A Study of Student Personnel Practices in Virginia Colleges

M. A. F. Ritchie

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A STUDY OF STUDENT PERSONNEL PRACTICES
IN
VIRGINIA COLLEGES
by
Miller Ritchie
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
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M. R.
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16* Beliefs Guidance.
CHAPTER I

THE PURPOSE AND PLAN OF THE STUDY

Introduction

At this time American colleges face severe tests of their vitality and usefulness. With the approach of war, enrollments have dropped seriously for the first time in a decade. Large gifts in money have decreased radically, and endowment income is only a fraction of the amount received in former days. For many institutions the present crisis may represent a serious threat to their very existence; for others it signals an even more hard-fought struggle for survival; to all it brings home the necessity for administrative, instructional, and curricular changes to meet the changed conditions of our way of life.

The Dean of Harvard's Graduate School of Business Administration, Dr. W. B. Donham, has this to say about the American College in 1942 and after:

The price of a useful and successful life for the college is a bold policy of change and adaptation, skillfully designed to preserve the most significant contributions to our community life and to strengthen the fields which appear most likely to be of service in the future. It is becoming increasingly clear that the job ahead of all colleges, large and small, is both more difficult and more important than we have realized for the past two generations. In the future only those institutions which understand the job can hope to command the support necessary

1. New Year's Day, 1942.
2. 9.16 per cent drop for 1941-42 under 1940-41 in 669 approved institutions. Annual survey by President Raymond Walters, University of Cincinnati, "Statistics of Attendance in American Universities and Colleges, 1941," School and Society, LIV, No. 1407, December 13, 1941, 539.
to effective survival.

In meeting the challenges of this present time, colleges have reason, as never before, to re-evaluate their entire programs in terms of the needs of individual students. Recognition of this fact by alert educators is illustrated by another quotation from Dr. Donham's article:

Our modern college groups are not so contented as they used to be. They are too detached from real things and frequently feel at loose ends. Uncertainty, loneliness, discontent, obsessive thinking, and neuroses afflict large numbers, particularly in the big city colleges.

In my judgment our colleges are too narrowly intellectual in their criteria. Too great a premium is placed on memory, on verbal brilliance, on cleverness, sometimes on stolid but uninspired hard work; too little on common-sense judgment of men and things—on those qualities we find so hard to define but so easy to recognize, qualities summed up by such words as "teamwork" and "leadership."

Evaluation of college programs in terms of student needs calls for increased emphasis on student personnel work of a high order in each institution and the use of sensible and scientific techniques in this work. The haphazard student personnel efforts characteristic of many of our institutions constitute a real weakness in a situation that demands the utmost in institutional strength. Adequate student personnel programs will assume new and greater significance as colleges adapt themselves to war and post-war service.

Statement of Purpose

The fact that student personnel work is now of more vital importance than ever gives added timeliness to this study. For,

4. Ibid., p. 137.
its purpose is that of providing at least a partial inventory of some of the major student personnel services offered in Virginia colleges in the 1941-42 session. The inventory purpose of this study is three-fold: (1) to survey the literature on student personnel work and bring together in one study for the benefit of Virginia educators some of the best thought on the subject; (2) to secure and present factual data on student personnel practices in institutions of the State, with special reference to general viewpoint, administrative co-ordination, and to the following services: pre-college guidance, admission of students, orientation, counseling service, group guidance, placement, health service, religious guidance; (3) to suggest some implications of the data in the light of authoritative thinking on the subject and the experience of other college groups.

Definition of Terms

Among those who discuss student personnel problems utter confusion reigns as to terminology. The terms "guidance," "vocational guidance," "educational guidance," "counseling," "placement," "personnel work," "personnel point of view," and many others have been tossed about by writers and speakers in a way to confuse both themselves and their readers and hearers. That these terms have been used synonymously, differentiatingly, inclusively, and restrictively, only adds to the confusion.

Lloyd-Jones and Smith\(^5\) tell the story of the college president

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who recently told an educational group that in his college they "had not gone in for any personnel work but they had a thoroughly fine plan of counseling." Another college president is reported by the same authors to support a placement office in his institution and to consider that to be an entire personnel program, ruling out all other services generally thought to be implied in the term.

The author of this study has no panacea for this confusion in terminology. It is mentioned, however, to indicate both the difficulty and the importance of selecting the term indicative of the scope of the study.

In surveying the literature in the field under consideration it seemed to this writer that the term "student personnel" was used most often and most appropriately in reference to programs in institutions of higher education. "Guidance" is also often used to refer to work in colleges, but it seems to the writer that it is perhaps more frequently used in regard to work of this kind in secondary schools. These terms appear often to be used synonymously in reference to a total program. The terms "vocational guidance," "educational guidance," "personnel point of view," "placement," and "counseling" are less often used to indicate a total program. It would seem erroneous to use them to characterize total function, since their very wording implies a partial aspect of a whole rather than a whole itself.

In this study the term "student personnel program" (work) is used to refer to the total personnel function in a college. Others of the terms mentioned above may be used, but when used they indicate
aspects of the total personnel program and not the total program itself.

Studies in the Field

Many survey studies of guidance or pupil personnel programs in secondary schools have been made. But in the college field, a much smaller number of survey studies is available for reference. Among the few that have been made several are noteworthy. L. B. Hopkins, now president of Wabash College, reported in 1926 what is considered the first systematic collection of data on and appraisal of student personnel work in American institutions of higher learning. In 1936 D. H. Gardner's extensive study of personnel work in fifty-seven institutions of the North Central Association was published. In 1937 the Association, using Gardner's classification, prepared forms for gathering information on personnel activities in member institutions. The study results were reported by W. J. Haggerty and A. J. Brumbaugh in the North Central Association Quarterly. The latest study available for reference by the writer is that by C. C. McCracken in 1939 on student personnel services in Presbyterian colleges.

The two last mentioned studies have been of immeasurable value to the author of the present survey and they are referred to repeatedly.

9. C. C. McCracken, A Survey of Student Personnel Services in Fifty Colleges, Affiliated with the Board of Christian Education of the Presbyterian Church in the United States of America, Mimeographed in 2 volumes. (May be secured from the Presbyterian Board of Christian Education, 822 Witherspoon Building, Philadelphia)
Method of Approach

Chapter II of this study, which is a discussion of certain major aspects of a total personnel program, is obviously a combined product of research in the literature on the subject and experience by the author in the admissions phase of personnel administration. Preference in research was given publications of a comparatively recent date.

Data for Chapter III were drawn from a questionnaire sent to the deans of Virginia colleges. The questionnaire covered the following aspects of a personnel program: underlying purposes, administrative organization of total program; pre-college guidance; admission of students; orientation of students; counseling service; group guidance through campus organizations; placement; and miscellaneous, including health service and religious guidance.

A valuable factor in securing data for this study was the co-operation of Sub-Committee No. 1 on Election and Guidance of the Virginia State Department of Education’s Advisory Committee on Teaching in the Schools and Colleges of Virginia. Curtis Bishop, president of Averett College, Danville, Virginia, is chairman of this committee. The author agreed to make available to the committee results of his research.

In Chapter IV implications of the data on student personnel practices in Virginia colleges are cited through reference to authoritative comment reported in Chapter II or through comparison with the practices of other college groups and with expert judgments reported by the McCracken study on practices in Presbyterian and North Central
Association colleges.

Materials presented in the Appendix are illustrative of what the author believes the better types of personnel services offered by Virginia colleges. These materials were selected from a file of orientation programs, orientation course outlines, view booklets, student handbooks, intelligence tests and many other items kindly sent the author by deans and presidents of various institutions.
CHAPTER II

WHAT IS GOOD STUDENT PERSONNEL PRACTICE?

In order to provide background for appraisal of factual data on student personnel practices in Virginia colleges to be presented in Chapter III of this study, it seems essential to offer some discussion of the general question with which this section is entitled: What is good student personnel practice?

The writer recognizes that each person who writes on the subject of personnel work has a view differing slightly from that of every other person and that no "set" pattern can be prescribed. However, a rather extensive review of current and recent comment on the subject is important to an understanding of the personnel problems facing college administrators. Accordingly, the writer presents a general discussion of what are considered good student personnel practices, covering the services treated in his student personnel questionnaire for Virginia schools.

General Point of View

Among educators there is infinite variety of point of view on student personnel work. Scholarly efforts are being made to define the purposes and functions of this work. But confusion still reigns—confusion as to its nature, its scope and the services it offers. In 1937 for the first time a nationally representative group presented a statement on student personnel point of view. 1

Perhaps this statement has sown some seeds of unity, but they have not yet borne fruit in the thinking of the large number of persons who write on this subject.

Some institutions look on student personnel work with suspicion, considering it an expensive frill. Others feel that the services it implies are outside the province of the college. Many colleges subscribe to a philosophy of education which includes student personnel emphasis, but they have no adequate organization of services with which to achieve their goals.

But perhaps complete unity of point of view on student personnel work is more than one can ask when there is no semblance of unity among educational leaders on the broad purposes of higher education itself. It is obvious that the educational viewpoint subscribed to by an institution necessarily determines to a large extent the nature and scope of its student personnel program.

Those who consider student personnel work unnecessary might point for justification to Flexner's statement that "secondary education involves a responsibility of an intimate kind for the student, for the subject matter he studies, even for the way in which he works, lives, and conducts himself—for his manner, his morals, and his mind," but that "the university has no such complicated pattern."²

Chicago's President Hutchins, in many of his writings, builds a tight intellectual fence around higher education.³

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³ President Hutchins' views do not alter the fact that some outstanding personnel advocates are University of Chicago faculty members.
Typical statements: "...the university is intellectual. It is wholly and completely so."4 "In general education we may wisely leave experience to life and set about our job of intellectual training."5 "The three worst words in education are 'character,' 'personality,' and 'facts.'"6

From other equally distinguished educators we have a radically different point of view. Wriston of Brown: "College is an experience both individual and social; it is intellectual, physical, emotional, spiritual. It is a time for the maturation of personality."7 Lowell of Harvard: "Aristotle remarked that man is by nature a social animal; and it is in order to develop his powers as a social being that American colleges exist. The object of the undergraduate department is not to produce termites, each imprisoned in the cell of his own intellectual pursuits, but men fitted to take their places in the community and live in contact with their fellow men."8

For a vast number of educators, Duffus states the case well in the following description of the rise of a personnel point of view:

The old pattern of college education broke down as new subjects forced their way into the curriculum; the result of this breakdown was a period of educational anarchy in which it became

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5. Ibid., p. 70.
almost impossible for educators to agree on the content or objectives of a college course, and in which educational standards were threatened because no one could define them; the next step was an attempt to reduce education to mathematical units; this attempt failed because it was found that units, hours, and credits did not and could not measure the students' achievement or present worth; and the current tendency is toward the evaluation of the individual student and the use of that evaluation as a basis for his further education.....In almost every college worthy of the name some effort is being made to break down mass education, to furnish individual guidance, to take advantage of the individual student's tastes, enthusiasms and abilities, to put less emphasis upon enforced classroom exercises and more upon self-propelled activities, and, in short, to set the student free to educate himself and test him by his success in doing so.  

But the present tendency that Duffus stresses is not, as we have shown, agreed to by all. Neither is it altogether new. In 1695 John Locke had somewhat the same idea as he wrote:

He, therefore, that is about children, should well study their natures and aptitudes, and see, by often trials, what turn they easily take, and what becomes them; observe what their native stock is, how it may be improved, and what it is fit for; he should consider, what they want; whether they be capable of having it wrought into them by industry, and incorporated there by practice; and whether it be worthwhile to endeavor it. For in many cases, all that we can do, or should aim at, is to make the best of what nature has given; to prevent the vices and faults to which such a constitution is most inclined, and give it all the advantages it is capable of. Everyone's natural genius should be carried as far as it could, but to attempt the putting another upon him, will be but labor in vain; and what is so plaister'd on will at best fit but untowardly, and have always hanging to it the ungracefulness of constraint and affectation.  

Locke's statement of educational philosophy is not so far different in fact from the statement of the basic purpose of higher education by leaders in a conference on the philosophy and development of student personnel work which was sponsored by the Committee on Problems and Plans in Education of the American Council on Education in 1937 (referred to on Page 8). The statement of these leaders

10. John Locke in Lloyd-Jones and Smith, p. 5.
follows:

This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the student as a person rather than upon his intellectual training alone. 11

Those educators who believe that the college does have "the obligation to consider the student as a whole and not exclusively as an intellect see in student personnel work an effective means toward the fulfillment of this obligation.

Dr. Gilbert Wrenn, professor of educational psychology at the University of Minnesota, in discussing the role of personnel work in universities, declares: "...that student personnel work has been an inevitable outcome of conditions that have been causing changes throughout the structure of higher education." 12

Adoption of a personnel point of view and the wise individualizing of the educational process are fundamental to the small college, also. As President J. H. Miller, of Keuka College, points out:

The small college has no other purpose. In brief, a small college is a "functional program" and not an institution.

The small college, defined as a "functional program" in education, is to be distinguished from small institutions which are small and weak by necessity. Many of them exist today and contribute little to the development of the individual student. They have no clearly defined personnel programs and they are therefore ineffective as educational institutions. Moreover, there are some relatively secure small colleges which

have beenailing under false colors. They have claimed to be institutions in which education is highly personalized and individualized. As a matter of fact, less effective work has been done in many of these institutions than in many of our larger institutions with more modern personnel methods.

Individualized education should be made a reality in the small college rather than a theory. Students as well as society have a right to call our bluff at this point. They should demand at least a five-fold individualized program. Students should be admitted to these colleges on the basis of ability and character rather than on the basis of rigid patterns of high-school subjects; they should be made the subject of individual case study under the guidance of a well-organized personnel program; they should have individual programs of study rather than rigidly prescribed schedules; they should have individual guidance of an educational, vocational, and personal nature; and they should not be entirely dissociated from the educational institution until they are satisfactorily placed in constructive activity in society.

Such a program of individualized education automatically separates the small college, defined as a "functional program" in education, from the small institution that, because it is small, claims to personalize its treatment of students. It also separates the small college, so defined, from certain large universities which have created great equipment in buildings, great research laboratories, great organization of techniques, and great programs of graduate, professional, and highly specialized studies, but which have lost intimate touch with their students.13

Business leaders recognize the need for personnel work in college. Representative of their viewpoint is the following quotation from Paul A. Mertz, Director of Company Training, Sears, Roebuck and Company:

There is great need for personal counseling about business in general and kinds of business in particular...Too often young graduates of these institutions, when they find themselves up against problems involved in employment, are confused and even bitter in saying, "Why wasn't I told?"14

In the face of problems engendered by the war, Dean Herman Feldman, of the City College of New York School of Business and Civic Administration, suggests the importance of instituting a "friendly and

understanding counseling program in the colleges. Included in his suggestions are recommendations for an analysis and reorganization of the services in the areas of freshman orientation, personal counseling, selection of curriculum, vocational guidance, improvement of health, personality development, speech instruction, inculcation of professional attitudes, placement of graduates, supervision of extra-curricular work, and teaching of the "social amenities." Feldman declares that "Business organizations tend increasingly to select their college graduates with primary attention to their personal assets."  

The tremendous student mortality among the colleges each year is within itself a potent argument for more adequate student personnel services. A United States Office of Education study of twenty-five representative colleges revealed that among students registering for their degrees at the beginning of the academic year 1931-32 there was a gross mortality of 62.1 and a net mortality of 45.2 per cent.  

A somewhat similar student mortality situation is reported by Winston in a study made at North Carolina State College. He points out that of 542 (freshmen) students who matriculated in September, 1934, only 166, or less than one-third were graduated in the spring or summer of 1938.  

* Total number dropping out without receiving degree in normal four-year span.  
** Those who dropped never to continue anywhere educational work in college.
Some educators would say, "A large percentage had no business in college." This offhand explanation may be valid for some students and, if so, guidance is needed to see that those who are not college material do not elect to enroll. Such guidance is a personnel problem involving both the college and the preparatory school. Few would argue that a gross mortality of over fifty per cent in a college generation is desirable.

The Southern Association of Colleges and Secondary Schools very definitely emphasizes the importance of personnel work in its set of standards for member colleges. Standard XII is headed "Student Personnel Work" and reads, as follows:

Provision should be made for handling students as individuals, including careful records, academic and personal, counseling, as to the college program and personal problems, physical examinations for tuberculosis and other physical defects, vocational and placement service.

