Admissions Department to interview approximately 85 percent of the entering freshmen before they have been admitted. It is a liability in that it hardly provides the variety of cultures and backgrounds usually desirable in a student body. It is a liability, too, in that the point of diminishing returns will be reached much earlier because the area of influence is limited. While St. Norbert College carries on a limited recruitment program in Wisconsin with an occasional visit to the Chicago area, most other colleges are carrying on much more extensive recruitment campaigns on a much more intensive basis.

A student's post-admission guidance begins immediately after he has been admitted.

¹⁰Catalog of Recommendations, op. cit., p. 7.
admitted. Shortly after the Dean of the College sends the letter of acceptance, the Committee on Admissions formulates a program for the first semester and sends it to the student for approval. If the student is dissatisfied with the program, he is encouraged to come to the campus for a conference or to write the Admissions Office explaining his objection. When he is satisfied, he signs the program and returns it. In August the completed program, including a schedule of classes and the name of the student's faculty advisor, is mailed to the student. This final program reduces the confusion of registering for the first time.

Upon reporting for registration, the student reports to a central desk in Boyle Hall from which he is directed to his advisor and then through the complicated procedure of registration. Upper class students are assigned to help direct freshmen through the entire process.

Student response to the questionnaire of the 1958 Self Evaluation Study indicates that 67 percent of those responding felt there was no serious need for a reception committee to direct newcomers and 69 percent were not in favor of the Big Brother or Buddy system.

During the registration weekend the resident students for the first time occupy their rooms in the residence halls, and the Council of Student Organizations and the Greek letter organizations take charge of a program designed for the social orientation of the newcomer. These same organizations have also supplied a few persons to assist the freshmen with registration.

The formal Freshman Orientation course begins on Thursday of the first week of school and continues every Thursday as a scheduled non-credit class throughout the first semester. It is a compulsory course and each student
must complete it successfully as a requirement for graduation. The program was initiated in September, 1959, and was conducted in two large auditoriums with the lecture as the basis of instruction. The freshmen were divided into two groups of approximately 150 students each for the program which was conducted by the Director of Admissions and the Coordinator of Guidance. Specialists were called in from time to time to talk to the students on special topics, but the heart of the program was four weeks on "How to Study." For this we used the booklet, How to Study by Thomas F. Staton. Other subjects covered were these: "This is College," "The Guidance Program," "Vocational Choice," "Extra-Curricular Activities," "A Christian Philosophy of Life," "Preparing for Examinations," and "What I Should Have Been Told When I Was a Freshman." The last topic listed was presented by two senior students, a man and a woman.

At the end of the course in January of 1960 the freshmen were asked to state their reactions on an unsigned, unstructured questionnaire. Both the results of the survey and the impressions of the persons conducting the course indicated that the program was only partially successful. The overwhelmingly favorable response to the one session presented by the two seniors and the equally overwhelming opposition to large group lectures led to the reorganization of the program for the following year.

The Committee on Orientation composed of the Coordinator of Guidance, the Dean of the College, and the Director of Admissions made a study of small group orientation. During the spring of 1960 it was decided to try out the program in small groups with outstanding juniors and seniors as group leaders. That summer, letters were sent to selected upperclassmen inviting them to
conduct a small group of freshmen through the orientation course. Approximately twenty-five students were willing to accept the challenge.

The program put into operation in September, 1960, found the freshman class divided into twelve groups of approximately twenty-five students, each section representing a random sampling of the total class population and conducted by a team of upperclassmen, usually one man and one woman student. Every Tuesday evening a briefing session was conducted for the group leaders. At the briefing meeting, which usually lasted approximately one hour, an outline of the topic to be discussed with the class on Thursday was passed out and explained. Problems of individual group leaders were discussed and questions answered. Attendance at these briefing sessions was almost perfect for the first few meetings, but it gradually dwindled as the novelty wore off and the pressure of other activities and academic requirements built up for the group leaders.

Again in January of 1961 the freshmen and the group leaders were asked to write an evaluation of the program. Their responses indicated that the program was headed in the right direction. Nevertheless, the Committee realized that the program greatly needed further study and some change, especially in the area of content. Even the heart of the program, the "How to Study" phase, was not completely satisfactory. Much work still remained before the program was to be put into operation in September, 1961.

Prior to the 1959-1960 school year there had been no formal orientation course. Instead, monthly convocations had been held in Pennings Hall of Fine Arts for all freshmen. These meetings were held during the first semester only. Topics presented included social etiquette, study habits, an explana-
tion of academic credit hours, honor roll determinants, the qualities expected
of a college student, and others.11

Response on the questionnaires for the 1958 Self Evaluation Study in-
dicated that 107 students, or 63 percent of those responding, felt that a
required course which would include topics on how to study, how to take exa-
minations, and the use of the library would be most desirable. That such a
course was not at all necessary was expressed by 62 students representing 37
percent of those responding. Slightly more than half of the students felt that
such a course should meet at frequent intervals during the semester.

The Self Evaluation Study brought out the fact that there was not suf-
fi cient orientation for students who start college in the second semester and
recommended that some such offering be made available to them.12

Earlier it was mentioned that in August the student received the name of
his faculty advisor along with the program of courses and classes. The primary
purpose of faculty advising at St. Norbert College is to make available to the
student a person who can help him in planning a program of studies which is in
keeping with the student's own interests and aptitudes and who can direct that
student toward academic goals which are sound and attainable. A departmental
chairman automatically becomes the advisor of students who have elected to
major in that department. Approximately 90 percent of the entering freshmen
have chosen a major field. Students who enter college without having selected
a major are assigned to an advisor who has been chosen by the Dean of the Col-

12 Ibid., p. 9.
lege because of his demonstrated personal interest in the welfare of students on campus and his knowledge of the programs and requirements of St. Norbert College. These general freshmen advisors are asked to volunteer for the assignment as an additional duty without financial reward. New faculty members are seldom asked to volunteer for this assignment during their first year on the faculty. A member of the Psychology Department is the advisor for those sophomores who have not yet selected a major. In departments with a large student enrollment the departmental chairman faces the laborious task of serving as advisor for many students. In some instances, however, the chairman distributes the students among the members of the department.

Every student attending St. Norbert College has an advisor whom he is required to see seven times during the year; twice for pre-registration, again during the two registration periods, and three times during the year to receive his grades before the parents' copy is mailed home. The three times during the year are the two mid-terms in November and April and at the end of the first semester in February. Students who do not report at these times are reported to the Dean.

For the convenience of the students all members of the faculty are required to post their office hours. There are, however, instances in which a few faculty members have not posted their office hours or have not made it a practice of being available during the hours which were posted.

St. Norbert College has on its faculty several men who do not share the Administration's concern for persons. To these men, a minority group, the singular purpose of any college is intellectual development, and any other activity which may be introduced is both disturbing and detrimental. They have
no time for students who may not be classified as gifted and are not available to give counsel to a student in distress. It is these persons who force the burden of guidance and counseling upon those faculty members who look upon all students as human beings involved in the process of growth and development.

As a part of the Self Evaluation Study 54 of 81 faculty members returned the questionnaire. This represents 62 percent of the entire faculty and may not represent a true sampling. Of this group 9 percent indicated that they did not have adequate time to do a good job of counseling. It was indicated by 76 percent that when a student was found to need counseling the department head was consulted. In counseling, 78 percent indicated that they made use of the student's high school record. At the same time the number of faculty members who made use of the scores made on the Entrance-Placement tests was negligible. It was found that 70 percent made use of the information contained in the student folders which are kept current by the department head. When reading difficulties were encountered, 77 percent made proper referrals. Students are helped in the selection of elective courses by 87 percent of the faculty who reported. Of the effectiveness of the follow-up of those students who are failing, only 11 percent thought their practice effective, 72 percent thought it moderately effective, 14 percent slightly effective, and 3 percent indicated no follow-up at all.13

The returns from the Alumni to the same study presented a slightly different picture. While 71 percent of those answering the questionnaire felt that the college had been genuinely interested in their academic progress, 45 percent felt that they had not received adequate academic guidance while they

13 Ibid., pp. 16-18.
were in school. There were 79 (44%) who indicated that they had received no help at all in determining their major field. Some comments chosen from the questionnaires follow. "No guidance to speak of." "Advisors poorly informed." "More guidance in first two years." "More individual guidance." "Advising of majors and minors was excellent."

