

A STUDENT PERSONNEL PROGRAM FOR THE  
UNIVERSITY OF MANITOBA

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A Thesis  
Presented to  
the Faculty of the Department of Psychology  
University of Manitoba

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in Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
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September 1950

## ACKNOWLEDGMENT

I would like to express appreciation of the courtesy shown me by the Dean of Students at the University of Minnesota in sanctioning the study which I undertook of the student personnel program at that University. My gratitude goes also to the many counselors whom I interviewed, within the Office of the Dean, in the Colleges, and in the Dormitories, who gave so generously of both time and information.

My sincere appreciation goes particularly to Mr. Wilkes Wright, Senior Counselor on the staff of the Student Counseling Bureau, who, in spite of a heavy schedule, cheerfully undertook the task of putting me in touch with all branches of the program, and of reviewing with me from time to time the information I had gathered.

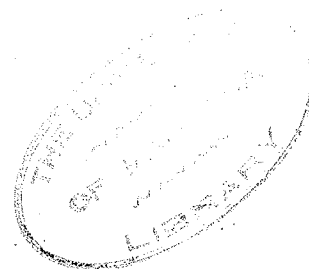


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I N T R O D U C T I O N

## CHAPTER I

### THE CONCEPT OF STUDENT PERSONNEL WORK AND PLAN OF THE THESIS

Personnel work is concerned with the psychological welfare of the individual. It is a branch of applied psychology, and, like other applied sciences, uses the principles of several related sciences. It is founded on psychological principles, but must take into account also the effects of economic, political, and social forces upon the satisfaction of individual needs and upon the shaping of those needs.

The philosophy underlying student personnel work is fundamentally that which underlies all personnel work, with specific orientation to the conditions and needs of students. Its basic concept is of the individual as a total personality, and embodies respect for his intrinsic worth as an individual. An acceptance of this view of the student contains within it the implicit acceptance, as well, of certain heretofore unrecognized obligations to the student. It implies, above all, recognition of the fact that students have problems, and that these problems, whether personal, social, or educational, have a direct bearing on academic achievement. If a college or university is to attain its educational goal, which may be described broadly as the educating of young people to become mature men and women,

capable of an intelligent understanding of themselves and of society, it must give attention to the present and future needs of these young people.

This philosophy recognizes the fact that student problems are not as simple and easily solvable as is generally assumed, but that they are to a large extent inter-related, and spring from many sources. Not only must students cope with the normal problems of late adolescence and early adulthood, but they must do this in a totally new situation, which expects from them a degree of independence and responsibility for which their experience has only partially prepared them. They must make the adjustment from the relatively restricted social and intellectual environment of home and school to the broader community of the university, and are caught between the desire to act independently and an acute awareness of their inadequacy. At the same time, they are faced with the fact that opportunities for young people in the occupational fields are decreasing, which makes the problem of vocational choice an extremely troublesome one. The transition from high school to university presents many difficulties in itself--the necessity of fitting into a broader social group, of learning to work independently, and of adjusting to whole new areas of knowledge and of ideas.

In short, the philosophy upon which student personnel work is based, maintains that an institution which undertakes the intellectual training of young people must, for the effective furtherance of its educational aims, and in justice to its students, also undertake responsibility for educating its students toward self-understanding, desirable social relationships and skills, mental and physical health, intelligent course selection and vocational choice, and the development of sound character. These are personnel, as distinguished from academic, functions, and yet the distinction is an arbitrary one. The ideal situation would involve a close integration of the two, a single program which would satisfy the needs of the total personality, functioning to increase individual security and independence by aiding in the achievement of maturity.

It is the aim of this thesis to present a plan for a student personnel program which would satisfy the requirements of the University of Manitoba. The method of approach has been to divide the thesis into two Parts. Part I (Chapters II--IV) presents a review of what is being done in the field of student personnel work in Canada and the United States, with a detailed study of the student personnel program at the University of Minnesota. This particular program was chosen because it was felt to embody much of the advanced thinking and practice in the field in

both countries. Part II (Chapters V--VII) deals specifically with the University of Manitoba, Chapter V presenting the results of a check list distributed to First- and Fourth-Year students for the purpose of ascertaining their expectations from University and the problems which they have experienced; Chapter VI outlining a program which might be considered to be adequate to the need on this campus; and Chapter VII suggesting the manner in which such a program might be implemented to provide both immediate and long range satisfaction, taking into account both student needs and the practical considerations of cost, space, and staff.

PART I

A SURVEY OF STUDENT PERSONNEL WORK IN CANADA AND  
THE UNITED STATES



## CHAPTER II

### STUDENT PERSONNEL WORK IN CANADIAN UNIVERSITIES

#### A General

Student personnel work, particularly in the area of counseling, is still in a very rudimentary stage of development in Canadian universities. This fact is pointed up in the results of a recent survey conducted by Professor W. H. D. Vernon for the Canadian Psychological Association.<sup>1</sup> Because of their direct bearing on the subject of this thesis, these results are being presented here, with Professor Vernon's permission.

It will be necessary, however, for the sake of clarity, to describe first the method used in the survey, and to comment on its reliability. Information concerning the student personnel programs in all non-Catholic<sup>2</sup> Canadian universities, sixteen in number,<sup>3</sup> was obtained by means of a

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1 Report of the Standing Committee on the Counseling of University Students, Chairman, W. H. D. Vernon, presented to the Annual Meeting of the Canadian Psychological Association, Montreal, May, 1949.

2 Because of some divergence in organization and practice between Catholic and Protestant universities, a separate study of Catholic universities was undertaken by Professor Maurice Chagnon, to be reported on separately.

3 The universities included are: Acadia, Dalhousie, Mt. Allison, New Brunswick, Bishops, Sir George Williams, McGill, Carleton, Queens, Toronto, Western Ontario, McMaster, Manitoba, Saskatchewan, Alberta, and British Columbia.

questionnaire, which was sent to key persons believed to be in sufficiently close contact with the personnel program of each university to be able to report on it. An attempt was made, by means of specific and open-end questions, to solicit as comprehensive a body of data as possible. According to the report, however, the latter questions were not too well answered, so that no clear picture could be gained of the particular organization of student personnel services within each university. Nor were the specific questions of such a nature as to elicit information regarding organization. They were designed to cover such things as; 1) the amount of counseling being done, 2) by whom it was being done (e.g. administrators, faculty, professional counselors), 3) its nature (whether educational, vocational, clinical), 4) its organizational basis (whether casual, or part of an organized program), 5) the services offered to students (e.g. freshman selection, orientation, and guidance; counseling, health, housing, employment, financial aid, coordination of extracurricular activities), 6) the provision made for referrals, and 7) the provision made for a system of cumulative records. In spite of this lack of information concerning the administrative structure of particular personnel programs, the data from the questionnaire does give a general view of the situation with respect to student personnel work being carried out in Canadian universities, and it is summarized as follows:

1. Counseling. A large part of the questionnaire was devoted to questions concerning counseling. This is the most important single aspect of student personnel work, cutting across all other phases and basic to them. Of the sixteen universities reporting:

- i All make provision for veterans' counseling.
- ii Ten claim to have an organized counseling program, at least 3 of which include in their scope non-veteran students.
- iii None report the use of full-time professional counselors.
- iv In 14 of the 16, administrative officers (Deans and Registrars) do not only academic, but personal and financial counseling as well. In only 4 instances are these officers reported to have professional training in non-academic counseling.
- v Twelve report faculty counseling in non-academic matters, done, in most cases, on a casual basis. In 3 of these cases, faculty doing non-academic counseling have had professional training.
- vi The psychology department carries on informal counseling of departmental and other students in 14 universities. In 11, some member of the psychology department takes an active or advisory part in the counseling agency, and in 9, the department plays an informal part in university counseling.
- vii Six indicate that the department of education plays some part, usually casual, in the counseling program. In 3 universities, one member of this department acts in an advisory capacity to the counseling agency. Two departments have a regular counseling service for their own students.
- viii All but 2 report that counseling is offered to students on a voluntary basis. In these 2, it is compulsory for some.

2. Services. The questionnaire listed ten services, any or all of which might be included in a student personnel program. These are listed below, with the number of universities making some provision for each given in brackets following.

|      |   |      |
|------|---|------|
| i    | Freshman selection on the basis of psychological tests, interviews, and academic records. | ( 4) |
| ii   | Freshman counseling and guidance  | ( 9) |
| iii  | Freshman orientation program  | (10) |
| iv   | Diagnosis and counseling of students -  |      |
|      | Clinical  | ( 9) |
|      | Educational   | (10) |
|      | Vocational  | ( 9) |
| v    | Remedial assistance in - Reading  | ( 9) |
|      | Speech  | ( 4) |
|      | English   | ( 1) |
| vi   | Student health service - general physical   | (13) |
|      | psychiatric   | ( 6) |
| vii  | Coordination of extracurricular activities  | ( 6) |
| viii | Housing program for students  | (13) |
| ix   | Financial aids (loans, bursaries, scholarships)   | (14) |
| x    | Employment service  | (14) |

Counting the subdivisions, these services may be said to number sixteen. One university offers 2 of these 16 services, two offer 12, and the other thirteen fall in between, the median number of services offered being 8.5. Eleven of these were reported as being offered by the University of Manitoba. In this connection, it must be noted

that, while "some provision" can be reported for a large number of services, this gives no indication of their adequacy.

3. Referrals. Most universities reporting have arrangements for referrals in matters of illness, finances, and employment.

4. Records. Of the sixteen universities, eight report that some provision is made for a system of cumulative personnel records.

Information from that part of the questionnaire dealing with the situation in particular universities, while incomplete, does indicate clearly, according to the report, that the smaller and younger institutions have given more thought to, and are better organized to carry out, a counseling program, and that in almost every instance students are appreciative of the services which they do receive and are anxious for these to be extended.

Summary. This survey seems to point up the general lack of a clearcut understanding of the value of, and the need for, positive, well-organized, and carefully administered student personnel programs in Canadian universities. There are some indications of progress, but these, in the light of available psychological knowledge and techniques, are not impressive.

## B The Student Personnel Program at the University of British Columbia

Although the student personnel picture in general is not good in Canadian universities, there are a few institutions which have moved toward an organized program. One of these is the University of British Columbia, whose program of testing and counseling, begun in 1945 to meet the needs of veteran students, is gradually being expanded to include all students. While U. B. C. offers other services, in the areas of student health (mental and physical), student housing, and freshman orientation, these do not seem to be regarded as part of an over-all student personnel program. The term applies, rather, to the work being done in testing and counseling. Although these two related services constitute only one aspect of a well-rounded program, they have, nevertheless, formed the nuclear beginning of organized student personnel work in many colleges and universities. Since this may prove to be a logical starting point for the University of Manitoba as well, it was felt that a description of the present program at U. B. C., the result of five years' experience, might be helpful. This description<sup>4</sup> follows.

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<sup>4</sup> Based on information received in a letter from Dr. W. G. Black, Professor and Counselor, University of British Columbia, December, 1949.

1. Staff. The staff of the counseling bureau consists of three counselors and three stenographers. All counselors are part-time, one devoting one-third of his time to teaching, one giving part time to summer employment and student veteran loans, and one giving the major portion of his time to University staff employment and permanent employment service for graduating students. The stenographers are full-time employees, in charge of appointments, correspondence, and records.

2. Program. The counseling bureau offers a testing program to incoming students three times a year, once in June and twice in September. This is on a voluntary basis for students. Those taking tests return later for counseling, most of their problems centering around courses and educational and vocational objectives.

In addition to the testing and counseling of new students at the beginning of the year, these two services are available to all individual students who may seek them throughout the year. Students make appointments at the reception desk for testing, or for a half-hour counseling interview. Some of the individual testing is done by selected senior students in clinical psychology.

The bureau administers special test batteries for pre-Medical, pre-Dental, and Physical Education students. These are at present on a voluntary basis for students, but

it is expected that in future these will be made compulsory. It is also anticipated that other departments, such as Law and Commerce, will set up similar test requirements in the near future.

Responsibility for administering the Graduate Record Examination, the American Association of Medical Colleges Examination, and the Miller Analogies Test is also assumed by the counseling bureau.

Most of the counseling done is educational and vocational, but with some attention given to personal problems. An occupational library, with files on 426 occupations, is available for the use of students.

3. Records. A record is kept of every student using the counseling bureau, by means of a card index system and personal files. The records of those who have left the University are kept separately.

4. Tests. A reference file is kept of some five hundred sample tests. The basic testing program, however, includes only eleven; two tests of general intelligence, four of vocational interest, two of aptitude, and three of personality.

5. Accommodation. The counseling bureau is housed in an old Army hut, centrally located on the campus. It also has the use, five days a week, of an adjacent hut, which is used for testing.



Evaluation. No objective evaluation of the effectiveness of the counseling service has been given, but it is the feeling of the counselors that the service has been of considerable help to students, particularly in educational and vocational problems, with a fair degree of success in the area of personal problems. While this is a highly test-conscious program, a great deal of caution is exercised in the emphasis and interpretation put upon test results. Care is taken to make clear to counselees the limitations as well as the values of tests. With respect to educational and vocational counseling, the feeling is that, on the basis of information gathered from both counseling interviews and test results, it is possible to give considerable assistance to students by helping them focus their thinking on one or two favorable areas.

It is evident that this program is still in the early stages of development. It is growing rapidly, and reaching more students each year, but there is no indication that referrals are made between the counseling bureau and other departments, or of a move to integrate the counseling bureau with other personnel services on the campus. As on so many other campuses, the individual services seem to have sprung up as the need for them was felt, independent of any over-all plan.

## CHAPTER III

### CURRENT TRENDS IN STUDENT PERSONNEL WORK IN AMERICAN UNIVERSITIES

Student personnel work in the United States has taken on the proportions of a 'movement' which is sweeping into universities and colleges throughout the country. It received its impetus from the development of tests of mental measurement during World War I, and from the emphasis placed by psychologists on the importance of motivation in learning. Over the past twenty-five years its growth has been rapid, stimulated by continuous research in the field. To attempt a survey similar to that described in Chapter II seemed not only unfeasible but undesirable. Since the purpose of this thesis is to present a plan for a student personnel program at the University of Manitoba, a more useful approach to an understanding of what is being done in the United States seemed to be to review the literature for an indication of present trends, supplementing this with a detailed study of one outstanding student personnel program which was believed to embody the most advanced thinking in this field.

The present Chapter will deal with recent trends in student personnel work in the United States. Chapter IV will be devoted to a presentation of the student personnel program at present in operation at the University of Minnesota.

Recent trends in student personnel work will be discussed under the following headings: 1) The status of student personnel work, 2) Methods of organization and coordination, 3) Sensitivity to change, 4) Penetration, 5) Integration with the community, 6) Counseling techniques, and 7) Scope.

1. The status of student personnel work. There is some difference of opinion among personnel workers as to whether student personnel work has become a profession. According to Esther Lloyd-Jones,<sup>1</sup> it has, if one accepts Webster's definition of a profession as "a calling in which one professes to have acquired some special knowledge used by way either of instructing, guiding, or advising others or of serving them in some art." Wrenn<sup>2</sup> and Darley,<sup>3</sup> on the other hand, adopting a more comprehensive set of criteria pertaining to the requirements of a profession, conclude that student personnel work has attained professional status only with respect to the possession of a body of specialized knowledge and skills, the development of a professional

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1 Esther Lloyd-Jones, "The Beginnings of our Profession;" E. G. Williamson, Editor, Trends in Student Personnel Work (Minneapolis, Minnesota: The University of Minnesota Press, 1949), pp. 260-264.

2 C. Gilbert Wrenn, "An Appraisal of the Professional Status of Personnel Work, Part I," Ibid., pp. 264-280.

3 John G. Darley, "An Appraisal of the Professional Status of Personnel Work, Part II," Ibid., pp. 280-287.

consciousness and of professional groups, and agreement as to standards of selection and training. Their conclusion concerning the other criteria which they list, however,--the definition of job titles and function, the self-imposition of standards of admission and performance, legal recognition of the vocation, the development of a code of ethics, and the performance of a socially needed function--is that there is a definite trend toward professionalization, but that it is by no means achieved as yet.

2. Methods of organization and coordination. A somewhat surprising development is the trend toward decentralization of services. This seems to be contradictory to the increasing emphasis being placed by personnel workers on the need for a better coordination of services. However, it is becoming clear, as a result of experience, that coordination is of two kinds--that achieved by direct administration, and that which results from the development of close working relationships between personnel agencies. This makes possible the centralization of certain specialized personnel services under the administration of a senior personnel officer (e.g. Dean of Students), as well as the development of services related to specific groups of students. Thus it is considered desirable that most educational counseling be done within the individual colleges, where the students have most of their contacts, and where their particular

educational problems will be best understood. It does not seem feasible, however, that every college should employ professional counselors for this purpose, the feeling being that college counselors should also be members of the instructional staff. The central counseling agency, on the other hand, set up to serve the entire student body and designed to deal with all types of problems, requires professionally trained counselors. One function of the counselors of this central agency would be to offer the benefit of their special knowledge and training to college counselors, in the form of in-service training programs, consultation on specific problems, and the referral of students from one to the other. There would be no administrative relationship between the two agencies, the central counseling agency being responsible to the Dean of Students, and the college counselors being responsible to college deans, but a working relationship, as described above, would greatly strengthen the effectiveness of both.

The trend toward greater coordination extends to the relationships between personnel workers and instructors, business administrators, and employment agencies, between the personnel work of colleges and high schools, and between national and college personnel agencies.

3. Sensitivity to change. Student personnel programs are becoming more sensitive to environmental changes and to

the accompanying changes in the needs of students. This is exemplified by the many services developed to meet the special needs of veterans following World War II. These students needed specific assistance in such problems as the interpretation of administrative regulations, both federal and university, reorientation to civilian and to university life, marriage relationships, and etc., and most personnel programs were expanded in some measure to meet these needs. Similarly, the increasing difficulty in securing an occupational foothold, which faces young people generally,<sup>4</sup> makes necessary greater care in choosing a vocation, and has given rise to a marked expansion in programs of vocational counseling and the provision of vocational information. The introduction of marriage counseling into some programs, resulting from an increase in the number of married students, is further evidence of the trend toward adapting personnel programs to changing conditions.

4. Penetration. The 'personnel point of view,' as presented in Chapter I, is penetrating more and more into areas formerly regarded as administrative. Discipline, student loans and scholarships, admission to the university, and orientation programs are beginning to be regarded as

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4 Howard Y. McClusky, "The Changing Needs of Young Adults," Trends in Student Personnel Work, op. cit., pp. 42 ff.

personnel functions. This implies not only their inclusion as integral parts of a planned personnel program, but also a growing awareness on the part of administrators of the importance of being 'personnel-minded' in their own dealings with students.

5. Integration with the community. This is taking two forms. First, professional personnel workers are beginning to broaden the scope of their activities to include the community. Very often the specialized services which are developed to serve the needs of students have no counterpart in the community--services such as clinical counseling, marriage counseling, speech clinic, vocational guidance--and many personnel workers feel it their responsibility to extend these services to the community and, further, to participate professionally in community projects, rather than wait to be approached. In the second place, some efforts have been made, largely through employment, to bring about a better integration between students and the community. An example of this is the combined work and study program at Antioch College,<sup>5</sup> which is designed to give students the opportunity of working in the community at a job related in some way to their studies. This not only

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5 Basil H. Pillard, "The Plan for Administrative Organization of Student Personnel Services at Antioch College;" John Dale Russell, Editor, Student Personnel Services in Colleges and Universities (Chicago: University of Chicago Press, 1940), pp. 89-95.

enables them to earn a part of their expenses, but their work experience is integrated into the study program.

6. Counseling techniques. The trend here is away from the use of a particular technique to a more inclusive use of techniques. There is a growing feeling among counselors that they must be skilled in, and prepared to use, several techniques, depending upon the nature of the problem involved, the situation, and the personality of the counselee. Counseling is coming more and more to be looked upon as an educational function which, to be most effective, should be adapted to the individual level of need and insight. This means not only the use of both directive and non-directive techniques, but, in addition, the use of group therapy and projective techniques.