All such services in an institution should be carefully correlated, whether rendered by students, faculty, administrative officers, or alumni.

Just as evidence of maladjustment leading to student mortality indicates a need for student personnel work, so does evidence that there is real possibility for intellectual growth and survival during college years.

Flory, in a study reported in the Journal of Educational Research for February, 1940, gives specific results of research in this field. He studied the intellectual growth of seventy-four Lawrence College students during their college days as revealed by the American Council on Education Psychological Examination. The examination was given

in the freshman and the senior years. Among Mr. Flory's conclusions were the following:

1. The gain in intellectual ability of 8.62.15 percentile points with a critical ratio of four indicates that there is a real improvement in intellectual ability during the college years.

2. There appears to be no relationship between the amount of intellectual gain and the field in which the student majors.

3. It appears that at least one-third of the students in this study changed their intellectual status significantly. This presents a challenge to the college to make certain that each student is stimulated to the maximum of his potentialities.

4. The large gains made by a few students give a strong impression that at least some of the students who are admitted to college are a long way from intellectual maturity and therefore need careful guidance which will result in maximum development.

Having accepted the view that there is a definite need for a personnel program in colleges, it is important to consider the function and purposes of such a program in fulfilling this need.

Embree defines guidance (or student personnel services) as that aspect of the educational process which is immediately, directly and continuously concerned with helping individuals to effect a progressive and purposive at-homeness in their environments. For any individual, the achieving of at-homeness in his environment must take into account not only the world outside him but also the unescapable characteristics of his own organism. This at-homeness must be progressive since the adequate individual should possess a capacity for constant readjustment to ever-changing situations; and it must be purposive since his pattern of living should rest upon a foundation of dynamic and achievable goals.

Ryans is a bit more specific in his statement:

This is the function of guidance and personnel services in the schools today—to attempt to foresee and predict success or failure; to cater more adequately to individual differences in the school; to prevent the troubles resulting from misplacement as far as possible; and,


above all, to plant the seeds of adequate adjustment and make that ad-
justment a continuous process extending naturally into the individual's
occupational life.\textsuperscript{21}

McCracken, in his study of student personnel in fifty Presbyterian
colleges, says: "Clearly defined objectives are considered essential pre-
requisites to effective student personnel work."\textsuperscript{22}

The following are rated in the survey by the fifty colleges as
important purposes for a comprehensive personnel program in college:

1. To relate student purpose and ability to curricula
2. To direct selection of courses
3. To deal with cases of maladjustment
4. To help students to identify chief interests
5. To help students evaluate abilities in terms of vocational
   objectives
6. To aid potentially failing students to improve quality
   of work
7. To aid all students to attain level of achievement commensu-
   rate with ability
8. To aid students in financing education
9. To aid students to formulate guiding philosophy of life
10. To bring about better social adjustment of individual
    students
11. To safeguard health of individual students and of student
    body\textsuperscript{23}

From the rather extensive review of comment regarding point of
view, we come to realize some of the reasons for variety and disagreement
and yet to sense the emergence of a trend toward unity as evidenced by
the National Council statement in 1937. We observe a real evidence of
realization of need for personnel services in the objective facts of stu-
dent mortality, reports of student maladjustment, as well as potential
intellectual growth, comments of business leaders and educators, and the

\textsuperscript{21} David G. Ryans, "The Role of Guidance in Education," \textit{School and
\textsuperscript{22} A Survey of Student Personnel Services in Fifty Colleges,
Part I, p. 7.
\textsuperscript{23} Ibid., p. 3.
statement of standards by the Southern Association of Colleges and Secondary Schools. We are finally reminded by authorities cited in this chapter that an understanding of the function of student personnel work and the formulation of a real purpose by each college are of vital importance.

Having established these points, consideration can now be given the manner of administrative organization and the services provided in a program illustrative of the phrase "good personnel practice."

**Administrative Organization**

No standard pattern can be laid down for the organization of a student personnel program in a college, since each institution has its own particular needs. In the large institutions many trained experts may be needed; in the small college one trained staff member may find it possible to do a large portion of the work.

In all cases as many of the able and interested faculty members as possible should be utilized in the personnel program.

This point is emphasized by Lloyd-Jones and Smith in the following:

> The wisest organizational plan, in our opinion, will include provision for a great deal of facilitation and extension of the program via the instructional staff of the institution. Here again, institutions will differ in the extent to which they will be able or will wish to enlist the interest and the effort of the faculty. Institutions, where the majority of the faculty have subscribed to the idea that students are necessary evils but unfortunate distractions to a well-ordered educational system, will do well to be realistic about the kind and amount of contribution that can be expected from the faculty. In other colleges, however, individual faculty members are already doing such excellent personnel work that any program that did not make important provision for continuing and extending their contribution would be overlooking a valuable source of strength.

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However many or few people are directly concerned in the student personnel program, unity of purpose and plan is important. To secure such unity, it is necessary that a particular staff member be made responsible for the program as a whole. Lloyd-Jones and Smith strongly favor central responsibility, as shown in the following:

No matter how many services the institution wishes to provide for its personnel program, no matter how these services are combined into constellations, no matter which ones are emphasized, no matter how adequately or inadequately it is possible to staff the various services, no matter the extent to which it is possible for the instructional staff to participate in the personnel program, the program must be headed up by some one person. This person should be not only an educator, broadly and thoroughly trained in the philosophy and method of personnel work, but he should also be an administrator with the ability to organize and operate a program.

At the present time we find all too frequently a hodge-podge of personnel services, all related directly to the president, with little or no coordination, and with little appreciation of the fact that these services, taken all together, constitute one important aspect of the total educational program of the institution. Under these conditions it is inevitable that much of the potential contribution of the personnel services is dissipated. There is no one to see them as a whole and to speak for them as a whole in administrative councils, as the dean of the college speaks for the various teaching departments and the instructional program as a whole.25

Embree favors centralized leadership but warns against dictation:

Whenever possible, a technically trained and full-time official or department should be secured to lead but not to dictate the program. However, if a clinically trained person cannot immediately be employed, beginnings can and should be made by the allocation of responsibility to a carefully chosen administrator or teacher. His personal traits are important, the chief necessities in this regard being sound judgment and the capacity to arouse feelings of confidence and cooperation in staff members, students and parents.26

In many schools there are very distinct divisions of student personnel work with a specialist in charge of each. One school might have, for example, a director of admissions, a placement officer, a

head counselor, a test expert, a social director, and many others. In a large percentage of our colleges, however, many of these functions are combined. The teaching of a limited load of classes by personnel staff members is helpful since this work keeps them in active touch with the learning process.27 Well-chosen faculty members are used as special advisers of students. These advisers work in cooperation with the person directing the entire personnel program or with the director of counseling if there is one.

Though responsible central direction of student personnel work is of the greatest possible importance, it is of equal importance that the whole faculty see the role that the personnel point of view should play in the entire teaching program of the institution. It is essential that the faculty see personnel work as a fundamental part of the total educative process and not as an "extra" service to be tolerated by and not participated in by the faculty.

**Personnel Services**

Several types of personnel services in Virginia colleges are included in this survey: pre-college guidance, admission of students, orientation, counseling services, group guidance through student organizations, placement, health, and religious guidance.

To establish some basis for judging the adequacy of these services as surveyed in Virginia, it is helpful to consider the views of experts in the field in regard to sound practice for each service.

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Pre-College Guidance

In recent years, "pre-college guidance" has become a familiar phrase. It is perhaps true that all too often this innocent-sounding phrase really denotes high-pressure recruiting, as college enrollment has become more and more competitive. Nevertheless, in its true sense pre-college guidance is one of the most fundamental services of any personnel program. Ideally it suggests honest counseling of preparatory school students regarding their decision to go to college, their choice of a particular college, and their pre-registration preparation for the adventure of college life.

An obvious argument for more and better pre-college guidance is the student mortality in the freshman year. In McNeely's study of twenty-five representative universities, student mortality during the freshman year was 33.8 per cent of those enrolling that year. Some of these lost students left school for unavoidable reasons, but just as surely, some were in the wrong college or should never have been in college at all.

A recent Yale University study has this to say regarding college maladjustment resulting in student mortality:

It is expensive for institutions to admit twice as many students as will be able to remain through college. It is expensive for families to send to college, often at great sacrifice, youngsters who are destined to drop out after a year or two. But the cost in money is only a shadow of the cost in human personality. Here and there a boy is found who is so constituted as to be greatly stimulated by an experience of failure in college. Most boys are not so fortunate. The ignominy of defeat and the sense of inferiority which defeat engenders are probably far more serious and permanent educational effects than the positive educational values achieved by those who manage to stay in college.

29. L. B. Hale et al., From School to College, New Haven, Conn., Yale University Press, 1939, p. 1
Sound pre-college guidance can prevent many of these serious maladjustments and perform an educational service of inestimable value.

The method of providing pre-college guidance varies. Some institutions have full or part-time "field representatives." Some of these officials provide real and honest guidance; sometimes only a questionable type of super-salesmanship. The "super-salesmanship" type of recruiting is described in the following quotation from Lloyd-Jones and Smith:

It is reported that the representative of one prominent college in the Middle West receives $100 for each student who signs upon the dotted lines of the application for admission. Needless to add, there is not much consideration given by that college to how well it can meet the needs of students. Even the innocent bystander sometimes experiences the avidity of these college salesmen. One individual who contemplated sending a daughter to college, in order to prevent college salesmen from monopolizing her time, asked a friend to write for catalogues from three higher educational institutions. The friend did and immediately her house was besieged by three "field representatives." To their amazement, the field representatives found their supposed prospect had no college-age youngsters and was, in fact, in the hospital having a baby.

McCracken's study indicates that a majority of the fifty Presbyterian colleges in his study employed either a full-time or part-time field representative on a salary basis in recruiting and advising prospective students. Only one school used the commission plan. The expert jury, used by McCracken in his study, rated the use of a field representative on a salary basis as desirable.

Educators generally are becoming more concerned about the type of person employed to do student recruiting. Carter declares that "...no employee of the college should be selected with greater

care than that used to select the field representative\textsuperscript{32}(student recruiting officer).

Many schools use faculty members generally to solicit and advise prospective students. McCracken's expert jury rated this practice as undesirable.\textsuperscript{33}

More than half the schools in the McCracken study entertain prospective students in order better to acquaint them with their campuses. The value of this practice is not agreed upon either by the expert jury or the field jury used in the study to estimate the worth of various procedures.

Co-operation with preparatory school efforts to inform their students regarding college choices is considered desirable by almost every writer on the subject of pre-college guidance. Most of the schools in the McCracken survey co-operate with high schools in "Go to College Days" and in other forms of co-operative guidance.

Interestingly enough, Clarence M. Peebles, pre-college counselor at Riverside-Brookfield High School, Riverside, Illinois, does not consider the "College Day" program productive of good guidance. He says:

The "College Day" which some high-school administrators thought an easy way to eliminate a growing nuisance (student solicitation) has not worked well. Most colleges are much opposed to this method. It makes the routing of the representative difficult, wastes his time, and puts him in the embarrassing, non-professional class of a "barker" at a country fair. I believe honest research would indicate that little constructive guidance results from the "College Day."\textsuperscript{34}

\textsuperscript{32} T. M. Carter, "The Field Representative," \textit{Journal of Higher Education}, Columbus, Ohio, Ohio State University, XI, no. 6, June, 1940, 319.

\textsuperscript{33} A Survey of Student Personnel Services, Part I, p. 18.

\textsuperscript{34} Clarence M. Peebles, "Cooperation in Counseling," \textit{Journal of Higher Education}, Columbus, Ohio, Ohio State University, XI, no. 6, June, 1940, 313-314.
Mr. Peebles does, however, advocate courtesy and co-operation for
the individual college representative when he visits the high school,
suggesting that

a representative with valuable services to grant each
student should receive the courteous attention of the high-school
officials and not be dumped unceremoniously at a table in the corridor,
cafeteria, or study hall, and left to shift for himself. This wastes
the time of the honest counselor and plays directly into the hands of
the unscrupulous representative by eliminating the restraint of super-
vision.35

Visitation of homes of prospects by the college representative
is strongly advocated by Mr. Peebles on the ground that it "adds im-
portant, necessary information, which should aid in the student's
36
adjustment and in building his educational program."

Most colleges send great amounts of literature to prospective
students. Some of it is pure advertising; some of it has definite
guidance value. Among the fifty colleges of the McCracken study 85.4
per cent make up an annual mailing list, and 48.8 per cent send in-
formational literature to prospects. The critical juries felt that
such wide distribution was not desirable, however.

Whatever may be its faults and the professional hypocrasies
associated with it, pre-college guidance is recognized as a funda-
mental personnel service.

Admission of Students

Key to the soundness of the admissions system of any institu-
tion is the director of admissions or the person who carries on these

36. Ibid., p. 315.
duties. In some cases he or she is a full-time official; sometimes the work of pre-college guidance and admissions is administered by one person; often the dean of the college or dean of students handles these duties; and in still other cases an admissions board or committee handles this work. But this work is of immeasurable importance. So much so in the mind of this writer that the following lengthy quotation from Lloyd-Jones and Smith is offered as the best statement he has found on the character of this official and his duties:

Many institutions now have officers known as directors of admissions; some colleges have a committee on admissions with a secretary who acts as director. In other institutions, the director of personnel is the director of admissions. If one individual is responsible for admission procedure, he should have an advisory committee which will help shoulder the responsibility for policy making, difficult decisions, etc. In all instances, the duty of the admission officer by no means consists of sitting in his office figuring out means and standard deviations. His task is not primarily research but rather educational guidance carefully articulated with the educational program of the institution he represents and, frequently, evaluated in terms of the policies agreed upon.

The director of admissions should be trained in those personnel techniques that implement an enlightened philosophy of admissions and selection. He must be trained in the use of cumulative records, how to interview, how to use tests and measurements, statistics and research techniques, and administration and office organization. He must understand adolescent psychology and know something of parent counseling. He should know what sort of handbooks and manuals are really helpful to students. He should know how to effect articulation with all main sources of student supply and how to cooperate with other colleges and associations of colleges in order that a referral service may operate. He must have a personnel point of view, and he must know the aims and objectives of his college. If he is trained in public speaking and speaks well before an audience, all the better. It is desirable that he have taught at some time in secondary schools, and the more he knows about secondary schools and their problems, the more successful he will be. He should know what other colleges are doing in educational guidance. He should familiarize himself with the problems of placement (for positions) and should realize the inter-relation of admissions and selection with placement. He should be a member of the college student financial-aid committee and should help form its policies. He should be consulted in the assigning of counselors to freshmen, for he knows the students before they come to college. It is often wise to make him a freshman counselor, for he should have been able to lay a foundation of friendliness for individual guidance before the students register as freshmen.
In any case, he should be available and easily accessible the first month of the school year, since in many instances he is the only person the freshman know and a familiar face is a godsend to a poor bewildered new student. 38

More and more those who study the problems of college admission are insisting on the need for more than "a high school diploma" as a credential for college entrance. 39

The jury of experts used in McCracken's study consider the following as important sources of information: records of high school work to graduation, educational and personal ratings and interviews, and various types of tests. Though the juries considered the interview by a college representative important, only twenty-five per cent of the fifty Presbyterian colleges in the study require it.

Segel and Proffitt, in their government-sponsored study of Some Factors in the Adjustment of College Students agree with McCracken in their conclusions, among which are these statements:

Colleges in admitting or guiding students should use as many items of knowledge concerning the student as possible.

Colleges should set up facilities for testing and interviewing students in order to satisfy the need expressed in (the above).

An integration of the work of the high school and college is needed through (a) providing facilities for students of different levels of general scholastic aptitude, and (b) providing for the placement of students in particular courses in accordance with their past achievement in high school. 40

Doubtless there are some college admission officials who still believe in the infallibility of the pattern of secondary school units of study as predictive of success or direction in college. Many do not accept this view and point to research that substantiates their heresy.

Cowley sums up the status of the unit system, as follows:

"...the unit system is on the way out; it's dying; soon it will be dead, and few will mourn at its funeral." 41

To support his contention, he cites results of research which show that ability and not the amount of secondary school training in a subject is the decisive factor in college success.... These studies have also demonstrated that the best prognostication of college performance comes from combining a student's secondary school grades with his score on an intelligence test. In other words, if a student is bright and has worked conscientiously in secondary school, it makes little difference what college preparatory studies he has taken. These results, of course, have cut into the underpinnings of the unit system. 42

As Cowley points out, Dartmouth, Colgate, and Sarah Lawrence have abandoned the unit system in their admissions set-ups entirely.