Even though, as was noted earlier, the student responses were so few in number that their statistical significance is questioned, we report them here since the results were employed in the recommendations of the committee. The availability of advisors was considered excellent or good by 53 percent of the students. At the same time 15 percent felt that the teachers showed very much interest in them personally, 56 percent said some interest was shown, 24 percent felt there was little interest shown, and 5 percent felt the faculty had no interest in the student at all. It was indicated by 92 percent that they did not avail themselves of the opportunities present. Among the upperclassmen 58 percent felt that there has been considerable improvement in counseling since they were freshmen. That the policy of pre-registration is well received and helpful was voiced by 88 percent of the students.15

The Student Personnel Services Committee recommended that: (1) more faculty members should have posted office hours; (2) a guidance center should be established in which students could be tested; (3) more advisors should be assigned to freshmen; (4) freshmen and sophomores should have more opportunity to meet with their department head; (5) those departments which have large

\[14\] Ibid., p. 20.
\[15\] Ibid., pp. 22-24.
enrollments should devise a more effective counseling procedure; (6) and more orientation activities should be made available for new second semester students.

It is obvious at once that an advisor not only acts in the capacity of an information-giver, but also may and often does, at the request of the student, find himself in the position of a counselor. Many of our advisors are priests and are qualified to counsel students on non-academic as well as academic matters. The average lay faculty advisor, on the other hand, usually has had no formal training or previous experience in counseling. The College does not have an in-service training program for advisors or counselors; they are dependent upon their own resources to handle the problems which arise or to make referrals to persons who are competent in the handling of the student's personal problems.

St. Norbert College is blessed with a large number of priests who are prepared to counsel students and who are available to the students. In each of the men's residence halls two priests are assigned to each floor—one to act as counselor and to look after the general welfare of the men students living on his floor; the other is to serve as a proctor. The Dean of Women, a person qualified for counseling by training and years of experience, looks after the welfare of all the women students. The College Chaplain makes himself available to the students at their convenience. Then, too, all of the other priests on the faculty are readily available to students who seek their help. The non-resident student may enjoy the same services as the resident students, though they are necessarily less convenient for them.

St. Norbert College is both aware of and concerned with problems of the
students who live off campus. Many of these students come to the campus for their classes and leave as soon as classes are over. Few of them take part in student activities or in any way identify themselves with student life. A number of them must work to put themselves through college. Every effort is being made to bring the non-resident student into the St. Norbert College family. The non-resident women have as their counselor the Dean of Women, but the non-resident men do not have an assigned counselor.

Two clinical psychologists, members of the Psychology Department, are available to students with personal problems. Their service to the student body is limited by an individual teaching load of nine semester hours and a commitment to counsel, when called upon, the Fraters at St. Norbert Abbey. A prominent Green Bay psychiatrist is on the college staff with the rank of lecturer and is available for consultation.

The college maintains an infirmary on campus for the treatment of minor injuries and brief illnesses. For severe injuries and serious illnesses the students are taken to one of the local Green Bay hospitals. In the event of an emergency the student's parents are called to decide where he shall be treated.

Vocational guidance has been an informal service of St. Norbert College for many years. Helping students find jobs which fit their individual talents or directing students into preparation which would fit the jobs available has long been the practice of departmental chairmen, advisors, counselors, and the Placement Bureaus. In 1959 the college established the Student Counseling Service as an aid to those students who are in need of help in finding an occupation which is in keeping with their aptitude and interest. The Student
Counseling Service is staffed by the two staff psychologists and the Coordinator of Guidance. The establishment of a guidance center was recommended by the 1958 Self Evaluation Study. For use of the Service the student is charged a fee of twenty ($20) dollars to cover the cost of testing and clerical services. In return the student is given a variety of tests—the Wechsler Adult Intelligence Scale, Differential Aptitude, Minnesota Multiphasic Personality Inventory, and the Strong Vocational Interest Inventory. After these tests the student receives several personal interviews and one or more consultations with the Coordinator of Guidance in the guidance library.

The student personnel service which directly affects the lives of the greatest number of students on campus today is Student Aid. Many students who would otherwise be unable to attend college are now finding it possible to attend St. Norbert College with the help of scholarships, grants-in-aid, assistantships, student employment, and loans.

Financial aid to the student is administered by the Committee on Student Aid which attempts to distribute College funds on the basis of need and scholarship limited only by the needs of the College.

Responsibility for the establishment of need on the part of the student rests with the student and his parents. The College reserves the right to make its own investigation to determine need where it sees fit. However, no investigation has ever been made because the College has neither the facilities nor the machinery available to conduct such investigations. In effect, therefore, the committee bases its distribution of financial aid entirely on the simple statement of need forms submitted by the student and his parents.

16Ibid., p. 20.
The Committee on Student Aid during the school year 1959-1960 was responsible for the distribution of financial aid amounting to approximately $214,000 to 385 students. Funds for this program came from current and endowment income of the College, the State of Wisconsin, and United States government, from industry, and from personal gifts to the college and to individual students.

Approximately $39,000 of the aid available is distributed in the form of scholarships. Slightly more than half of these go to the fraters who are attending from St. Norbert Abbey. The College has no scholarship which exceeds in value that of full tuition amounting to $550 each year. The three foreign scholarships, however, carry the stipulation that the College will find sufficient employment for the recipients of these scholarships to enable them to pay for their room and board. The College offers Excellency Scholarships valued at full tuition ($550) to the valedictorian of the public and private high schools in the De Pere, Green Bay, and Preble area, and to the valedictorian of all Norbertine high schools in the United States.

Twenty-six Commemorative Scholarships of $200 each are available each year to both entering freshmen and to students who have demonstrated that they can do "B" average work at St. Norbert College. Other things being equal, students of proven ability are given first consideration.

A gift of $30,000 from the Sensenbrenner family provides a fund from which approximately $1,500 may be drawn each year for scholarship purposes. Aid from this fund is restricted to students whose residence is within the Green Bay Diocese.

Radio and Television Stations WBAY award annually through a competitive examination eight full-tuition scholarships to St. Norbert College. Competi-
tion is open to high school seniors who are in the upper twenty-five percent of their graduating class and whose place of residence is within the WBAY television viewing area.

There are several scholarships which are available only to students studying for the priesthood. Interest from the Mueller Fund of $10,000 may be used only for needy boys who plan to study for the priesthood in the Norbertine Order.

Grants-in-aid during the 1959-1960 school year amounted to approximately $24,500. The student, in return for the grant, must perform for the College in athletics, music, drama, or be active in student affairs. Seventy-two students received grants-in-aid varying from $50 to $500, with the average being $340.

Fifty-eight student assistants received approximately $11,000 for services to the College requiring special skills or abilities. This aid went to student assistants in the science laboratories; to readers in mathematics, economics, and business administration; to library assistants; assistant infirmarians, assistants in the News Bureau; and to student counselors and proctors in the men's and women's residence halls. The employment of selected students provides assistance to the faculty with routine tasks and aid and experience to qualified upperclassmen.

Student employment on campus provided $29,000 to 131 students. Campus jobs included such tasks as general maintenance, food services, and clerical work. The rate of pay is eighty-five cents per hour for jobs performed for less than three consecutive hours and one dollar per hour for work lasting more than three hours at a stretch.
The College makes no attempt to secure part-time work for students off-campus in either the De Pere or Green Bay areas. Frequently business or industry will call the College for part-time employees. These calls are handled by the Industrial Placement Bureau.

St. Norbert College makes every effort to place its graduates in positions comparable with their interests, aptitudes and abilities. Toward this end two placement bureaus are maintained on campus. The Teacher Placement Bureau is operated by the Education Department from its offices on the second floor of Main Hall, while the Bureau of Industrial Placement is located in an office adjacent to the Office of the President of the College and is directed by the Secretary to the President.

The Teacher Placement Bureau maintains a listing of all graduates who are prepared to teach and who are seeking employment. A file is maintained on all graduates who are prepared to teach. A record of their teaching experience is included in the file. Each March a list of available graduates of the teacher training program is mailed to school administrators in the State of Wisconsin, Northern Illinois, and Upper Michigan. The Bureau provides facilities for school administrators who come on campus to interview prospective teachers and sends credentials on the request of the candidates for positions. Almost every graduate who is prepared to teach and wishes to teach is placed each year.