7. Scope. Student personnel work has been largely associated with the counseling function, which is concerned with the individual. With the increasing attention being given to the place of student organizations within the personnel program, however, there is a growing emphasis on the importance of the study of group dynamics. Personnel workers are beginning to feel that they can no longer depend entirely upon psychology for their knowledge and insight into student needs, but that they must supplement this with a knowledge of sociology and of cultural anthropology. If mature living means democratic living--and this seems to be



our belief today--then, in order to assist students to maturity, it is necessary to understand the forces acting upon them from the larger community and from the immediate environment of the university.<sup>7</sup>

These are some of the major trends in student personnel work in the United States today. They suggest that it is a young and vigorous movement, struggling for identity, seeking to strengthen itself from within, and to expand its range of knowledge and service, its basic aim being always to assist students to the mature direction of their own lives.

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6 Robert L. Sutherland, "Some Aspects of the Culture of a Campus," Trends in Student Personnel Work, op. cit., pp. 350-355.

## CHAPTER IV

### THE STUDENT PERSONNEL PROGRAM AT THE UNIVERSITY OF MINNESOTA

#### I Philosophy

The philosophy of student personnel work at the University of Minnesota is distinguished by a very definite trend in thinking toward the prevention as well as the cure of problems. The whole personnel program, but particularly that aspect concerned with individual counseling, is being thought of in terms of an educative rather than a therapeutic process. This trend has developed partly from the conviction that many problems can be prevented, and partly from the difficulty, inherent in any counseling service, of reaching all those who could benefit from professional assistance. According to the Dean of Students, counseling should permeate the whole process of education, not be simply an adjunct to the classroom. This has important implications, for it suggests that the teaching and counseling functions should go hand in hand, that teachers should be 'personnel-minded' and that counselors should be educators. Counseling should function to prevent the unnecessary waste of human material by providing students with accurate information about themselves, so that they may be better equipped to interpret their own behavior and to tackle their particular problems. This is especially important with respect to adolescents,

who are at the self-perceptive level where, without adequate information, self-perception may easily become distorted. Only by making sound decisions based on adequate information can the individual grow to maturity. The burden lies with him. The counselor is simply an expert to whom he refers for knowledge of himself.

The keynote of the philosophy underlying the student personnel program at Minnesota is respect for the individuality of the student. Such a philosophy regards him as a whole person, and believes that he is entitled to the most accurate information available (through tests and clinical knowledge) concerning himself, in order that he may be better able to develop fully in all areas of his life.

## II History<sup>1</sup>

I. Introduction. Following the war, the student population of the University of Minnesota reached a peak of thirty-four thousand, of whom seventeen thousand were veterans. The present population is twenty-seven thousand, of whom ten thousand are veterans, and a large percentage of whom are graduate students. It is expected that the enrollment will settle back to a normal level of approximately

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<sup>1</sup> Based on the unpublished Report of a Survey of Student Personnel Services at the University of Minnesota, undertaken by a special committee appointed by the President in 1937.

twenty thousand. Before the war it was twelve thousand. Except for the Colleges of Agriculture, Home Economics, and Forestry, which constitute the "Farm Campus" in St. Paul, the University is a physically compact unit.

Minnesota has been a leader in the field of student personnel work for almost half a century. This is due partly to the fact that it has always been a coeducational institution. Women students seem generally to have been looked upon as needing 'protection,' an attitude which resulted in the appointment of special administrative officers and the development of special services to provide for this need. Although no such concern was shown for men students, the presence of women on the campus introduced the idea of special services for students, thus paving the way for a broader program which would include all students. Responsible also in part for the early development at Minnesota of concern for the student as a person is the fact that the wave of German intellectualism which swept American colleges and universities in the latter half of the 19th century did not gain as strong a foothold here as in many Eastern universities. This meant that the student, as a person outside of class, was never completely lost sight of, so that when enrolments increased to the point where personal contact between students and professors became impossible, the need was felt for some means of offsetting this increasing impersonalization.

In general, student personnel services developed as the need for them became apparent to administrators. The following paragraphs briefly trace the development of various services.

2. Housing and Employment. Student housing, social, and employment needs were the first to gain recognition from the administration. In 1906, a Dean of Women was appointed,<sup>2</sup> and Shevlin Hall, a club house for women, built. In 1911, the post office, which employed a large number of students, extended its function to that of a general agency for campus employment.

3. Social activities. The period around the turn of the century saw a rapid growth in student activities, resulting partly from the secularization of higher education, with its consequent release from ecclesiastical taboos, and partly from the need for self-expression outside of the classroom, which was a revolt against the impersonal attitude of instructors. Student councils, publications, big time football, fraternities, sororities, intramural sports --all grew out of the students' need for social expression. These activities were at first allowed to develop as they would, but it soon became apparent to some educators that this splitting up of the student's college experience was

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<sup>2</sup> The functions of the Dean of Women were: 1) To do curricular and personal counseling, 2) To supervise housing and employment for women, and 3) To take charge of organized group life for women.

neither good for him nor for the college. So attempts were made by some to bring about some kind of organization of student activities, and to foster understanding between students and faculty.

At Minnesota, the Office of the Dean of Student Affairs was created, by authority of the Board of Regents, in 1916. The Dean of Student Affairs was responsible to the central administration, and became automatically an ex-officio member of all administrative and faculty committees dealing with student affairs. His duties were to oversee student activities, cooperate with the organs of student self-government, seek to give consistency to disciplinary procedures between individual colleges and between colleges and the University Administration, to administer general University regulations concerning eligibility for public appearance, and to promote understanding and good will between students and faculty.

4. The selective admission of students. The year 1916 marked also the beginning of a program of selection of students for admission to the University, on the basis of mental tests and interviews. Dean Johnston of the College of Science, Literature, and the Arts (SLA), because of his concern over the high percentage of students failing to graduate (50% at this time), recommended this procedure, so that only those capable of doing college work would be

admitted. Until this time, the University had been accepting all 'pass' high school students. A committee of Arts faculty and high school representatives was appointed, to study suitable tests for supplementing the high school records. A testing program was set up in SLA, proved its usefulness in a very short time in predicting academic success, and the practice spread to other colleges. In 1925, the University began administering College Aptitude Tests to all high school seniors in Minneapolis and St. Paul, with results so favorable that, in 1928, in cooperation with the Association of Minnesota Colleges, it instituted a State-wide testing program of high school seniors. This presented educators in higher learning in Minnesota with the first consistent body of data concerning incoming students, making possible an objective review of the curriculum in the light of the qualifications of these students. Two further results of this program were the formation, in 1930, of University College, which was designed to accommodate students with special interests or aptitudes by permitting them to choose their courses from the curricula of more than one college, and the founding, in 1932, of what is now General College. This latter represents the first real attempt to build a curriculum on the basis of student needs.

In 1932, a committee of five faculty members was appointed as a Board of Admissions, to deal with individual

students in borderline cases, and to investigate problems of admission, suggesting improvements in policies.

5. Counseling. Even with the use of selection instruments in admitting students to the University, it was found that some failures still occurred. Since no students considered to be non-college material were admitted, this drew attention to teaching staff and methods, and the need for greater concern for the individual student.

As early as 1916, SLA had appointed a vocational counselor for women. In 1917, the College of Engineering had instituted a mentor system, with one advisor to each twenty students. In 1921, three experienced faculty members were appointed as counselors in SLA. During this period, the need for vocational guidance was becoming increasingly apparent, not only in SLA but in other colleges as well. The result was the establishment of the University Testing Bureau in 1932, which greatly supplemented the work of faculty counselors, by making available objective appraisals of the students' assets and liabilities.

6. Freshman orientation. In 1925, an Assistant Dean of Men was appointed by the President, to work as a counselor with freshmen. A year later, a committee of deans, administrators, faculty, and upperclassmen, under the direction of Dean Johnston of SLA, planned and carried through the first Freshman Week program.



7. Health Service. The University Health Service was authorized as such by the Board of Regents, in 1918. Its function at that time was to serve those who were physically ill. In 1922, psychiatric services were offered on a voluntary basis; in 1927, a full-time psychiatrist was employed. Since that time, the Health Service has expanded to the point where students, faculty, and employees can receive full medical care on the campus.

8. Records. The ten-year period from 1929 to 1939 saw the development of the Faculty-Student Contact Desk. This is a central records office, where the records and files of all students using the Testing Bureau and the Counseling Bureau are kept. Its original purpose was to keep a record of all interviews, thus enabling all personnel workers on the campus to find out whether, and by whom, any particular student had been interviewed previously, and making possible a closer coordination of effort.

9. Coordination. By the beginning of the 1930's the need for coordinating the many non-academic activities on the campus was being felt. In 1935, a Social Coordinating Committee was formed, composed of thirteen students, fourteen faculty, and chaired by the Assistant Dean of Men. In 1938, a Coordinator of Student Personnel Services was appointed, whose functions were: 1) To make a continuing study of all phases of student personnel services, 2) To

make recommendations for improvement, 3) To give assistance to departments in improving these services, and 4) To develop lines of communication among various personnel services.

Finally, in 1941, on the basis of recommendations made to the President by the Committee on Administrative Reorganization, the Office of the Dean of Students was created, the new Dean of Students being the former Coordinator of Student Personnel Services. This change followed the retirement of the Dean of Student Affairs, which office was discontinued, as, eventually, were a number of others. In the subsequent nine years, a great many changes have been made, resulting in the administration by the Dean of Students of many services formerly responsible directly to the President. These changes are illustrated in Chart I, which compares the administrative organization of 1940 with that of 1950. There are several points to be noted in this Chart: 1) The former Coordinator of Student Personnel Work has been given administrative status, as Dean of Students. 2) In 1950, the lines of administration lead down from two Vice-Presidents, one for Academic Affairs, and one for Business Affairs, whereas in 1940, all organizations and services were directly responsible to the President. 3) Seven services which, in 1940, were separately responsible to the President, have been brought together under the administrative jurisdiction of the Dean of Students, in addition to all of

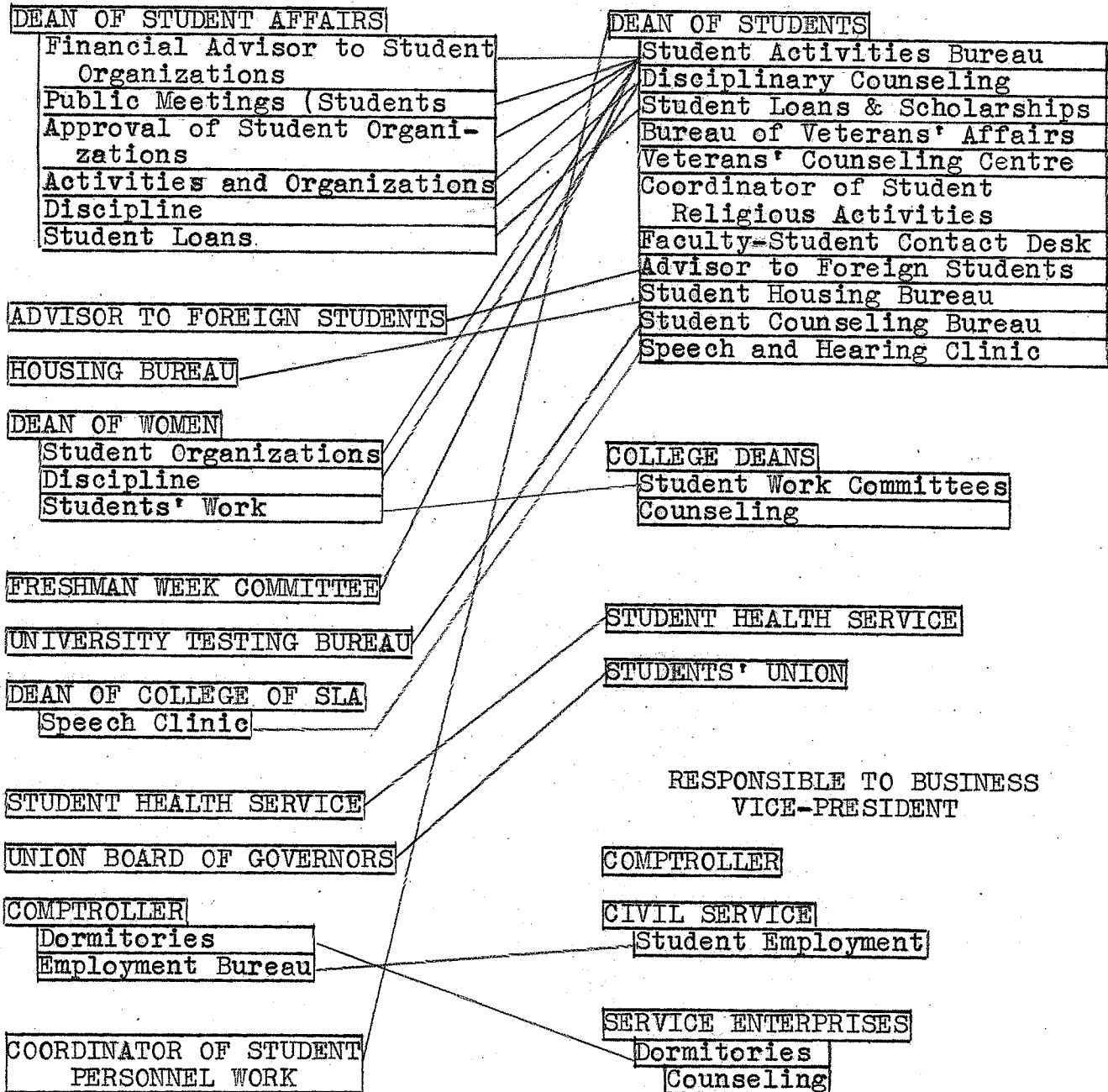
CHART I

ADMINISTRATIVE RESPONSIBILITIES  
1940

ADMINISTRATIVE RESPONSIBILITIES  
1950

RESPONSIBLE TO PRESIDENT

RESPONSIBLE TO ACADEMIC  
VICE-PRESIDENT

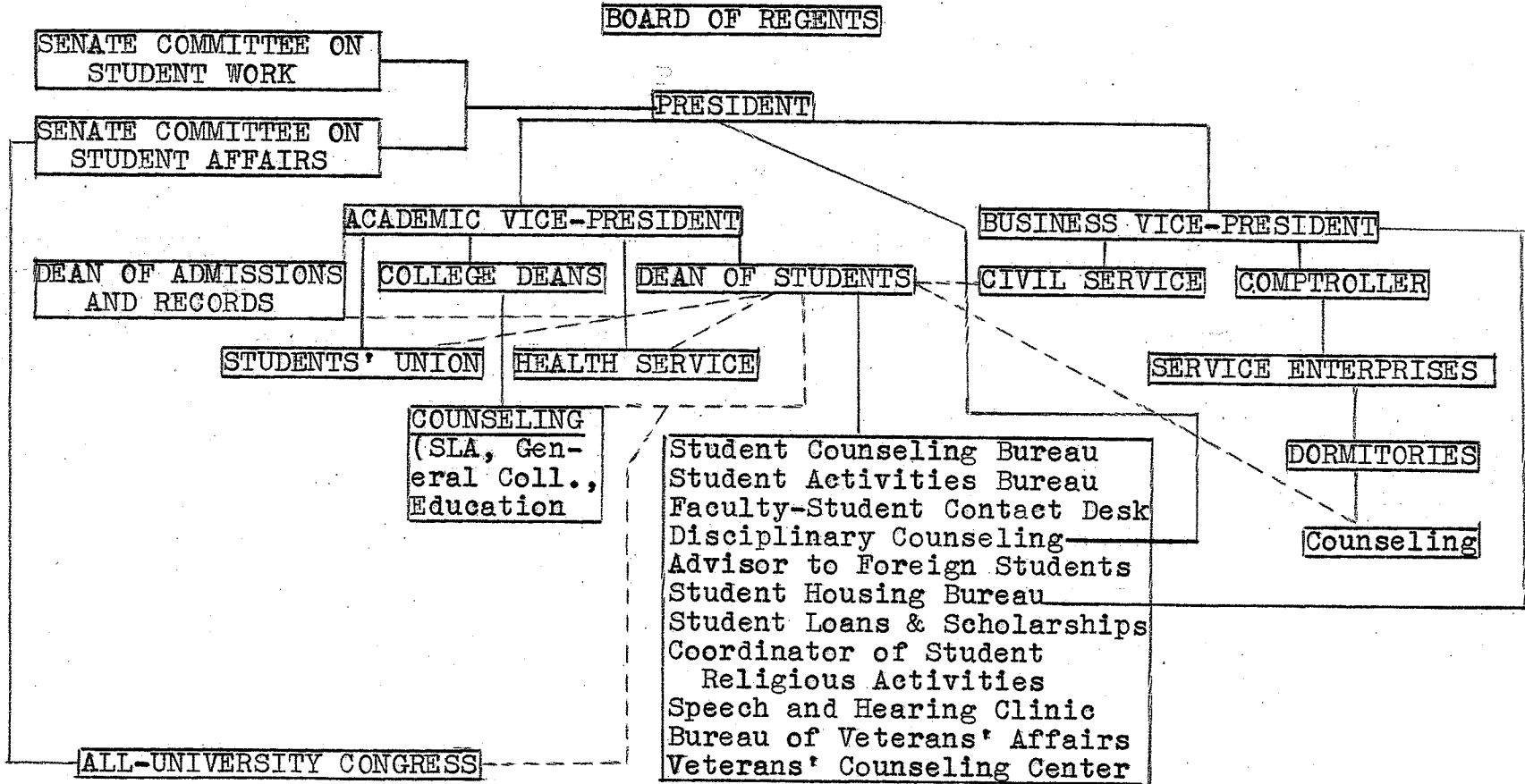


those formerly under the Dean of Student Affairs. The Dean of Students is administratively responsible to the Academic Vice-President. 4) Some personnel services are still independent of the Dean of Students, i.e. the college personnel services, the Student Health Service, and the Students' Union, these being administratively responsible, directly or indirectly, to the Academic Vice-President; Student Employment, and the Dormitories, which are indirectly responsible to the Business Vice-President. 5) Some former offices have been rendered obsolete by the reorganization, i.e. those of Dean of Women, Dean of Men, and Dean of Student Affairs. 6) Certain new offices and functions have been created or developed, namely, the Office of the Dean of Students, the Student Activities Bureau, the Bureau of Veterans' Affairs, the Veterans' Counseling Centre, Coordinator of Student Religious Activities, and the Student Counseling Bureau, which latter includes the University Testing Bureau. Certain other changes, not within the personnel organization, but affecting it to some extent, are the establishment of the University Civil Service, which is in charge of all student employment on the campus, and of Service Enterprises, under whose management are all dormitories and, indirectly, dormitory counseling.

To better clarify the present organization of student personnel services, Chart II has been drawn up, to

CHART II

PRESENT ORGANIZATION OF STUDENT PERSONNEL SERVICES AT THE UNIVERSITY OF MINNESOTA



Solid line--Administrative (line) relationships

Broken line--Inter-departmental (staff) relationships

show both administrative and staff relationships. Most significant is the number of staff relationships which have been developed over the ten-year period from 1940 to 1950, between the Dean of Students and those other agencies on the campus which have some personnel function. As it now stands, the Office of the Dean of Students has effective two-way relationships with the Office of Admissions and Records, the Students' Union, University Health Service, College Counseling Staffs, Civil Service, All-University Congress, and Dormitory Counselors. These relationships express themselves by increasing the understanding of the functions of each agency, by referrals, mutual services, in-service training, and an over-all attempt to cooperate fully in best serving the needs of students. The Office of the Dean of Students is the coordinating agency for all personnel services on the campus.

### III Description<sup>3</sup>

Chart II indicates that there are seven independent agencies at the University of Minnesota having personnel functions. These are : 1) The Office of the Dean of Students, 2) The University Health Service, 3) The Students'

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<sup>3</sup> Based on material gathered during a one-month first-hand study of the Student Personnel Program at the University of Minnesota, from January 15 to February 15, 1950.

Union, 4) Dormitory Counselors, 5) Civil Service, 6) Office of Admissions and Records, and 7) College Counseling Services. The Dean of Students, however, is the major personnel officer. He has academic status equivalent to that of college deans, and serves two important functions: i) the direct administration of eleven departments, and ii) the coordination of all personnel services on the campus.