The Dartmouth College catalogue statement on admissions is:

Beginning with the class of 1938 the inflexible fifteen unit requirement was waived and the requirements for admission to the college are now as follows:

All candidates who are admitted to Dartmouth College shall have satisfied the requirements of the Selective Process for admission and shall have presented evidence satisfactory to the Committee on Admission that they are competent to carry on their course of study at Dartmouth College.

This change was made after twelve years of experience with the Selective Process had demonstrated that no specific set of formal entrance units as presented by a candidate was sufficient to assure successful accomplishment in college and that any one of many school programs was capable of developing background and preparation necessary for undertaking the course of study offered at Dartmouth College. 43

42. Ibid., pp. 39-46.
Orientation

A growing interest in the process of orientation of new students to college life has been evident during the last twenty years, with the factor of student mortality (referred to on pages 14 and 21) as a main stimulus.

One of the most popular methods of orientation is the so-called "Freshman Week" program held in most colleges. It consists of several days set aside at the beginning of each year prior to the beginning of classes. What the program can accomplish is indicated by Lloyd-Jones and Smith, as follows:

1. The college should take advantage of this period to supplement its information about the incoming student in every way possible;
2. The college should arrange the program for those few days to help the student learn as much as possible about the college;
3. The college should initiate as many processes as possible that will make for the greater emotional security of the student; and
4. The college should take advantage of every opportunity to bring about a heightened college morale through the mobilization of upper-class students and faculty in behalf of the incoming class.\(^4\)

The specific functions of orientation programs are listed in more detail by A. J. Brumbaugh in an address before the North Central Association of Colleges and Secondary Schools in April, 1938. He reported the following provisions as common to most freshman orientation programs investigated by him:

First, tests of general aptitude; of special abilities, for example, reading; and of achievement in specific fields of subject matter are administered. These testing programs are generally more restricted in scope than is desirable for the purpose of securing a comprehensive and objective estimate of the abilities of students. On the other hand, it should be recognized that there is no point in extending the testing

\(^4\) A Student Personnel Program for Higher Education, p. 75.
program merely for the purpose of making it more complete. The results of the tests must be used and used intelligently to justify their administration. Even the few tests now given in some institutions often remain unscored and consequently unused long after the opening of the year, when in fact they might be used most advantageously at the time of the initial registration.

Second, orientation programs set apart time for the registration of Freshmen.

Third, these programs generally include opportunities for group meetings that cover discussions of the activities of the institution, its traditions, and sometimes the opportunities offered in the various subject-matter departments or fields.

Fourth, in larger institutions, arrangements are made to acquaint students with the physical facilities of the institutions and with the cultural opportunities of the University community.

Fifth, social affairs of various types are provided in the Freshman orientation programs to enable students to meet one another and to meet members of the faculty and administration.

Sixth, Freshman orientation generally includes medical and physical examinations.

Seventh, in some institutions orientation is facilitated through a system of upper-class counselors or upper-class advisers. 45

Though Mr. Brumbaugh favors continuous orientation in the form of special courses and counseling, he warns that "the common error of focusing attention wholly on students of low aptitude or poor achievement should be avoided," and suggests that "not infrequently the most serious problems of adaptation are found among students of superior ability." 46

Counseling Services

More and more college administrators are realizing the need for and importance of intelligent counseling techniques and definite organization of counseling services in their institutions. Only a few

46. Ibid., p. 521.
short-sighted people still believe in an educational miracle of adolescent youth or give vent to the conscience-salving statement: "If he is old enough (probably not over sixteen) to go to college, he's old enough to make his own decisions." Most able educators realize that wise counsel is important in enabling the student to be capable of wise decisions.

In most colleges there has always been some counseling activity. Any teaching situation produces some directional influence, however small, on the student. But no one would risk the assertion that such counseling is always adequate or that it in its nature can be entirely free of ill-advice.

Certainly, the college that adheres to the personnel point of view in education needs something more than haphazard volunteer counseling however laudable and important a part of the educational process it may be.

The three levels of counseling useful in a college program might be stated as lay, semi-professional, and professional.

The lay level of counseling is that which has been referred to above as inherent in any teaching situation. "All good teachers engage in certain types of educational counseling as part of their teaching... Tutorial instruction, honors seminars, and personal interviews exemplify the personalization of teaching."

The semi-professional level refers to those faculty members who have special interest in and aptitude for counseling. In this

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connection, Brumbaugh says:

There can be little doubt that some faculty members have a limited aptitude for counseling or little interest in it. Where certain members of the faculty are selected for counseling, it is possible to choose counselors on the basis of their competence and interests; such members should be relieved of some of their teaching duties in order that they may give adequate time to the counseling service. 48

The number of special faculty counselors would necessarily depend on the size of the school and the nature of its counseling service within the over-all personnel program. In some schools this semi-professional level would be called on to provide the entire staff for special counseling services.

At the professional counseling level we have "specialists, such as clinical psychologists, psychometrists, remedial teachers, and a number of other people clinically and psychologically trained." 49

In large institutions a number of specialists are needed to handle various services; in smaller institutions perhaps one professionally trained counselor can provide the leadership for a group of semi-professional counselors enabling the group to handle successfully counseling problems in the school; in still other small institutions, as we have pointed out, necessity rules that counseling must be handled at the semi-professional level entirely. The most ideal plan, of course, is a well-co-ordinated combination of all three.

Just as in the case of the personnel program as a whole, it is important that a single administrative officer be responsible for the direction of the counseling program. In some colleges it is the dean of the college; in others, the dean of students; and in still others the

49. H. D. Bragdon et al., Educational Counseling of College Students, pp. 49-51.
director of personnel or director of counseling. Some authorities hold that counseling and discipline should be kept separate; others contend that they can go hand in hand.

From whatever level—lay, semi-professional, professional—he is drawn, the counselor needs, perhaps above all else, a personality suited to the function. No matter how profound may be his knowledge of psychology and clinical procedure, an unfavorable personality may obviate the possibility of good results.

Smith and Roos characterize a counselor's personality thus:

If any piece of material should form the badge of honor for a guidance worker, that piece of material should be a bit of very strong elastic........a guide is one who can with kindness and tact sit in the other fellow's place, feel what he feels, yet remain sufficiently objective to bring to the aid of the counselee all of his own pertinent experience and information.

Every counselor may read with profit comments of a college senior about counseling reported by Amos in an article in Occupations magazine. Among the comments were these blistering words:

What eats me up is that personnel workers don't seem to care much whether or not students think at all, much less care about what they do think!........They're after statistics, after data, after graphs! I've seen a lot of them! At least that's the way a lot of us feel. I'd like to try to get the student to talk, and I believe I'd then get in where he lives.

Amos draws three important points for the counselor from the remarks of the student friend who incidentally was expecting to enter personnel work:

(1) be democratic and avoid "talking down" to a counselee;
(2) let the student talk—he knows a lot about himself the counselor

50. H. D. Bragdon et al., Educational Counseling of College Students, p. 55.
can't possibly know; (3) avoid a pre-conceived "set" about the student; meet him as he is and not as he is imagined from his data sheet.  

Counseling services to students should not terminate with the end of "Freshman Week," nor with the end of the freshman year, nor with the end of the senior year—they should be offered to the student as long as they can be of use in aiding him to adjust to the opportunities and responsibilities of life.

The scope of counseling may cover every college experience from the first greeting of the student by the director of admissions to the serious advice given the young alumnus by the placement office.

The topic of counseling may be capability for graduate work or matters of personal hygiene.

A major phase of counseling is testing. Whether the college can support an elaborate testing bureau or not, the administration of useful tests by qualified faculty members is important.

Testing programs, according to Embree, "... should include, whenever possible, measurement of scholastic aptitude, personality adjustment, and vocational interests, along with the provision for the measurement of special aptitudes."  

Student Organizations

There are many counseling functions in college which are not so individual as those discussed thus far, especially in connection with student organizations.

Brumbaugh enumerates some salient points in regard to the role of student organizations in the educative process on a college campus. His guiding principles are quoted in part, as follows:

First, only those student activities that have genuine educational value can justify administrative recognition and financial support.

Second, the educational value to be derived from participation in student organizations should be extended as widely as possible among the students.

Third, the extra-curriculum activities should provide channels for self-expression on the part of students and to this end should be managed by students, although it is always necessary that the faculty and administration sustain a close advisory relationship to the activities and at times even direct them along certain lines.

Fourth, one of the largest opportunities for valuable education through student activities, and the one most commonly overlooked pertains to the management of funds. Funds of student organizations are generally handled either by the administration in a manner that gives students little or nothing to do with them, or by the organizations themselves without any system of accounting or periodic auditing being required by the institution.

On most campuses there is an abundance of organizational activities. But often the students most needing such experience do not participate. And often the organizations function so haphazardly that the educational value is negative rather than positive. Proper counseling of students and groups of students should correct this too-often typical campus situation.

Placement

Successful and satisfying placement depends largely upon the prior factor of wise vocational counseling. Through testing procedures many students should be directed away from their original choice of

vocation. Oftentimes test results are not accepted by the testee and prospective misfits present real problems to the placement office, as indicated by Sisson in the following:

There would appear to be little doubt that students are aiming at vocations, which, in the majority of cases at least are discouragingly remote. The college undergraduate, who is otherwise rather realistic, seems unable to grasp the significance of heredity and individual differences insofar as he himself is concerned. He naturally prefers to believe that by dint of ambition and application he can avoid the shackles of both. And he naturally prefers to exercise innumerable defense mechanisms whenever an intelligence test uncovers his relative inferiority. He not only assiduously avoids knowledge of himself—as witness the usual resistance to testing—but he seems incapable of evaluating that evidence with the frank and logical reasoning that he would bring to bear on another problem. Aspirations and ambitions are confined to logic-tight compartments.56

The importance of good vocational counseling as a prelude to and a part of placement is stressed in an American Council on Education study, as follows:

To undertake a placement program without a sufficient knowledge of the student and without seeing placement in relationship to the entire educational enterprise is undesirable because it is superficial. Colleges and universities have a responsibility to help students make the transition from formal education to their work in the world. They also have a responsibility to society to see that their graduates are placed where they can contribute most to the social good. Colleges must not, however, become mere adjuncts of business and the professions. They have work of huge social significance to do in developing civic responsibility, in broadening and deepening the student’s intellectual abilities and interests, in preparing him for a wise use of his leisure, in bringing him to social and emotional maturity.57

The importance of the placement function in colleges and universities is recognized throughout the country. A large number of colleges have placement officers, and placement has become a major concern

of both administration and faculty in our colleges. 58

The training of the placement officer should not be over-
looked. This factor is stressed by the American Council Study, referred
to above, as follows:

"......the placement officer should desirably be profes-
sionally trained; and...... despite the existence of a special place-
ment officer on the staff of a college or university, the placement
activities of faculty members who seek jobs for students should in
no sense be curtailed.

The placement officer should be a specialist, first, because
the complexity of the placement situation requires that an individual
devote all his time to this work. So many varieties of occupations
exist that the ordinary administrator and faculty member cannot possibly
keep in touch with them all. In the census report for 1930 some 25,000
occupations are listed, and college students enter many hundreds of them.
Merely to be aware of the existence of these many types of positions re-
quires the full-time attention of an individual interested in the occupa-
tional problems of students and of society. One cannot keep informed of
the wide occupational panorama of modern life while attempting to teach
and to do research work in some other department of knowledge.

Second, the placement officer must have a number of specific
personal qualifications. He must be interested in students as indi-
viduals and be able to develop rapport with them. He must also be able
to contact prospective employers and to gain their confidence. Many
faculty members have neither of these characteristics and are therefore
unqualified for placement work.

In the third place, the placement officer should be a special-
ist so that individuals in business organisations seeking to employ
graduates or former students may know where to go to find such help. A
number of institutions throughout the country are more or less regularly
ignored by large employers because they have not developed coordinated
placement offices and their representatives must therefore go from faculty
member to faculty member in order to secure the information they desire.
This is expensive both in time and emotional energy. For this reason
employers are more and more going to institutions to select students
where a special placement officer is available to cooperate with them. 59

Four out of five (82 per cent) of the private liberal arts
colleges of the North Central Association maintain a placement office;

58. Cowley et al., Occupational Orientation of College Students,
p. 44.
59. Ibid., pp. 49-50.
three out of five (60 per cent) of the publicly controlled universities maintain such an office.

Placement as considered in the McCracken study includes "both location of students in part-time positions while attending college and placement upon graduation or upon completion of a course leading to a definite position." 60

Some colleges excuse themselves from the responsibility of aiding students to get part-time work by declaring such employment to be hurtful to good scholarship. A study by Reeder and Newman at Ohio State questions seriously the validity of such an excuse. They point out:

If the conclusions based on two years of experience of a group of 246 students who entered the College of Commerce (Ohio State) in the autumn quarter of 1937 are any criterion, then the factor of employment does not hold the crucial position it has been given traditionally. The two groups of workers and non-workers, matched carefully as to high school records, intelligence-test scores, sex, and nationality, turned in almost identical performances in scholarship over the two-year period. The use of outside employment as an excuse or alibi for failure, dismissals, absences, and requests for re-admission, is sheer rationalization. The non-workers had almost the same identical academic experiences. If a student has the mental capacity, he can work without fear of poor marks. 61

Considering the rapid occupational changes that are now a part of our life, it seems probable that emphasis on the placement function and the professional training of the placement officer will become progressively more pronounced.

Health Service

Representative of authoritative comment on college health services is the following quotation from Brumbaugh:

There is general recognition among colleges and universities of the importance of an adequate health service to students, but the provisions in most institutions for this service fall short of meeting the bare minimal needs in this field.

The relation of health to the entire behavior of the student is stressed by Jennes, as follows:

The writer has, in several instances, noted an inferiority complex in students due to some physical handicap. He has seen various types of phobia due to self-consciousness resulting from deformities, skin blemishes or defects of speech or hearing. Such defects affect the entire behavior of the student among his classmates and instructors. Such defects as adenoids, hypertrophied tonsils, nasal polypi, sinus infections, asthma, defective vision and chronic middle ear disease may affect the scholastic standing markedly.

Lloyd-Jones and Smith point out that most colleges employ a full-time doctor of medicine as a health officer. In many cases he is also a member of the instructional staff. A full-time graduate nurse is usually a part of the health staff. One full-time nurse for every 1,000 students has been suggested as the proper ratio.

The same authors have the following to say about infirmary facilities:

The college infirmary or health service must be accessible to students and should be located near the center of student life on the campus. The infirmary in many colleges and universities is in the nature of a small hospital or medical laboratory, having sufficient beds and nursing staff for cases needing expert care and, in some cases, a surgery. It has been found in many cases, however, that it is foolish to equip an infirmary for surgery if there is a well-equipped and

63. B. F. Jennes, "The Health Officer and Guidance," School and Society, L, No. 1281, July 15, 1939, 87. (Dr. Jennes is health officer at the College of Mines and Metallurgy, El Paso, Texas.)
64. A Personnel Program for Higher Education, pp. 210-211.
well-staffed hospital in the community. The doctor or doctors on the health staff must have consultation hours convenient to all students and staff.

It is customary to demand complete physical examination of all entering students. These may reveal defects that can be corrected, or they may result in the recommendation that the student withdraw from the institution. The invaluable opportunities that the physical examination affords for individualized education on physical and mental health problems are as yet recognized, apparently, in only a few college health programs.

Religious and Moral Guidance

It is obvious to the most casual observer, that emphasis on moral and religious training in institutions of higher learning is very different both in extent and character from what it was at the turn of the century. Yet, this emphasis has not been cast aside; its very real significance is still recognized.

Brumbaugh says in this connection:

It is generally agreed among the administrative officers in the institutions concerned in this report that some provision should be made for the development of a sound philosophy of life based on religion and ethics. There seems to be no doubt in the minds of those most directly concerned with this area of student life that it is important to have available someone who assumes direct responsibility for developing religious activities and for dealing with the individual problems of students in the field of religion.