The Bureau of Industrial Placement maintains a listing of all graduates who wish placement in business and industry. Interviews are arranged through the Bureau for students to be interviewed by representatives from business and industry who visit the campus in search of college graduates. Private interview rooms are provided. Each year a very high percentage of those graduates
who are seeking jobs find suitable employment through the efforts of the Industrial Placement Bureau. This office also handles all requests for part-time off-campus employment of students.

In answer to the questionnaire for the 1958 Self Evaluation Study, 62 percent of the Alumni replying felt that they had not received adequate guidance with respect to placement after graduation. When asked what importance they would attach to an active placement bureau, 66 percent felt it most important, 25 percent some importance, and 5 percent insignificant.

The Office of Industrial Placement also serves as the alumni office, with the Secretary to the President serving in the capacity of Alumni Director. With the number of tasks involved in the three positions, no great effort has been made to do continuous follow-up studies on former graduates. As a result many of the graduates have been lost track of; it will take a concerted effort to locate them. There are administration changes in the offing which include the addition of an alumni director whose primary duty it will be to keep track of the alumni and to bring them closer to their Alma Mater through involving as many of them as is possible in alumni activities related to the College, particularly in the areas of student procurement and fund raising.

The Department of Education, on the other hand, has kept in close contact with the graduates who are teaching. Each year the Department holds a luncheon for them at the Schroeder Hotel in Milwaukee during the convention of the Wisconsin Education Association. From time to time the graduates who are teaching are asked to help evaluate the teacher training program by identifying strengths and weaknesses in their own training. Frequently administrators are asked to identify the strengths and weaknesses of our graduates working in their schools.
CHAPTER V

Summary, Conclusions, and Recommendations for Further Study

That St. Norbert College is vitally concerned with all persons within its community of scholars there can be no question. The records to date are too much in evidence to permit doubt. To insure that the best possible teachers will be available to teach the best possible students in the best possible facilities, the Administration instituted in March, 1959, a faculty policy providing salaries which are among the highest paid in private colleges. In 1958 the College began an institutional Self Evaluation Study to determine strengths and weaknesses within the institution and to make recommendations for improvement. And, in September 1961, the college dedicated a new student union building which provides the students with a much needed facility for the improvement of student life.

A number of improvements have been made in the Student Personnel program during the time this study has been in progress. Some of these changes have come about as the result of the Self Evaluation Study, while others have been brought about in part by recommendations which are an outgrowth of this study. In 1960 it was recommended to the President that a person be assigned full time to student recruitment. At the time the President appointed a committee to study the needs for recruitment and to make appropriate recommendations. The chief finding of the committee was that student recruiting is absolutely
necessary if we are to meet competition for the better students. Recruitment is a full time job. In September of 1961 a priest of the Norbertine Order was appointed Director of Student Recruitment on a full time basis. In January he was appointed Director of Admissions with the full responsibility of administering the Admissions program.

Other important changes have taken place in the Student Personnel program, each of which has contributed to its improvement. The Director of Student Personnel has been relieved of the job as Counselor in Sensenbrenner Hall and the Dean of Women has been advanced to the position of Assistant Director of Student Personnel. As such she will be in charge of personnel records which are to be concentrated in her office. Further development includes the appointment of a Coordinator of Guidance and the establishing of a Guidance Library in the area adjacent to the Office of the Coordinator of Guidance. Changes have come rapidly and more may be expected as the need for them is established.

Since September of 1961 we have conducted two additional questionnaire studies which have bearing on Student Personnel services. They were designed and carried out with two purposes in mind, to be used in connection with this study, and to help in the evaluation of the Orientation program. The first of these studies was carried out in the religion classes in October, 1961, and included the Sophomore, Junior, and Senior classes. The Freshman class was not used at this time as it was felt that they were not in a position to judge since they had been in college less than one month. The content of the questionnaires will be discussed in this chapter as the items apply to the topic being discussed.
Response to the October 1961 questionnaire was excellent as is shown in Table 3. The fact that 501 out of a possible 591 students responded gave us an 84.8 percent response. This high percentage is due to the fact that the

**TABLE 3**

RESPONSE TO QUESTIONNAIRE ON CERTAIN ASPECTS OF STUDENT PERSONNEL SERVICES BY STUDENTS IN SOPHOMORE, JUNIOR, AND SENIOR RELIGION CLASSES AT ST. NORBERT COLLEGE IN OCTOBER, 1961

<table>
<thead>
<tr>
<th>Class</th>
<th>Classification</th>
<th>Number Registered</th>
<th>Total Response</th>
<th>Percent Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>Resident Men</td>
<td>5</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td>Non-Resident Men</td>
<td>118</td>
<td>99</td>
<td>63.9</td>
</tr>
<tr>
<td></td>
<td>Resident Women</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Non-Resident Women</td>
<td>30</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td>Unidentified Seniors</td>
<td>--</td>
<td>9</td>
<td>--</td>
</tr>
<tr>
<td>Total Seniors</td>
<td></td>
<td>153</td>
<td>136</td>
<td>88.9</td>
</tr>
<tr>
<td>Juniors</td>
<td>Resident Men</td>
<td>27</td>
<td>23</td>
<td>85.1</td>
</tr>
<tr>
<td></td>
<td>Non-Resident Men</td>
<td>98</td>
<td>80</td>
<td>81.6</td>
</tr>
<tr>
<td></td>
<td>Resident Women</td>
<td>10</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td>Non-Resident Women</td>
<td>43</td>
<td>34</td>
<td>79.1</td>
</tr>
<tr>
<td></td>
<td>Unidentified Juniors</td>
<td>--</td>
<td>9</td>
<td>--</td>
</tr>
<tr>
<td>Total Juniors</td>
<td></td>
<td>178</td>
<td>155</td>
<td>87.1</td>
</tr>
<tr>
<td>Sophomores</td>
<td>Resident Men</td>
<td>106</td>
<td>88</td>
<td>83.0</td>
</tr>
<tr>
<td></td>
<td>Non-Resident Men</td>
<td>107</td>
<td>74</td>
<td>69.2</td>
</tr>
<tr>
<td></td>
<td>Resident Women</td>
<td>6</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Non-Resident Women</td>
<td>41</td>
<td>32</td>
<td>78.0</td>
</tr>
<tr>
<td></td>
<td>Unidentified Sophomores</td>
<td>--</td>
<td>12</td>
<td>--</td>
</tr>
<tr>
<td>Total Sophomores</td>
<td></td>
<td>260</td>
<td>210</td>
<td>80.8</td>
</tr>
<tr>
<td>Total All Classes</td>
<td></td>
<td>591</td>
<td>501</td>
<td>84.8</td>
</tr>
</tbody>
</table>
questionnaire was passed out in class and the students were permitted to fill
them out on class time. They were not, however, required to fill them out at
all should they choose not to.

In January of 1962 the Freshmen who had entered St. Norbert College in
September of 1961 were asked to fill out a questionnaire which contained many
of the items from the questionnaire given the other classes four months
earlier. The questionnaires were handed out at the beginning of the final
Orientation class of the first semester. Again the students were permitted
class time to complete the entries but were not required to do so. Table 4
shows a total response of 93 percent. Here again the high percentage is due
to the fact that we had somewhat of a captive audience. In all probability, the fact that the identity of the person making the entries could not be determined adds to the validity of the results.

We placed ourselves in the position of being able to evaluate the present program of St. Norbert College by comparing the Student Personnel Program of St. Norbert College with similar programs existing in nine other small liberal arts colleges in the State of Wisconsin and with the current literature on the subject.

The administration of Student Personnel Services at St. Norbert College is quite similar to that of the majority of colleges of similar size and purpose. The importance of Student Personnel Services is attested to in the fact that the director holds a position parallel in importance to that of the Dean of the College and the Business Manager. It may be said that the more important the office is the more important is the service. The Director, too, is a member of the Board of Administration along with the President, the Dean of the College, and the Business Manager. This board is responsible for the administration of the College and receives its authority directly from the Abbot of St. Norbert Abbey who is the chancellor of the college.

While the Director of Student Personnel at St. Norbert College is the designated head of all such services, some of the services in practice operate independently. The Student Counseling Service is administered and budgeted through the Psychology Department; the appointment and supervision of faculty advisors is in the hands of the Dean of the College; and financial aid to students, where college funds are involved, must be approved by the Board of Administration and the President. Such limitations of the responsibility of
the Director are not uncommon in the literature read or the institutions studied.