Following is a general description of the organization and function of each of the seven personnel agencies, beginning with the Office of the Dean of Students, which provides the greatest variety of services and is the focal point for the whole program. The cost, to the extent to which this could be ascertained, and an evaluation of these services will be given in subsequent sections.

#### OFFICE OF THE DEAN OF STUDENTS

This Office, with eight of its eleven departments, occupies the whole of Eddy Hall, one of the older buildings on the campus. The Bureau of Veterans' Affairs and the Speech and Hearing Clinic occupy the first and second floors, respectively, of Shevlin Hall, which is adjacent to Eddy Hall, and the Veterans' Counseling Centre is located in one of the temporary buildings on the campus, a block or so from the other two.

1. The Dean of Students and Assistant Dean. The Dean of Students is the chief administrator, and the Assistant

Dean of Students his chief executive officer. Their functions are understood to be as follows:

- i To coordinate all personnel services on the campus.
- ii To discover neglected needs and recommend new services.
- iii To integrate personnel services with curricular instruction.
- iv To encourage close cooperation among personnel workers, in order to eliminate duplication and contradiction.
- v To increase the effectiveness of each type of service.
- vi To assist the colleges in developing and improving their own personnel programs.
- vii To integrate the objectives of the different services into a balanced philosophy.
- viii To study the organization of different departments and recommend needed changes.
- ix To encourage students to make use of the resources available to them.
- x To encourage and assist personnel workers to keep abreast of new developments in their own and related fields, to counteract over-specialization.
- xi To stimulate the evaluation of work and the development of new techniques.

2. Freshman Orientation. A program of orientation for freshmen is carried out under the supervision of the Assistant Dean of Students, in cooperation with the Student Activities Bureau. The purpose of this program is to help make the new student's introduction to the campus a pleasant and stimulating experience, rather than a baffling and lonely one. It is designed, as nearly as possible, to reach



all new students, by offering a series of pre-fall, two-day orientation sessions, from the first of August through to the end of September. These sessions are arranged so that from one hundred and fifty to two hundred students, who have received admission to the University, will be present at each. The students register at this time, as well as get acquainted with one another and with the campus. The detailed program is given in Appendix A. Other aspects of the Freshman Orientation Program consist of:

- i A Formal Welcome Week at the beginning of the Fall Quarter, during which time freshmen are made acquainted with the campus, and the services and activities at their disposal.
- ii A one- to two-day Welcome at the beginning of the Winter and Spring Quarters.
- iii A Freshman Camp, sponsored jointly by the YMCA and YWCA, over the weekend preceding Welcome Week.
- iv A Student Handbook, issued by the Office of the Dean of Students.
- v Orientation courses in Engineering (one lecture a week for the First Quarter) and in Arts (a vocational orientation course, supplemented by individual counseling).<sup>4</sup>

3. Student Activities Bureau. The work of this Bureau is divided according to seventeen areas of student life, with supervision, in 1949, of some 330 student organizations,

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<sup>4</sup> This course is an experiment in the combining of group instruction with individual counseling. It is given by a member of the staff of the Student Counseling Bureau, and is considered to be a successful undertaking.

1,711 student committees, and 2,440 student projects.<sup>5</sup> The staff consists of a Director, two Associate Directors, a Financial Advisor, one Fraternity and one Sorority Advisor, three Student Activity Advisors, one part-time Administrative Fellow, a cashier, one senior account clerk, a Receptionist, and two Secretaries.

The purpose of the Bureau is to promote an educational program in organized student life, based on the belief that the individual is the outgrowth of all his group associations. It is felt that experience in itself is not enough, that it may, in fact, be very bad. So an attempt is made to teach the skills necessary for each position of responsibility in a student organization. The Bureau works with the groups as they are, attempting to make student participation in them an educative experience which will encourage individual growth.

Specific functions of the Student Activities Bureau are as follows:

- i To act in an advisory relationship with all student organizations, excepting those of the Students' Union but including fraternities and sororities, on matters of program and social-recreational events.
- ii To supervise the training program for counselors in the fraternities and women's and men's dormitories.

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<sup>5</sup> Taken from a summary of the functions and supervisory duties of staff members of the Student Activities Bureau for the year 1949, issued by the Bureau, through the Office of the Dean of Students.

- iii To coordinate campus activity programs involving inter-organizational projects, such as Homecoming, Freshman Week, Maintenance of the campus social calendar, etc.
- iv To give administrative approval on campus publicity--posters, public address systems, distribution of materials, non-University speakers, etc.
- v To administer policies of the Senate Committee on Student Affairs.
- vi To give program advisement and financial supervision to all recognized student organizations, including fraternities and sororities.

4. Student Counseling Bureau. This is the largest department administered by the Dean of Students. It includes three sub-departments--Counseling, Testing, and Test Scoring. The staff consists of a Director and two Associate Directors, thirteen professional counselors, two psychometrists, two group test administrators, seven Secretaries, four Contact Desk Clerks, twenty Scoring and Statistical Clerks, and five Clerical Fellows. Of the thirteen professional counselors, eight are specialists in one of the following fields: Marriage counseling, Clinical psychology, Vocational counseling, Counseling for the physically handicapped, and Counseling in educational skills. These eight counselors are referred to in special problem cases; otherwise, they function as general counselors.

Approximately five thousand students use the Counseling Bureau each year. Of these, about one thousand are high school seniors seeking counsel before entering University.

Students come to the Bureau voluntarily, or are referred by other personnel agencies.

The Testing program reaches every student on the campus, through the State-wide testing program which tests every high school senior, and through college test batteries drawn up by each college in cooperation with the Counseling Bureau. These batteries test every freshman entering the University. The tests are administered and scored by the Testing Bureau.

The State-wide testing program of high school seniors is undertaken by the University of Minnesota, in cooperation with the Association of Minnesota Colleges. Each college pays for the service on the basis of the number of students it enrolls from the high schools.

The purpose of the Student Counseling Bureau is to provide students with the services of professional counselors to assist them in resolving their problems. Its specific functions are briefly summarized as follows:

- i To assist students in the selection of a vocational goal.
- ii To assist students in problems of courtship and marriage.
- iii To assist students in mastering basic educational skills.
- iv The administration of psychological tests.
- v To assist students with personal, social, or emotional problems.
- vi The construction of test batteries for;
  - a) University admission

- b) Colleges of the University
- c) The State-wide testing programs in high schools.

vii To carry out research in student personnel work.

5. Faculty-Student Contact Desk. This Department, while housed in the Student Counseling Bureau, is somewhat independent of it, in that it functions as a central records office for all personnel workers on the campus. It contains record cards and files for all students who have been tested, and who have been interviewed by counselors and personnel workers anywhere on the campus. It is a source of quick reference for counselors as to whether, and by whom, a student has been interviewed previously, and as to what tests, if any, he has taken. This saves much duplication of effort, and allows counselors to consult with one another in order to forestall any possible contradictions in dealing with the same student.

6. Office of Disciplinary Counseling. This Office was formed in 1941, and reflects an important change in the attitude of administrators to the problem of discipline. It is looked upon at Minnesota as a personnel, rather than an administrative, function. The staff consists of a Director and one Counselor. These are responsible to the All-University Disciplinary Committee and to the Dean of Students, who is ex-officio Chairman of the Committee. Both the Committee and the Dean are responsible to the

President. The Committee, appointed by the President, consists of the following representatives:

One member of the University Health Service staff

One faculty member from the College of Law

The Assistant Dean of Agriculture

One sociologist (as a specialist in delinquency)

One educational psychologist

One educator (specializing in English)

The Dean of the College of the delinquent student

The Dean of Students (ex-officio, non-voting Chairman)

The Director of the Office of Disciplinary Counseling  
(ex-officio, non-voting Secretary).

The Office of Disciplinary Counseling acts as agent for the All-University Disciplinary Committee, handling all reports of misconduct directed to the Office of the Dean of Students. Delinquent students are apprehended through various sources, such as the University police department, newspaper reports, referrals from the colleges, complaints from householders, and etc. This Office deals with such offenses as: Theft, Disorderly conduct, Minor misconduct, Financial irregularities, Sex misconduct, Misuse of privileges, and Offenses against a college other than that in which the offender is enrolled. Cases of scholastic dishonesty are handled by the individual colleges concerned.

From one to two per cent of the entire University enrolment (200 to 300 students) receive counsel from this Office. Most cases, except those involving some special difficulty, are not brought before the Committee, but are dealt with by the two counselors, the Director presenting a summary report to the Committee at regular intervals. Permanent expulsion of a student can be brought about only by the President, on recommendation from the Committee.

The Office of Disciplinary Counseling has, of course, no jurisdiction over the misconduct of a student while he is not enrolled at the University. The counselor, however, may place a 'detainer' on the admissions card of the student concerned, which means that he may not re-register for a new Quarter without first seeing the counselor, and without the permission of the Dean of Students.

Most cases handled by this Office result from confusion on the part of the student, rather than from seriously delinquent behavior. This confirms the belief upon which the Office was established, namely, that most students guilty of misconduct are far more in need of sound counseling than of administrative discipline.

7. Office of the Advisor to Foreign Students. There are approximately four hundred foreign students at the University of Minnesota, representing fifty countries. These students have many special problems. The Office of

Advisor grew out of the voluntary work of one staff member, who offered to advise these students with regard to passport and other regulations. The Office now has a staff of seven, and has expanded its services to include many new problem areas. Its specific functions are given as follows:

- i To advise foreign students concerning immigration regulations with regard to student visas, passports, and work permission.
- ii To advise foreign students on financial problems. The University has available forty tuition scholarships for foreign students.
- iii To inform prospective students on such matters as probable expenses, clothing needed; to arrange for housing, and to answer personal questions raised by the students.
- iv To arrange campus and community contacts for foreign students.
- v To work with Government agencies, such as the Institute of International Education.
- vi To provide emergency service, as in the case of government-sponsored Chinese students after the collapse of the Nationalist Government in China.
- vii To give information to American students wishing to study abroad.
- viii To contact personally all foreign students through an initial orientation interview, and to make any necessary referrals as, for example, to the Speech Clinic in the case of language difficulty.
- ix To work with the six foreign student clubs. An attempt is being made at present to set up a council among these clubs, and to found an International House. The chief concern, however, is to get foreign students in contact with native students.

The two most prevalent problems among foreign students are language and financial difficulties. The Speech Clinic



and the Bureau of Loans and Scholarships are of great assistance here.

8. Student Housing Bureau. The purpose of the Student Housing Bureau is to provide an agency through which students can be helped to find suitable living accommodation in other than University-owned dormitories. The Bureau finds accommodation for from four to five thousand students a year, in approximately three thousand rooming houses. The underlying belief is that which permeates all departments of the Office of the Dean of Students, that housing units, like student activities, provide a situation with potential educational value, that proper housing is basically important to the whole educational process. On the basis of this belief, the Bureau has set up for itself the following functions:

- i The approval and supervision of all student residences other than University-owned dormitories and villages.
- ii The placement of students by individual interview. Special attention is given to foreign students, physically handicapped students, and those with adjustment problems.
- iii The fostering of a University householders' organization, and the promotion of a monthly newsletter for that organization.
- iv Educational work among householders, through the Bureau field service staff.
- v The investigation and adjudication of student and household complaints.

- vi The rating of student rooming houses.
- vii The listing of the place of residence of all students.

The staff consists of a Director, Assistant Director, four Housing Representatives, two Administrative Fellows, a Representative on the St. Paul campus, one Secretary, and one Receptionist.

The Bureau is in the position of being, in many instances, the first point of contact which the student has with the campus. The first interview, therefore, affords considerable opportunity to be of service to the student in helping orient him to other aspects of the campus, and the Bureau feels its responsibility in this respect. Increasing emphasis is being placed upon interpreting to both students and householders the educational possibilities of the residence situation, and the Bureau is trying to do more in the area of social relations, new uses of leisure time, and to bring to the attention of the student what he has learned, helping him to evaluate it.

The Student Housing Bureau, because it is in one sense a business enterprise, is administratively responsible to the Business Vice-President, as well as to the Dean of Students.

9. The Bureau of Student Loans and Scholarships. The purpose of this Bureau is to offer assistance to any student who needs help in planning a sound financial program. The staff consists of a Director, who serves as secretary and

coordinating officer of a large number of departmental committees on scholarships, a Counselor, two Administrative Fellows, and a Secretary. The functions of the Bureau are as follows:

- i To receive and evaluate applications from students for financial assistance. The administration of all general University loan funds, and those scholarship funds which are not restricted to students registered in any particular department of the University.
- ii To provide financial counseling services to students.
- iii To serve as a liaison between students needing financial assistance and individuals and organizations interested in providing such help.
- iv To conduct research which will promote a sound financial counseling and aid program.

Loan grants authorized by this Bureau amount to approximately \$50,000 a year. The University has \$500,000 available from private grants for student loans. No co-signer is required on loans to students, the belief being that the experience is a much more valuable one to the student if he has to assume full responsibility for the loan. Further, many students, particularly foreign students, would be barred from such assistance on the requirement of a co-signer. The Bureau feels that this faith in the integrity of students has been justified by the fact that, over a thirty-year period, the interest on loans has exceeded the loss through bad debts, including collection costs.

The Bureau investigates and approves loans. Payments and collections are handled by the Business Office.

10. Office of the Coordinator of Student Religious Activities. The purpose of this Office is to facilitate and strengthen programs carried on by denominational and inter-faith groups, in their efforts to meet students' varied needs in the field of religion. The staff consists of the Coordinator and a Secretary.

The Coordinator is a layman, rather than a clergyman, because it was felt that only an unbiased layman could do a coordinating job. He is an educator, and teaches a course in Religion in the General College. This is an attempt to present to students the facts about different religions, to show the several religions of Minnesota in their broad cultural and sociological settings. The course is still considered to be in the experimental stage.

Specifically, the functions of the Coordinator are as follows:

- i To act as a liaison between off-campus religious groups and the University.
- ii To attend meetings of the Minnesota Council of Religion and the Student Councils of Religion, on both Minneapolis and St. Paul campuses.
- iii To interpret to religious workers the University's policies, and channel to the Administration suggestions and requests regarding religious activities.
- iv To advise and assist professional religious workers in building their programs to meet student needs for personal adjustment, group activities, worship, and religious studies.

- v To promote harmonious functioning between the counseling given by religious workers and the University counseling services.
- vi Through periodic reports to the Dean of Students, to keep the Administration informed regarding campus problems and activities in the field of religion.

All religious organizations on the campus must be registered with the Student Activities Bureau.

11. Speech and Hearing Clinic.<sup>6</sup> This Clinic occupies the entire second floor of Shevlin Hall, and has, besides offices, a room for the group-treatment of out-patient stutterers, a sound-conditioned room, an equipment room for voice and articulation cases and for student stutterers, and two practice rooms for students, equipped with play-back recorders. The staff consists of a Director, Assistant Director, eight Senior Speech Clinicians, and a Secretary. The Senior Clinicians are each specialists in one of the fields of: Voice, Hard-of-hearing cases and the selection of hearing aids, Aphasic and Cerebral Palsy cases, Foreignism and articulation, and Stuttering.

The purpose of the Clinic is to provide remedial and counseling service to students and out-patients having speech and hearing defects. Its specific functions are as follows:

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<sup>6</sup> At most universities, Speech Clinics are an offshoot of the Speech Department. At Minnesota, however, it is integrated into the over-all personnel program, and is concerned primarily with the social adjustment of the individual, his development and growth.

- i The clinical treatment of speech defects, such as stuttering, foreign accents, lisping, cleft palate, voice deviations, and the like.
- ii The administration of speech and hearing tests to all incoming freshmen.<sup>7</sup>
- iii Out-patient service to a limited number who are not regularly enrolled students at the University.
- iv Assistance to hard-of-hearing students through training in lip reading and through hearing devices.
- v Instruction in correct methods of left-hand writing.

With the exception of students of the College of Education, use of the Clinic, after the initial speech and hearing tests, is voluntary. All Education students not receiving a satisfactory classification on the tests are required to take clinical treatment, providing the defect is not too severe to be a permanent handicap.

It has been discovered that many speech defects are the result of an over-all personality problem, and the Clinic attempts to treat the whole problem through this one aspect of it.

The Clinic works in close cooperation with other agencies such as the Student Counseling Bureau, Health Service, and Office of the Advisor to Foreign Students, as well as with college counseling services. Members of the

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<sup>7</sup> New students are tested for speech perception, rather than absolute hearing. This latter is a function of the Health Service. All those showing some defect are called in for an interview with the Assistant Director, who discusses it with them, and explains what facilities are available for correction, if they wish to use them.

senior staff have joint teaching and clinical appointments.

Most treatment is given individually, with the exception of stuttering and foreign accents, in which cases students are treated in groups.

12. Bureau of Veterans' Affairs. The purpose of this Bureau is to serve as a liaison between the University and the Veterans' Administration,<sup>8</sup> for veterans registered at the University. It has two main divisions--Business, and Counseling. Its functions are outlined as follows:

- i To help the veteran in his University registration and orientation.
- ii To authorize the issuance of books and supplies for the veteran.
- iii To keep the accounts of individual veterans.<sup>9</sup>
- iv To give personalized service, in cooperation with, and supplemental to, all other University agencies, when these agencies may not be able to meet special veteran requirements.
- v Advisement service to veterans who may be confronted with problems in their adjustment to University and civilian life.<sup>10</sup>

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<sup>8</sup> The Veterans' Administration is comparable to the Department of Veterans' Affairs in Canada. The University Bureau of Veterans' Affairs was set up for the purpose of keeping the Veterans' Administration off the campus, to avoid the military atmosphere, and provide a centre of educational counseling to veterans, and assistance in making the necessary adjustments to civilian life.

<sup>9</sup> Veterans are allowed to take courses only up to the amount of \$500 per year. No amount in excess of this may be paid by the veteran or by the University.

<sup>10</sup> In difficult cases, referrals are made to the Student Counseling Bureau for clinical counsel, or, in

vi Research on problems related to veteran enrolment.

The staff of the Bureau consists of a Director, three Assistant Directors, seven Counselors, six Administrative Fellows, and a Secretary.

Most of the counseling of veterans is administrative, that is, interpreting to them the policies of the University and the Veterans' Administration, and generally helping to orient them to the University situation.

While there are still ten thousand veterans enrolled at the University, most of them seniors and graduates, the Bureau of Veterans' Affairs is looking forward to the time when it will no longer be required, and is devoting itself to research and to a compilation of its experience since its inception in 1944. Careful study is presently being given to exit interviews. All veterans withdrawing from the University before completion of their courses are required to report to the Bureau before doing so, and an exit interview is arranged in an attempt to salvage the student from failure. It is hoped that this and other counseling practices, which have grown out of the experience of the Veterans' Bureau, may be adopted by the on-going personnel services as a regular part of their program.

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cases of veterans needing medical or psychiatric care, to the Veterans' Administration.



13. Veterans' Counseling Centre. The Veterans' Counseling Centre is responsible to the Dean of Students, and is operated in cooperation with the federal Veterans' Administration Guidance Centre. Its function is to give vocational and educational counsel to veterans, on or off campus, who desire such assistance. The staff consists of a Director (who is the Dean of Students), an Assistant Director, four Counselors, two Psychometrists, a Secretary, and a Representative of the Veterans' Administration (who is Acting Chief of the V. A. Guidance Centre).

The specific functions of the Counseling Centre are:

- i To provide counseling and guidance to veterans in the selection of suitable vocational and educational objectives.
- ii To operate in conjunction with, and supplementary to, the Veterans' Administration Guidance Centre.
- iii To promote research in the area of veterans' vocational problems.