Summary

Having reviewed in some detail the comments of authorities on student personnel point of view, function, administrative organization, and services, such as pre-college guidance, admission of students, orientation of students, counseling services, group guidance, placement,

67. Ibid., p. 526.
health service, and religious guidance, we may now turn to the presen-
tation of factual data on these aspects of personnel work in the col-
ges of our Virginia survey.
CHAPTER III
PERSONNEL PRACTICES IN VIRGINIA COLLEGES

An analysis of the data contained in questionnaires returned from twenty Virginia colleges shows a great variety of personnel practices. Fifteen senior colleges and five junior colleges are represented. This data is presented under the following topics covered by the questionnaire: purpose, organizational set-up of total program, pre-college guidance, admission of students, orientation of students, special counseling service, group guidance through campus organizations, placement, health service, and religious guidance. Tables are included for convenient comparison within the text as near as possible to each point of reference. A special list of tables is given on Page . It is realized that percentages are not as significant when used with small total numbers as when used with large total numbers. The writer has therefore used numbers and per cent in presenting the data. Percentages alone are used, however, for purposes of comparison with other college groups.

Purpose

Since the better personnel programs are the outgrowth of purposive planning on the part of college administrators and faculties, it seemed appropriate to include in this study a section relating to the purposes of Virginia colleges in their personnel programs. Ten statements of purpose were presented in the questionnaire and participating schools were asked to rate each statement as extremely
important," "important," or "not of great importance." The purposes presented for evaluation by the schools are, as follows:

1. To relate student purpose and ability to the curriculum.
2. To advise in selection of courses.
3. To deal with cases of maladjustment.
4. To help students to discover their chief interests.
5. To aid students in evaluating their own abilities in terms of vocational objectives.
6. To enable potentially failing students to improve quality of work.
7. To help students form a satisfactory philosophy of life.
8. To aid in social adjustment of individual student.
9. To bring students to a realization of a need for definite choices and to help them make those choices wisely.
10. To help all students to a level of achievement commensurate with ability.

Ratings demonstrated a considerable variance of viewpoint on personnel work among the twenty colleges and junior colleges. Heaviest importance was given by the colleges to the statement of purpose regarding maladjustment (No. 3), 14 or 70 per cent of the twenty colleges rating it "extremely important." At the same time, purposes 4 ("to help students discover their chief interest") and 5 ("to aid students in evaluating their own abilities in terms of vocational objectives") drew the "extremely important" evaluation from only 40 per cent of the colleges, respectively. Statement 1 ("to relate student purpose and ability to the curriculum") drew the "extremely important" comment from 12 or 60 per cent of the colleges, while 6 or 30 per cent considered it "important," and 2 or 10 per cent of the schools considered it "unimportant." With the exception of statements 4 and 5, already mentioned, and statement 8 ("to aid in social adjustment of the individual student"), all ten of the statements were considered "extremely important" by more than half the schools reporting. Number 8 was
considered "extremely important" by 9 or 45 per cent of the schools, "important" by 10 or 50 per cent of the schools, and "unimportant" by 1 or 5 per cent of the schools. A detailed summary of comment by all colleges in the study on the ten statements of purpose is presented in Table 1.

<table>
<thead>
<tr>
<th>Statement of Purpose</th>
<th>Extremely Important</th>
<th>Important</th>
<th>Not of Great Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To relate student purpose and ability to curriculum</td>
<td>12 (60)</td>
<td>6 (30)</td>
<td>2 (10)</td>
</tr>
<tr>
<td>2. To advise in selection of courses</td>
<td>12 (60)</td>
<td>7 (35)</td>
<td>1 (5)</td>
</tr>
<tr>
<td>3. To deal with cases of maladjustment</td>
<td>14 (70)</td>
<td>6 (30)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>4. To help students discover their chief interests</td>
<td>8 (40)</td>
<td>13 (65)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>5. To aid students in evaluating their own abilities in terms of vocational objectives</td>
<td>8 (40)</td>
<td>12 (60)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>6. To enable potentially failing students to improve quality of work</td>
<td>11 (55)</td>
<td>8 (40)</td>
<td>1 (5)</td>
</tr>
<tr>
<td>7. To help students form a satisfactory philosophy of life</td>
<td>11 (55)</td>
<td>8 (40)</td>
<td>1 (5)</td>
</tr>
<tr>
<td>8. To aid in social adjustment of individual</td>
<td>9 (45)</td>
<td>10 (50)</td>
<td>1 (5)</td>
</tr>
<tr>
<td>9. To bring students to a realization of a need for definite choices</td>
<td>12 (60)</td>
<td>7 (35)</td>
<td>1 (5)</td>
</tr>
<tr>
<td>10. To help students to a level of achievement commensurate with ability</td>
<td>12 (60)</td>
<td>7 (35)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>
Organization of Total Program

As shown in Table 2 half (10 or 50 per cent) of the colleges reporting have their personnel programs co-ordinated by one administrative official. Among the fifteen senior colleges 6 or 40 per cent follow this practice, while four of the five junior colleges do likewise. In one school two persons jointly share this responsibility, but this set-up was counted as being a single official as opposed to committee control. In only two of the twenty institutions were full-time directors of personnel work mentioned. Eight or 40 per cent of the institutions reported part-time given to this work by the directors. Three junior colleges reported part-time directors. In three senior colleges and two junior colleges the director of personnel teaches. In two senior colleges and two junior colleges he or she carries the title of dean, while in two junior colleges the director of personnel is president of the institution.

Of the institutions which did not report a single official as director of personnel, five of them (all senior colleges) reported a faculty committee as the administrative unit for the personnel program. Four senior colleges and one junior college (25 per cent of the total) reported no central co-ordination of personnel services, each service operating independently. (For complete data see Table 2.)

Pre-College Guidance

In organizing programs of pre-college guidance, including both the recruiting and selection of students, 8 or 53.3 per cent
TABLE 2

PERSONNEL ADMINISTRATION

<table>
<thead>
<tr>
<th>Type of Administration</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>One official co-ordinates entire program</td>
<td>6</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Full-time given to this work</td>
<td>2</td>
<td>13.3</td>
<td>0</td>
</tr>
<tr>
<td>Part-time given to this work</td>
<td>5</td>
<td>26.7</td>
<td>3</td>
</tr>
<tr>
<td>Director has teaching duties</td>
<td>3</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Title of director is dean</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
</tr>
<tr>
<td>Title of director is president</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Faculty committee administers program</td>
<td>5</td>
<td>33.3</td>
<td>0</td>
</tr>
<tr>
<td>No central co-ordination, each service operating independently</td>
<td>4</td>
<td>26.6</td>
<td>1</td>
</tr>
</tbody>
</table>

of the senior colleges and 4 or 30 per cent of the junior colleges indicated centralized administration by a part-time official. In all, 12 or 60 per cent of the 20 colleges and junior colleges indicated the use of one part-time official in dealing with recruiting and selection of students. One senior college and one junior college reported no administrative set-ups whatever for student recruiting and selection. Five or 33 per cent of the senior colleges reported that this work is done by several faculty members, there being no definite centralisation of responsibility for admission. However, none of the junior colleges followed this practice. Two or 13.3 per cent of the senior colleges
and 1 or 20 per cent of the junior colleges reported recruiting and selection to be handled by a faculty committee. Three or 20 per cent of the senior colleges and 2 or 40 per cent of the junior colleges reported that the faculty generally co-operate to solicit students.

**TABLE 3**

**ADMINISTRATION OF PRE-COLLEGE GUIDANCE**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>One part-time official</td>
<td>8</td>
<td>53.3</td>
<td>4</td>
</tr>
<tr>
<td>Several faculty members, there being no definite centralization</td>
<td>5</td>
<td>33.3</td>
<td>0</td>
</tr>
<tr>
<td>A faculty committee on enrollment</td>
<td>2</td>
<td>13.3</td>
<td>1</td>
</tr>
<tr>
<td>The faculty generally co-operate aggressively to solicit students</td>
<td>3</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

Nearly all the colleges show a keen interest in recruiting students by mail. Eleven or 73.3 per cent of the senior colleges and 5 or 100 per cent of the junior colleges prepare mailing lists of prospective students. A total of 16 or 80 per cent of the twenty colleges in the study report this practice. Twelve or 80 per cent of the senior colleges and all five of the junior colleges send view booklets to prospective students, making a total of 17 or 85 per cent of the total group following this practice. Eight or 40 per cent of the
twenty colleges and junior colleges mail catalogues to all students on their mailing lists. The percentage is the same for the two classifications, 6 or 40 per cent of the fifteen senior colleges, while 2 or 40 per cent of the five junior colleges follow this practice. In 9 or 60 per cent of the senior colleges catalogues are sent to those definitely interested in the school. In 3 or 60 per cent of the five junior colleges this was the practice, making a total of 12 or 60 per cent of the twenty colleges and junior colleges following it. As will be noted, the junior colleges are even more generous than the senior colleges in sending out "promotional" literature, 100 per cent of the junior colleges making up mailing lists and sending view booklets, etc., to all prospects on those mailing lists (see Table 4).

**TABLE 4**

**PRE-COLLEGE GUIDANCE BY MAIL**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mailing list of prospective students is made up</td>
<td>11 73.3</td>
<td>5 100</td>
<td>16 80</td>
</tr>
<tr>
<td>View booklets, etc sent to prospects on mailing list</td>
<td>12 80</td>
<td>5 100</td>
<td>17 85</td>
</tr>
<tr>
<td>Catalogue sent to all students on mailing list</td>
<td>6 40</td>
<td>2 40</td>
<td>8 40</td>
</tr>
<tr>
<td>Catalogue sent only to those definitely interested in your school</td>
<td>9 60</td>
<td>3 60</td>
<td>12 60</td>
</tr>
</tbody>
</table>
In rather sharp contrast to their almost unanimous use of the mails in contacting students, interview practices are less popular with Virginia colleges, though most junior colleges use them to a considerable extent.

Eight or 53.3 per cent of the fifteen senior colleges have a staff member to interview prospective students at their preparatory schools before the students are accepted for admission. Only 5 or 33.3 per cent of the senior colleges interview students at their homes before accepting them. Eight or 53.3 per cent of the senior colleges interview prospective students at the college before acceptance. By way of contrast, however, all fifteen of the colleges in this study send representatives to "College Day" programs held by high schools in their section of the State. In contrast to the infrequent use of the interview by senior colleges, four of the five junior colleges use the interview with students at their high schools and at their homes. Only one junior college reports use of interviews with students at the college, and only three of the five colleges send representatives to "College Day" programs held in nearby high schools. (For complete comparison on this practice, see Table 5.)

A frequently used technique of contact is the "High School Day" held on the college campus. At such a program students participate in a variety of activities. Many colleges which do not have a definite large-scale entertainment and guidance program do invite students to their campuses for other activities. Though Virginia schools

1. The terms "preparatory school" and "high school" are used synonymously in this study.
<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>A staff member interviews prospective students at their high schools before accepted for admission</td>
<td>8</td>
<td>53.3</td>
<td>4</td>
</tr>
<tr>
<td>A staff member interviews prospective students at their homes before they are accepted for admission</td>
<td>5</td>
<td>33.3</td>
<td>4</td>
</tr>
<tr>
<td>A staff member interviews prospective students at the college before they are accepted</td>
<td>8</td>
<td>53.3</td>
<td>1</td>
</tr>
<tr>
<td>College sends representative to &quot;College Day&quot; programs held by high schools in its section</td>
<td>15</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

have not taken up these practices to any pronounced extent, the data in Table 6 should be interesting. Three or 20 per cent of the fifteen senior colleges hold "High School Days." None of the five junior colleges subscribes to this practice. Nine or 60 per cent of the senior colleges and 2 or 40 per cent of the junior colleges invite prospective students to athletic events. In 4 or 26.7 per cent of the senior colleges and 1 or 20 per cent of the junior colleges, prospective students attend dances as guests. In 5 or 33.3 per cent of the senior colleges
and 2 or 40 per cent of the junior colleges, prospective students are guests at "May Day" programs. Only one college, a senior college, considers invitation of prospective students to lectures as valuable in pre-college guidance. Similarly, only one college (senior) considers participation by prospective students in campus forum discussions on "The Value of College Training" as worthy of use. Nine or 60 per cent of the senior colleges conduct students on a tour of the campus buildings and 2 or 40 per cent of the junior colleges follow this practice. Three or 20 per cent of the senior colleges and none of the junior colleges prepare exhibits and experiments for the interest of prospective students.

**TABLE 6**

"HIGH SCHOOL DAY"

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College holds &quot;high school day&quot; or some type of large-scale program on campus for guidance and entertainment of prospective students</td>
<td>3 20</td>
<td>0 0</td>
<td>3 15</td>
</tr>
<tr>
<td>Are guests at athletic events</td>
<td>9 60</td>
<td>2 40</td>
<td>11 55</td>
</tr>
<tr>
<td>Attend college dances</td>
<td>4 26.7</td>
<td>1 20</td>
<td>5 25</td>
</tr>
<tr>
<td>Attend May Day program</td>
<td>5 33.3</td>
<td>2 40</td>
<td>7 35</td>
</tr>
<tr>
<td>Attend lectures on the value of college training</td>
<td>1 6.7</td>
<td>0 0</td>
<td>1 5</td>
</tr>
<tr>
<td>Participate in forum discussions of value of college training</td>
<td>1 6.7</td>
<td>0 0</td>
<td>1 5</td>
</tr>
<tr>
<td>Tour campus buildings</td>
<td>9 60</td>
<td>2 40</td>
<td>11 55</td>
</tr>
<tr>
<td>Visit exhibits, watch experiments, etc.</td>
<td>3 20</td>
<td>0 0</td>
<td>3 15</td>
</tr>
</tbody>
</table>
Admission of Students

The delegation of administrative responsibility for the admission of students is in sharp contrast between the fifteen senior colleges and the five junior colleges (see Table 7). Eight or 53.3 per cent of the senior colleges have a faculty committee on admissions, but none of the junior colleges follows this practice, making a total of 8 or 40 per cent of the twenty senior and junior colleges maintaining a committee on admissions. Admission of students is the responsibility of one official in 7 or 46.6 per cent of the senior colleges, while the junior colleges follow this practice unanimously, making a total of 12 or 60 per cent of the twenty senior and junior colleges favoring the administration of admissions by one person.

TABLE 7

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>School has a faculty committee on admissions</td>
<td>8</td>
<td>53.3</td>
<td>0</td>
</tr>
<tr>
<td>Admission of students is responsibility of one person</td>
<td>7</td>
<td>46.6</td>
<td>5</td>
</tr>
</tbody>
</table>

In several cases the college presidents are listed as being responsible for the admission of students.

Considerable variation among Virginia colleges is the case in regard to academic criteria for admission, as is shown in Table 8. Senior colleges appear to have considerably higher selective standards for admission than junior colleges.
<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Upper half of preparatory or high school class</td>
<td>7 46.6</td>
<td>0 0</td>
<td>7 35</td>
</tr>
<tr>
<td>&quot;C&quot; average on high school work</td>
<td>5 33.3</td>
<td>0 0</td>
<td>5 25</td>
</tr>
<tr>
<td>High school diploma</td>
<td>7 46.6</td>
<td>0 0</td>
<td>7 35</td>
</tr>
<tr>
<td>Admit on diploma only</td>
<td>3 20</td>
<td>4 80</td>
<td>7 35</td>
</tr>
<tr>
<td>16 high school units</td>
<td>8 53.3</td>
<td>1 20</td>
<td>9 45</td>
</tr>
<tr>
<td>15 high school units</td>
<td>6 40</td>
<td>2 40</td>
<td>8 40</td>
</tr>
<tr>
<td>Transcript of school record</td>
<td>13 86.6</td>
<td>5 100</td>
<td>18 90</td>
</tr>
</tbody>
</table>

Seven or 46.6 per cent of the senior colleges reported that they restrict enrollees to upper half of high school or preparatory school class. Five or 33.3 per cent of the senior colleges reported that they accept on the basis of a "C" average. Three or 20 per cent of the senior colleges reported that their only qualitative "ceiling" is a high school diploma. Among the junior colleges the only qualitative "ceiling" mentioned is the possession of a high school or preparatory school diploma which 4 or 80 per cent of the junior colleges require. Practice in regard to the number of preparatory or high school units required is not uniform either among junior or senior colleges. Eight or 53.3 per cent of the senior colleges require 16 units for admission, while 6 or 40 per cent
of the senior colleges require 15 units. One college did not specify the number of units required. One or 20 per cent of the junior colleges requires 16 units, while 2 or 40 per cent of them require 15 units. Two junior colleges did not mention any requirements in this respect. Thirteen or 86.6 per cent of the fifteen senior colleges reported that transcripts of high school records are required, while all five of the junior colleges reported this requirement.