The Student Personnel Services at St. Norbert College are conducted by persons for whom these activities are considered an additional duty. In the case of the director it is the primary duty to which others have been added. We have already identified, in the previous chapter, the number of positions held by the Director of Student Personnel. We have seen, too, that the Self Evaluation Study of 1958 recommended that he be relieved of the positions of Dean of Men, Counselor, and teaching. In September of 1959 a new Dean of Men was appointed and the position of Counselor was assigned to another priest. However, with the completion of the new Memorial Student Union in September of 1961, the Director of Student Personnel was appointed Director of the Memorial Union with a reduction of teaching load. The already heavy load was made lighter by the appointment of the Dean of Women as Assistant Director of Student Personnel. All persons in student personnel work have teaching assignments and/or other duties to perform as well. This arrangement is characteristic of private colleges rather than exceptional.

The selection of jobs to fit the persons is a characteristic of private colleges. Only one person, the Dean of Women, has an advanced degree in Personnel Work. The psychologists possess advanced degrees in the area of student personnel to which they have been assigned. All others are qualified through experience in their respective positions and by their personal desire to be of service to the students. Service to students is limited somewhat by the total number of assignments being performed by each individual and the time the individual is willing and able to give to each. The number of assign-
documents required for each individual is quite often, in private colleges, determined to a great extent by the institutional budget.

Student Personnel Services are centrally located in Main Hall and in Boyle Hall. All facilities except the offices of the faculty advisors and the office of the Director are located on the first and second floors of Main Hall. Faculty advisors are located on the fourth floor of Boyle Hall. Each faculty office is a departmental office with semi-privacy and is convenient to the student since the location is in the academic building. The Director of Student Personnel has his office in the Memorial Union to facilitate the dual function. All other offices and facilities which include the Guidance Library are located in Main Hall. Few small colleges have centralized facilities for the Guidance counseling portion of Student Personnel Services.

With the appointment of the Dean of Women as Assistant Director of Student Personnel a part of the assignment is to consolidate student personnel records in one office. The number of records kept and made available to advisors, counselors, and the faculty in general is already more than adequate. She is at the present time conducting a study of the essential items to be kept in a student file which will meet the needs of all persons who may find use for those records. Colleges in general do not make as many records available to as many people as St. Norbert College has available to the faculty.

The pre-admission counseling program at St. Norbert College is a more complete program of getting students ready for college than is found in any other small liberal arts college in the State of Wisconsin and in the entire country, if the current literature is accepted as a criteria. Certain aspects of the program, however, are quite common in all colleges. With the opening
of school in September of 1959 St. Norbert College had two persons working in Admissions. Office hours have been maintained to coincide with the convenience of the families of the students seeking admission to college. Prospective students are invited to the campus with their parents to talk over their plans for higher education with persons who have had extensive training in college admissions counseling. For the convenience of working parents, office hours are maintained from 8:00 A.M. to 5:00 P.M. Monday through Saturday. Interviews are also conducted in the evenings of any week day or on Sunday afternoons by appointment.

Few colleges send a tentative program of studies to the entering freshman for approval shortly after he has been accepted for admission and then send a final program and a schedule of his classes to him over a month before he reports for registration. About half of the registration process is then completed before he comes on campus in September. St. Norbert College has received much favorable comment on this particular aspect of admissions. In response to the questionnaire which was handed to the Freshmen in February, 26 percent indicated that the fact that they had received counseling on their college program before admission was of great help, while 48 percent felt that it was of considerable help to them. Only 26 percent felt that such counseling was of little or no help at all. On the same questionnaire 42 percent felt that receiving their final program and class schedule in August was of great help, 42 percent felt it was of considerable help and 16 percent said little or no help at all.

The fact that 85 percent of the entering Freshmen visit the campus is an advantage to the College, to the prospective student, and to his parents
in that it gives each an opportunity to inspect the other at first hand. Only two other colleges in the study came close to St. Norbert College in this respect. Of the two, one has the requirement that all students must be interviewed before being accepted, while the other interviews as many as possible with a percentage of approximately 80. The difference here is that the interviews are frequently carried on by admission counselors in the student's home or in the high school.

Student recruitment is an area in which St. Norbert College was woefully weak prior to September of 1961. Prior to that time there existed little in the way of a student recruiting program. Visiting a few high schools and attending only selected College Days and College Nights could hardly be called good public relations. In this particular area of student personnel service all nine colleges had programs far superior to that of St. Norbert College. St. Norbert College has been forced to realize that in order to get better students in significant numbers one must seek them out and then compete for them. No other college in the study was doing as little.

St. Norbert College, like eight of the nine colleges included in the study, has used members of the Alumni Association in recruiting by asking them to represent the college at a College Day or College Night at the high school in the community in which they live. This practice is utilized by many colleges today. The high schools have in many instances requested that this practice be stopped because of the lack of information possessed by the average Alumnus. Colleges are coming to realize that a person inadequately prepared is a very poor representative. Most colleges feel, and many high school people will agree, that College Days and College Nights are a waste of
time from the standpoint of attracting students, but all hesitate to give them up because of their public relations value.

Post Admissions begins after the student is admitted to college. For most institutions this phase begins when the student arrives on campus and orientation begins. There is no universal agreement among colleges as to what constitutes a good program of orientation. Some schools bring the students on campus three days to a week before school starts for a program of orientation and testing, while other colleges have a program which is continuous for an entire semester. St. Norbert College falls in the latter category and finds itself with two orientation programs which are separate and distinct. The first of the orientation programs begins when the student arrives on campus and is concerned with making him feel at home and helping him through registration. The program is carried on under the Director of Student Personnel with the help of the fraternities and sororities. The women entering in September of 1961 were each assigned a "Big Sister". The "Big Sister" contacted her "Little Sister" by mail during the summer telling her that she would help her get acquainted, help her through registration, and be available to assist her whenever possible throughout the school year. A "Big Brother" system was not in operation for new men students.

In the survey represented in Table 3, 10 percent of the Sophomores, Juniors, and Seniors indicate that they had received considerable assistance in registration, 72 percent received some assistance, and 18 percent received no assistance. In the same group 5 percent said that they received most help from the faculty, 28 percent said the most help came from their advisor, and 60 percent said most help had come from students.
The survey of the freshman class entering in September, 1961, represented in Table 4, produced somewhat similar results except to the question concerning the source of most assistance. To the question of assistance during registration 26 percent were of the opinion that they had received considerable assistance, 63 percent some assistance, and 11 percent no assistance at all. On the question of the source of assistance 14 percent of the men said from the faculty, 17 percent of the men from their advisor, and 69 percent of the men said the help came from students. All of the women said the greatest source of assistance to them was their "Big Sister".

In the survey conducted during the 1958 Self Evaluation Study 69 percent of the students responding saw no need for the "Big Brother" and "Big Sister" system of helping new students in their adjustment to college. The two studies conducted during the present school year (Table 3 and 4) produced results which were opposite. The study concerned with sophomores, juniors, and seniors showed that 51 percent thought the system would be of considerable help, 42 percent said some help, and only 7 percent said no help. For the freshmen 57 percent were of the opinion that the "Big Brother", "Big Sister" system would be of considerable help, 29 percent said some help, and 14 percent indicated little or no help.

The formal orientation course administered by the Orientation Committee is a regularly scheduled course which meets on Thursday afternoons. The course was conducted in small groups with selected students as group leaders. Two other colleges in the study used the small group approach but only one other used students extensively in the program. The latter college used larger groups with faculty members in charge. Another college in the study has a program which operates around a formal dinner with a speaker followed by a
discussion period. Other schools completed orientation with the opening of
the school term.

The 1961-62 studies shown in Tables 3 and 4 were designed partly to
measure the success of the St. Norbert College Orientation course of the
sophomores, juniors, and seniors. Only the sophomores had been in the small
group program; while the juniors and seniors had been a part of two different
programs. Of the sophomores 55 percent said the program was too long, 42 per­
cent said it was of sufficient length, and 3 percent thought it too short. In
the same group 53 percent said their study habits had been improved moderately
or considerably, while 47 percent said they had not been improved at all. On
the "How to Study" phase of four weeks, 28 percent thought it too long, 61 per­
cent said it was of sufficient length, and 11 percent felt it was too short.
As to the success of the program, 3 percent felt it to be very successful, 68
percent moderately successful, and 29 percent said not at all successful.