#### UNIVERSITY HEALTH SERVICE

It is the purpose of the University Health Service to assure students and faculty a healthy environment in which to live and work, to protect the health of students, and to teach them the value of preventive and curative medicine through individual and formal health counseling. The Health Service is administratively responsible to the Vice-President of Academic Administration. While administratively

independent of other personnel agencies on the campus, it works in close cooperation with the Office of the Dean of Students, College Deans and faculties, with the Medical School, University Hospitals staff, Departments of Physical Education and Athletics, and the Department of Buildings and Grounds. Without in any way destroying the important confidential patient-physician relationship, it is felt that the wise Health Service physician can interpret to others concerned with the educational counseling of students the health problems which need to be taken into consideration in the comprehensive educational plan for the student.<sup>11</sup>

The staff consists of a Director, Assistant Director, and a Business Manager; eight full-time and fifty part-time physicians, four full-time psychiatrists, eight clinical and twelve hospital nurses; one public health engineer and four sanitary inspectors; fifteen part-time dentists, three dental hygienists, and two dental attendants; four secretaries, and twenty-eight clerks.

The specific functions of the Health Service may be divided into three parts: 1) Those concerned with the prevention and care of illness in the individual student, 2) Those concerning the public health supervision of environmental factors on the campus which might be detrimental

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<sup>11</sup> Statement taken from a brief mimeographed outline of the organization and program of the University Health Service (1949).

to the health of students and staff, and 3) Research.

1. The prevention and care of illness.

- i A thorough and complete physical examination<sup>12</sup> is given each new student at the time of admission to the University. This is followed during the first few weeks by a fifteen-minute 'health counseling conference' with one of the physicians, at which time any physical or emotional defects found at the examination are discussed with the student, and any follow-up action planned.
- ii Annual physical examinations are given to all students in Medicine, Dentistry, Nursing, and Education, and all other students are urged to be examined periodically, as a preventive measure.
- iii Complete medical and psychiatric care are available to all students through the out-patient department and the Mental Hygiene unit of the Health Service.<sup>13</sup>
- iv One hundred beds, and facilities for complete medical and surgical care are provided in the Health Service Building. Provision is made for two days of free hospitalization per Quarter, after which the student is charged by the day, at less than one-half the cost of the hospitalization. No student who is unable to pay is refused hospital care.
- v Provision is made for the isolation of communicable diseases, immunization, and tuberculosis control.

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<sup>12</sup> This includes a general physical examination, a dental examination, vision test, audiometer test for hearing, urinalysis, hemoglobin determination, tuberculin test and Schick test, and a photofluorographic examination of the chest.

<sup>13</sup> While most students using the mental hygiene department are referred by physicians, the Counseling Bureau, Deans and faculty, it is interesting to note that the number voluntarily seeking psychiatric help is increasing.

- vi Dental care is available to students, on a cost basis.<sup>14</sup>
- vii A complete medical examination is given to all new employees of the University, both faculty and Civil Service. Regular medical service is available to faculty and Civil Service staff for a fee of \$20.00 per year. This does not provide for medical care while hospitalized, for home calls, nor for medical care for the families of staff.

## 2. Environmental Sanitation.

- i All rooming houses in which students live are inspected from the health and safety standpoint.
- ii Food sanitation in all kitchens and dining-halls operated by the University, and in the fraternity and sorority houses, is supervised.
- iii A complete examination of all employees handling food is made at the time of employment, followed by periodic inspections.
- iv The sanitation of the University swimming pools is supervised and a weekly bacteriological examination of water from each is made.

3. Research. The Health Service engages in a great deal of clinical research because of the unusual opportunity afforded to study the health problems of young adults. Presently under way (1949) are studies on: Tuberculosis, Hypertension in young adults, Fungus infections, Growth and development, and Emotional problems, to name but a few.

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<sup>14</sup> The cost includes salaries paid to dentists (who have their own practices, and who work on a part-time basis for the Health Service), cost of materials, and overhead.

## UNIVERSITY OF MINNESOTA STUDENTS' UNION

The Students' Union operates as a separate entity, responsible to the Academic Vice-President. It functions as a social, cultural, and recreational centre for all students on the campus, particularly day students, to whom the organized residence programs are not available. The Union also houses the student executive offices, and such self-supporting enterprises as the University Post Office, University book store, food services, and garage. It is administered jointly by three bodies: 1) The Campus Club, a faculty-staff social agency, responsible for dining rooms, lounges, recreation rooms, and faculty residence units, all housed on the top three floors of the building, 2) University Service Enterprises, directing the operation of all food services in the student area of the building, as well as the book store, post office, and garage, and 3) The Minnesota Union Board of Governors and its staff, responsible for supervision of the remainder of the building, including lounges, conference rooms, fine arts room, main ballroom, game room, organizational offices, billiard room, bowling alleys, and for the planning of a program of student activities.

The Union Board of Governors is comprised of fifteen students, elected at the annual All-University election, four faculty members, appointed by the Vice-President of

Academic Administration, and one alumnus, appointed by the Alumni Association. Each Board member sponsors a number of planning committees. The program is divided into several broad areas, a total of thirty-three committees functioning within them. For example, under Special Recreation Sponsorship are committees on Outings, Hosteling, Tournaments, Recreation Instruction; under Arts Sponsorship, committees on Arts and Crafts, Exhibits, Art Appreciation; under Special Activities Sponsorship, committees on such annual events as Open House and Snow Week. Other sponsorships are: Music, Parties, Dances, Social Skills, Movies, Men's Activities, etc.

The staff of the Union consists of a Director, Assistant Director, Farm Campus Director, two Program Consultants, one Junior Student Counselor, seventy full-time non-academic employees, and, at the peak of operation, approximately four hundred students part-time, whose earnings in 1949 amounted to roughly \$140,000.

Although the Union carries out its own program, it considers Union activities to be subject to the regulations of the Office of the Dean of Students, and one member of the staff of the Student Activities Bureau sits on the Board of Governors.

## DORMITORIES

All residence units on the campus are administratively responsible to the Business Vice-President. They operate on a self-supporting basis, and the Director of each is responsible for its financial operation.

Originating with the Dean of Students, and indirectly responsible to him, is the program of dormitory counseling. Each residence has a head counselor (sometimes a function of the Director) and, for the women, one counselor to every twenty-five or thirty women; for the men, one counselor to every sixty to seventy men.

Comstock Hall, the residence for graduate women students, may be used as a representative example. In this dormitory, the functions of each counselor are briefly as follows:

- i To get to know all girls in her assigned group and establish a friendly relationship, so that they will feel free to come to her with problems; to know where to refer serious problems.
- ii To bring her group together as a unit. To advise group officers regarding meetings, breakfasts, parties, etc. To serve as hostess on the floor.
- iii To act as advisor to one residence committee, assisting the chairman in preparing the agenda, and reviewing with her the conduct of the meeting, in order to make the experience an educational one for her.
- iv To carry out certain routine duties, such as door duty, keeping records, etc.

A program of counselor-training is carried out by the Office of the Dean of Students, coming under the direct

supervision of one of the Assistant Directors of the Student Activities Bureau. This program consists of a three-day orientation period in the fall, and of regular seminar sessions throughout the year. The in-training program is planned with the help of the dormitory head counselors.

Fraternity houses on the campus come under the influence of this counseling program. Their directors recognize the importance of the counseling relationship. The sororities, however, are still presided over by Housemothers who, generally, are not in sympathy with the counseling philosophy, but tend to look upon their role as one of genteel propriety.

#### CIVIL SERVICE--EMPLOYMENT

The employment of all non-academic personnel on the campus comes under the University Civil Service, which is a special branch of the State Civil Service. This includes all part-time employment for students on the campus. Responsibility for summer employment, employment outside the campus, and for the full-time employment of graduates is taken by the students themselves and by their respective colleges.



## OFFICE OF ADMISSIONS AND RECORDS

The services to students of this Office include the following:

- i The processing of admissions, on the basis of high school records and the results of tests administered by the University Testing Bureau, and the issuance of admission certificates.
- ii The maintenance of academic records, and the preparation of transcripts.
- iii The supervision and reporting of registration of all students.
- iv The determination of fees and refunds.
- v The certification of candidates for degrees.
- vi The editing of certain information bulletins, address books, rosters, statistical reports, etc.
- vii The distribution of all college catalogs.
- viii The maintenance of the University Information Service.

## COLLEGE COUNSELING SERVICES

Each College has its own counseling service. These range in breadth of program from a thoroughgoing integration of counseling with instruction, to virtually no counseling program at all beyond the tests used for admission. The College of Science, Literature and the Arts, the College of Education, and General College have the most fully developed programs of counseling, and these will be discussed here.

1. The College of Science, Literature, and the Arts.

This College is organized into two divisions, the Junior Division (Freshmen and Sophomore years) and the Senior Division (Junior and Senior years). The student personnel services follow this line of division, and each Division offers two types of service, counseling or advisory, and administrative (Students' Work Committee). The functions of these two sub-divisions may be summarized as follows:

i Administrative (Students' Work Committee) Services.

- a) To establish the status of students with respect to the College--admission, probation, exclusion.
- b) To pass upon the requests of students for exceptions to the regulations and procedures of the College--accrediting, re-examination, graduation requirements, etc.
- c) To interpret and enforce the regulations of the College.

ii Counseling Services.

- a) To assist students with program planning, in the broadest sense of programming--including not only advising on curricular requirements for majoring and specialization, but also on electives and extra-class learning opportunities for general education.
- b) To identify and refer to the University's special services students with special problems.
- c) To provide an older friend and guide for all students in the College, especially for the entering students.
- d) To provide certain College-connected special services, such as scholastic probation counseling, vocational placement assistance, orientation for new students, exit interviewing, and others.

In both Junior and Senior Colleges, the Assistant Dean has general responsibility for the student personnel

services. He is a member of the Students' Work Committee. The Junior College also has a Coordinator of Faculty Counseling, who is Secretary of the Students' Work Committee of that College. Besides a regular counseling staff, consisting of a Head Counselor and ten Graduate Student Counselors, the Junior College has a system of faculty and departmental counseling. Each student, at the beginning of his second year in the College, is assigned to a faculty counselor of his choice. Several departments of the College have also assigned special faculty members to counsel freshmen and sophomores proposing to major in those departments. Most of the counseling, as one would expect, is concerned with academic problems. The Personnel Office is primarily concerned with freshmen and their orientation,<sup>15</sup> and with special projects,<sup>16</sup> while academic counseling is handled largely by faculty advisors.

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15 This begins with registration, which is handled by the Personnel Office, followed by a second visit by the student to the Office during orientation. Invitations to visit the counselors to whom they have been assigned are sent to students by letter, and they are also invited to attend a series of sessions on occupations.

16 An example of this is the inviting in for consultation of the top 10% of high ability students, to balance the excessive attention given to low-ability students, and also to seek suggestions from this group on improving the personnel service. In this way, it has been possible to catch a few students about to drop out for financial reasons, and to make some arrangement for them to continue.

The Senior College set-up is much the same as that for the Junior College, with a system of faculty advisors, each student being assigned to an advisor within the department in which he is majoring, and a Personnel Office, staffed by three counselors, one of whom is also a placement officer.

The major personnel officer for both Junior and Senior Divisions is the Assistant Dean of the College of Science, Literature, and the Arts, who is Chairman of the over-all Students' Work Committee, and who serves in an advisory capacity to the Assistant Deans of both Divisions, and their personnel staffs, on matters of student counseling.

2. The College of Education. Responsibility for the coordination and development of student counseling and personnel services in the College of Education lies with the Student Personnel Office, whose staff consists of a Director, who is an Associate Professor, a Head Counselor, and three other counselors (all of whom are instructors in the College), a Secretary, and a Receptionist. In addition, fifty faculty advisors in specialized fields of education have responsibility for assisting students with their educational planning and registration.

The functions of the Personnel Office are stated as follows:

- i Selective admissions and transfers.
- ii The orientation of new students.

- iii The development and maintenance of individual appraisal and personnel records.
- iv Counseling, and the coordination of faculty advising.
- v The coordination of counseling referrals to other University and off-campus personnel agencies.
- vi The provision of necessary appraisal data on individual students to faculty and staff.
- vii Personnel research and follow-up.
- viii The coordination of student activities and organizations within the College.

The Student Personnel Office is under the direction of a Student Personnel Committee, whose chairman is a senior member of the faculty.

3. General College.<sup>17</sup> This College represents an experiment in curriculum-planning based on the empirically determined needs of students. Over the sixteen-year period of its existence, it has been the centre of a great deal of research into the nature and needs of older adolescents and young adults. The conclusions drawn concerning the needs of entering university students, after careful and intensive study of hundreds of cases, are that these fall into four main categories:<sup>18</sup>

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<sup>17</sup> General College was founded by a group of personnel-minded people at Minnesota who believed that a curriculum founded on anything other than a knowledge of the students for whom it is designed is bound to result in much human wastage.

<sup>18</sup> Howard Y. McClusky, "The Changing Needs of Young Adults," Trends in Student Personnel Work, op. cit., pp. 40-52.

- i The need for personal orientation, self-understanding, and mental hygiene, leading to maturity.
- ii The need for vocational orientation. This involves not only knowledge of oneself, one's interests and capacities, but also a broad understanding of the work of the world, the significance and interrelatedness of its many occupations.
- iii The need for marriage, home, and family life orientation.
- iv The need to develop social and civic competence. The community, and our larger society, cannot survive and grow without its citizens being trained in the essentials of social living.

General College offers a two-year Arts course. It is designed primarily for students who either want only two years of college or are unable, for some reason, to meet the requirements of other colleges, but who are nevertheless college-calibre students. As its name implies, the curriculum is more general than that of the College of SLA, and is designed to provide a well-rounded program within a two-year period. If students so desire, and have the necessary standing, transfer to other colleges is possible.

The College has a counseling office, staffed by five counselors (one Associate Professor, one Instructor, and three Teaching Assistants) and an auxiliary counseling staff consisting of two Associate Professors and two Instructors. In addition to this regular counseling staff, each student also has a faculty advisor to help in planning his work and checking his educational progress in the College. The specific functions of the personnel program are:

- i To plan, coordinate, and facilitate the work of the entire General College staff (instructional, counseling, and administrative) in its "registration-advisory" service to students.
- ii To provide individual counseling service for any General College student who wishes to discuss his own problems with a professionally trained counselor. This service includes counseling in the areas of social, personal, and emotional adjustment.
- iii To work cooperatively with other student personnel services on the campus to the end that each General College student receives the most appropriate help available for his particular needs.
- iv To conduct research with a view to the improvement of techniques employed in counseling students.

#### IV Cost

In studying the personnel program at the University of Minnesota, it was not possible to assess the cost of the total program, but figures concerning the cost and method of financing certain departments were available, and are given below.

1. Student Counseling Bureau. According to the most recent figures,<sup>19</sup> the total budget for the Student Counseling Bureau, which includes the Testing Bureau, is \$165,00 per year. From 30% to 60% of this budget is subsidized by the University. Primary support of the Bureau comes from

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<sup>19</sup> Obtained from one of the Assistant Directors of the Student Counseling Bureau, in a personal interview.

the student body, which pays an incidental fee, \$1.00 of which goes to the Counseling Bureau. This provides a basic operating budget. During the summer sessions, 25¢ of the incidental fee is received by the Bureau.

Other sources of income arise through pre-college and non-college counseling, for which fees of \$1.00 and \$10.00 respectively are charged. Test scoring and statistical work for schools and colleges, and examination scoring for the University also add to the Bureau's revenue.

As mentioned previously, the State-wide testing program is paid for by all colleges in the State, on the basis of the number of high school students enrolling in each. The testing of junior high school students is paid for by the schools themselves.

College test batteries cost very little and are paid for by the Bureau, unless the tests are used for research purposes, in which case the college pays for them.

Of the total budget, \$142,000 covers salaries, as follows:

|                                  |          |
|----------------------------------|----------|
| Professional staff <sup>20</sup> | \$82,000 |
| (Director                        |          |
| 2 Assistant Directors            |          |
| 7 Senior Counselors              |          |
| 3 Student Counselors             |          |
| 3 Junior Student Counselors      |          |
| 2 Psychometrists                 |          |
| Office Manager)                  |          |

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<sup>20</sup> It is interesting to note that only three members of the professional staff of the Student Counseling Bureau



|                                |          |
|--------------------------------|----------|
| Clerical staff                 | \$60,000 |
| (3 Psychometric Assistants     |          |
| 5 Clerical Fellows             |          |
| 7 Secretarial and Dictaphone   |          |
| 4 Faculty-Student Contact Desk |          |
| 20 Scoring and Statistical)    |          |

This leaves \$23,000 to be spent on materials and equipment.

2. Speech and Hearing Clinic. Twenty-five cents of the incidental student fee goes to this Clinic, to provide a basic operating budget. In addition, student stutterers are charged \$5.00 per week for two half-hour sessions; out-patient stutterers are charged \$15.00 per week (\$100.00 for a seven-week period). The treatment of deafness is confined to out-patients, and this is another source of revenue. Because it has the staff and equipment, and is unique in its function, much of the work of the Clinic is done in the community. In spite of this additional source of revenue, however, the greater part of its budget has to be subsidized by the University.

3. University Health Service. Five Dollars of the incidental student fee is allocated to the Health Service. This, along with charges made to students for certain specialized services, such as dental care, drugs, part of

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have academic status. These are the Director, one Assistant Director, and one Senior Counselor. This is significant as a symptom of the academic disfavor which still prevails toward the counseling concept, in spite of the tremendous progress and growth of the personnel movement at Minnesota.

hospitalization cost, and special laboratory work, covers the total operating cost of the Health Service. No funds are received from the general University Budget, except for the pre-employment examination of Civil Servants. The money collected pays all salaries, expenses, and cost of hospitalization.

4. University of Minnesota Students' Union. The Union receives \$3.00 of the incidental student fee per Quarter. All services operated by Service Enterprises (i.e. food services, post office, book store, etc.) are self-supporting. So also are the faculty housing units, clubs, and dining rooms occupying the top three floors of the building. The balance of the Union's operating costs are derived from billiard and bowling fees, income from the sale of merchandise (candy, cigarettes, and beverages), from Union-sponsored activity programs, and a small amount from services and rentals. Fifty-five per cent of the total operating cost is obtained from student fees, the remaining 45% coming from all other sources.

#### V Evaluation

It is difficult to evaluate a student personnel program, because it is concerned with the total individual, and as yet no instrument has been devised by means of which

personality as a whole can be measured. There are several possible approaches to an evaluation, however, which may be outlined as follows:

1. On the basis of increased academic achievement.

If, after the establishment of a program of service to students in any or all of the many possible areas, a college or university can report a decrease in the percentage of failures and a corresponding increase in the percentage of students receiving degrees, other conditions remaining constant, this would seem to be a reliable measure of the effectiveness of such a program. It is also an important one from the point of view of the institution, whose reputation depends, ultimately, on its scholarship.

2. On the basis of quantity of service. It is possible to measure the total coverage of the program, in terms of the number of interviews, the number of tests given, the number of students counseled--once, twice or oftener, the number of students using the facilities made available to them, the number of activities supervised, and etc. Such figures would have significance in indicating the activeness and inclusiveness of the program.

3. On the basis of its effect on changing human values.

a) In the group, where, through such means as interviews and questionnaires, it is possible to determine whether the

group as a whole has undergone a change in values as a result of the program, whether, for example, they show a greater interest in their work, better social adjustment, greater tolerance, etc.

- b) In the individual, who is the reason for the existence of the program. The value of such a service to the individual, in terms of helping him towards maturity, is the only fundamentally sound basis upon which it can be evaluated. However true this may be, it is also true that there are as yet no reliable instruments for measuring maturity, as there are for intelligence, aptitudes and, to a lesser degree, personality. This lack is due largely to the absence of clarity in our thinking as to what is the ultimate goal of the counseling which permeates all of the personnel services to students. We call it by several names--adjustment, orientation, mental health, maturity--and it is by no means certain that all of these imply the same goal. Until such time as some clear concept of what is to be measured emerges, the efficacy of personal counseling in the life of the individual must remain largely a matter of faith.

4. On the basis of the rationale behind it, in terms of philosophy, organization, and techniques. This is based on the whole body of previous research which has pointed up the original need for a student personnel program. In the

light of this and new insights continually being added to the body of general knowledge, it is possible to review critically the underlying philosophy and aims of the program and its methods of execution.