As shown in Table 9, a vast majority of senior colleges in Virginia require a specific pattern in preparatory school or high school work for admission, while a majority of the junior colleges do not prescribe a pattern of preparatory school work. The fact that most junior colleges have high school departments may have a bearing on this difference, as was pointed out by one junior college president in filling out the questionnaire. A total of 5 or 33.3 per cent of the senior colleges do not prescribe a specific pattern of work. The remaining 10 colleges make such a requirement. Four or 80 per cent of the five junior colleges do not prescribe a pattern of work, while one college does make a pattern requirement very similar to that of the majority of senior colleges. In regard to specific pattern requirements, 10 or 66.6 per cent of the senior colleges require units in English; while the same number and percentage require units in mathematics. Six or 40 per cent of the fifteen senior colleges require units in foreign language; four or 26.6 per cent require units in science; and 8 or 53.3 per cent require units in social studies. The one junior college making specific requirements lists them in English, mathematics, and foreign language. It may be noted that the
five senior colleges making no specific pattern requirement are State institutions, while the senior colleges having definite pattern requirements are privately controlled, with the exception of one State school. Six of the ten colleges requiring certain preparatory or high school subjects call for 3 units in English, while four institutions specify 4 units in English. Colleges requiring mathematics specify 2 to 3 units. In most cases, only 1 unit of social studies is listed by those schools specifying this subject. Most schools requiring foreign language specify 2 units, but one school in the study still requires 3 years, of Latin or 2 years of Latin and 2 years of another foreign language. One other school requires 3 units in one foreign language or 2 units in each of two foreign languages. Both schools are private colleges for women. All schools requiring laboratory science list only 1 unit.

**TABLE 9**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No specific pattern required</td>
<td>5 33.3</td>
<td>4 80</td>
<td>9 45</td>
</tr>
<tr>
<td>Require units in English</td>
<td>10 66.6</td>
<td>1 20</td>
<td>11 55</td>
</tr>
<tr>
<td>Require units in Mathematics</td>
<td>10 66.6</td>
<td>1 20</td>
<td>11 55</td>
</tr>
<tr>
<td>Require units in Foreign Language</td>
<td>6 40</td>
<td>1 20</td>
<td>7 35</td>
</tr>
<tr>
<td>Require units in Science</td>
<td>4 26.6</td>
<td>0 0</td>
<td>4 20</td>
</tr>
<tr>
<td>Require units in Social Studies</td>
<td>8 53.3</td>
<td>0 0</td>
<td>8 40</td>
</tr>
</tbody>
</table>
In some colleges evaluative information on the personalities of the prospective students is emphasized. Fourteen or 93.3 per cent of the fifteen senior colleges and 4 or 80 per cent of the five junior colleges require a confidential report on student personality by the high school principal. Nine or 60 per cent of the senior colleges and 3 or 60 per cent of the junior colleges require letters of recommendation from acquaintances of applicants. In 3 or 20 per cent of the senior colleges and 1 or 20 per cent of the junior colleges, applicants are required to take psychological tests which are considered a part of data prerequisite for admission. Only one college (senior) reported the use of personality rating cards made out by the college official who interviews each prospect for admission (see Table 10).

**TABLE 10**

**PERSONALITY RATING INFORMATION REQUIRED**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality rating card made out by college official who interviews each prospect</td>
<td>1 6.6</td>
<td>0 0</td>
<td>1 6.6</td>
</tr>
<tr>
<td>A confidential report on student's personality by the high school principal</td>
<td>14 93.3</td>
<td>4 80</td>
<td>18 90</td>
</tr>
<tr>
<td>Letters of recommendation from acquaintances of applicant required</td>
<td>9 60</td>
<td>3 60</td>
<td>12 60</td>
</tr>
<tr>
<td>Applicant required to take psychological tests considered a part of data prerequisite for admission</td>
<td>3 20</td>
<td>1 20</td>
<td>4 20</td>
</tr>
</tbody>
</table>
Orientation

All except one of the Virginia colleges in this study reported that they have the so-called "Freshman Week," set aside at the beginning of each school session for special orientation emphasis for the benefit of new students. The one college not reporting this practice was a junior college. In 13 or 86.6 per cent of the senior colleges and in 4 or 80 per cent of the junior colleges, this program was reported to be directed by a faculty-student committee, while in two senior colleges the program is entirely directed by one faculty member. In all colleges holding special orientation programs, upper-class student leaders participate in guidance discussions with new students. In all fifteen senior colleges and in 2 or 40 per cent of the junior colleges, each freshman has a special faculty adviser during the orientation period. Some type of opportunity is offered freshmen to meet all faculty members during the orientation period in 8 or 53.3 per cent of the senior colleges and in 3 or 60 per cent of the junior colleges. Most of the colleges, both junior and senior, are somewhat lacking in "follow-through" in orientation in any organized class form, only 3 or 20 per cent of the senior colleges having special "orientation" courses of one semester or more in the curriculum. None of the junior colleges listed such an offering.

The length of time set aside for special orientation of freshmen varies tremendously from school to school, one school reporting only one day for this work, while others reported varying periods up to eight days. The school using the eight-day period has as part of its "Freshman Week" program a freshman camp, which may account for the long period of
time needed. A three-day period was reported most frequently, six colleges reporting this number of days. (For tabular presentation of "Freshman Week" practices, see Table 11.)

### TABLE 11

**"FRESHMAN WEEK" PRACTICES**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th></th>
<th>Junior Colleges</th>
<th></th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>College has &quot;special&quot; Freshman Week program</td>
<td>15</td>
<td>100</td>
<td>4</td>
<td>80</td>
<td>19</td>
</tr>
<tr>
<td>Program directed by faculty-student committee with faculty chair</td>
<td>13</td>
<td>86.6</td>
<td>4</td>
<td>80</td>
<td>17</td>
</tr>
<tr>
<td>Entire program directed by one faculty member</td>
<td>2</td>
<td>13.3</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Upper-class student leaders participate in guidance discussions with new students</td>
<td>15</td>
<td>100</td>
<td>4</td>
<td>80</td>
<td>19</td>
</tr>
<tr>
<td>Each freshman during orientation has special faculty adviser</td>
<td>15</td>
<td>100</td>
<td>2</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>During Freshman Week all new students have opportunity to meet members of faculty</td>
<td>8</td>
<td>53.3</td>
<td>3</td>
<td>60</td>
<td>11</td>
</tr>
<tr>
<td>Special &quot;orientation&quot; course of one semester or more in curriculum</td>
<td>3</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Standardized tests are used during the special orientation program for new students by a majority of the colleges included in this study. Two senior colleges and one junior college report no standard tests given during this period. Among the psychological tests,
the American Council test was reported as the most popular among senior colleges, 10 or 66.6 per cent of them using it. The junior colleges which reported the use of intelligence tests distributed their choices among several. Great variety was shown in the reports of testing programs for new students during the orientation period. A large number of the colleges give only the American Council psychological test and an English achievement test. (For a detailed presentation of practices among colleges in regard to standardized tests during orientation, see Table 12.)

**TABLE 12**

USE OF STANDARDIZED TESTS DURING FRESHMAN WEEK PROGRAMS

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Council Psychological</td>
<td>10 66.6</td>
<td>1 20</td>
<td>11 55</td>
</tr>
<tr>
<td>English</td>
<td>9 60</td>
<td>3 60</td>
<td>12 60</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 20</td>
<td>1 20</td>
<td>4 20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 33.3</td>
<td>0 0</td>
<td>5 25</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 20</td>
<td>0 0</td>
<td>3 15</td>
</tr>
<tr>
<td>Science</td>
<td>3 20</td>
<td>0 0</td>
<td>3 15</td>
</tr>
<tr>
<td>Contemporary Affairs</td>
<td>2 13.3</td>
<td>0 0</td>
<td>2 10</td>
</tr>
<tr>
<td>Revised Alpha, Iowa</td>
<td>1 6.6</td>
<td>0 0</td>
<td>1 5</td>
</tr>
<tr>
<td>Reading</td>
<td>1 6.6</td>
<td>2 40</td>
<td>3 15</td>
</tr>
<tr>
<td>Otis</td>
<td>1 6.6</td>
<td>1 20</td>
<td>2 10</td>
</tr>
<tr>
<td>Ohio State</td>
<td>1 6.6</td>
<td>0 0</td>
<td>1 5</td>
</tr>
<tr>
<td>Music</td>
<td>1 6.6</td>
<td>0 0</td>
<td>1 5</td>
</tr>
<tr>
<td>Literary Acquaintance</td>
<td>1 6.6</td>
<td>0 0</td>
<td>1 5</td>
</tr>
<tr>
<td>Thorndike Intelligence</td>
<td>0 0</td>
<td>1 20</td>
<td>1 5</td>
</tr>
<tr>
<td>Vocational Interest</td>
<td>2 13.3</td>
<td>0 0</td>
<td>2 10</td>
</tr>
<tr>
<td>Personality</td>
<td>1 6.6</td>
<td>0 0</td>
<td>1 5</td>
</tr>
</tbody>
</table>
Counseling Program

Only 10 or 50 per cent of the twenty schools reporting make provision for counseling apart from the general work done by the dean of the college and the faculty (see Table 13). However, the junior colleges are more remiss in this respect, none of them reporting such service, while 10 or 66.6 per cent of the senior colleges do report such a service.

In 13 or 86.6 per cent of the senior colleges, certain faculty members aid in counseling. This number and percentage refer in some cases to schools reporting a special counseling program, as well as those whose counseling is more unorganized. Three or 60 per cent of the five junior colleges reported certain faculty members used as counselors, though none of the junior colleges reported a well-organized counseling program. One senior college reported all counseling done by one person.

TABLE 13

ADMINISTRATION OF COUNSELING PROGRAM

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School makes provision for counseling apart from general work done by</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>dean and faculty</td>
<td>10</td>
<td>66.6</td>
<td>0</td>
</tr>
<tr>
<td>One person does all the counseling</td>
<td>1</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>Certain faculty members aid in counseling program</td>
<td>13</td>
<td>86.6</td>
<td>3</td>
</tr>
</tbody>
</table>
As shown in Table 14, comparatively little emphasis is given to follow-up testing as a part of the counseling program in Virginia colleges. Only 7 or 46.6 per cent of the senior colleges give follow-up tests as a part of their counseling programs and only 2 or 40 per cent of the junior colleges follow this practice. The practice of giving tests through a central office is followed by 5 or 33.3 per cent of the senior colleges but is not used at all by the junior colleges. Among the senior colleges 2 or 13.3 per cent give the follow-up tests through various departments, while both junior colleges giving such tests handled them through the various departments.

**TABLE 14**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges giving follow-up tests as part of counseling program</td>
<td>7  46.6</td>
<td>2  40</td>
<td>9  45</td>
</tr>
<tr>
<td>Tests given through central office</td>
<td>5  33.3</td>
<td>0  0</td>
<td>5  25</td>
</tr>
<tr>
<td>Tests given through various departments</td>
<td>2  13.3</td>
<td>2  40</td>
<td>4  20</td>
</tr>
</tbody>
</table>

**Group Guidance Through College Organizations**

Careful faculty guidance of college organizations was reported by all colleges in the study, as is indicated by Table 15. All senior colleges and all junior colleges reported that student organizations must be recognized by the college administration before they are allowed to function. In both senior and junior colleges, there is one hundred
per cent agreement in requiring a faculty sponsor for each organization. Likewise, an almost unanimous practice is followed in allowing the organization to choose its sponsor, 14 or 93.3 per cent of the senior colleges reporting the election of sponsors by the student organizations and all five of the junior colleges reporting this practice.

All of the senior colleges reported the collection of a special activities fee with one to lend financial support to worthy organizations and activities, while 3 or 60 per cent of the five junior colleges report the collection of such a fee. On other techniques of guidance for college student organizations, there was less agreement among the colleges of each group and between the groups. (For complete tabular presentation, see Table 15.)

**TABLE 15**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Organizations must be recognized by administration before allowed to function</td>
<td>15</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Each organization has faculty sponsor</td>
<td>15</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Sponsors elected by organization</td>
<td>14*</td>
<td>93.3</td>
<td>5**</td>
</tr>
<tr>
<td>Sponsors appointed by college administration</td>
<td>1*</td>
<td>6.6</td>
<td>2**</td>
</tr>
<tr>
<td>Finances in hands of organization</td>
<td>9</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Point system controls number of organizations to which student may belong</td>
<td>9</td>
<td>60</td>
<td>2</td>
</tr>
</tbody>
</table>
### TABLE 15 (continued)

GROUP GUIDANCE PRACTICES WITH COLLEGE ORGANIZATIONS

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Definite scholastic requirement made for participation in activities</td>
<td>10</td>
<td>66.6</td>
<td>2</td>
</tr>
<tr>
<td>Organizations in general supervised by student-faculty board</td>
<td>7</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td>Organizations in general supervised by student board</td>
<td>3</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Organizations in general supervised by faculty board</td>
<td>2</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Organizations in general supervised by one administrative officer</td>
<td>2</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>No central direction for organizations</td>
<td>1</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>College collects special activities fee and backs organizations financially</td>
<td>15</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>College publications editorially supervised by faculty sponsor</td>
<td>9</td>
<td>60</td>
<td>5</td>
</tr>
</tbody>
</table>

* One school has some appointed and some elected sponsors.
** Two junior colleges have some appointed and some elected sponsors.

---

**Placement**

Colleges in the study indicate concern for the placement of students after graduation, as shown in Table 16. In 11 or 73.3 per cent of the senior colleges placement is handled by one administrative officer,
while 2 or 40 per cent of the junior colleges follow this practice. In
only one college (senior) was a committee reported for the administra-
tion of the placement function. In 3 or 20 per cent of the senior col-
leges and in 2 or 40 per cent of the junior colleges, placement was
reported to be the responsibility of each department for its own students.
One junior college reported no placement service whatever. Though defi-
nitely concerned for the proper placement of students upon graduation,
Virginia colleges do not appear to encourage greatly the placement of
students in part-time jobs in the college community while attending
school. Only six of the senior colleges reported that they make a
definite effort to locate part-time jobs for students in the community
during the school years, and only one of the junior colleges reported
this practice.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Placement handled by executive officer</td>
<td>11</td>
<td>73.3</td>
<td>2</td>
</tr>
<tr>
<td>Placement handled by faculty committee</td>
<td>1</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>Placement handled by each department for its own students</td>
<td>3</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>College makes effort to secure part-time employment in community for students</td>
<td>6</td>
<td>40</td>
<td>1</td>
</tr>
</tbody>
</table>
Health Services

Virginia colleges included in the study emphasized the importance of health services to a rather marked degree. Thirteen or 86.6 per cent of the senior colleges have completely equipped infirmaries on the campus while 4 or 80 per cent of the junior colleges are similarly equipped. Seven or 46.6 per cent of the senior colleges have a full-time physician with an office on the campus. Eight or 53.3 per cent of the senior colleges have a part-time physician with office hours on the campus, while 4 or 80 per cent of the junior colleges have a part-time physician. Thirteen of the senior colleges reported either a graduate nurse or nurses on a full or part-time basis with three of the junior colleges similarly reporting. Fourteen or 93.3 per cent of the senior colleges and 3 or 60 per cent of the junior colleges require a physical examination by the college physician as a part of the registration process for the new students. One senior college and one junior college reported that health certificates from the family physician are accepted as the health prerequisite for registration. In contrast to care taken in the health examination of students, only 10 or 66.6 per cent of the senior colleges require health examination of employees in the college dining halls, while only 3 or 60 per cent of the junior colleges require such examinations. (For complete data on health services, see Table 17.)