The same questions were submitted to the freshmen on completion of the
course. In this group 56 percent said the program was too long, 43 percent
said it was of sufficient length, and 1 percent found it too short. On the
question of improvement of study habits 3 percent said theirs had been improved
considerably, 68 percent said moderately, and 29 percent found no improvement
at all. On the "How to Study" phase of the orientation course, 21 percent
found it too long, 74 percent said it was of sufficient length, and 6 percent
felt that it was too short. This group was not asked whether or not they
thought the program was a success.

Post admission counseling in all schools involves the use of the faculty
and departmental chairmen in the dual process of advising and counseling.
There is a great amount of similarity among all institutions studied, although the manner of selection and the number varied. One institution had a class advisor for each of the lower classes and the chairman of the major department as the advisor for each of the upperclassmen. Most, however, assigned all freshmen who had indicated a major to departmental chairman immediately, and appointed special advisors to those who had not selected a major.

A number of the colleges indicated concern over the preparation of the advisors for advising the students in the areas of minors and electives, and at times questioned the interest of the advisors in all students and their willingness to post and maintain office hours for the convenience of the students.

Beginning in September, 1959, the administration of St. Norbert College asked all faculty members to post their office hours. From time to time it has been noted that some faculty members have not posted their office hours, and quite frequently those who have posted office hours have not been found to be available during the hours they had posted.

Wishing to check student opinion on the matter of interest of the advisor in the student and his availability to the student, we submitted these areas in the form of questions to the students on the two 1961-1962 questionnaires. The tabulation of freshmen reports showed that 35 percent felt that their advisor was very much interested in their progress, 52 percent felt the advisor to be moderately interested, and 13 percent felt he had shown no interest. To the same question when asked of the sophomores, juniors, and seniors, 47 percent felt their advisor to be very much interested in their progress, 44 percent found the advisor moderately interested, and 9 percent felt that their advisor
was not interested. In the same group 13 percent found their advisor always available for a conference, 58 percent found the advisor often available, and 29 percent found the advisor seldom available.

On the subject of counselors there seemed to be some difficulty involving an understanding or a misunderstanding of the term since some have used advising and counseling interchangeably. In many of the institutions counselors and advisors were the same persons doing the same thing. To others the counselors were clergymen involved in personal guidance. St. Norbert College appears to be the only institution which provides students with both an advisor and a counselor. The theory here is that the counselor, by virtue of wider training and experience, is in a better position to help the student in a much broader area. Even here the student is free to consult whomever he chooses whenever he chooses, except for the time he is required to report to his advisor.

The colleges in the study indicated that vocational counseling is carried on at the departmental level on an informal basis and some through the placement bureau on a match-your-preparation-with-a-job approach. Only St. Norbert College operates a Student Counseling Service to help students who are undecided or uncertain to find the type of vocation for which they are best equipped.

Psychological counseling is available to disturbed students in all but one of the institutions studied. In this one institution neither a psychiatrist nor a psychologist is made available through the college. Others have either psychiatrists or psychologists available.

St. Norbert College is able to offer psychological counseling of a temporary nature to but a few of the students because the psychologists are
regular members of the faculty with teaching assignments to perform and commitments to St. Norbert Abbey. This condition will change in 1964 with the return of one of the Norbertine Priests who is presently working toward a doctorate in psychology at Catholic University of America.

One most important phase of any good Student Personnel Program is that of financial aid to students. All colleges give aid to students in amounts that their limited budgets will allow and in proportion to the cost of tuition and other fees. Not one college in the study granted scholarships of value in excess of the charges for tuition and fees.

Financial aid in higher education comes in different forms and may include outright grants in the case of scholarships, as awards or payments in return for a task performed, or in the form of loans from the college, the State, or the Federal Government. All institutions in the study utilize all means available except the National Defense Student Loan. Several of the institutions have refused to establish a loan program under the National Defense Education Act of 1958 because of its loyalty oath requirement.

Several of the institutions as well as St. Norbert College are members of the College Scholarship Service which provides to the colleges information on the need of the student for financial assistance. All colleges are agreed that whatever the size of their student aid budget it should be larger.

It is generally felt that the college should help needy students find jobs off campus during the time the student is in school, especially when not enough jobs are available on campus. While this type of job placement is classified as student aid it is usually handled through the placement office. St. Norbert College does little in this area. When an employer calls in, an
attempt is made to find a person to fit the job offer, but no attempt is made to locate jobs.

Colleges are convinced that services to the student should not end with the conferring of degrees. The colleges must assume some responsibility for the placement of graduates in jobs commensurate with their ability. Each of the nine colleges, and St. Norbert College as well, maintains one or more placement offices. Two colleges have full time placement directors while in all others placement is an additional duty. Several, including St. Norbert College, have separate offices for industrial placement and teacher placement. Most of the colleges admit that not enough is done for the students in placement offices.

Follow up studies of graduates in all colleges, including St. Norbert College, are mostly in the planning stage. All have indicated that such studies are a necessary part of any Student Personnel Program, but all admit that little or nothing has been accomplished to date. In one college it was stated that whatever was being done was in the hands of the Alumnae Office. At the time this study was started, St. Norbert College had no Alumni Office. What Alumni records were kept were in the Office of Industrial Placement. In September 1961 the Alumni Office was established with a full time director.

Conclusions

Perfection does not come about by merely wishing to be perfect. To approach perfection, in the human order, definite positive steps must be taken in that direction; but, we must first of all come to understand what perfection really is. So it is with institutions and services. We can assume that what we have or what we are doing is the best that is and the best way of doing it. It is not until we take inventory of what we have and make comparisons between what
we have and what we could have that we will have reason for joy or sorrow or mixed emotions.

Progress is not the result of inactivity. To become self satisfied results in stagnation. The college which stands on past achievements cannot survive in the 20th century. There must be constant reevaluation of the objectives, the curriculum, the facilities, and the services. It is just one aspect of one of these, Student Personnel Services, with which this study has concerned itself.

In appraising certain aspects of the Student Personnel Program of St. Norbert College we have found that the program now in operation is every bit as good as the best program now functioning in the nine colleges studied, and it is better than most of them. There is room for improvement, much room; that, there will always be.

It is gratifying to note the attitude of the administration toward Student Personnel Services as expressed in the table of organization and in practice. It is disturbing to see the number of duties presently assigned to the Director of Student Personnel. Our first recommendation is that he be relieved of his teaching assignments and the chairmanship of the Modern Language Department and that his committee work be reduced to an absolute minimum.

The centralized location of personnel services approaches the ideal, especially since minimal counseling and testing facilities are available. The guidance library which is growing could well be used by more students. The centralization of records in the office of the Assistant Director of Student Personnel will make more complete records more available to more people quicker than has previously been possible.
St. Norbert College has one of the finest functioning Admissions programs operating in any college. This is not only our opinion but that of others who have come in contact with it. In March of 1962 the individual members of the inspection team representing the National Council for the Accreditation of Teacher Education marveled at the completeness of the program and the smoothness with which it operates.

The Student Recruitment Program is almost entirely new this year. This study may well take credit for the recommendations which led to the appointment of a full time Director of Recruitment. The addition of the duties and responsibilities of the Director of Admissions were not recommended. In the recommendation it was stated that the duties involved in full time student recruitment constituted a full time job. Time will tell us what additional personnel are necessary for the adequate functioning of both offices in order to avoid the use of persons who are poorly trained to carry the St. Norbert College image to the high school student.

It is in the area of post admission counseling and more specifically in orientation that we have carried on a continuous study since 1959. It is regrettable that the two orientation programs have neither been combined nor correlated in order that the relationship of one to the other may be understood.

Although the earlier study in 1959 indicated that the students did not favor the beginning of a "Big Brother", "Big Sister" program to help new students in their social adjustment to college, the two studies conducted this year show that the students have completely reversed their former position. The "Big Sister" program was instituted this year with excellent results. We,
therefore, recommend that in the light of the evidence a "Big Brother" program be established for new men students entering in the fall of 1962. We recommend further that consideration be given to combining the two orientation programs into one.