At the University of Minnesota, a great deal of research in the field of student personnel work is under way, but very little has as yet been completed. General College is at present engaged in a follow-up study of the first tentative evaluation of its program made by Eckert, one of the original organizers of the College, and published under the title, "Outcomes of General Education." Early in 1950 Williamson and Foley published a book entitled, "Counseling and Discipline," which gives the experience at Minnesota in the field of disciplinary counseling. The Bureau of Veterans' Affairs is at present conducting research into the reasons for veterans leaving college before the completion of their courses, and is also engaged in the compilation of a history of the Bureau's activities since its inception. Within the Office of the Dean of Students, plans for major research projects have been laid, but their execution is slow, because the strong emphasis on service to students leaves insufficient time for research. The University Health Service, on the other hand, has been, and is, engaged in an active program of medical research in relation to older adolescents and young adults, and has published many of its findings.

In general, these studies are directed toward such things as the effect of counseling on academic achievement, the influence of counseling on personal values, an evaluation of the experience gained in working with students, and the gaining of new insight into the needs of students.

In contrast to the lack of definite findings in these areas (corresponding roughly to Approaches 1 and 3), a great deal of information is available concerning the quantity of service offered, and the number of students being reached (Approach 2). It can safely be said that every student on the campus comes in contact at least once with three phases of the total program. All new students are required to have a health examination, a speech and hearing test, and to take a battery of tests for admission to the college of their choice. Most students will have many further contacts with the program, through the college counseling services, the Counseling Bureau, Housing Bureau, Students' Union, Student Activities Bureau, Dormitory Counselors, faculty advisors, etc. These contacts may be voluntary on the part of the student, or may result from referral by one department to another. Each department has figures to show the number of students whom it contacts, and these are impressive. But there are no figures to show how many students come in contact with the program in no more than its required phases, or to show what percentage of the student body participates

in the various aspects of the program beyond those which are required. Apart from this, however, it is evident that, in terms of inclusiveness, this program renders highly commendable service to the student body as a whole.

The method of evaluating its personnel program which is most used at Minnesota, however, is that of self criticism in the light of what those responsible for the program are trying to do, and how well they feel they are doing it (Approach 4). Changes in the program come about, to a large extent, as a result of experience and constant review. Personnel workers are continually asking themselves such questions as: Is the personnel program based on sound thinking in the light of the most recent knowledge? Are its aims adequate? Is it reaching the people for whom it is designed? Is it so constructed as to make possible the realization of its aims? Is it resulting in new knowledge and insight, stimulating research, giving rise to a more enlightened philosophy and better techniques?

The philosophy underlying the counseling function, which is the function basic to all aspects of the student personnel program, is in the process of revision, with emphasis shifting away from the concept of counseling as a therapeutic function, concerned primarily with the most obvious problem cases, and toward the concept of counseling as an educative function, directed to normal as well as abnormal problems. Impetus has been given this movement

by Dr. E. G. Williamson, Dean of Students, and Dr. Ralph F. Berdie, Director of the Student Counseling Bureau. They conceive of the counselor not only as a skilled diagnostician and therapist, but also as a sound educator, possessing a well-thought-out educational philosophy, and having a clear understanding of the educational problems of youth.<sup>21</sup> A philosophy which underlines prevention as well as cure is a more farseeing and, ultimately, a sounder one.

Organizationally, the student personnel program at Minnesota is strong in many respects. 1) The Dean of Students has academic status equal to that of college deans, thus gaining for him recognition from academic staff members and making it possible for him to act effectively in his capacity as coordinator of college, as well as other, personnel departments. 2) He also has under his administration a large central organization, consisting of eleven departments, which provides specialized services for all students in the University. 3) Because of the very large enrolment (27,000), each individual college has developed, to varying degrees of effectiveness, its own counseling service, which deals primarily with the ordinary educational problems of students, referring to the Student Counseling Bureau students

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<sup>21</sup> Ralph F. Berdie, "Counseling--An Educational Technique." Educational and Psychological Measurement, 9:94, Spring, 1949.



needing special assistance. The lines of communication between the central and college counselors are well developed and working relationships good. This decentralization of counseling is essential on a large campus, where one agency could not possibly serve all students. The Student Counseling Bureau works closely with all colleges in the setting up of a counseling service, designing of batteries of tests for admission, and the developing of counseling techniques.

4) The philosophy of personnel service to students emanating from the Office of the Dean of Students permeates fairly thoroughly all personnel agencies on the campus, due very largely to the excellent inter-staff and inter-departmental relationships which the Dean and his staff have established.

In some respects, however, the organization is potentially weak, and in others quite unsatisfactory. The University Health Service and the Students' Union are administratively independent of the Dean of Students. This is not a weakness at Minnesota because of the high degree of cooperation which exists between these two services and the Office of the Dean. However, this existing cooperation is largely dependent upon the personalities directing the three agencies. Were these to change, relationships might well deteriorate. However, as the campus becomes increasingly permeated with the personnel point of view, the maintaining of staff and inter-departmental relationships will become less dependent on individuals.

Some aspects in which the organization may be considered weak are as follows:

- a) Academic resistance to the idea of serving student needs is still fairly strong. The Dean of Students, while maintaining academic status, has no authority on matters pertaining to the curriculum, and can bring about changes only by indirect pressure. Whether this is a strength or a weakness is highly debatable, and depends upon one's point of view. Certainly it is reasonable to expect that curricular revisions made on the evidence from careful research into the nature and educational needs of students would be at least as reliable as revisions made on purely academic grounds, and quite possibly even more so. It is necessary, of course, to distinguish between the fundamental needs of students and their superficial wants. To cater to passing desires would be a mockery of basic educational purpose. But to design courses which will fit the serious needs of young adults seems entirely realistic, if one is interested in their development into mature men and women.
- b) The dormitories on the campus are not well integrated into the total personnel program. They are operated as separate, self-supporting business enterprises, directly responsible to the Business Vice-President. Counseling has been introduced into the dormitories under pressure

from the Dean of Students, but the counselors maintain only a staff relationship with the Dean's Office, being administratively responsible to the Director of Dormitories. The personnel function of the dormitories is secondary to their function as paying business enterprises.

This situation exists in a more aggravated form in fraternities and sororities. These also operate as separate enterprises, but, being student organizations must, like other student organizations on the campus, register their activities with the Student Activities Bureau, and submit their accounts to it for auditing. This does not happen without arousing periodic outbursts of resentment at such an encroachment on their independence. They are, however, persistently treated like any other organization on the campus, in the belief that eventually they may become better integrated into the total student activities program, and more aware of the personnel services available to them. The sororities are particularly ill-informed with respect to the services offered by the Student Counseling Bureau and the college counseling offices. Fraternities and sororities, however, while presenting many problems, are looked upon as important sources of potential leadership. The desire of the Student Activities Bureau is to guide their thinking and activities into channels which will aid most in their

development into responsible leaders, outside of, as well as in, the University.

Certain administrative techniques have been developed by the Office of the Dean of Students, and are proving effective. Some of these are as follows:

- a) One effective way to encourage the exchange of information and the use of available records is to make this as easy as possible. For this purpose, the Office of the Dean employs a large clerical staff, to keep all records up to date, so that information is readily accessible at any time, to any person on the campus engaged in work with students. Not only does this encourage greater cooperation between other agencies and the Office of the Dean, but it also greatly facilitates the work of the departments within its jurisdiction.
- b) There is no single counseling technique used. Individual counselors have certain preferences, but most of them lean in the direction of directive, rather than non-directive counseling, which is to be expected on the basis of the emphasis on counseling as educative. It is the growing conviction that the counselor, as a mature adult, should give something of himself to the student, that he should actively participate in the interview. Not all of the counselors are in full accord with this view, and it is recognized among them that different

situations demand different interview techniques. There is no set formula imposed.

- c) One area in which adequate techniques have not been developed is that of interpreting to students generally the services offered them by the various personnel agencies. This is a difficult problem and one of concern to the Student Counseling Bureau particularly, whose services are subject to greater misinterpretation than those of perhaps any other personnel agency on the campus. Many students seem to regard it as a psychiatric clinic, for those who are really in bad shape. In spite of this, however, the Bureau serves five thousand students a year, which, on the basis of present staff, is fairly close to its maximum load.<sup>22</sup> And this raises another problem. If the Bureau feels it should be making its services available to more students, when staff time is now taxed to the full with interviews, how can this be done? An increase in staff would probably not be sanctioned by the Administration, which means evolving some technique of reaching students other than through the present hour-long personal interview. Perhaps it may mean that counselors should use some time to mingle socially with students, to talk

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<sup>22</sup> Of the 5,000 students using the Student Counseling Bureau, most are interviewed at least twice, and many have several interviews. One hour is scheduled for each interview.

to informal student groups. Or it may mean closer cooperation with the college counselors, or both. This is a problem still to be worked out.

The strengths and weaknesses of the over-all student personnel program may be summarized as follows:

#### Strengths

- i The centralization of specialized all-University services under a Dean of Students, who needs to be, and is, a strong personality.
- ii These specialized services themselves, which extend the personnel function into housing, student activities, discipline, student loans, etc.
- iii The high degree of cooperation which exists between the Office of the Dean of Students and other personnel agencies.
- iv The University Health Service, which is excellent.
- v The Students' Union, which offers to students a wide variety of services and activities.
- vi The emphasis upon counseling as preventive as well as curative.
- vii Individual college counseling services, particularly General College, the College of Science, Literature and the Arts, and the College of Education.
- viii The readiness to experiment with new techniques.

#### Weaknesses

- i Insufficient time allowed for research.
- ii The dormitories, operated as separate business enterprises which must be self-supporting, thus making their integration into the personnel program difficult. This is the result of an unavoidable circumstance, rather than a weakness inherent in the program itself. The same is true in the case of fraternities and sororities.

iii The difficulty of getting some aspects of the program across to all students who could benefit from them. In all fairness, this should hardly be described as a weakness in the program, since the selling of services requires long and persistent effort on the part of those offering them, until they become a familiar and accepted part of student life.

On the whole, the student personnel program at the University of Minnesota is a sincere, well-planned attempt to serve the basic needs of the students. Perhaps its greatest immediate strength is its aliveness to change and the need for constant experimentation with new techniques, and its greatest long-term strength, its firm underlying belief in the integrity of the individual student, and the desirability of his developing a strength of character and purpose related to the world in which he must live.

PART II

A STUDENT PERSONNEL PROGRAM FOR THE UNIVERSITY OF MANITOBA



## CHAPTER V

### THE NEED

It was felt that any plan for a student personnel program at the University of Manitoba would be lacking in realism if unsupported by direct evidence of the need for such a program on this campus. It was felt also that the evidence gathered should be of such a nature as to make possible a comparison of needs here with those of students in other universities, particularly in the United States, where research in this area has been extensive. Such research has been instrumental in helping to shape many of the major student personnel programs, such as that at Minnesota, and if the needs at Manitoba can be shown to be similar to those elsewhere, then the experiences of those universities already engaged in a student personnel program can be of considerable benefit in the planning here.

In order to determine what student needs are, these will be viewed from three different points of vantage; 1) that of the educator genuinely concerned with the effect of academic failure on the student, 2) that of the psychiatrist seeking the causes of emotional disturbances, and 3) that of the student himself. In each case, what are assumed to be representative studies will be used. Into this framework will be introduced the results of a check list by means

of which information was gathered from First- and Fourth-Year students at the University of Manitoba regarding their expectations from college and the problems of adjustment which they have experienced, the purpose being to determine whether the needs indicated by the responses to this list coincide with those previously determined.

## I

In 1938, according to a survey made by the United States Office of Education, 50% of all students entering colleges and universities were failing to graduate. This gave cause for concern to many educators, not only because of the financial loss to the university, but because of the human loss as well. Investigations into the reasons for students leaving college before completion of their courses revealed that most did so because of academic failure, while a smaller percentage dropped out for financial or personal reasons or to transfer to another institution. Health and domestic reasons accounted for a few. Most students dropped out in First and Second Years, with the greater percentage in First Year. According to Archibald MacIntosh, Vice-President of Haverford College, those students who left college because of academic failure represented

" . . . an appalling waste in respect to the general effectiveness--which at this crucial period of course

includes development--of the students, through disappointment and a resultant feeling of frustration, a lack of confidence in self, and a fumbling and futile groping for a new sense of direction."<sup>1</sup>

He adds that it is impossible to measure the loss in human potential which this implies. The need here suggested is for sound educational guidance, based on concern for the individual student, and which should, in MacIntosh's view, begin before the student enters college. His admission to college, and the curriculum to which he is subjected, should be based on an understanding of his "needs, (his) desires, (his) potentialities, and (his) aspirations." In short, students need help in finding a sense of personal and intellectual direction, and the university should supply it.

While the interest of the educator in the student is directed primarily to his academic success, that of the psychiatrist is centered on his total adjustment to his environment. Clements C. Fry, psychiatrist to the Department of University Health of Yale University, names two sources of pressure acting upon the student and creating specific needs:<sup>2</sup> 1) The college period coincides with the climax of adolescence, when the student finds himself in a

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<sup>1</sup> Archibald MacIntosh, Behind the Academic Curtain (New York: Harper & Brothers, 1948), p. 70.

<sup>2</sup> Clements C. Fry, Mental Health in College (New York: The Commonwealth Fund, 1942), p. 94 ff.; p. 166 ff.

state of new independence, of a changing relationship with his family, of emotional and physical change accompanying sexual maturing, for any or all of which he is not necessarily prepared. The need of the student is for self-understanding, and the psychiatrist attempts to help him achieve this by encouraging the growth of his individual character toward self-discipline, orientation to life, and maturity, in order that he may set proper goals for himself, within the limitations of his personality and environment. 2) The student is also under pressure from the college environment. He is faced with the necessity of meeting scholastic requirements, of organizing his efforts to fit into the new social environment and, particularly if he is a liberal arts student, of finding meaning in courses which emphasize broad intellectual, rather than immediate, objectives. It was found at Yale that the problem of scholastic adjustment was of primary importance to 50.1% of freshmen seeking psychiatric aid. This involved such specific problems as; lack of ability, inadequate scholastic training, family pressures (keeping up tradition, etc.), financial handicaps, lack of ambition, social maladjustment, and overvaluation of the social side of college. The scholastic problems of seniors were related primarily to inability to withstand emotional disturbances. The problems of social adjustment centered about self-consciousness and shyness, the need for social acceptance,

dependence on family, rejection by family, family pressures, differences in social background, financial handicaps and, in the senior, adjustment to an approaching new environment. All of these operate against the student in his attempts to achieve security. Many students fail in their attempts, but the need to achieve security is strong. These problems emphasize the need for educational guidance, self-understanding, and social perspective.

In essence, the needs perceived by the psychiatrist correspond to those seen from the point of view of the educator. Both recognize the need of the student to adjust to his own physical and psychological development, and to his academic and social environment, and both accept the fact that he needs mature guidance in these areas, such guidance being a responsibility of the university.

Turning to the student's evaluation of his needs, a study by Gilbert Wrenn and Reginald Bell,<sup>3</sup> based on the responses of 5,038 freshmen and transfer students from thirteen mid-western colleges to a check list of adjustment problems in college, revealed the following distribution of problems:

- i Study Habits, including difficulty in budgetting time, unfamiliar standards of work, and slow reading habits. The number of students checking these problems varied from 30% to 60% between institutions.

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<sup>3</sup> Gilbert Wrenn and Reginald Bell, Student Personnel Problems (New York: Farrar & Rinehart, Inc., 1942), Chaps. 3 and 4.

- ii Vocational choice, checked by 25% of students.
- iii Curricular adjustment, including the problems of required subjects and choice of a major. This was checked by from 20% to 25% of students.
- iv Self-support. The time spent in part-time employment varies widely between institutions. It affects not only economic and scholastic survival, but health and normal participation in student activities.
- v Social and emotional adjustment. This varies greatly between institutions. Many of the above problems may have their origin in this category, although students do not see them in this light.

The problems of women students tend to be social and emotional, while those of men center around self-support and reading habits. The problems most common to students in the smaller liberal arts colleges were found to be, "difficulty in budgeting time" and "uncertainty concerning vocational goal," while those of students in the larger State universities were, "the impersonal nature of classes," "required subjects," "attitude of instructors," "unfamiliar standards of work," "the impractical nature of college work," and "time taken for self-support."

From this it will be seen that the student tends to stress the more obvious problems, and to think of his needs as largely practical, whereas, as would be expected, the educator and psychiatrist tend to view them in the broader context of total adjustment. It must be noted, however, that the type of problems given on the check list to students may be responsible in some measure for the nature of student response. It is interesting to note that, in a survey of

the expectations from college of 2,108 students selected from three hundred colleges in the United States, undertaken by the Progressive Education Association,<sup>4</sup> the two items checked most often emphasize social needs. Forty-five per cent checked the item "lasting friendships and social contacts" and 41% "understanding of others." Only 5% checked "knowledge of useful work methods," yet this came out at the top of the problem list. This could be interpreted to mean that students, before entering college, are unaware of the importance of good study habits, making their lack seem all the more acute when confronted by the need for them. It may be also that students checking problems are unwilling to admit openly to themselves the existence of emotional problems, which prevents them from checking these items. This is admittedly speculation, but it points up the need for a cautious interpretation of student responses.

However, although the emphasis is differently placed, students do feel the need for educational and social adjustment, and the fact that they seem largely unaware of their emotional needs in no way minimizes their importance.

There seems, then, to be general agreement among these three sources as to the nature of student needs.

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<sup>4</sup> Dean and Enid Chamberlin, Neal E. Drought, and Wm. E. Scott, *Did They Succeed in College* (New York: Harper & Brothers, 1942), p. 156.

## II

The response of First- and Fourth-Year students at the University of Manitoba to the check list presented to them will be dealt with under the separate headings of 1) Expectations from College and 2) Adjustment Problems. These two groups of items were based on those used in the studies conducted by the Progressive Education Association and by Wrenn and Bell, as cited above, with necessary modifications. Reproductions of each of the check lists for First and Fourth Years are given in Appendices B1 and B2. Only sections II and III of each list are of concern here.

Subjects were chosen from Arts and Science, and from the three professional faculties of Agriculture, Home Economics, and Interior Design, for both First- and Fourth-Year groups. An attempt was made to reach all First-Year students by presenting the check list to them during English periods, English being a compulsory subject. One class, however, was not available, and there were absentees from some of the others. In spite of this, however, the sample was considered to be reliable.

The Fourth-Year sample represented a much smaller percentage of the total group, one class being chosen from each of the four faculties to provide subjects for the study. Table I shows the distribution of subjects in First- and Fourth Years, and while the two groups are by no means evenly



TABLE I

DISTRIBUTION OF FIRST- AND FOURTH-YEAR SUBJECTS  
BY FACULTIES

| Faculty          | First Year |       |       | Fourth Year |       |       |
|------------------|------------|-------|-------|-------------|-------|-------|
|                  | Men        | Women | Total | Men         | Women | Total |
| Agriculture      | 9          | 2     | 11    | 31          | 1     | 32    |
| Home Economics   |            | 69    | 69    |             | 55    | 55    |
| Interior Design  | 3          | 9     | 12    | 7           | 5     | 12    |
| Arts and Science | 106        | 28    | 134   | 19          | 22    | 41    |
| TOTAL            | 118        | 108   | 226   | 57          | 83    | 140   |

matched, it was felt that this would not be detrimental to the purpose of this study, which is to determine general trends.

A check list such as this, however, does have many limitations which must be kept in mind. There is always the possibility of misinterpretation, although care was taken to explain the purpose of the study to all subjects. Responses are necessarily limited in scope by the framework of the check list, no matter how carefully selected the items may have been. The grouping of items, as under "intellectual," "social," "study habits," "curricular adjustment," etc. is arbitrary and may result in some degree of misrepresentation. Finally, as has already been suggested, the responses of students are limited by the individual awareness of their own thought processes.

With these limitations in mind, following is a discussion of the results.