Religious Guidance

In religious guidance the senior and junior colleges were rather sharply at variance in their prescriptions of attendance at religious exercises by students. Chapel attendance was reported
<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College physician full-time with campus office</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>College physician part-time with campus office hours</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Graduate nurse full-time</td>
<td>11</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Graduate nurse part-time</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Completely equipped infirmary on campus</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Provision made for hospitalization in college community for cases not handled in infirmary</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Provision made for hospitalization in community instead of infirmary</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Physical examination by college-employed physician part of registration process</td>
<td>14</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Health certificate from family physician accepted as health prerequisite for registration in lieu of examination</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Periodic official inspection of water supply</td>
<td>15</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Periodic official inspection of milk served</td>
<td>12</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Periodic official inspection of food served</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Health examination of dining-room employees</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>
required in 10 or 66.6 per cent of the senior colleges and in 4 or 80 per cent of the junior colleges. One senior college holds chapel each day, while 3 or 60 per cent of the junior colleges hold a chapel service each day. Senior colleges, however, lay more stress upon faculty direction of religious activities and 7 or 46.6 per cent of the senior colleges employ either part-time or full-time directors of religious activities, while only one junior college provides such direction. Required church service attendance is the practice in all five of the junior colleges and in 2 or 13.3 per cent of the senior colleges. (For a complete tabular presentation of the above and other practices in religious guidance, see Table 18.)

### TABLE 18

**RELIGIOUS GUIDANCE**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Chapel attendance required</td>
<td>10</td>
<td>66.6</td>
<td>4</td>
</tr>
<tr>
<td>Chapel each day (whether required or not)</td>
<td>1</td>
<td>6.6</td>
<td>3</td>
</tr>
<tr>
<td>Chapel at least once a week (whether required or not)</td>
<td>12</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td>No regular chapel service</td>
<td>2</td>
<td>13.3</td>
<td>0</td>
</tr>
<tr>
<td>Full-time director of religious activities</td>
<td>3</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Part-time director of religious activities</td>
<td>4</td>
<td>26.6</td>
<td>1</td>
</tr>
<tr>
<td>Definite effort to arrange contact between student and denomination of his choice</td>
<td>13</td>
<td>86.6</td>
<td>5</td>
</tr>
</tbody>
</table>
TABLE 18 (continued)

RELIGIOUS GUIDANCE

<table>
<thead>
<tr>
<th>Practice</th>
<th>Senior Colleges</th>
<th>Junior Colleges</th>
<th>Total (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
</tr>
<tr>
<td>Sunday church service attendance required</td>
<td>2   13.3</td>
<td>5   100</td>
<td>7   35</td>
</tr>
<tr>
<td>Y. M. C. A. and/or Y. W. C. A. or similar student religious group maintained</td>
<td>14  96.6</td>
<td>3   60</td>
<td>17  85</td>
</tr>
</tbody>
</table>

Conclusion

The writer is keenly aware that the data presented in this chapter of the study do not completely cover all personnel services in the twenty colleges reported. However, in the survey he has tried to cover the main services usually referred to as a part of the personnel program in a college. In this section of the study only a straight descriptive and tabular analysis has been attempted, comparisons and contrasts being drawn only between the two groups of colleges and among individual colleges. Analysis of personnel practices of Virginia colleges in relation to the personnel practices of other college groups and in the light of expert thought will be presented in Chapter IV of this study.
CHAPTER IV

IMPLICATIONS OF THE STUDY FOR PERSONNEL PRACTICES IN VIRGINIA COLLEGES

Introduction

Data contained in the questionnaire forms filled out by twenty Virginia colleges show a growing recognition of the vital importance of adequate personnel emphasis in higher education. On the other hand, it is apparent, from the data, that many inadequacies are present in the personnel programs of the participating colleges when their practices are compared with those in other institutions and measured by the principles adhered to by leaders in thinking on problems and techniques in personnel work.

Though much evidence of real progress in Virginia is revealed, there are many points on which a large number of the participating colleges have not approached the ideal expressed by the Committee on Problems and Plans in Education of the American Council on Education in 1937:

This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the student as a person rather than upon his intellectual training alone.¹

In this section of the study some of the implications for student personnel practices in Virginia colleges will be noted. Various student personnel practices of colleges in this study will be compared to practices reported for fifty Presbyterian colleges in McCracken’s study and to practices reported by Haggerty and Brumbaugh in colleges of

² A Survey of Student Personnel Services
the North Central Association. Throughout this chapter comparative references will be made to the colleges in these two studies. Footnotes will not be used except where explicitly needed. In evaluating practices in the Presbyterian colleges in his study, McCracken used a jury of experts on personnel problems. The views of McCracken's expert jury will be cited in evaluative references to practices in Virginia. Authoritative comment noted in Chapter II of this study and any other appropriate comment by writers in the field will be cited to bring out implications of the study for student personnel work in the participating colleges. Comparative tables will be used whenever practical.

Purpose

Statements of purpose (see Page 42) submitted for the comment of the colleges were prepared, of course, in accord with the views of leading authorities on personnel work. In part they are the same statements used by McCracken in his study. The similarity of wording and presentation is not sufficient, however, for tabular comparison.

Except for three statements, a majority of the colleges marked all the statements "extremely important." The exceptions were statements four, "to help students discover chief interests"; five, "to aid students in evaluating their own abilities in terms of vocational objectives"; and eight, "to aid in social adjustment of individual students." These statements were rated "important" or "not of great importance." In contrast, 70 per cent of the colleges rated statement three, "to deal with cases of maladjustment" as "extremely important." The above variation

3. The Student in College and University.
may indicate the need for more emphasis in Virginia student personnel programs upon personal and vocational guidance to prevent maladjustment and thus lessen the need for dealing with this problem.

Another rating is especially interesting. Twelve or 60 per cent of the colleges gave statement one, "to relate student purpose and ability to the curriculum" an "extremely important" rating. However, six schools said it is just "important" and two said it is "not of great importance." Similarly, 60 per cent of the colleges rated statement two, "to advise in the selection of courses," "extremely important," while seven schools said it is "important" and one said it is "not of great importance." These ratings seem to indicate on the part of some schools a "take it or leave it" attitude in regard to curricular choice and a failure to evaluate properly the importance of guidance in selection of courses.

Though it would be unfair to participating colleges to speculate on specific implications of their ratings of statements of purpose, it seems reasonable to suggest that the ratings appear to show some schools to be stressing a rather conservative academic viewpoint on personnel emphasis. On the other hand, a majority of the participating colleges subscribe to purposes in line with the American Council statement on personnel work, quoted on Page 68.

Organization of the Total Program

From the data it appears that Virginia colleges do not stress central organization of personnel services. As shown in Table 2, Page 45, only 6 or 40 per cent of the fifteen senior colleges in the study have direction of these services centrally organized by one, and in one case
two, officials. Four of the five junior colleges have central administration by one person. Five senior colleges have a faculty committee; four senior colleges and one junior college report no central co-ordination whatever.

Most authorities consulted by the writer stress central administrative co-ordination as fundamental to efficient personnel work. One sentence from a lengthy quotation in Chapter II from Lloyd-Jones and Smith serves to illustrate this view:

No matter how many services the institution wishes to provide for its personnel program, no matter how these services are combined into constellations, no matter which ones are emphasized, no matter how adequately or inadequately it is possible to staff the services, no matter the extent to which it is possible for the instructional staff to participate in personnel program, the program must be headed up by some one person. 4

A study by Sturtevant, Strang, and McKim reports a trend toward centralization of personnel administration in one person over the decade 1926–1936 among 336 colleges, centralization being reported by fifty-five more schools in 1936 than in 1926. 5

If the views of these authorities are assumed to be sound, there is much to be done by a large number of Virginia schools in providing more efficient central administrative organization for personnel services—since 25 per cent of the twenty participating colleges report no co-ordination whatever, and 50 per cent report no central administrative co-ordination by one official. Certainly this writer would not suggest that each college should add a personnel director to its staff, however helpful such an addition might be. In many cases, the placing of co-ordination duties in the hands of a reasonably well-trained member of the present staff who has the necessary personal qualifications (see

4. A Student Personnel Program for Higher Education.
Page 36, Chapter II) will go a long way toward securing needed improvement in the personnel program.

Pre-College Guidance

In recruiting students for admission and in giving them helpful pre-college guidance, Virginia colleges in this study lean heavily upon contact with students by mail rather than upon personal contact by a college representative.

Nearly all (80 per cent) participating Virginia colleges compile a mailing list of prospective students. An even larger per cent of the Presbyterian colleges and North Central Association colleges do this, as shown by Table 19. However, as shown by the same table, Virginia schools are more liberal in mailing out catalogues, bulletins, and brochures than schools in either of the other two groups.

Table 2 shows that 53.3 per cent of the senior colleges and 80 per cent of the junior colleges or 60 per cent of the twenty colleges in the study employ one part-time official to head their program of pre-college guidance. This person does not necessarily interview students, for in many cases the dean or president was listed. Haggerty and Brumbaugh's study shows 54.9 per cent of the North Central Association schools employ a full or part-time "field representative" who has as a primary function the enrolling of students. A majority of the fifty colleges in McCracken's study likewise employ a "field representative" on a full-time basis in fifteen of the colleges.

Personal contact practices, when used, seem somewhat inconsistent among the Virginia schools. Individual interviewing of prospective students by a college representative at high schools or homes of
students is only mildly popular with senior colleges, but very widely used by junior colleges. As shown in Table 5, Page 49, 53.3 per cent of the senior colleges interview individual students at their high schools, while 33.3 per cent of the senior colleges interview individual prospects in their homes. Both types of interview are used by 80 per cent of the junior colleges. Prospective students are interviewed at the college by 53.3 per cent of the senior colleges, while only 20 per cent of the junior colleges use this type of interview.

Despite the warm interest of the junior colleges in the first two types, as a whole the colleges show only 60 per cent interest in individual interviews with prospects at their high schools, 45 per cent interest in interviewing them at their homes, and 45 per cent interest in interviewing them when they come to the campus.

These percentages show Virginia colleges to be overlooking in large measure what can be a most helpful technique both in guiding the student to or from the institution and in guiding his development after he gets there. Cowley and others point out the trend toward the use of the interview and its desirability if properly used, in the following:

Increasingly, educational institutions are personalizing their interpretation of entrance data by means of the interview in which recorded data may be weighed against the information collected in that interview. This personalization of the admissions procedure is desirable, provided that objective data are given proper weight and are not outweighed by the attractiveness of the student's personality and by other factors which may have little significance for scholastic adjustment.6

A strong advocate specifically of the home interview by the college representative is C. H. Peabody, pre-college counselor at

Riverside-Brookfield High School, Riverside, Illinois. As quoted in Chapter II of this study, he declares that this type of interview "adds important, necessary information, and should aid in the student's adjustment and in building his educational program." 7

In sharp contrast to the failure of nearly fifty per cent of the Virginia colleges to use the individual interview with the prospective student at the high school, at the student's home, or at the college is their almost unanimous (90 per cent) accord in sending representatives to "College Day" programs at high schools. Senior colleges, who appear to dislike the individual interview most, are 100 per cent in their participation in these programs. Table 19 shows how much more the fifteen Virginia colleges in this study stress this type of contact than do the Presbyterian colleges (66.7 per cent) in the study made by McCracken and the North Central Association colleges (60.4 per cent) in that of Haggerty and Brumbaugh.

The extreme valuation set by Virginia colleges upon high school "College Day" participation is shown to be open to question by the fact that the jury of personnel experts used in the McCracken study, did not agree on it as a desirable practice. Peebles' comments may be referred to in this connection as illustrative of the views of at least some of the high school counselors. As quoted in Chapter II of this study, he declares that the "college day" program has not worked well. Most colleges are opposed to this method. It makes the routing of the representative difficult, wastes his time, and puts him in the embarrassing non-professional class of a "barker" at a country fair. I believe that honest research would indicate that little constructive guidance results

7. "Cooperation in Counseling."
While participating Virginia colleges do not in any instance employ a professional "field representative" to handle pre-college guidance of prospective students, some schools do follow a practice generally frowned on by authorities on personnel work, namely the use of the faculty generally in the solicitation of students. Of the schools in the study, 25 per cent use faculty members generally for this purpose. As shown in Table 19 none of the Presbyterian group follow this practice and only 3.6 per cent of the North Central Association schools of both groups use several picked faculty members for this work. McCracken's jury of personnel experts rates the use of faculty members as undesirable.

Though Virginia colleges in this study, as just indicated, almost unanimously (90 per cent) participate in group guidance contact with prospective students through "College Days" held by high schools, they show little interest in group guidance of high school students as guests on their own campuses. Only three colleges (15 per cent) of the twenty participating in this study hold "High School Days." A somewhat larger number entertain students at various events or take them on tours of the campus, as shown in Table 6, Page 50. Only one college lists lectures on value of college training and forum discussion on value of college training as types of guidance offered visiting prospective students. These data on types of emphasis seem to imply that colleges think more in terms of entertainment and advertising than in terms of fundamental student counseling. Though authorities consulted seem to be in some disagreement on the value of the "high school day technique," it

---

3. "Cooperation in Counseling."
can be pointed out that maximum guidance value should be provided the visiting student when this technique is used.

TABLE 19

COMPARATIVE PRACTICES IN PRE-COLLEGE GUIDANCE

<table>
<thead>
<tr>
<th>Practice</th>
<th>Va. Colleges</th>
<th>Presbyterian</th>
<th>N. C. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile mailing list</td>
<td>80</td>
<td>95.8</td>
<td>87.2</td>
</tr>
<tr>
<td>Catalogues to all on mailing list</td>
<td>40</td>
<td>25</td>
<td>22.7</td>
</tr>
<tr>
<td>Catalogues sent to limited number on mailing list</td>
<td>60</td>
<td>75</td>
<td>74.4</td>
</tr>
<tr>
<td>Bulletins, brochures, etc., sent to entire mailing list</td>
<td>85</td>
<td>62.3</td>
<td>45.4</td>
</tr>
<tr>
<td>Send representatives to &quot;College Day&quot; programs at high schools</td>
<td>90</td>
<td>66.7</td>
<td>60.4</td>
</tr>
<tr>
<td>Certain faculty members solicit students</td>
<td>25</td>
<td>33.3</td>
<td>33.7</td>
</tr>
<tr>
<td>Faculty generally gives time to enrollment work</td>
<td>25</td>
<td>0</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Admission of Students

On the whole matter of admission of students Virginia colleges in this study show a degree of individuality that results in a picture of statistical confusion (see Tables 7, Page 51; 8, Page 52; 9, Page 54; and 10, Page 55). As long as this condition exists, college admission officials, in the opinion of the writer, have no right blatantly to criticize defective educational counseling on the part of high schools.
Virginia colleges disagree on the administrative set-up for admissions, 40 per cent of them having a committee on admissions, while 60 per cent put the entire responsibility of admitting students in the hands of one person. Most authorities favor an advisory committee working with the director of admissions. Lloyd-Jones and Smith, for example, say "...he should have an advisory committee which will help shoulder the responsibility for policy making, difficult decisions, etc." 9

Academic requirements for admission by colleges in this study vary greatly, both in quality and pattern, as shown in tabular presentations in Chapter III of the study. Rating in upper half of the high school class is reported as required by 35 per cent of the colleges; a "C" average by 25 per cent; attainment of marks requisite for a diploma by 35 per cent; the remaining percentage not reporting on this item. Sixteen units are required by 45 per cent of the colleges; fifteen units by 40 per cent of them; the remaining percentage being unreported.

Table 20 shows comparative practices on several items. For example, Virginia schools in smaller percentage (35 per cent) 10 require a high school diploma than the Presbyterian group (68.8 per cent) and the North Central Association group (64.9 per cent). But on requirement of transcript of record, letters of recommendation, principal's report on personality, Virginia colleges give affirmative replies in much larger percentage (Table 20). On the requirement of a psychological test as an admission requirement, the disagreement takes another direction, 20 per cent of Virginia colleges requiring it, 35.4 per cent of the Presbyterian

9. A Student Personnel Program for Higher Education
10. The author believes that some of the deans must have overlooked this item in filling out the questionnaire; hence, the exceedingly low percentage.
colleges, and 42.9 per cent of the North Central Association colleges making the requirement. The use of such tests is ranked as desirable by the McCracken jury of experts.

A much larger percentage (35 per cent) of Virginia schools require upper half standing in senior classes than is the case with North Central Association colleges (9.2 per cent). The same is true to a lesser degree in requirement of "C" average; Virginia colleges, 25 per cent; North Central colleges 13.1 per cent. Data were not available for a comparison with Presbyterian colleges in the McCracken study.

In regard to pattern of academic work required for admission, a majority (55 per cent) of Virginia colleges in this study are conservatively adhering to specific subject requirements. Among the fifteen senior colleges only five (33.3 per cent) require no specific pattern, while junior colleges are less strict, four out of the five in the study requiring no specific pattern. As shown in Table 9, there is little uniformity in the required pattern.