The orientation course has been, and is, under continuous study. We are convinced that small group orientation is the best approach yet devised for helping new students adjust to academic life. We are not yet convinced as to the best manner of conducting the course, the total content of the course, and the personnel to be used in conducting the course. With 20 sections it is necessary to find persons who are interested to conduct each section. We have found little difficulty in getting twenty students to volunteer to teach a section. All those selected have a tremendous amount of enthusiasm to start with but many lose that enthusiasm shortly after the newness wears off. It is doubtful that we could find 20 interested faculty members who would volunteer. Then, too, would the rapport be as good as we seem to find when students conduct the course. We have the questions--continued study should produce some answers.

The subject matter included in the orientation course has been reviewed to determine which is useful and which should or might be eliminated. Certain topics which are objectionable to some students are thought to be quite useful by others. We feel strongly that each new student should spend at least one period in the library receiving instruction on its use during the first semester of the freshman year. This is a recommendation which has been discussed with the librarian and will, in all probability, be introduced into the program in September 1962.
The system of faculty advising is much the same at St. Norbert College as it is in most other colleges. There is concern in all the colleges for the quality of academic advising and for the availability of the advisors when they are needed by the student. St. Norbert College feels that the quality of its system of faculty advisors lies in the selection of persons for the service who are vitally interested in students. We are convinced that the faculty advisor system at St. Norbert College is very good. We feel, however, that improvement could be accomplished with an in-service training program for the advisors. The advisors, while quite well versed within their individual disciplines, often do not have sufficient knowledge of the total college program to do a complete job. Then, too, an in-service program would provide advisors with the necessary information to help them in the early identification of problems of a personal nature as they arise, and to know when to make referral.

St. Norbert College, unlike most other colleges in the study, has a priest counselor for every resident student. This system provides a counselor for every resident student. The priests who are residents of each of the men's residence halls provide the resident men students with a trained person to whom he may go when problems arise. The women students may go to the Dean of Women or to any of the priests for problems of a personal nature.

We recommend here that the administration use extreme caution in the selection of residence hall counselors. With the number of priests available it is of vital importance to the students that persons assigned as resident counselors possess the student personnel point of view and that they are willing to devote long hours to the counseling of students.

For the non-resident men students it is necessary that we inform them of
the services available to them and make every effort to encourage them to use these services. The problem of counseling students living off campus is the same for almost every college.

Vocational guidance services are available in most of the colleges studied, usually through the academic department in which the student is majoring. St. Norbert College, through the Student Counseling Service, offers a special service for those who need help in the selection of a vocation. This service is in the process of development. Since it is less than two years old, continued study is necessary before recommendations can be made.

Psychological counseling of mentally disturbed students is available to a limited extent on most college campuses including St. Norbert College. The service is in the hands of staff psychologists who are also teaching members of the faculty. This service will undoubtedly become more effective in 1964 with the addition of a full time priest psychologist who is studying for the doctorate at Catholic University of America.

Financial aid to students is a most important service to students in every college. Each college makes a concerted effort to try to insure that any student who desires a college education and has the ability to profit from higher education shall not be deprived of the opportunity because of inability to pay. St. Norbert College is making every effort to see that every aid dollar is not wasted. Since this study was initially undertaken early in 1960 the college has become a member of the College Scholarship Service in order to be able to better determine the financial need of applicants for all types of aid. It has been found that since beginning to use the Parents' Confidential Statement all funds have gone much farther than ever before.
Funds which are available are inadequate to take care of a growing student body. We recommend to the administration that the Director of Development should solicit gifts from which the interest may be used for scholarships to academically talented students who are in need of financial assistance. We further recommend that the area of excellency scholarships be extended to permit the Committee on Student Aid to award scholarships based on need to selected students from the Catholic high schools in Wisconsin who are valedictorians of their graduating class. These awards are to be made within a specific annual budget to be determined by the administration.

In the placement of graduates in jobs compatible with their ability and preparation, St. Norbert College is doing a very fine job through two placement offices, both operated by part time directors. The Teacher Placement Bureau for the past two years has succeeded in placing all graduates who are prepared to teach and who wish placement. The Industrial Placement Bureau has succeeded in placing approximately 90 percent of those who wish placement.

As a further aid to students during the time they are in college we should, through the Industrial Placement Bureau, make contact with industry in the Green Bay area to locate part time jobs for students who must have a job to continue in school. This we strongly recommend as a task to be undertaken.

St. Norbert College has done little to maintain contact with its graduates. Independent follow up studies have been conducted by the Department of Biology and the Department of Education. Until the appointment of a full time Alumni Director in 1961 no great effort had been made by the college to maintain contact with the graduates. The Alumni Director has begun a concerted effort to locate all graduates and to weld them into a strong Alumni Associa-
tion. An excellent beginning has been made and the prospects for the future are bright.

Recommendations for Future Study

As we bring this study to a close we are aware that while reporting the findings and making recommendations for the improvement of existing services there are questions which, in our own mind, remain unanswered. The seeking of answers to our questions will require additional research and additional study. It is our conviction that the areas in which we feel additional information is necessary should be identified and recommended as objects of further investigation.

Student recruitment is a function which is comparatively new to St. Norbert College on a full time basis. Studies are necessary to determine the most efficient, most economical method of attracting the best possible students to St. Norbert College.

Orientation of new students to college is already under a continuing study. Through the orientation study we hope to find a means of completely adjusting the new student to college life, to insure for him that he has the study habits necessary to succeed in college, and to reduce the number of students who leave school because of inability to do college work. This is a study which should be carried on.

Additional study of the non-resident student is necessary if we are to bring more of them into student activities. The new Memorial Union was built with all students in mind. The non-resident now has a place to go when not attending classes. More information is needed on the ways of making the off-campus student feel that he is a part of the St. Norbert family.
As the student body grows, existing funds for financial aid to needy students become more inadequate. Way must be found to increase the funds available and additional studies are necessary to determine the best possible means of distribution of these funds.

We recommend studies in the area of placement in order to find means of getting information to the students at the time they are selecting a major. We must study further our obligations to the student and to the employer; and, it is of vital importance that the legal aspects of college placement be investigated.

We have reported developing follow-up studies of the St. Norbert College graduates. The graduate is most important in the survival of the small college. These studies must be developed and enlarged. From a thriving, enthusiastic Alumni Association much that is good will accrue to the college.


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UNPUBLISHED MATERIALS


OTHER SOURCES


Appendix I

SURVEY OF COLLEGE GUIDANCE SERVICES

College __________________________  Location __________________________

I. DEFINITIONS

A. Guidance: The organized body of Student Personnel Services which emphasize the development of the whole student. These services include attention to the physical, social, emotional, spiritual, and intellectual development of each individual student.

B. Counseling: "Counseling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of the student's needs but in which there is always mutual participation by the counselor and student with the focus upon self-clarification and self-determination by the student." (C. Gilbert Wrenn, Student Personnel Work in College, P. 60, Ronald Press, New York, 1951)

C. Counselor: A trained or semi-trained person whose function is that of assisting students in problems which are primarily personal. (At St. Norbert College, the Counselors are either Priests or the Dean of Women, each having, in addition, a disciplinary and administrative function by virtue of living in the residence halls.)

D. Student Counselors: Senior men, with varying degrees of training, selected for their personal balance, who serve in the same capacity as the Counselors but are restricted to working with the Freshmen.

E. Student Proctors: Senior men, with varying degrees of training, selected for their personal balance, who serve as assistants to the Counselors in the men's residence halls. The Student Proctors have a supervisory function but are not permitted to impose discipline.

F. Advisers: Faculty members designated to give academic advice and direction to students.
II. AIMS AND OBJECTIVES

A. Does the college have stated Aims and Objectives? Yes ___ No ___

1. If Aims and Objectives are stated, may we have a copy?
   Yes ___ No ___

III. FACILITIES FOR GUIDANCE AND COUNSELING

A. Central location for all services

B. Individual offices for Counselors

C. Individual offices for other Guidance people

1. Titles _________________________________

D. Counseling rooms

E. Guidance library

F. Clerical help

IV. PERSONNEL FOR GUIDANCE AND COUNSELING

A. Number of persons directly involved __. Indirectly involved __.

1. Names, titles, and training (Graduate and Undergraduate)

__________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
 __________________________   __________________________
B. Number of full time professional personnel. Part time.

1. Names, titles and training of full time personnel:

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<th>Training</th>
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2. Name, title, training, and other duties of part time personnel:

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<th>Name</th>
<th>Title</th>
<th>Training</th>
<th>Duties</th>
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C. The teaching faculty in Guidance and Counseling

1. Number of faculty members involved ____. Percent ____.

2. Basis for selection of faculty members for Guidance and Counseling

   Training: No. ____ Order ____; Interest: No. ____ Order ____;
   Assigned: No. ____ Order ____; Volunteers: No. ____ Order ____;
   Extra pay: No. ____ Order ____; Lighter teaching load: No. ____
   Order ____.