1. Expectations from College. Table II shows the expectations checked by First-Year students, both as being an expectation and as being their most important one. Outdistancing all others, in terms both of the percentage of students checking it and of the percentage of these who consider it their most important reason for attending university, is "preparation for a future occupation." Other occupational reasons, the desire to do more studying, and

TABLE II

REASONS GIVEN BY 226 FIRST-YEAR STUDENTS IN ARTS AND SCIENCE,  
AGRICULTURE, HOME ECONOMICS, AND INTERIOR DESIGN,  
FOR ATTENDING UNIVERSITY

- Column 1 - shows the percentage of the total group checking each reason.  
Column 2 - shows the percentage of those students checking each reason who designate it as their most important one.  
Column 3 - shows the percentage of the total group checking each reason as most important.

| Reason  | 1       | 2  | 3  |
|---|---------|----|----|
| OCCUPATIONAL PREPARATION                                  | *       |    |    |
| To prepare for future occupation                          | 88 (50) | 62 | 54 |
| In search of clues to help in making vocational choice    | 23      | 19 | 4  |
| Other - "To support family," "To help my country," etc.   | 4       | 22 | 1  |
| PERSONAL DEVELOPMENT                                      |         |    |    |
| For personal dev't and growth                             | 57 (48) | 13 | 8  |
| To learn how to adjust to life                            | 29 (47) | 2  | 1- |
| To increase personal efficiency                           | 47 (39) | 3  | 1  |
| SOCIAL DEVELOPMENT  |         |    |    |
| To learn to understand others                             | 35 (57) | 9  | 3  |
| To make lasting friendships and desirable social contacts | 37 (54) | 8  | 3  |
| To develop self-reliance and independence                 | 52 (41) | 7  | 4  |
| To gain social and professional prestige                  | 25 (23) | 2  | 1- |
| To develop social skills                                  | 42 (43) | 1  | 1- |
| To be with friends attending                              | 11      | 0  | 0  |
| INTELLECTUAL DEVELOPMENT                                  |         |    |    |
| Because of desire for grounding in basic knowledge        | 54 (50) | 22 | 12 |
| To develop philosophy of life                             | 18 (32) | 7  | 1  |
| To broaden one's perspective                              | 50 (69) | 5  | 3  |
| To dev. an intell. interest in contemporary affairs       | 29 (40) | 5  | 1  |
| To learn useful work methods                              | 29 (29) | 5  | 1  |
| To develop an abiding interest in learning                | 23 (40) | 4  | 1  |
| Parents want you to                                       | 47      | 3  | 1  |

\* Percentage of Fourth-Year students checking as a present value.

personal development follow in fairly close order. It should be noted that some of these may rank high as most important expectations, even though they involve only a small percentage of the total group. To the individuals concerned, they are important. Of the total group, 59% list occupational reasons as most important, 19% list intellectual reasons, 13%, social reasons, and 9%, the expectation of personal development.<sup>5</sup> Again, of the total group, 88% list preparation for a future occupation as one of several reasons for attending college, 34% list intellectual, and 34% social, reasons, and 44% list the expectation of personal development. These figures are significant as an indication that student needs, in the light of their expressed expectations from college, are spread over a wide area, with emphasis on intellectual development in a decidedly secondary place. This may be deplorable from the point of view of academic goals, but it cannot be overlooked.

In this respect, a comparison of First-Year expectations with the estimate of the values received from university training given by Fourth-Year students (bracketted figures in Table II) is revealing. Of the total Fourth-Year group, an average of 50% indicated that their university

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<sup>5</sup> These and other percentages based on groups of items were determined by finding the average of percentages in the group. This is justified by the fact that each individual percentage was calculated on the same number of subjects.

training had prepared them for a future occupation; an average of 45%, that it had been of value in personal development; 44% that it had been of social value; and 42% that it had been of value intellectually. Students would seem to be much less concerned with intellectual values than is commonly supposed.

There are some marked differences between the expectations and values checked by men and women. Table III shows the expectations checked by men and women of the First-Year group, and the values checked by men and women of the Fourth-Year group. Women, generally, seem to expect and to receive more from university than the men, who present a picture of disillusionment in all but the area of intellectual values. This may be highly significant, in a university which makes very little provision for the counseling of men students, as compared with that which is available to women. The single value placed highest by both men and women is that of broadened perspective. Next to this, for women, come lasting friendships, and understanding of others; for men, grounding in basic knowledge, and occupational preparation. Men seem to benefit least and women most in the area of social and personal development. This is particularly marked with respect to self-reliance. Forty-nine per cent of First-Year men indicated the development of self-reliance and independence as one reason for attending

TABLE III

DIFFERENCES BETWEEN FIRST- AND FOURTH-YEAR MEN AND WOMEN  
WITH RESPECT TO EXPECTATIONS OF, AND VALUES RECEIVED FROM, A  
UNIVERSITY EDUCATION

Columns 1 and 2 - show the percentages of First-Year men and women checking each item as an expectation from college.

Columns 3 and 4 - show the percentages of Fourth-Year men and women checking each item as a value received from college.

| Item   | First Year |       | Fourth Year |       |
|--|------------|-------|-------------|-------|
|  | 1          | 2     | 3           | 4     |
|  | Men        | Women | Men         | Women |
| <b>OCCUPATIONAL PREPARATION</b>              |            |       |             |       |
| Preparation for future occup.                | 86         | 89    | 37          | 60    |
| <b>PERSONAL DEVELOPMENT</b>                  |            |       |             |       |
| Personal dev. & growth                       | 51         | 63    | 25          | 65    |
| Ability to adjust to life                    | 25         | 32    | 20          | 66    |
| Increased personal efficiency                | 48         | 45    | 28          | 46    |
| <b>SOCIAL DEVELOPMENT</b>                    |            |       |             |       |
| Understanding of others                      | 31         | 41    | 33          | 74    |
| Social contacts and lasting friendships      | 25         | 47    | 25          | 75    |
| Self-reliance and independence               | 49         | 55    | 12          | 60    |
| Social and professional prestige             | 24         | 28    | 11          | 31    |
| Dev. of social skills                        | 32         | 53    | 18          | 60    |
| <b>INTELLECTUAL DEVELOPMENT</b>              |            |       |             |       |
| Grounding in basic knowledge                 | 58         | 50    | 40          | 57    |
| Philosophy of life                           | 14         | 22    | 25          | 37    |
| Broadened perspective                        | 41         | 60    | 56          | 79    |
| Intelligent interest in contemporary affairs | 29         | 29    | 28          | 47    |
| Useful work methods                          | 32         | 25    | 18          | 36    |
| An abiding interest in learning              | 20         | 25    | 25          | 48    |

university, but only 12% of Fourth-Year men checked this as a value received. On the other hand, 55% of First-Year women gave this as a reason, and 60% of Fourth-Year women checked it as a value. This same situation holds true in the development of social skills; 32% of First-Year men expect it, and only 18% of Fourth-Year men feel they have achieved it. Women, on the other hand, received more than they had expected.

The expectations of University of Manitoba freshmen show almost no correlation with those given by the students in the Progressive Education Association study. The expectations ranked as the first five by the former group were ranked third, fourth, sixth, eighth, and fourteenth, by the latter. It is quite possible that expectations would vary considerably between institutions, and these would not show in the average figures of the American study. There is also undoubtedly some difference in cultural outlook between the two countries, and between different parts of the same country, which would color students' thinking. The significant thing seems to be, however, that students do expect a college education to result in the development of all areas of their lives.

2. Adjustment problems. Table IV shows the percentage of First-Year students checking each problem, both as one of several problems, and as their most important problem.

TABLE IV

PROBLEMS EXPERIENCED BY 226 FIRST-YEAR STUDENTS IN ARTS AND SCIENCE, AGRICULTURE, HOME ECONOMICS, AND INTERIOR DESIGN, DURING THEIR FIRST TERM AT UNIVERSITY

Column 1 - shows the percentage checking each problem.  
 Column 2 - shows the percentage checking each problem who designate it as their most troublesome one.  
 Column 3 - shows the percentage of the total group checking each problem as most troublesome.

| Problem                                  | 1  | 2  | 3  |
|--|----|----|----|
| STUDY HABITS                             |    |    |    |
| Difficulty budgetting time               | 60 | 35 | 21 |
| Slow reading habits                      | 25 | 10 | 3  |
| Effective use of the library             | 20 | 4  | 1  |
| VOCATION                                 |    |    |    |
| Uncertainty about vocational goal        | 40 | 30 | 12 |
| CURRICULAR ADJUSTMENT                    |    |    |    |
| Unfamiliar standards of work             | 36 | 22 | 8  |
| Amount of work required                  | 33 | 19 | 7  |
| Attitude of instructors                  | 19 | 25 | 5  |
| Confusion re choice of major             | 19 | 17 | 3  |
| Required subjects                        | 18 | 17 | 3  |
| Impersonal nature of classes             | 14 | 9  | 1  |
| Impractical nature of college work       | 12 | 15 | 2  |
| FINANCIAL SUPPORT                        |    |    |    |
| Insufficient funds                       | 14 | 20 | 3  |
| Time taken for self-support              | 4  | 0  | 0  |
| SOCIAL AND PERSONAL ADJUSTMENT           |    |    |    |
| New independence                         | 27 | 18 | 5  |
| Study hindered by social activities      | 23 | 11 | 3  |
| Worry about home and family              | 15 | 12 | 2  |
| Fraternities and sororities              | 8  | 12 | 1  |
| Living arrangements                      | 6  | 0  | 0  |
| Lack of satisfactory student activities  | 4  | 11 | 1- |
| Being thrown in with many new associates | 4  | 11 | 1- |
| Emotional upset                          | 3  | 0  | 0  |
| Failure to make friends                  | 3  | 17 | 1- |
| Poor health                              | 1  | 0  | 0  |
| Lack of medical care                     | 0  | 0  | 0  |



The greatest single problem, involving the highest percentage of the total group, is that of budgetting time, and next to it comes uncertainty concerning vocational goal. Of the total group, 40% list problems pertaining to study habits as their most difficult; 14% list problems of curricular adjustment; 12%, vocational uncertainty; 12%, social and personal problems; and 3%, financial problems. Approximately 20% of students did not check a most difficult problem. It should be noted that, while problems such as vocational uncertainty, attitude of instructors, unfamiliar standards of work, and insufficient funds are considered to be their most difficult by a relatively small percentage of the total group, 20% to 30% of those checking them as problems consider them to be their most difficult. A problem may be intense without being general. Study habits, vocational uncertainty, and curricular adjustment are the problems which seem to cause First-Year students the greatest concern. This corresponds to the findings of the study conducted by Wrenn and Bell in the order of frequency of groups of problems. The percentage of students checking individual problems also corresponds very closely, excepting uncertainty concerning vocational goal, which was checked by 40% of Manitoba freshmen as compared with 24% of those in the larger study, and time taken for self-support, which was checked by 4% of Manitoba students as compared with 18% in the larger study.

A comparison of men's and women's problems, taken from Table V, shows remarkably few differences. Women, on the whole, tend to be more concerned about study habits, particularly with respect to budgetting time. This may be due to greater participation in social activities, which 31% of them find a hindrance to study, as compared with 16% of men. More women than men check "vocational choice," "the impersonal nature of classes," and "attitude of instructors" as problems, although the latter is considered a most difficult problem by a slightly higher percentage of the men checking it. On the other hand, while approximately the same percentage of men and women check "new independence" as a problem, of these, 28% of men and only 7% of women consider it a most difficult problem. Similarly, with respect to "required subjects," "confusion in selecting a major," and "insufficient funds," approximately the same percentage of men and women check these as problems, but a considerably higher percentage of men rate them as most troublesome. In the case of "lack of activities" and "failure to make friends," only a very small percentage check these as problems, but of those who do, 17% and 20% of men, respectively, consider them most troublesome, as compared with no women in both cases. Women tend to check more problems than men, the average being 4.6, as compared with 3.7 for men, and 94% of women indicate a most troublesome problem, whereas only 68% of men do so.

TABLE V

A COMPARISON OF THE PROBLEMS OF FIRST-YEAR  
MEN AND WOMEN STUDENTS

Columns 1 and 2 - show the percentages of men and women checking each problem.

Columns 3 and 4 - show the percentages of men and women checking each problem who designated it as their most troublesome one.

| Problem                                  | 1   | 2     | 3       | 4        |
|--|-----|-------|---------|----------|
|  | Men | Women | Men     | Women    |
| STUDY HABITS                             |     |       |         | *      * |
| Difficulty budgetting time               | 47  | 75    | 27 (13) | 40 (30)  |
| Slow reading habits                      | 23  | 27    | 11 ( 3) | 10 ( 4)  |
| Effective use of library                 | 18  | 22    | 0       | 8 ( 2).  |
| VOCATION                                 |     |       |         |          |
| Uncertainty re vocational goal           | 32  | 48    | 26 ( 8) | 33 (16)  |
| CURRICULAR ADJUSTMENT                    |     |       |         |          |
| Unfamiliar standards of work             | 38  | 35    | 20 ( 8) | 24 ( 8)  |
| Amount of work required                  | 28  | 38    | 21 ( 6) | 17 ( 6)  |
| Attitude of instructors                  | 12  | 26    | 28 ( 3) | 21 ( 6)  |
| Confusion re choice of major             | 10  | 19    | 23 ( 4) | 10 ( 2)  |
| Required subjects                        | 19  | 17    | 27 ( 5) | 5 ( 1)   |
| Impersonal nature of classes             | 12  | 17    | 0       | 17 ( 3)  |
| Impractical nature of coll. wk.          | 10  | 14    | 17 ( 2) | 13 ( 2)  |
| FINANCIAL SUPPORT                        |     |       |         |          |
| Insufficient funds                       | 13  | 15    | 27 ( 3) | 13 ( 2)  |
| Time taken for self-support              | 5   | 2     | 0       | 0        |
| SOCIAL AND PERSONAL ADJUSTMENT           |     |       |         |          |
| New independence                         | 27  | 27    | 28 ( 8) | 7 ( 2)   |
| Study hindered by social activities      | 16  | 31    | 5 ( 1)  | 15 ( 5)  |
| Worry about home and family              | 19  | 10    | 1 ( 2)  | 18 ( 2)  |
| Fraternities & sororities                | 2   | 4     | 0       | 13 ( 2)  |
| Living arrangements                      | 7   | 5     | 0       | 0        |
| Lack of satisfactory student activities  | 5   | 3     | 17 ( 1) | 0        |
| Being thrown in with many new associates | 3   | 5     | 0       | 20 ( 1)  |
| Emotional upset                          | 2   | 5     | 0       | 0        |
| Failure to make friends                  | 4   | 1     | 20 ( 1) | 0        |
| Poor health                              | 2   | 1     | 0       | 0        |
| Lack of medical care                     | 0   | 0     | 0       | 0        |

\* Percentages of total male and female groups

The differences between men and women students with respect to these problems are not sufficiently marked to suggest separate needs. One can conclude only that the needs are the same for both, with some variations in emphasis.

The significant fact revealed by these responses is, as in the case of student expectations from college, that the problems of which students are aware cover a wide range of activity, and while it is not possible to determine from this body of data the degree of intensity of problems, it is reasonable to assume that the student who is sufficiently aware of a problem to be able to single it out as more troublesome than any other would benefit from the counsel of a mature and trained adult.

It is important to know to what extent problems tend to persist throughout the four-year college period. The percentages of Fourth-Year students checking each item as having been a problem to him as a freshman and who also checked it as a problem in Fourth Year are given below, with the exception of those below 40%.

|                        |     |
|------------------------|-----|
| Insufficient funds     | 61% |
| Slow reading habits    | 60% |
| Worry about family     | 50% |
| Emotional upset        | 50% |
| Poor health            | 50% |
| Difficulty budgetting  |     |
| time                   | 48% |
| Vocational uncertainty | 43% |

The significance of this is that for students checking insufficient funds as a problem in First Year, 61% find

it still a problem in Fourth Year. This 61% may represent a comparatively small section of the total group (12%), but for these seventeen students this has been a source of difficulty for four years. Nineteen per cent of the total group have carried the problem of slow reading habits throughout their four years, while 26% have struggled unsuccessfully with the problem of budgetting time. These students would undoubtedly have benefitted from professional assistance, had it been available to them.

As in the case of First-Year students, there are some noticeable differences between men and women, but these seem to be of degree rather than kind. Table VI shows the percentages of Fourth-Year men and women checking each item, with First-Year percentages in brackets following. Study habits seem to present equal difficulties to both men and women, with men having greatest trouble with slow reading habits, and women with budgetting time. There is a greater decrease in the frequency of these problems from First to Fourth Year for women than for men, which may be a reflection of the greater amount of assistance available to women. Occupational problems, while troubling approximately the same percentage of men and women, show a decided increase for men from First to Fourth Year, and an even greater decrease for women. This ties in with the fact that the expectations of women for occupational preparation in college are realized

TABLE VI

A COMPARISON OF THE PROBLEMS OF FOURTH-YEAR  
MEN AND WOMEN

Columns 1 and 2 - show the percentages of men and women checking each problem.

Columns 3 and 4 - show the percentages of men and women checking each problem who designated it as their most troublesome one.

| Problem                                 | 1       | 2       | 3       | 4       |
|---|---------|---------|---------|---------|
|   | Men     | Women   | Men     | Women   |
| STUDY HABITS                            | ✓       | ✓       | *       | *       |
| Difficulty budgetting time              | 30 (47) | 51 (75) | 11 (4)  | 26 (13) |
| Slow reading habits                     | 21 (23) | 21 (27) | 33 (7)  | 6 (1)   |
| Effective use of library                | 12 (18) | 5 (22)  | 0       | 0       |
| VOCATION                                |         |         |         |         |
| Uncertainty re vocational goal          | 40 (32) | 35 (48) | 26 (12) | 24 (8)  |
| CURRICULAR ADJUSTMENT                   |         |         |         |         |
| Impractical nature of coll. wk.         | 21 (10) | 8 (14)  | 0       | 14 (1)  |
| Amount of work required                 | 18 (28) | 29 (38) | 33 (5)  | 33 (10) |
| Confusion re choice of major            | 16 (10) | 23 (19) | 22 (4)  | 37 (8)  |
| Attitude of instructors                 | 10 (12) | 14 (26) | 17 (2)  | 0       |
| Required subjects                       | 10 (19) | 13 (17) | 33 (2)  | 27 (4)  |
| Impersonal nature of classes            | 4 (12)  | 0 (17)  | 0       | 0       |
| Unfamiliar standards of work            | 2 (38)  | 6 (35)  | 0       | 0       |
| FINANCIAL SUPPORT                       |         |         |         |         |
| Insufficient funds                      | 30 (13) | 23 (15) | 44 (14) | 21 (5)  |
| Time taken for self-support             | 9 (5)   | 1 (2)   | 0       | 0       |
| SOCIAL AND PERSONAL ADJUSTMENT          |         |         |         |         |
| Study hindered by social activities     | 9 (16)  | 25 (3)  | 40 (2)  | 29 (7)  |
| Independence                            | 7 (27)  | 6 (27)  | 0       | 0       |
| Worry about home and family             | 4 (19)  | 12 (10) | 0       | 30 (4)  |
| Fraternities & sororities               | 0 (2)   | 5 (4)   | 0       | 0       |
| Living arrangements                     | 4 (7)   | 2 (5)   | 0       | 0       |
| Lack of satisfactory student activities | 5 (5)   | 2 (3)   | 0       | 0       |
| Being thrown in with new associates     | 0 (3)   | 1 (5)   | 0       | 0       |
| Emotional upset                         | 2 (2)   | 4 (5)   | 0       | 0       |
| Failure to make friends                 | 2 (4)   | 2 (1)   | 0       | 0       |
| Poor health                             | 4 (2)   | 0 (1)   | 100 (4) | 0       |
| Lack of medical care                    | 2 (0)   | 0       | 0       | 0       |

✓ Percentage of First-Year students checking each item

\* Percentage of total male and female groups

to a much greater extent than those of men. With respect to problems of curricular adjustment, 13% of men and 23% of women locate their most difficult problems in this group. The amount of work required places first with both men and women, although it affects a higher percentage of women. Women also experience greater confusion concerning their major subject, whereas men have somewhat greater difficulty with required subjects. None of these differences is strongly pronounced. Financial problems, however, are definitely more widespread and more troublesome for men. Considerably more women than men find their study hindered by social activities, although it is their most troublesome problem to a higher percentage of the men who checked it. Otherwise, there seem to be very few differences between men and women in the area of social and personal problems. Almost all problems, with the exception of those relating to vocational choice and financial support, show a definite decrease in frequency from First to Fourth Year for both men and women. It is apparent that in Fourth Year, as in First Year, the problems of which students are aware are not confined to any single area, but are spread fairly evenly over the areas of study habits, vocational choice, curricular adjustment, and financial support, with personal and emotional problems receiving somewhat less emphasis. This corresponds fairly closely to the spread of problems among First-Year students, and to the findings of the Wrenn and Bell study.