The writer would not presume to suggest that participating colleges discard a pattern requirement. It is true, however, that the need for such a requirement is being questioned. Dartmouth has abandoned it (see Page 27 for catalogue statement), along with a number of other distinguished colleges, such as Colgate and Sarah Lawrence. Authorities, such as Cowley (quoted Page 27), are producing evidence to show that scholastic ability and not the amount or specific pattern of work taken is the best qualification for success in collegiate studies.

The whole situation on admission criteria as revealed by the questionnaire data from twenty Virginia colleges shows a degree of confusion that makes evident a need for co-operative evaluation of admission
practices and criteria by the colleges.

TABLE 20

COMPARATIVE ADMISSION CRITERIA

<table>
<thead>
<tr>
<th>Practice</th>
<th>Va. Colleges</th>
<th>Presbyterian</th>
<th>N. C. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma</td>
<td>35</td>
<td>68.8</td>
<td>64.9</td>
</tr>
<tr>
<td>Transcript of high school record</td>
<td>90</td>
<td>68.8</td>
<td>79.4</td>
</tr>
<tr>
<td>Report by principal on students' personalities</td>
<td>90</td>
<td>47.9</td>
<td>40.1</td>
</tr>
<tr>
<td>Letters of recommendation from acquaintances</td>
<td>60</td>
<td>47.9</td>
<td>28</td>
</tr>
<tr>
<td>Psychological test as admission prerequisite</td>
<td>20</td>
<td>35.4</td>
<td>42.9</td>
</tr>
<tr>
<td>Rating in upper half of high school class</td>
<td>35</td>
<td>9.2</td>
<td>unreported</td>
</tr>
<tr>
<td>Require &quot;C&quot; average</td>
<td>25</td>
<td>13.1</td>
<td>unreported</td>
</tr>
</tbody>
</table>

Orientation

Much more uniformity is noted among participating colleges in regard to orientation than is shown for admission practices. A study of sample orientation programs (see illustrative programs in Appendix) reveals practices very similar to those engaged in by colleges in the Presbyterian group and in the North Central Association. The greatest variation among the Virginia colleges was reported in regard to length of time given over to "Freshman Week," ranging from one day to eight days.

Considerable contrast to practices of Presbyterian and North Central Association colleges in regard to standard tests given during
the orientation program is evident. On the whole, a smaller percentage of Virginia schools give various objective tests, as shown in Table 22. It will be noted, also, that Virginia schools are behind (5 per cent) in giving "personality" tests in comparison with the Presbyterian group (22.9 per cent) and the North Central Association group (17.4 per cent).

**TABLE 21**

**COMPARATIVE ORIENTATION PRACTICES**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Va. Colleges</th>
<th>Presbyterian</th>
<th>N. C. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has special faculty adviser</td>
<td>85</td>
<td>97.9</td>
<td>94</td>
</tr>
<tr>
<td>General orientation course is offered in curriculum for follow-up</td>
<td>15</td>
<td>58.3</td>
<td>56</td>
</tr>
</tbody>
</table>

An even greater contrast is shown in regard to "follow through" on orientation. Only 15 per cent of Virginia schools offer special courses for subsequent orientation, while 58.3 per cent of the Presbyterian group and 56 per cent of the North Central Association group offer such courses. The jury of personnel experts used in the McCracken report rate such a practice as desirable. Other authorities agree in this view. It would appear, therefore, that Virginia colleges in this study might consider the possibility of more stress on subsequent orientation.

Generally, Virginia programs compare well with the provisions common to most North Central Association colleges and reported by Brumbaugh, as quoted on Pages 28 and 29, Chapter II, of this study.
TABLE 22

COMPARATIVE PRACTICES IN TESTING DURING ORIENTATION

<table>
<thead>
<tr>
<th>Practice</th>
<th>Va. Colleges</th>
<th>Presbyterian</th>
<th>N. C. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Council</td>
<td>55</td>
<td>72.9</td>
<td>53.9</td>
</tr>
<tr>
<td>Otis</td>
<td>10</td>
<td>8.3</td>
<td>9.6</td>
</tr>
<tr>
<td>Ohio State</td>
<td>5</td>
<td>8.3</td>
<td>13.8</td>
</tr>
<tr>
<td>English</td>
<td>60</td>
<td>85.4</td>
<td>73.4</td>
</tr>
<tr>
<td>Reading</td>
<td>15</td>
<td>27.1</td>
<td>30.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
<td>18.8</td>
<td>19.5</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>20</td>
<td>27.1</td>
<td>15.6</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>6.3</td>
<td>9.2</td>
</tr>
<tr>
<td>Social Science</td>
<td>15</td>
<td>2.1</td>
<td>4.6</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td>Vocational Interests</td>
<td>10</td>
<td>4.2</td>
<td>6.4</td>
</tr>
<tr>
<td>Personality</td>
<td>5</td>
<td>22.9</td>
<td>17.4</td>
</tr>
</tbody>
</table>

Counseling Program

As shown in Table 13, Page 59, only 50 per cent of the Virginia colleges offer a special counseling service aside from general work of the dean of the college and the faculty. None of the junior colleges offer such a service. Eighty per cent of the colleges say that certain faculty members engage in counseling work. In many cases, Virginia colleges are small, and it may be possible to provide counseling without additions to the administrative staff. After all, the availability of counseling by qualified persons (see Pages 30-33, Chapter II) is the matter of greatest concern, not the specific form of administration.
It can be suggested, however, that Virginia schools which do not at this time have well co-ordinated counseling programs should consider their needs in this respect and the possibility of improving the counseling function which is calculated to become more and more important in a world of perplexing complicity and breath-taking change.

Most Virginia colleges reporting a special counseling service use a follow-up testing program where needed. However, the percentage (45 per cent) giving follow-up tests is slightly lower than the percentage (50 per cent) reporting a special service. Within the college groups this difference is more significant. Of the senior colleges, 66.6 per cent report a special counseling service, but only 46.6 per cent report follow-up tests. Though junior colleges do not in any case report a special counseling service, 40 per cent of them report follow-up tests given through various departments where needed. These reports would seem to indicate a possible need for careful study of the value of follow-up tests of various kinds as a part of counseling in Virginia colleges.

Group Guidance

Though there are numerous variations, the general pattern of practices regarding student organizations in Virginia colleges conforms as well or better to Brumbaugh's guiding principles (see Chapter II, Page 34) than does the general pattern of practices reported for the Presbyterian group and the North Central Association group (see comparison, Table 22, Page 81). Most of the practices adhered to by Virginia colleges are rated as desirable by the jury of personnel experts used in McCracken's study of the Presbyterian group and by leading writers
in the field such as Strang, Lloyd-Jones and Smith.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Va. Colleges</th>
<th>Presbyterian</th>
<th>N. C. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each organization</td>
<td>100</td>
<td>79</td>
<td>88</td>
</tr>
<tr>
<td>has faculty sponsor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsors elected by organization</td>
<td>95*</td>
<td>75</td>
<td>64</td>
</tr>
<tr>
<td>Sponsors appointed by administration</td>
<td>15*</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>Supervised by student board</td>
<td>15</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Supervised by faculty-student board</td>
<td>50</td>
<td>43</td>
<td>49</td>
</tr>
<tr>
<td>Supervised by faculty board</td>
<td>15</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Supervised by one administrative officer</td>
<td>15</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>No central direction</td>
<td>5</td>
<td>NO DATA GIVEN</td>
<td></td>
</tr>
<tr>
<td>Activity fee collected by adminstration</td>
<td>90</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Point system controls participation in organization</td>
<td>50</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>Scholastic requirement for participation</td>
<td>60</td>
<td>DATA NOT COMPARABLE</td>
<td></td>
</tr>
</tbody>
</table>

* Two schools report both practices and are counted twice.

Placement

Virginia schools, as shown in Table 16, Chapter III, Page 63, show real concern for placement of their graduates. Of the twenty colleges and junior colleges in the study, 60 per cent specify placement as a duty of one administrative officer, the percentage (73.3 per cent) naturally being higher for the senior as contrasted to the junior colleges (40 per cent), since many graduates of the latter normally go on to other institutions and need educational counseling rather than specific placement aid. In the North Central Association, as reported by Haggerty and Brumbaugh, 76 per cent of the colleges maintain special placement offices.

While interested in placement after graduation, Virginia schools are not as enthusiastic about helping secure part-time jobs in college communities for students in school. Only 35 per cent follow this practice. One co-education school reports that part-time employment in the community is discouraged. This view is in contrast to the practice of North Central Association colleges, 83 per cent of which maintain offices to aid in securing part-time employment for students while enrolled (what percentage work on the campus is not stated). Haggerty and Brumbaugh report that over 90 per cent of the students in some of the North Central Association colleges have part-time employment.

Health Service

Health services provided by Virginia colleges compare favorably with those offered by the Presbyterian colleges in McCracken's study and colleges of the North Central Association. Several comparative items are shown in Table 24.

Inconsistency is evident, for all three college groups in one
particular of their health program. Nearly half of the Virginia (35 per cent) and North Central Association colleges (45 per cent) do not require health examinations of employees in their dining halls. The Presbyterian colleges are even more remiss on this item, 58 per cent not requiring a health examination. It is not necessary to cite authorities to demonstrate how this oversight might nullify to considerable degree the medical and other health services provided in such laudable percentage by the various colleges (see Table 17, Chapter III, Page 65).

**TABLE 24**

**COMPARATIVE PRACTICES REGARDING STUDENT HEALTH**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Va. Colleges</th>
<th>Presbyterian</th>
<th>N. C. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services of physician available at times other than at regular examination</td>
<td>95</td>
<td>84</td>
<td>60</td>
</tr>
<tr>
<td>Completely equipped infirmary</td>
<td>85</td>
<td>NO DATA</td>
<td>55</td>
</tr>
<tr>
<td>Physical examination by college-employed physician part of enrollment</td>
<td>85</td>
<td>77</td>
<td>49</td>
</tr>
<tr>
<td>Health certificate accepted as health prerequisite in lieu of examination</td>
<td>10</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Periodic official inspection of dining hall food</td>
<td>50</td>
<td>67</td>
<td>71</td>
</tr>
<tr>
<td>Health examination required of dining hall employees</td>
<td>65</td>
<td>42</td>
<td>55</td>
</tr>
</tbody>
</table>
Religious Guidance

In religious guidance, Virginian colleges in this study are not greatly different from Presbyterian colleges in the McCracken study and colleges of the North Central Association (see Table 25). Virginian colleges are slightly less strict in requiring chapel attendance (70 per cent) than are the Presbyterian colleges (85 per cent) or the North Central Association colleges (76 per cent). On this point they would win the praise of many of the personnel experts used as a jury in the study made by McCracken, since they rate required attendance as undesirable.

TABLE 25

COMPARATIVE PRACTICES IN RELIGIOUS GUIDANCE

<table>
<thead>
<tr>
<th>Practice</th>
<th>Va. Colleges</th>
<th>Presbyterian</th>
<th>N. C. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular chapel exercises</td>
<td>90</td>
<td>96</td>
<td>72</td>
</tr>
<tr>
<td>Attendance required</td>
<td>70</td>
<td>85</td>
<td>76</td>
</tr>
<tr>
<td>Church attendance required</td>
<td>35</td>
<td>25</td>
<td>21</td>
</tr>
</tbody>
</table>

As shown in Table 18, Page 66, of Chapter III, there is considerable disagreement among Virginia colleges as to the various practices. In one college which holds no regular chapel services, a full-time director of religious activities among students is employed. This may illustrate, in the opinion of the writer, a trend away from the prescribed religious observances and toward an indirect stimulation of students to think for themselves on religious matters. In the senior group, 46.6 per cent of the colleges employ either part-time or full-time directors of religious activities. One junior college (20 per cent)
follows this practice.

IMPLICATIONS OF THE STUDY SUMMARIZED IN BRIEF

1. Considerable conservatism and "academic flavor" in personnel emphasis in a few colleges is evidenced by the ratings of statements of purpose. The ratings show, in a number of cases, discrepancies between the purposes of different colleges and inconsistency between the purposes of individual colleges.

2. A very definite lack of emphasis on central co-ordination of personnel services in a considerable percentage of colleges in the study is indicated. The fact that 25 per cent of the participating colleges report no co-ordination whatever for their total personnel programs and another 25 per cent report only committee direction points to inadequate knowledge of trends in personnel administration and well-founded recommendations of authorities in the personnel field.

3. The variety of pre-college guidance practice indicated by the data shows a lack of and need for co-operative study and co-ordinated effort by the colleges in this important field. Inconsistency in pre-college guidance techniques and failure to utilize certain techniques of proved value emphasize need for careful re-evaluation of techniques used.

4. General confusion is shown in regard to administration of admission and to academic and personal criteria required of students applying for admission suggesting the urgent need for co-operative evaluation of admission practices and efforts to co-ordinate and improve them. The confused state of admission practices serves to emphasize the obligation of colleges in co-operating with each other and with high schools in making known their standards and procedures so that prospective students may be guided to prepare themselves adequately in a secondary school if they expect to attend college afterwards. It is indicated that almost none of the colleges use psychological tests as an admission prerequisite.

5. The data indicate a fair consistency in orientation practice which compares favorably with that of other college groups and follows, in the main, principles advocated by personnel leaders. The essential difference in practice appears in the length of time devoted to orientation rather than in the general type of emphasis. The principal defect in orientation practice is the failure of most colleges to recognize the value of follow-up techniques, such as orientation courses for one semester or longer in the curriculum.

6. Most colleges are shown to recognize the value of counseling, but utilization of a special counseling service by only 50 per cent of the colleges indicates lack of progress in implementing this point of view. Only 45 per cent of the colleges report giving follow-up objective tests as a part of counseling, which implies that many of the colleges
feel testing to be merely a "routine" of "Freshman Week" rather than an aid to be used in counseling throughout the college experience. Follow-up tests are given through a central office in only 25 per cent of the colleges reporting their use, being given through various departments in the other 20 per cent of the colleges so reporting. This "scatter method" of testing obviously makes the keeping of accurate records by the counseling office difficult and is not in accord with the best thought on personnel practices.

7. The use of approved practices of guidance with student organizations in most institutions is indicated. They compare well with those of other college groups, and live up in large measure to guiding principles stressed by personnel leaders.

8. Definite concern for placement after graduation is shown, and a special placement service is provided in a majority of the colleges. Little concern is shown for placement of students in part-time employment while enrolled, indicating a need for consideration of the merits of aiding students to help themselves in off-the-campus jobs in the college community.

9. The health service emphasis in Virginia colleges participating in the study in general compares well with emphasis by other college groups. However, serious single defects are uncovered, such as the failure of 35 per cent of the colleges to require health examinations of persons handling food in college dining halls.

10. Concern is shown for religious guidance, a great variety of practices being reported. In some practices, participating Virginia colleges appear somewhat more liberal in their viewpoint than other college groups cited for comparison.
APPENDIX

Questionnaire

In securing data on personnel practices in Virginia colleges, the questionnaire reproduced below was used. An effort was made to provide as objective a questionnaire as possible, but it was realized, on receipt of completed questionnaires from college officials, that even its broad survey of items did not adequately provide for all the differences in methods of personnel work.

The reader will note that the word "guidance" is used in the questionnaire. Later in the study, however, the author decided, on the advice of his graduate committee and after studying the literature in the field, to use the term "student personnel program," as indicated in Chapter I of the study. The questionnaire follows:

GUIDANCE QUESTIONNAIRE

Name of College: ____________________________

I. Underlying Purpose of Guidance
   A. Check ( ) the rating considered by you most appropriate for each of the following statements of purpose for guidance programs:

   1. Extremely important ( ), important ( ), not of great importance ( )
      To relate student purpose and ability to the curriculum.

   2. Extremely important ( ), important ( ), not of great importance ( )
      To advise in selection of courses.

   3. Extremely important ( ), important ( ), not of great importance ( )
      To deal with cases of maladjustment.

   4. Extremely important ( ), important ( ), not of great importance ( )
      To help students to discover their chief interests.

   5. Extremely important ( ), important ( ), not of great importance ( )
      To aid students in evaluating their own abilities in terms of vocational objectives.
6. Extremely important ( ), important ( ), not of great importance ( )
   To enable potentially failing students to improve quality of work.

7. Extremely important ( ), important ( ), not of great importance ( )
   To help students form a satisfactory philosophy of life.