3. Nature of faculty Guidance and Counseling

   Academic, No. ____ Vocational, No. ____ Personal, No. ____
   Social, No. ____ Spiritual, No. ____

4. Vocational qualifications of faculty for Guidance and Counseling:

   Clergymen, No. ____ Sisters, No. ____ Laymen, No. ____
   Professional experience, No. ____ Work experience, No. ____
   Youth experience, No. ____ Courses in Guidance and Counseling,
   No. ____ Average number of hours ____ Courses in related fields,
   No. ____ Average number of hours ____
   Sociology, No. ____ Average hours ____ Psychology, No. ____
   Average hours ____ Education, No. ____ Average hours ____
   Religion, No. ____ Average hours ____ An in-service training
   program, Yes ____ No ____ if yes, describe program

___________________________________________________________

___________________________________________________________

___________________________________________________________
D. Students in Guidance and Counseling

1. Are students delegated responsibilities for Guidance and Counseling?

Yes ___ No ___

2. If students are used, how are they used.

   a. As Counselors Yes ___ No ___
   b. As Advisors Yes ___ No ___
   c. As Group Leaders Yes ___ No ___
   d. As Proctors Yes ___ No ___
   e. As Clerical Workers Yes ___ No ___
   f. Others Yes ___ No ___

   (1) Identification ____________________________
       ____________________________
       ____________________________

3. If used, how are they selected? ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

4. If students are used, what are their duties? ____________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

5. If students are used, what training do they receive, for how long?
   ____________________________
6. If students are used, give assignments and numbers in each assignment.


V. GUIDANCE SERVICES

A. Pre-Admission Counseling for Freshmen, Transfers, and Readmissions

1. Are personal interviews required of all students before being admitted? Yes__ No___. If No, what percent are interviewed prior to being admitted? ___ Are personal interviews encouraged? Yes__ No___. What is the nature of these interviews?


2. Are students required to visit the campus prior to being admitted?

Yes__ No___. If No, what percent do visit the campus?

___ Are campus visits encouraged? Yes__ No___.

3. Are trained Admissions Counselors assigned to do recruiting?

Yes__ No___. On campus? Yes__ No___. Off campus?

Yes__ No___. If trained Admissions Counselors are used, what is the nature of their training?


4. Are the Alumni used in admissions? Yes__ No___. If Yes, to what extent?
5. Is the Admissions Office open on Saturday? Yes___ No____.
   Hours_______. On Sunday? Yes___ No____. Hours______

6. Do you find multiple applications a problem? Yes___ No____.
   What percent of those admitted fail to register? _____
   Number _____ What percent of those who do not register tell you? _____ Number _____

7. What geographical area is covered by the Admissions Counselors?


8. Do the Admissions Counselors visit the homes of prospective students?
   Yes___ No____. Sometimes? Yes___ No____

9. Do the Admissions Counselors take part in "College Days"?
   Yes___ No____. Private schools only? Yes___ No____.
   Public schools only? Yes___ No____. Both? Yes___ No____

10. Do Admissions Counselors visit schools at times other than "College Days"?
    Yes___ No____. Private schools only? Yes___ No____.
    Public schools only? Yes___ No____. Both? Yes___ No____.
    Number of schools? _______. For what purposes? ______


Frequency of such visits ____________________________

B. The Orientation Program

1. Do you have an Orientation Program for Freshmen? Yes___
   No____. 
2. Does this program include transfer students? Yes ___ No ___.
   Readmissions? Yes ___ No ___.

3. Length of program in hours ___, weeks ___.

4. Is college credit given for Orientation? Yes ___ No ___.
   Semester Hours ___.

5. Is special Orientation program given to resident students?
   Yes ___ No ___. For men? Yes ___ No ___. For women?
   Yes ___ No ___. For non-residents? Yes ___ No ___.

6. What personnel are involved in Orientation?
   a. Professional guidance people? Yes ___ No ___. Number ___.
   b. Faculty members? Yes ___ No ___. Number ___.
   c. Students? Yes ___ No ___. Number ___. Duties ___.

7. Give brief description of the program ___.

C. Post Admission Guidance

1. Does each student have an adviser? Yes ___ No ___.
   a. Does the student have a choice or is the adviser assigned?

   b. If assigned, upon what basis? _______
c. What are the duties and responsibilities of the adviser?

2. Does each student have a counselor? Yes___ No____
   Residents___ Non-Residents___ Men___ Women___
   a. Does the student have a choice or are the counselors assigned?

   b. If assigned, on what basis?

   c. What are the duties and responsibilities of the counselors?

3. Is there a resident Chaplain? Yes___ No____
   a. If yes, what is his function?

4. Are there Newman clubs? Yes___ No____

5. Is there a full or part time Spiritual Adviser? Yes___ No____

6. Are trained Guidance persons assigned to Residence Halls?
   Yes___ No____. Titles ________ ________ ________
   a. If yes, do they have responsibilities of discipline?
      Yes___ No____

7. Do any of the Advisers and/or Counselors have responsibilities for discipline?
   Yes___ No____. If yes, explain ____________________________
a. If yes, does the imposition of punishment affect the Guidance function?

Yes____ No____. Explain ______________________________

8. What is the role of the student as an adviser or counselor in post admission guidance?

..............................................................................................................................

9. Are more and/or better guidance services available to resident students than to non-resident students?

Yes____ No____ Men____ Women____

Explain______________________________________________________________

..............................................................................................................................

10. Are more and/or better guidance services available to members of Greek organisations? Yes____ No____

Men____ Women____

11. Is Vocational Guidance available? Yes____ No____

To all students? Yes____ No____

Is there a charge? Yes____ No____ How much?______

a. Is this a special service? Yes____ No____

12. Is Educational Guidance available? Yes____ No____

To all students? Yes____ No____

Is there a charge? Yes____ No____ How much?______

a. Is this a special service? Yes____ No____

D. Psychological Services

1. Are special services available to the emotionally disturbed students?

Yes____ No____
a. Are the services of a Psychiatrist available?
   Yes___ No___
   (1) Is he a staff member? Yes___ No___
   If not, what is the arrangement ____________________________

b. Are the services of a Psychologist available?
   Yes___ No___
   (1) Is he a staff member? Yes___ No___
   If not, what is the arrangement ____________________________

c. Is there a school doctor? Yes___ No___
   What medical facilities are available on campus?
   ____________________________
   (1) How much time does the school doctor regularly spend on campus?
   ____________________________

d. What other trained personnel are available to the college?
   ____________________________
   ____________________________

e. Is there a charge for this service? Yes___ No___
   Explain ____________________________
   ____________________________

E. Student Aid

1. How many persons are involved in the administration of Student Aid?
   Professional _____ Clerical _____
Are these part time assignments?

Yes___ No___. Explain ____________________________

____________________________________________________________________

2. Is the college a member of "College Scholarship Service"?

Yes___ No___

3. In what form is aid given?

____________________________________________________________________

4. Under what classifications is aid available?

a. Scholarships? Yes___ No___ Value $ ______________

Types, number, and average value of each

(1) ____________________________

(2) ____________________________

(3) ____________________________

(4) ____________________________

b. Grants-in-Aid? Yes___ No___ Value $ ______________

Types, number, and average value of each

(1) ____________________________

(2) ____________________________

(3) ____________________________

(4) ____________________________

c. Assistanties? Yes___ No___ Value $ ______________

Types, number, and average value of each

(1) ____________________________

(2) ____________________________
(3)  

d. Student Employment on campus? Yes No 
Value $ $$
Number of students employed on campus ____
Types of jobs available on campus, rate of pay 
(1)  
(2)  
(3)  
(4)  

e. Student Employment off campus? Yes No 
Central Placement Office? Yes No 
How are off campus jobs handled?  
  