One significant conclusion to be drawn from this is that problems are by no means confined to freshmen, but that students need assistance throughout the full college period. Although there is a decrease from First to Fourth Years in the percentage of students checking a most difficult problem (56% as compared with 68% for men, and 61% as compared with 94% for women), and a decrease in the number of problems checked (from an average of 3.7 to 2.6 for men, and from 4.6 to 2.9 for women), this may point to an intensifying of those problems for the individuals concerned. This is a question deserving of investigation.

Summary. Students tend to expect, and to receive, much more from university than intellectual development. Freshman students, both men and women, place their highest expectation on preparation for a future occupation. Women expect least in the area of intellectual development and men, in the area of social and personal development. Only 19% of the total group list intellectual reasons for attending university as their most important, whereas 59% list occupational preparation. Women tend to realize their expectations to a much greater extent than men, receiving in almost every instance more value from college than they had expected. Men, on the other hand, with the exception of intellectual values, receive less than they had expected.



The problems of both First- and Fourth-Year students are also spread over many activities, those of greatest frequency for both groups being vocational choice and study habits. The frequency of curricular problems is greater in First Year, and of financial problems in Fourth Year. Curricular problems, however, are still considered to be their most troublesome by 20% of the Fourth-Year group. Most problems decrease in frequency and intensity from First to Fourth Year, with the exception of insufficient funds, which increases, although all but three or four problems persist for as high as 61% of those who considered them problems as freshmen.

Differences between the problems of men and women are of degree rather than kind. Women tend to check more problems, and a higher percentage check a most troublesome problem. This is true in both First and Fourth Years. The differences are not sufficiently striking to permit generalization.

Interpretation. Students come to university expecting personal, social, and intellectual development, as well as preparation for a future occupation. Some students find some or all of these; many students do not. Whether these expectations are legitimate or not, students harbor them, and failure to realize them may result in disappointment and confusion. If some of these cannot legitimately be expected

of a college education, then students are obviously confused with respect to educational goals, and should have these explained and interpreted to them. If, on the other hand, their expectations are justifiable, then failure to realize them should be a cause of grave concern to educators. Why is it that so high a percentage of men in the Fourth Year group here employed should indicate a loss rather than a gain in expected values--with the exception of intellectual values? This might be difficult to answer but for the fact that the situation is reversed among women students. The women are organized socially and have a professionally trained Dean to whom they can go for counsel. This is not so for the men, and may well account, in part, for their degree of disillusionment. This, of course, remains speculation until such time as more definite and specific information may be obtained through individual interviews.

With respect to problems, it seems quite evident that students are not receiving the help they should. The emphasis placed, for example, on vocational goals is arresting. While this emphasis may seem out of keeping with the liberal arts tradition, the fact remains that to the students this is a problem of considerable magnitude. Its solution is largely a matter of supplying the student with correct and adequate information on which he may base his thinking and ultimate decision. The fact that so many students have difficulty adjusting to curricular requirements, and in

developing good study habits, indicates the need for assistance in these areas. This is true also with respect to social and personal development, around which, although not indicated in this body of data, there is probably centered the greatest confusion, simply because the problems are less easily identifiable.

The percentage of University of Manitoba students checking problems in the areas represented on the list used correspond closely with the percentages given for thirteen American universities used in the study by Wrenn and Bell. This suggests that the personnel measures employed to meet these problems in other universities may deserve careful study in planning a personnel program for the University of Manitoba.

## CHAPTER VI

### A SUGGESTED STUDENT PERSONNEL PROGRAM FOR THE UNIVERSITY OF MANITOBA

There are three important aspects of a student personnel program which must be considered: 1) specific services arising out of the needs of students, 2) organization and administration, and 3) policy-making. The success of any program depends upon the proper balance between these three aspects.

#### Student Services

A student personnel program should develop logically out of the needs of students. In the preceding Chapter, an attempt has been made to determine these needs, on the basis of observation, clinical experience, and from the testimony of students themselves. From the point of view both of total development of the individual student and of the furthering of educational aims, the evidence presented suggests the desirability of making available to students certain specific services. The specific services which seem to be indicated by each of the problems discussed in Chapter V are given below.

##### i Study habits.

- a) Difficulty in budgetting time. This suggests the need for proper orientation of freshmen and for personal counseling.
- b) Effective use of the library. This also should be included in an orientation program for freshmen.

- c) Slow reading habits. The need here is for remedial instruction, coupled with counseling.

ii Curricular adjustment.

- a) Unfamiliar standards of work. This is a problem of orientation, which requires assistance throughout the first year at least.
- b) The greater amount of work required. Again, the need is for orientation and counseling.
- c) The impersonal nature of classes. This represents a need for more personal contact with faculty members, and suggests the desirability of a system of faculty counseling.
- d) The impractical nature of college work. Counseling in the philosophy and aims of a liberal education, and assistance in working out vocational problems seem indicated here.
- e) Required subjects, and Confusion in selecting a major suggest the need for sound counseling at the time of registration, and for an understanding of the relation of course studies to living and working, indicating the need for personal, educational, and vocational counseling.
- f) Attitude of instructors. If an instructor is not in sympathy with students, the students feel that they cannot look to him for the guidance which they expected. Faculty counseling is indicated.

iii Vocational choice.

This seems to be the most urgent need from the student's point of view, and calls for the provision of vocational counseling, test administration, and a library of occupational information.

iv Financial needs.

- a) Insufficient funds. Provision for financial counseling and student loans would assist students considerably in this respect.
- b) Time taken for self-support. This does not seem to be a problem with University of Manitoba students, but would also come under financial counseling and loans.

v Social and personal adjustment.

These are the problems upon which students place relatively little emphasis, but which psychologists and psychiatrists regard as being the root causes of many other seemingly unrelated problems. The needs implied here call for specialized counseling in the areas of personal, health, and marriage problems, for an adequate housing and dormitory counseling program, and for the provision of adequate social activities to satisfy student needs, accompanied by educational counseling in the development of social skills and social responsibility.

The services which these needs suggest may be set out as follows:

Orientation program  
 Health Service  
 Employment Service  
 Remedial Work  
 Student Housing  
 Testing Program  
 Specialized Counseling Services, such as -  
     Clinical  
     Educational  
     Disciplinary  
     Financial  
     Social  
     Religious

Two of these services--orientation and counseling--are of particular importance because the success of the over-all program will depend upon the effectiveness with which these two aspects of it are carried out. For this reason, they are deserving of special comment.

The most urgent and immediate need of students entering university is to orient themselves to the new atmosphere --to the physical layout of the campus, the increased social and intellectual competition and scope, and the changes in curricular demands. Many students are also away from home

for the first time, which makes their over-all adjustment even more difficult. It is not surprising that by far the highest percentage of students failing to graduate drop out in their freshman year. They are faced with tremendous problems of social, personal, and academic adjustment which some are unable to make, not necessarily because they are weak, but because they are confused. The importance of a sound orientation program is paramount. If the student is made to feel, at the beginning of his college career, that people in the institution are interested in him and aware of his problems, that they are willing to spend time helping him choose his courses wisely, become acquainted with the purposes and traditions of the institution, its facilities, educational and social opportunities and, above all, that the process of orientation will be carried on throughout the year so that he need not feel forgotten after the first week, he will at least have some sense of security in the midst of a new and strange situation.

The orientation program should begin, ideally, before admission to the university, and should carry through to the end of the freshman year. A new situation cannot be swallowed at one gulp. One has to grow into it, and this is certainly true of students entering university. Literature concerning aims and opportunities, and visits to the campus, should be provided for high school students contemplating attendance.

Admission to the university and registration should be regarded as part of the orientation process. These are counseling functions and should be based on full information concerning the individual student. An orientation program should be planned to carry on after Registration and Freshman Week activities are over. This might include a special series of lectures to acquaint students with various aspects of the educational process, to point out the relationships between the many fields of knowledge and the application of formal education to living. Or it might include the meeting of counselors with informal groups of freshmen throughout the year, for discussions of problems bearing on their university experience. There are many possibilities; the important thing is that they be explored.

The greatest single need of the individual student is for counsel in all areas of his life. Orientation during his first year is essential but not enough in itself. It must be supported by the counsel of mature adults throughout the entire university period if its full benefits are to be realized. Counseling is the function basic to all services, and may be said to operate in three areas and on three levels, as indicated below:

| <u>Areas</u>         | <u>Levels</u>     |
|----------------------|-------------------|
| Educational problems | Non-professional  |
| Vocational guidance  | Semi-professional |
| Personal problems    | Professional      |



A word of explanation is needed with respect to each of these categories. Educational counseling is concerned primarily with the adjustment of the student to curricular demands. This includes not only actual course work, but its methods of presentation, the amount and quality of work expected from the student, and effective study methods. The logical place for the student to seek counsel on such matters is from members of the teaching staff in his faculty. These are the men and women with whom he comes in direct contact, who are best qualified to interpret the requirements of the faculty to him, and who are best able to discuss his work in relation to the demands of specific courses. It is from this group, then, that the student is justified in expecting help on educational problems. But counseling is an art which requires understanding and skill, and many instructors lack either or both of these. This means that faculty counselors must be carefully selected, on the basis of their sincere interest in students and of their willingness to give time and effort to the acquiring of counseling skill. This willingness should be recognized by relieving faculty counselors of some teaching duties and by giving it equal credit with teaching. Counseling of this type would be on the non-professional level, but it should involve training and supervision by professionals. The semi-professional level would include college personnel officers who have had

some professional training which qualifies them to do more specialized counseling and to supervise the personnel program of the college or faculty.

Vocational counseling is concerned with helping the student decide upon a suitable occupation, and is closely tied in with such educational problems as choosing a major field of study. This is an area of counseling that requires professional training, both in the techniques of counseling and the administration and interpretation of tests, as well as a thorough acquaintance with occupational opportunities and trends. A well staffed and equipped vocational guidance center on the campus would seem the most effective way to meet this need. Allied to this is the need for an employment agency, which would undertake to provide summer and permanent employment for students.

Personal problems, including problems of health, physical handicap, family, marriage, financial support, discipline, social and religious adjustment, orientation to the University, and living accommodation require, in general, the services of professional counselors. This does not mean that college and faculty counselors may not be of some assistance in these areas; it means, rather, that the effective handling of such problems requires more time and specialized training than could reasonably be expected of faculty members. In addition, there are certain services which can be

administered effectively only by a centralized agency; services such as housing, health, testing, loans and scholarships, and some forms of discipline.

Counseling, in these areas where specialized training is required, is on the professional level.

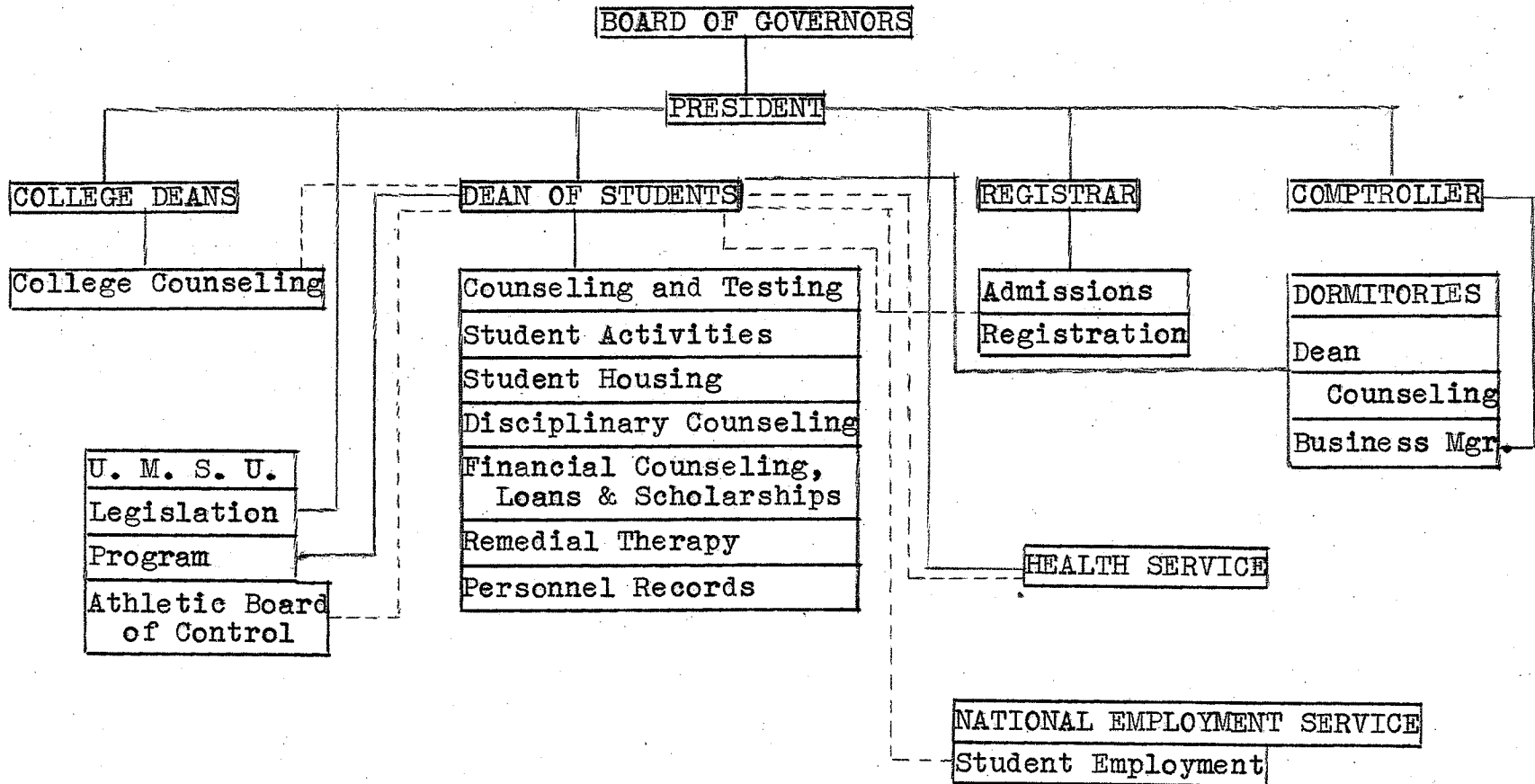
### Organization and Administration

It is suggested that the organization of student personnel services at the University of Manitoba should follow a plan such as that outlined in Chart III. This plan, with some modifications, is modelled after that in operation at the University of Minnesota. The administration of this plan should be the responsibility of a single personnel officer, represented on the Chart as Dean of Students, who would be directly responsible to the President for the administration of the personnel policy of the University, who would have academic status equal to that of college deans, and whose functions would be as follows:

- i To act as advisor to the Administration in matters of student personnel.
- ii To administer certain all-University student personnel services.
- iii To act as coordinator of all student personnel services on the campus.
- iv To promote better articulation between high schools and University.
- v To carry out an in-service training program for non-professional counselors, such as faculty advisors and dormitory counselors.

CHART III

PLAN OF ORGANIZATION FOR A STUDENT PERSONNEL PROGRAM AT THE UNIVERSITY OF MANITOBA,  
 SHOWING ADMINISTRATIVE (solid line) AND ADVISORY (broken line) RELATIONSHIPS



- vi To develop and maintain an effective system of records.
- vii To stimulate and guide research in the field of student personnel.
- viii To watch for needed changes in the program and its method of administration and to make these known.

The all-University services which should be administered by the Dean of Students are as follows:

- i Counseling and Testing
- ii Student Activities
- iii Student Housing
- iv Disciplinary Counseling
- v Financial Counseling, Loans and Scholarships
- vi Remedial Therapy
- vii Personnel Records

Following is an elaboration of the other relationships shown in Chart III:

- i In the case of the University of Manitoba Students' Union, which is now responsible to the Board of Governors through the President, it would seem reasonable to bring the program functions of this Organization under the administration of the Dean of Students, through the Student Activities Bureau, leaving it still responsible to the Board of Governors with respect to its legislative function. The Athletic Board of Control should be in a consultative relationship with the Dean of Students.

- ii Although the University of Manitoba has no health service at present, should this be established, it would probably be done in cooperation with the Medical School, in which case it may not be feasible to bring such a service under the jurisdiction of a Dean of Students. There should, however, be a close coordination of effort and a close working relationship between the two.
- iii Student employment is now being handled by the National Employment Service, and this seems to be a satisfactory arrangement. This agency on the campus could not be administered by the Dean of Students, but should work in cooperation with him.
- iv It seems desirable that two lines of administration lead to the dormitories, with business management a responsibility of the Comptroller and with the dormitory deans responsible to the Dean of Students.
- v The relationship between the Dean of Students and college and faculty counselors should be an advisory one. A similar relationship should exist between the Dean and Registrar in matters of admissions and registration procedures.

The Dean of Students may administer only a part of the total student personnel program, but he has the equally important task of coordinating the efforts of all personnel workers on the campus and of developing a common viewpoint among them.

Those departments directly administered by the Dean of Students require further comment.

i Counseling and Testing. Within a student personnel program such as that proposed, mental tests have two uses: 1) to provide objective information as an aid to individual counseling and 2) for use in research. Both of these are secondary uses. Tests should be employed only to the extent to which they can be effectively used and accurately interpreted. The testing program, therefore, would be limited by the size of professional staff and the amount of training which can be given semi-professional and non-professional counselors.

The functions of counseling and testing would be to provide professional counseling in all three areas--personal, vocational, and educational; to act in an advisory capacity to college and dormitory counselors; and to supervise the in-service training of faculty counselors; to work in close cooperation with the health staff and with other departments under the Dean of Students; and to carry out research.

ii Student Activities. The functions of this department should be the supervision of all student organizations; interpreting University regulations to the students; acting as spokesman for students to the Administration through the Dean of Students; and attempting to help

students find educational significance in social participation.

- iii Student Housing. All students not living at home should be provided with housing accommodation which is healthful and congenial. All housing offered to students should be carefully inspected and should meet the standards set by the University.
- iv Disciplinary Counseling. The function of the counselor here would be to interview all students guilty of infractions of University regulations, in an effort to help the student to a better understanding of himself and to appreciate the necessity for restrictions. Disciplinary cases involving college regulations would not be dealt with by this department.
- v Financial Counseling, Loans and Scholarships. Many students have difficulty financing themselves and some are forced to leave University through lack of funds. This service would be designed to provide advice to students in financial matters and to make provision for loans and scholarships for those who need them.
- vi Remedial Therapy. This department should provide remedial services to students in such areas as defective speech and poor reading habits.
- vii Personnel Records. An adequate system of records is essential to any personnel program. These records should contain all of the information available about each



student who receives counseling service from any personnel worker on the campus. Complete records are necessary, not only to facilitate the counseling function itself, but for the purposes of research. A suitable system should be carefully worked in advance and then kept strictly up to date. This implies the need for adequate clerical staff.

#### Policy-making

Before a student personnel program can go into operation, it must have a guiding policy. Since the program is to be designed for students it is only just that they should have a voice in its policy. Therefore it is recommended that a committee composed of administrators, faculty, and students be appointed by the President, to be responsible for formulating and initiating subsequent changes in, the student personnel policy. Chairman of this committee should be the chief personnel officer. This committee would be essential to give authority to the program, even if it functioned only as a sounding board for the proposals of the chairman. The point of significance is that a personnel program is likely to be more realistically planned and better accepted if those affected by it are represented in the planning. This is particularly important in a university which is just beginning to be 'personnel-minded,' as is the University of Manitoba.