  
  
  
  
f. Student Loans  
Are loans available? Yes No 
Sources of loan funds 
(1) Private Gifts Yes No Number Value 
(2) College Funds Yes No Number Value 
(3) State Funds Yes No Number Value 
(4) Federal Funds Yes No Number Value 

5. How are student aid funds handled?  
a. By an individual? Yes No  
b. By a committee? Yes No
c. By administration? Yes ___ No ___

d. Other? Yes ___ No ___ Explain

6. How are students selected for aid?

7. Placement and follow up

Number and titles of personnel involved in administration of placement and follow up

Industial Placement Yes ___ No ___
Teacher Placement Yes ___ No ___
Academic Careers Yes ___ No ___
Follow up studies Yes ___ No ___

VI. STATISTICS

A. Total Teaching Faculty ___ Full Time ___ Part Time ___

B. Total Enrollment ___ Resident Men ___ Non-Resident Men ___
   Resident Women ___ Non-Resident Women ___ Part Time Men ___
   Part Time Women ___

C. Losses each year, in percent

1. Freshmen: Dropped ___ Transfer ___ Did not return ___
   Withdrew ___ Reasons for withdrawal or failure to return

   _______________________________
2. Sophomores: Dropped ___ Transfer ___ Did not return ___
   Withdraw ___ Reasons for withdrawal or failure to return

3. Juniors: Dropped ___ Transfer ___ Did not return ___
   Withdraw ___ Reasons for withdrawal or failure to return

4. Seniors: Dropped ___ Transfer ___ Did not return ___
   Withdraw ___ Reasons for withdrawal or failure to return

D. Has the Guidance program had a positive effect on the retention of the better students?

How? ____________________________________________

E. Has the Guidance program helped materially in raising the achievement level of some of the students who might otherwise have failed?

Explain _________________________________________
Appendix II

Dear Student:

We are in the process of evaluating the guidance and personnel services of St. Norbert College. You will help us by answering this questionnaire as completely as possible by placing an "X" in the appropriate blanks provided. DO NOT SIGN YOUR NAME on this sheet.

1. I am a: ______ Freshman; ______ Sophomore; ______ Junior; ______ Senior.
   ______ Man; ______ Woman; ______ Lay; ______ Religious.
   ______ Resident student; ______ Day student.


3. I entered St. Norbert College as a: ______ Freshman; ______ Transfer student.

4. When I reported for registration I received:
   ______ Considerable assistance; ______ Some assistance; ______ No assistance.

5. Most assistance came from:
   ______ Administration; ______ Faculty; ______ My advisor; ______ Students.

6. The "big brother" or "buddy" system would be of:
   ______ Considerable help; ______ Some help; ______ No help.

7. The opportunity offered to become acquainted with other students was:
   ______ Considerable opportunity; ______ Some opportunity; ______ No opportunity.

8. I did ______; did not ______ take the Orientation course.

9. My Orientation course was conducted in:
   ______ One large group; ______ Two large groups; ______ Small groups of 20-25 students.

10. The Orientation course, one semester in length, was:
    ______ Too long; ______ Too short; ______ Of sufficient length.

11. As the result of the Orientation course my study habits were:
    ______ Improved considerably; ______ Moderately improved; ______ Not improved at all.
12. On the "How to Study" phase of Orientation, four class periods were:
   ___Too long; ___Sufficient; ___Too short.

13. I would prefer that the Orientation course be conducted by:
   ___Faculty members; ___Faculty and students; ___Students only.

14. I feel that the Orientation course was:
   ___Very successful; ___Moderately successful; ___Not at all successful.

15. I think the following topics should be discussed in Orientation:

   ____________________________________________________________

   ____________________________________________________________

16. Since I have been at St. Norbert College I have had ___1; ___2; ___3 advisors.

17. In my opinion, the system of faculty advising at St. Norbert College is:
   ___Very successful; ___Moderately successful; ___Not at all successful.

18. My faculty advisor gives me the impression that he is:
   ___Very interested in helping student's progress; ___Moderately interested in student's progress; ___Not at all interested in the student's progress.

19. I have found faculty advisors to be:
   ___Always available for conference; ___Often available for conference; ___Seldom available for conference.

20. On matters pertaining to general academic requirements I find advisors:
   ___Very well-informed; ___Well-informed; ___Not well-informed.

21. On matters pertaining to majors and minors I find advisors:
   ___Very well-informed; ___Well-informed; ___Not well-informed.

22. It is my feeling that guidance available to students at St. Norbert College is: ___Excellent; ___Good; ___Poor.

23. Of the guidance services available, I used them:
   ___Extensively; ___Regularly; ___Seldom.

24. In comparing guidance services available to resident students and non-resident students, those services available to resident students are:
   ___Better; ___The same; ___Poorer.
25. My present cumulative grade point average is approximately: 

___ A; ___ B+; ___ B; ___ B-; ___ C+; ___ C; ___ C-; ___ D.

REMARKS: (Please write below any suggestions you have for improving any phase of guidance and personnel services at St. Norbert College.)
Appendix III

Freshman Orientation

You are asked to answer carefully each of the items in this questionnaire. You may do so by placing an "X" in the appropriate blanks. DO NOT SIGN YOUR NAME.

1. I am a: ___ Resident student; ___ A non resident student. ___ Man; ___ Woman

2. When I reported for registration I received:
   ___ Considerable assistance; ___ Some assistance; ___ No assistance.

3. The assistance I received at registration came from:
   ___ The faculty; ___ My advisor; ___ Students; ___ Big sister.

4. The "Big Brother", "Big Sister" system for new students would be of:
   ___ Considerable help; ___ Some help; ___ Little help; ___ No help.

5. The social program designed to help new students get acquainted was:
   ___ Very successful; ___ Moderately successful; ___ A failure.

6. The Orientation course, one semester in length, is:
   ___ Too long; ___ Of sufficient length; ___ Too short.

7. My group concentrated on "How to Study" for:
   ___ Four weeks; ___ Three weeks; ___ Two weeks.

8. On the "How to Study" the time spent was:
   ___ Too long; ___ Sufficient; ___ Too short.

9. As a result of the Orientation Program my study habits have been:
   ___ Improved considerably; ___ Moderately improved; ___ Not improved
      at all.

10. My group leader, as a teacher, was: ___ Very well informed; ___ Well
    informed; ___ Not well informed.

11. My group leader is:
    ___ Too strict; ___ Maintains order; ___ Too easy.

12. As an aid to learning, the Orientation course should be conducted by:
    ___ Faculty members; ___ Students; ___ Both faculty and students.
13. The Orientation course should be:
   ___ Continued as it is; ___ Changed radically; ___ Changed moderately.

14. I would make the following changes: ________________________________

15. I think the following topics should be discussed in Orientation: ______

16. In brief, my impressions of the Orientation course are: ____________

17. The fact that I received counseling on my college program before admission was of:
   ___ Great help; ___ Some help; ___ Little help; ___ No help.

18. The fact that I received my college program in August, prior to registration was of:
   ___ Great help; ___ Some help; ___ Little help; ___ No help.

19. The Orientation program has aided my adjustment to college:
   ___ Very much; ___ Much; ___ Some; ___ Not at all.

20. At times when I have needed help with studies I have received it from:
   My faculty adviser; My counselor; My Orientation group leader; Other: ______

21. My faculty adviser gives me the impression that he is:
   ___ Very interested in my progress; ___ Moderately interested; ___ Not interested at all.

22. When I have problems of a personal nature I go to:
   My adviser; My counselor; Parish priest; Orientation group leader; Faculty member; Other: ______
23. It is my conviction that in the matter of help for academic and personal problems facilities are better for:
   Resident students; ___ Non resident students; ___ Excellent for both groups.

24. The faculty with whom I am acquainted have shown:
   ___ Great interest in my progress; ___ Moderate interest in my progress; ___ Little interest; ___ No interest at all.

25. The subject I have found easiest in college is: ____________________

26. The subject I have found most difficult in college is: ______________

27. I have found college work:
   ___ Harder than high school work; ___ Easier.

28. By comparison with high school teaching I have found college teaching:
   ___ Better; ___ Just as good; ___ Not quite as good; ___ Very poor.

29. I have found the amount of subject matter I had in high school repeated in college courses to be:
   ___ Very much; ___ Considerable; ___ Some; ___ None at all.

30. The courses I am taking as a Freshman are stimulating to the following degree:
    ___ Extremely stimulating; ___ Moderately stimulating; ___ Of little stimulation; ___ Not stimulating at all.

31. Remarks: Indicate here any comments you have relative to St. Norbert College.
The dissertation submitted by Raymond Paul Clouthier has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

January 11, 1963
Date

Signature of Adviser