## SUMMARY

To be effective, a student personnel program requires, in logical order; 1) a well-thought-out personnel policy, 2) a fully qualified director, and 3) the provision of services pertinent to the needs of students on the particular campus involved. For the University of Manitoba, it is recommended that the personnel policy be formulated by a committee composed of students, faculty, and administration, that the administration of this policy be the responsibility of a Dean of Students appointed by the President and having status equivalent to that of academic deans, and that student personnel services be divided into three categories: a) those specialized services administered by the Dean of Students; b) other specialized services administered by outside agencies or directly responsible to the President and to whom the Dean stands in the relation of advisor on personnel policy; and c) those services offered by colleges and faculties to their own students.

The basic function underlying all services is that of counseling in the areas of educational, vocational, personal, and social problems. This may be carried out on three levels; 1) that of faculty advising, which is non-professional but requires certain training in the basic concepts of counseling, 2) the level of college counselors and personnel administrators, who are semi-professionals, and 3) the professional

level, which includes counselors with full professional training and capable of counseling in specialized fields.

## CHAPTER VII

### SUGGESTIONS FOR IMPLEMENTING A STUDENT PERSONNEL PROGRAM AT THE UNIVERSITY OF MANITOBA

In putting into effect a program such as that outlined in Chapter VI there are four considerations that should be kept in mind. These are: 1) Cost, 2) Urgency of need, 3) Logical development, and 4) Availability of trained personnel.

It seems quite probable that in the beginning there will be little money available to finance a student personnel program. It will be necessary, therefore, to consider first those services which can be introduced either at very little cost or on a self-supporting basis. The urgency of certain specific needs, however, should be a primary factor in determining where to begin. Cost and the availability of trained personnel will influence the speed of development.

If the University undertakes to develop a student personnel program, it should not be satisfied to let it grow up in a haphazard manner, as has been the experience in so many Canadian and American universities. This was unavoidable when the movement was new and experience lacking. Now, however, with the experience of others to use as a guide, and with a growing body of information from research, there

is no need to set out blindly on such a project. The program should develop logically, in accordance with an over-all plan and purpose.

This points to the first step, which should be the appointment of a committee to formulate student personnel policy. This committee, as already indicated in Chapter Vi, should consist of students, faculty, and administrators.

The second step should be the appointment, by the President, of a personnel officer to plan and carry out a program in keeping with this policy. This officer may be an outsider or a member of the faculty, ultimately to be appointed Dean of Students; or he or she may be a person already engaged in personnel work with students on the campus and who, on the appointment of a Dean of Students, might become Assistant Dean. In any case, a personnel officer should be appointed, by authority of the President, to carry out an accepted policy, and this person should have professional training in counseling and in student personnel administration.

Assuming these two steps to have been taken, and the plan outlined in Chapter VI accepted in essence, following are suggestions for its implementation.

1. Considering need first, three concurrent developments seem indicated: a) The planning of an orientation program for freshmen to include, if possible, pre-admission

contact, special attention at registration (a program similar to the pre-fall orientation program at the University of Minnesota, outlined in Appendix A, is recommended), and continued contact throughout the whole of the first year; b) The strengthening of the system of faculty advising presently in operation in the Faculty of Arts and Science, through selection and in-service training; and c) The establishment of a counseling and testing centre, with special attention given to the need for vocational guidance.

There is a logical necessity in the grouping of these three services. The orientation of new students seems the most reasonable approach to an over-all program, but much of its value would be lost if it were not supplemented by a counseling program to continue the orientation process into broader areas of adjustment. Students do not cease to have problems at the end of their freshman year. If they are to continue to grow, their problems must be met at succeeding levels.

With respect to cost, an orientation program would involve very little. Its greatest demands would be on staff time in the matter of planning, registering students, presenting special lectures, etc. Some aspects of the planning and execution could enlist the aid of senior students. Faculty advising involves no direct cost, although the reduction of teaching load for some faculty members would create the necessity of increasing staff.

A counseling and testing centre would, however, involve direct costs. Staff, to begin with, should include at least two professionally trained, full-time counselors, one of whom could be the personnel officer in charge of the program, with professionally trained faculty members a possible source of additional assistance. There would also be the cost of test materials, test administration and scoring. This need not be initially great, since it would be wise to begin by employing only a few selected tests. But it would probably require a clerical staff of at least three to look after the administering and scoring of tests and the keeping of records and files. This would depend entirely on the scope of the testing program, but allowance should be made for adequate clerical staff.

It might be feasible, at the outset, to charge students using the testing service for the cost of materials and of scoring. This could be done quite justifiably for all but the regular test batteries administered to freshmen.

The implementation of these three services would require two professionally trained persons. There is already one professional personnel worker on the campus, which would mean the addition of one more.

2. No service, with the possible exceptions of orientation, vocational guidance, and employment can be introduced full-fledged into a personnel program because, even though

the experience of others is available as a guide and a warning, it is still necessary to relate the service to the situation on a particular campus. By 'situation' is meant not only the existing needs of students for assistance in working out their many problems, but also the degree of acceptance of the service by faculty and students. At the University of Manitoba, where there is no student personnel program, it is to be expected that; 1) many members of the faculty may view with disfavor the whole concept of 'helping the student,' looking upon this as mollycoddling rather than strengthening him and 2) students may feel hesitant about using personnel services offered to them until they become acquainted with their underlying purpose and the benefits to be obtained from them. This means; a) that a good system of faculty counseling may not be possible until an educational groundwork has been laid in support of the personnel philosophy and b) that student demands on personnel staff time may at first be fairly small. In addition to making available the minimum services suggested above, an important function of the personnel staff in the initial phases of the program would be to interpret it to students and faculty, and the degree of acceptance of the program on the part of these two groups would determine to a considerable extent its speed and direction of development. The attitude of administrators and the amount of money available would be other determining factors.



3. It does not seem feasible to suggest a particular order in which services should be added to the program.

There are, however, certain factors inherent in the situation at Manitoba which may suggest a logical course of development.

- i The National Employment Service has indicated its willingness to give special attention to the employment needs of students and to maintain an employment office on the campus. This office already is in operation and there should be little difficulty in the way of incorporating it into a proposed program.
- ii Assisting students to find housing accommodation is at present one function of the Dean of Women. This could be carried over into the program and extended as staff time allowed.
- iii Another function of the Dean of Women provides a nucleus for remedial work with students, particularly with respect to poor reading habits and English usage. This also could be incorporated into the program at the beginning and extended as time and staff permitted. Part time assistance from faculty members might be obtainable here and also in the field of speech therapy.
- iv The Dean of Women presently functions as an advisor to some student organizations. This provides a basis for furthering personnel work among these organizations and for gradually drawing them into the over-all program.

This could not be effected until after the appointment of a Dean of Students and until the initial phases of the student personnel program had been in operation sufficiently long for students to appreciate its value and possibilities.

These four services could be carried over into the student personnel program at their present level of operation, at no added cost, and with no initial need for additional staff. They should, however, be integrated into the total program and their scope extended with as little delay as possible.

4. Plans for a student health service should begin at once to include, at the minimum, a complete physical and mental examination of all new students, plus adequate medical and psychiatric services throughout the year. It is recommended that the initial staff include one full-time physician, who would act as director of the health service, two nurses, one part-time dentist, and one part-time psychiatrist. This service should gradually be extended to include a complete health examination for all new faculty and maintenance staff, health education for students, additional services to students, and the inspection of food and sanitation on the campus. Such service could be financed largely from student fees and from charges for extra services not coverable by the student fee, e.g. faculty health service, service to the University, and special equipment and drugs.

5. While it is necessary to exercise caution in the use of mental tests, a sound testing program has undeniable value, and this should be built up gradually over a period of years. The testing of freshmen students is already being done by the psychology department of the University. This is limited, however, to one test of academic aptitude, the results of which are distributed to deans and faculty to be used in academic advising. This group is largely untrained in the meaning and interpretation of mental tests, so that the misuse of these results is almost inevitable in a great many instances. This points up the need for careful planning in the use of tests as part of a larger program of counseling.

The testing of freshmen is now, however, an accepted fact in the University, paving the way for the introduction of a more purposeful program. Provided the test now being used is a reliable one, it is suggested that one or two supplementary tests be added to form a battery of tests for freshmen. This battery would provide a more effective counseling aid and a greater body of data for research.

The value of test batteries in the admission of students to the University and to individual faculties and colleges should be kept in mind, and an effort made to introduce them into the admissions program as soon as possible. This would require cooperation with the high schools in the testing of senior students.

In addition to the testing of freshmen, provision should be made for the administration of a few selected tests of aptitude, vocational interest, and personality to those students in all years who may desire this service, in support of vocational and personal counseling.

6. The establishment of dormitory counseling would hinge on the availability of staff qualified to select suitable senior students as counselors and to provide in-service training for them. Counselors should be assigned to single rooms and given their room and board free in return for counseling services. They would be responsible directly to the dormitory deans, and one counselor should be allotted to every twenty-five to fifty residents. This is a service which would not be costly and which should be instituted as soon as the proper training facilities are available.

7. Financial and disciplinary counseling involve a fairly small percentage of the student population and, for this reason, may be considered as relatively less important than many of the other services. This is justified on the basis of the fact that the personnel program cannot begin everywhere at once and the logical place seems to be with those services which will benefit the greatest number. However, financial and disciplinary problems are highly important to the individual students involved, and provision should be made for adequate assistance in these areas as soon as is reasonably possible.

In order to better clarify the sequence and relationships of the above steps, these are summarized below:

- i A policy-forming committee composed of students, faculty, and administrators should be appointed.
- ii A professionally trained personnel administrator and coordinator should be appointed to carry out the personnel policy.
- iii The program should begin with an orientation period for freshmen, the pulling together and strengthening of the present system of faculty advising, and the establishment of a counseling and testing centre.
- iv The program of testing should develop slowly from 1) a small, carefully planned beginning, centered about the testing of freshmen for academic aptitude and the restricted use of tests of personality, vocational interest, and special aptitudes to 2) the use of batteries of tests for admission, involving closer cooperation with the high schools, to 3) the more inclusive use of available test instruments.
- v At the same time, a campaign to educate students and faculty to the purpose and benefits of student personnel work should be undertaken, and the groundwork laid for the subsequent introduction of additional services (i.e. health, dormitory, financial, and disciplinary counseling) and the extension of present ones (i.e. student housing, remedial work, supervision of student organizations, all of which are now handled by the Dean of Women; and employment, now undertaken by the National Employment Service).
- vi A Dean of Students, having academic status equivalent to that of college deans, should be appointed either at the very beginning or within a year or two of the setting up of the initial steps in the program. The speed and effectiveness with which the program develops will depend to a large extent upon the respect which the chief personnel officer commands from administration, faculty, and students.

There is one important feature of the University of Manitoba situation which has not been mentioned and this is the physical separation of the affiliated colleges from the

main campus at Fort Garry. The effect of this will be to emphasize the importance of developing strong college counseling services, with personnel workers being called upon to perform a variety of functions. Arrangements would have to be worked out whereby the resources of staff and equipment at Fort Garry would be available to the down town colleges. In the first few years, however, this will not be too great a problem, the chief concern being the development of programs within the individual colleges, the selection and training of personnel workers, and the coordination of effort and purpose among them. The greatest demand will be on the time of the personnel director.

Conclusion. There are a few important facts which emerge from the foregoing Chapters and it may be well to review them here. First, there is the psychological fact of the wholeness of the individual and the interrelatedness of his needs. Second is the fact that students have problems arising from their needs and that these problems occur in all areas of activity. In the third place, it has become evident to educators and personnel workers that the student's academic achievement is inextricably bound up with his total adjustment to life, and that the educational goals of colleges and universities can be fully realized only when attention is given to the needs of the student as a 'whole' individual. Fourthly, a program set up to meet these needs

must be; a) supported by a carefully worked out, well defined personnel policy, b) administered by a fully qualified person with academic status on a level to command the respect of administrators, faculty, and students, and c) implemented in accordance with an over-all plan based on the needs of students as determined by experience and research.

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A P P E N D I X

## APPENDIX A

### PRE-FALL TWO-DAY ORIENTATION PROGRAM AT THE UNIVERSITY OF MINNESOTA

From one hundred to 150 students who have been admitted to the University are brought in for each two-day period, beginning the first of August, and the following is an outline of the program prepared for them:

#### First Day

- i From 4 to 5 hours, divided between the morning and afternoon, are spent in taking tests, so that the results may be available the next day as an aid to the advisors in helping students choose their courses.
- ii After the morning testing period, students are taken to the Union, divided into groups of from 10 to 20 and put in charge of upperclassmen, one to each group. The purpose is to introduce students to each other and give each one the feeling of belonging to a particular group.
- iii Students then go to the Health Service to make an appointment for a physical examination at some later date.
- iv The small groups with their upperclassman sponsors meet for lunch, when students have a further opportunity to become acquainted and the sponsor gives them each a student handbook and discusses the services and traditions of the University with them.
- v The early part of the afternoon is taken up with an informal introduction to the leaders of different student organizations, who give brief talks about their groups.
- vi The latter part of the afternoon is given over to college meetings, designed to begin formalized registration. Students are given registration blanks, and college counselors explain the registration process and what the College has to offer in learning and counseling opportunities.

Second Day

- i The morning is given over to registration, beginning with college meetings to which students bring their completed registration forms. There is more discussion of registration procedure and students make appointments for individual counseling interviews sometime during the rest of the day. By this time, the advisors will have test scores, admission forms, etc. A one-hour interview is allowed each student in which to assist him in deciding his course. After being registered, he is given a fee statement which he takes to the financial office where he pays his fees.
- ii Sometime during the day, when not tied up with registration procedure, the student takes a speech and hearing test, visits the Housing Bureau to register for a room, etc.
- iii The last thing before leaving in the afternoon, students meet together again in their small groups for a re-hash of what has been happening to them during these two days.

APPENDIX B 1

CHECK LIST FOR FRESHMEN CONCERNING FIRST-TERM EXPERIENCES  
IN THE UNIVERSITY

I Please fill in the blanks below, or underline where appropriate.

1. Is this college the first you have ever attended? YES NO
2. If you attended another college first, what College?  
How long? \_\_\_\_\_ terms, \_\_\_\_\_ years.
3. Did you take First Year Arts, or enter Second Year from  
High School? FIRST YEAR HIGH SCHOOL
4. Sex: MALE FEMALE Pseudonym \_\_\_\_\_
5. Age at nearest birthday \_\_\_\_\_
6. Underline below the type of place you lived in last term:  
DORMITORY PARENTS' HOME RELATIVES' HOME OTHER PRIVATE  
HOME FRATERNITY OR SORORITY ROOMING HOUSE
7. What is your college major or planned major? \_\_\_\_\_
8. Have you chosen your future vocation? YES NO
9. If YES, what vocation? \_\_\_\_\_

II Indicate below, as accurately as you can, your reasons for coming to college. Underline ONCE all your reasons; underline TWICE the one reason you consider most important.

- 1 Parents want you to
- 2 To make desirable social contacts and lasting friendships
- 3 Your friends were coming
- 4 To develop social skills - poise, self-confidence
- 5 Because it gives you social and professional prestige
- 6 For a grounding in basic knowledge
- 7 To broaden your perspective
- 8 To develop an intelligent interest in contemporary affairs
- 9 To develop a philosophy of life
- 10 To develop an abiding interest in learning
- 11 For personal development and growth
- 12 To learn to understand others
- 13 To develop self-reliance and independence
- 14 To increase personal efficiency
- 15 To learn how to adjust to life
- 16 To learn useful work methods
- 17 To prepare for a future occupation
- 18 In search of clues to help in making a vocational choice
- 19 Other

III What items listed below presented problems for your personal or academic adjustment to college during the first term in this college? Underline ONCE all items that presented problems at all. Underline TWICE the most troublesome one for you.

- 1 Difficulty in budgetting time
- 2 Impersonal nature of classes
- 3 How to use the library effectively
- 4 Worry about home or family
- 5 The greater amount of work required
- 6 New independence (in both work and personal life)
- 7 Impractical nature of college work
- 8 Insufficient funds
- 9 Unfamiliar standards of work
- 10 Required subjects
- 11 Slow reading habits
- 12 Attitude of instructors
- 13 Confusion in selecting a major
- 14 Lack of satisfactory student activities
- 15 Study hindered by social activities
- 16 Poor health
- 17 Time taken for self-support
- 18 Being thrown in with many new associates
- 19 Failure to make friends
- 20 Emotional upset
- 21 Fraternities or sororities (whether a member or non-member)
- 22 Living arrangements
- 23 Lack of medical care
- 24 Uncertainty about vocational goal
- 25 Others

IV From a personal viewpoint, should your college provide more help on any problems listed in Section III? If so, please indicate which ones by drawing a circle around the numbers preceding them.

V Did you receive assistance in any of the problems listed in Section III last term? If so, please indicate in the space below from whom assistance was received, the problem(s) involved, and the degree of help given you.

| <u>Help received from</u> | <u>Problem(s)</u> | <u>Degree of satisfaction</u> |            |             |
|---------------------------|-------------------|-------------------------------|------------|-------------|
|                           |                   | <u>H</u>                      | <u>NVH</u> | <u>NH *</u> |
| Dean of Men               |                   |                               |            |             |
| Dean of Women             |                   |                               |            |             |
| Dean of College           |                   |                               |            |             |
| Faculty Advisor           |                   |                               |            |             |
| Instructors               |                   |                               |            |             |
| Fellow Students           |                   |                               |            |             |
| Other (specify)           |                   |                               |            |             |

\* H--Helpful; NVH--Not Very Helpful; NH--Not Helpful at all

APPENDIX B 2

CHECK LIST FOR FOURTH-YEAR STUDENTS

I Please fill in the blanks below, or underline where appropriate

- 1 Is this the only college you have ever attended? YES NO
- 2 If not, what other college? \_\_\_\_\_
- No. of years \_\_\_\_\_ Work completed \_\_\_\_\_
- 3 Sex: MALE ~~FEMALE~~ Pseudonym \_\_\_\_\_
- 4 Age at nearest birthday \_\_\_\_\_
- 5 What is your major subject? \_\_\_\_\_
- 6 Have you chosen your future vocation? YES NO
- 7 If YES, what vocation? \_\_\_\_\_

II Will you underline ONCE in the list below those items which, to the best of your memory, express your original expectations from a college education. Then, will you please CIRCLE the number preceding those items which best express your present feeling concerning the value of a college education in terms of your own experience.

- 1 Lasting friendships and social contacts
- 2 Social skills - poise, self-confidence
- 3 Social and professional prestige
- 4 Grounding in basic knowledge
- 5 Broadened perspective
- 6 Intelligent interest in contemporary affairs
- 7 Philosophy of life
- 8 Abiding interest in learning
- 9 Personal development and growth
- 10 Understanding of others
- 11 Self-reliance and independence
- 12 Increase in personal efficiency
- 13 Ability to adjust
- 14 Useful work methods
- 15 Preparation for future occupation
- 16 Others

III Will you please CIRCLE the number preceding those items listed below which presented problems for your personal or academic adjustment during your first year in college. Will you then please underline ONCE any items which at present constitute difficulties in your personal or academic adjustment. Underline TWICE the most troublesome one for you at present.



- 1 Difficulty in budgetting time
  - 2 Impersonal nature of classes
  - 3 How to use the library effectively
  - 4 Worry about home or family
  - 5 Amount of work required
  - 6 Independence - in study and personal life
  - 7 Impractical nature of college work
  - 8 Insufficient funds
  - 9 Unfamiliar standards of work
  - 10 Required subjects
  - 11 Slow reading habits
  - 12 Attitude of instructors
  - 13 Uncertainty concerning major
  - 14 Lack of satisfactory student activities
  - 15 Study hindered by social activities
  - 16 Poor health
  - 17 Time taken for self-support
  - 18 Contact with associates
  - 19 Failure to make friends
  - 20 Emotional upset
  - 21 Fraternities or sororities
  - 22 Living arrangements
  - 23 Lack of medical care
  - 24 Uncertainty about vocational goal
  - 25 Others
- IV From a personal viewpoint, should your college provide more help on any problems listed in Section III? If so, please indicate which ones by placing an 'X' before the number of the item.
- V Same as Appendix B 1 -- V.
- VI In the space below, add any further comments that you may care to make. These may be in the nature of either approval or criticism.