8. Extremely important ( ), important ( ), not of great importance ( )
   To aid in social adjustment of individual student.

9. Extremely important ( ), important ( ), not of great importance ( )
   To bring students to a realization of a need for definite choices
   and to help them make those choices wisely.

10. Extremely important ( ), important ( ), not of great importance ( )
    To help all students to a level of achievement commensurate with
    ability.

11. List Other Purposes

II. Organization of Total Guidance Program
   A. Check ( ) organizational set-up that describes your school best:

      ( ) 1. One official co-ordinates various activities of entire program.
           His or her name
           Full-time is given to this work.
           Part-time is given to this work.
           If part-time, what other duties does this official have? Please
           list.

      ( ) 2. Central co-ordination of guidance handled by a faculty committee
           on guidance.

      ( ) 3. No central co-ordination, each guidance service operating inde-
           pendently.

III. Pre-College Guidance
   A. Check ( ) the items characteristic of your school:

      1. Recruiting and selection of student prospects for fall registration
         handled by:
         ( ) a. One full-time official.
            Name
            Title
         ( ) b. Several faculty members participate, there being no definite
            centralization of authority.
         ( ) c. A faculty committee on enrollment.
         ( ) d. The faculty generally co-operate aggressively to solicit students.
         ( ) e. No effort to promote enrollment of students.

      ( ) 2. A list of prospective students is made each year for purposes of
          contact by mail or otherwise.
3. A college view-booklet or other promotional literature showing advantages of college attendance is sent to prospective students on mailing list during the year prior to fall registration.

4. Catalogue is sent to all prospective students on mailing list. Catalogue is sent only to those definitely interested in your school.

5. A college staff member interviews prospective students at their high schools before they are accepted for admission.

6. Representatives are sent to "College Day" programs held by high schools in your section of the state.

7. A "High School Day," "Sub-Freshman Day," or some kind of large-scale "invitation" program is held on campus for purposes of group guidance of high school students in section of state where college is located.

8. High school students attend or participate in types of activities checked:

   - a. Guests at athletic events
   - b. Attend college dances
   - c. Attend May Day program
   - d. Attend lectures on value of college training
   - e. Participate in forum discussions of value of college training and where training need for professional aims of students may be obtained
   - f. Attend movies depicting campus life of host college
   - g. Tour campus buildings
   - h. Visit exhibits, watch experiments, or hear discussions for purposes of guidance by professors in departments in which students are interested

IV. Admission of Students
   A. Check ( ) the practices adhered to at your school. Please write out titles or departments where indicated.

   - 1. School has a faculty committee on admission
   - 2. Admission of students is responsibility of one person. His title______________________________

   B. What are your academic criteria for admission? (Please check items required)

   - 1. Upper half of high school or preparatory school class
   - 2. High school or preparatory school diploma
   - Minimum of 16 units
   - Minimum of 15 units
3. Transcript of high school or preparatory school record

4. "C" average on high school work

5. Required specific subjects for admission
   List subjects and number of units in each required
   State total non-academic (agriculture, typing, shop, home economics, etc.) units allowed

6. When and if students are admitted without having graduated from high school or preparatory school, state total units required

7. Do you accept so-called "special" students? If so, please state prerequisites for admission

8. Please check ( ) which, if any, of the following data, other than academic record are considered in admitting students:
   ( ) a. A personality rating card made out by college official who interviews each prospect for admission.
   ( ) b. A confidential report on student's personality by the high school or preparatory school principal.
   ( ) c. Letters of recommendation from acquaintances of applicant
   ( ) d. An applicant for admission is required to take psychological tests, the result of which are considered a part of data prerequisite for admission.

V. Orientation
   A. Please check ( ) the following items that are characteristic of your orientation of new students:
      ( ) 1. College has a special "Freshman Week" program
          a. Number of days at beginning of school year set aside for this purpose of special program

   B. Please check if you give intelligence, placement, or other aptitude tests to new students during orientation program.

   C. If you do give tests, check ( ) those used by you:

      1. Psychological:
         ( ) a. American Council
         ( ) b. Ohio State
         ( ) c. Otis
         ( ) d. Others (Please list them)

      2. Subject matter tests:
         ( ) a. English
         ( ) b. Reading
         ( ) c. Mathematics
         ( ) d. Foreign Language
         ( ) e. Science
         ( ) f. Religion
         ( ) g. Social Science
         ( ) h. Music

         ( ) i. Others (Please list)
3. Others:
   ( ) a. Personality
   ( ) b. Vocational Interest

D. Leadership of "Freshman Week" program. Please check ( ) items:

1. Program directed by faculty-student committee with faculty
   member as chairman
   Title of chairman
   Teaching departments and executive offices represented by
   faculty members on committee

2. Entire program directed by one faculty member
   His Title

3. Student leaders take part in discussions with new students.
   Activities such as:
   ( ) a. Explaining and answering questions on honor system
   ( ) b. Explaining and answering questions on various student
         clubs and activities
   ( ) c. Explaining and answering questions on various college
         traditions

4. Approximate number of faculty members who take part in dis-
   cussions; departments or executive branches
   usually represented (please list).

5. Each freshman during orientation period has special faculty
   adviser or advisers.

6. During "Freshman Week" all new students have an opportunity
   to meet all members of faculty.

7. A specific course is in the curriculum for one semester or
   more to continue and co-ordinate orientation activities.

VI. Special Counseling Service
A. Please check ( ) the following items to indicate the set-up on coun-
   seling in your school:

   ( ) 1. School makes provision for counseling apart from the general
       work done by the dean of the college and the faculty.

   2. Special counseling program is directed, as follows:
      ( ) a. By one college officer, Name, Title.
      ( ) b. Counseling director gives full-time to duties
      ( ) c. Counseling director gives part-time to duties
         If part-time, what are his other college duties?
         (Please list)
      ( ) d. Counseling director has specific duties in connection
         with college discipline
B. Counselors

( ) 1. All counseling done by one person
( ) 2. Limited number of trained faculty members act as counselors, in addition to any work done in connection with registration.
( ) 3. Most of the faculty are used as counselors in addition to work done in connection with registration, with students assigned to each.

( ) C. School has a testing bureau. Please check ( )

( ) 1. Tests given by director of counseling
   2. If tests administrator has teaching duties, in what department?
( ) 3. Tests given by various departments but not through a central office
( ) 4. Tests given in addition to those at registration:
   ( ) a. Further tests of scholastic aptitude
   ( ) b. Achievement tests
   ( ) c. Special aptitude tests
   ( ) d. Tests of interests and personality
( ) 5. Outside experts are called in to give tests or to advise students on special personal problems.
   ( ) a. Psychologists (testing experts, guidance specialists)
   ( ) b. Physicians and medical experts
   ( ) c. Psychiatrists
   ( ) d. Social case workers
( ) 6. Information on test results released only to counselors
   ( ) Information on test results released only to students
   ( ) Information on test results released only to faculty
( ) 7. Tests given to all students
( ) Tests given only at request of students
( ) Tests given only when suggested by students' professors
( ) Fee charged students for tests
( ) 8. Students are supplied with special books and pamphlets to guide them in vocational choices.

VII. Group Guidance Through Campus Organization. Please check ( )

( ) A. Each organization recognized by the administration before allowed to function
( ) B. Each organization has a faculty sponsor
( ) C. Sponsors for organizations elected by the organization
( ) D. Sponsors appointed by college administration
( ) E. Financial affairs entirely in hands of organization
( ) F. Point system controls number of organizations to which a student can belong
( ) G. Definite scholastic requirement made for participation in activities
( ) H. Campus organizations in general supervised by student board
( ) Campus organizations in general supervised by faculty-student board
( ) Campus organizations in general supervised by faculty board
( ) One administrative officer
No central direction

H. College collects from students a special activities fee by which campus activities are backed financially

I. College student publications editorially supervised by faculty sponsor

VIII. Placement. Please check ( )

A. Placement handled by one administrative officer
   1. Name ______________________; Title ______________________
   2. Full-time given to placement work; ( ) part-time given to placement work
   3. Duties other than placement, if any ______________________

B. Placement handled by a faculty committee

C. Placement handled by each department for its own students

IX. Miscellaneous. Please check ( )

A. Check the following in regard to health:
   1. Single college physician with office on campus
   2. Full-time graduate nurse or nurses employed by campus health service
   3. Part-time nurse or nurses employed
   4. Completely equipped infirmary on campus
   5. Provision made for hospitalization in college community for cases not handled by infirmary
   6. Provision made for hospitalization in college community instead of infirmary
   7. Physical examination by college-employed physician or physicians a part of registration process
   8. Satisfactory passage of college health examination a prerequisite for final registration
   9. Health certificate from family physician accepted as health prerequisite for registration
   10. Periodic official inspection made of college water supply
   11. Periodic official inspection of milk for dining room
   12. Periodic official inspection of food served in dining room
   13. Health examinations required of all dining-room employees

B. Check ( ) the following in regard to religious guidance:
   1. Chapel attendance required
   2. Chapel service (either required or voluntary) each day
   3. Chapel service (either required or voluntary) once a week
   4. No regular chapel services
   5. Employ full-time director of religious activities on campus
   6. Employ part-time director of religious activities on campus
   7. Church service attendance at some church on Sunday required
   8. Definite effort made to arrange contact between student and minister of his denomination in community
   9. One faculty member designated as religious adviser to students
   10. Y. M. C. A. and/or Y. W. C. A. groups maintained on campus
   11. Remarks on religious emphasis ______________________
C. Fill in and check ( ) the following in regard to student aid:

1. Number of students receiving any form of student aid
   Per cent of students receiving student aid
   Total amount total aid per year
   Average aid per student

( ) 2. N.Y.A. aid is used in student help program
( ) 3. College operates a student loan fund
( ) 4. College makes definite effort to locate part-time jobs
   for students in community

D. Check ( ) the following in regard to housing:

( ) 1. Mutually agreeable changes in rooms and roommates allowed
    within a given period after opening of school in fall
( ) 2. Study counselors are provided in dormitories
( ) 3. Guidance director or guidance committee has definite
    participation in policy-making on housing
( ) 4. House mothers required in fraternity or sorority houses

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FRESHMAN CAMP

The "Freshman Camp," which is a part of the orientation pro-
gram at Washington and Lee University, Lexington, Virginia, is described
in the following excerpt from a University leaflet:

The Fourteenth Annual Washington and Lee Freshman Camp will
be held at Camp Powhatan, eighteen miles from Lexington, from the after-
noon of Friday, September 12, to the morning of Monday, September 15.
The camp is open to all new men entering Washington and Lee, up to the
capacity of the camp.

The Freshman Camp is conducted by the Washington and Lee ad-
ministration, under the direction of the Dean of Students. The chief
purpose of the camp is to give to the new men an introduction to the
life and conditions at Washington and Lee. This introduction takes
place under the most favorable surroundings, apart from the whirl and
excitement attendant upon the first week of college. It offers to the
incoming student a chance to become acquainted with representative mem-
ers of the faculty, a few outstanding upper-class student leaders, and
particularly other members of the freshman class.

The program is an informal one, made up of talks on various
phases of college life, such as the selection of one's course of study,
the Honor System, fraternities, religious work, athletics, and other
extra-curricular activities. Interspersed with these talks are indi-
vidual and group discussions of various subjects connected with college
life. President Gaines and the president of the Student Body will both be at the camp. Twelve specially selected members of the faculty will be present for the entire period of the camp. They will be aided by picked members of the upper classes. The program is purposely left flexible and not too full, in order to allow full time for personal contacts and the forming of college acquaintanceships.

The physical equipment of Camp Powhatan is modern and complete, and its location in the mountains is ideal for the purpose of the camp. Ample opportunity for recreation is given throughout the entire period. Swimming, baseball, and mountain hiking are available.

The cost of the camp is $9.00 for each man. This amount includes registration fee, transportation to and from camp, lodging, meals, and all necessary expenses. The application which is attached to this folder, together with a check for $9.00 payable to Washington and Lee Freshman Camp, should be sent in as soon as possible, as the number of new men that can be accommodated is limited to one hundred and forty-five. The first hundred and ten men to apply will be housed in the regular shacks pictured on the front page; the last thirty-five will be accommodated in the Adirondack shacks, one of which is shown on the opposite page. In past years the number of applicants has largely exceeded the number that could be accepted. In event of cancellation before August 15 the fee is returnable.

The camp has in the past years met with the most enthusiastic endorsement of the Administration, the members of the faculty, and practically every student who has attended. It is generally felt that a new student can have no finer introduction to the work, the play, the friendships, the traditions, and the idealism of Washington and Lee than that afforded by the Freshman Camp.

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ORIENTATION PROGRAM SAMPLES

The following is the orientation program at Madison College, Harrisonburg, Virginia, for September, 1941, illustrating some of the better personnel practices in colleges for women:

Monday: 8 a.m. - 10:30 p.m.—Registration for rooms in the office of the Dean of Women. Registration of old students and new students with advanced standing—Faculty room and Reed gymnasium. 6:30 p.m. - 8 p.m.—Meeting of all freshmen, Wilson auditorium. Student Government in charge. 8 p.m.—Open house in all dormitories.

Tuesday: 8 a.m. - 10 a.m.—Meeting of all freshmen on "Choosing a Curriculum," Wilson Hall auditorium. Advisers: President Duke, Dean Gifford, Mrs. Varner, Mr. Barber, and Miss Shaeffer.
8:30 a.m. - 12 m; 1:30 - 4 p.m.--Registration of old students and new students with advanced training.
1:30 - 3 p.m.--Freshmen meeting with advisers in Wilson auditorium.
3:30 p.m.--Meeting of all NYA scholarship holders, Wilson auditorium.
7:30 - 9:30 p.m.--Sports Carnival in two gym and pool, sponsored by the Athletic Association, and followed by dancing in the big gym.

**Wednesday:**
8:30 a.m. - 12 m; 1:30 - 4 p.m.--Registration of freshmen--Faculty room and Reed gymnasium.
6:30 - 8 p.m.--Meeting of freshmen, Wilson auditorium. Dr. Weems--"Health Education," Mr. Logston--"Using the Library" and "How to Study."
8:30 p.m.--Y. W. party for "big sisters" and "little sisters" in Reed gymnasium.

**Thursday:**
8:00 a.m.--Regular schedule of classes begins.
4:30 p.m.--Freshman orientation class meeting in auditorium, Wilson Hall.
6:30 p.m.--Y. W. Vespers in Wilson auditorium.

**Friday:**
12 m.--College assembly in charge of Y. W. C. A.
8 p.m.--Faculty reception of new students at "Hillcrest."
8:30 p.m.--Dance in big gym for all old students and for new students as they go or return from the reception.

**Saturday:**
8 a.m.-10 a.m.--Meeting of all freshmen in Wilson auditorium for English placement tests. (Students are asked to bring with them large notebooks or magazines on which they can write. All freshmen who have regular classes scheduled for this period will be excused for the special meeting.)
1 p.m.--Meeting of local pastors with their church groups. (Meeting places are announced in column 2.)
7:30 p.m.--Motion picture, "Cheers for Miss Bishop," Wilson auditorium.
9 p.m.--Informal dancing, big gym.

The following is the orientation program at Richmond College,
University of Richmond, Richmond, Virginia, for September, 1941, illustrating some of the better personnel practices among Virginia colleges for men:

**Monday, Sept. 15**
1:00-1:25. Assembly of all new students for announcements, University Playhouse.
1:30. Luncheon meeting in Refectory, lecture by President Boatwright, "History and Ideals of the University of Richmond."
2:30-5:30. Physical examinations of new students at University Gymnasium; beginning of formal matriculation and assignment of faculty advisers for new students.

7:30-8:30. Discussion by leaders of Athletics, Captains of Varsity Teams, the Band, representatives of Honor Fraternities, and Social Fraternities. Malcolm U. Pitt, Jr., President Student Body, presiding.

**Tuesday, Sept. 16**

9-9:15. Assembly student leaders, Playhouse.
9:15-9:45. Assembly new students, Playhouse. Assignment freshmen to student advisers.
9:45-12:15. Group meetings of freshmen with their student advisers.
12:15-1:15. Assembly new students, University Playhouse; Lecture on Hygiene.
1:30. Luncheon meeting in Refectory, lecture by Dean Pinchbeck, "How the University Lives and Works."
2:30-5:30. continuation of Physical examinations and matriculation of new students.
7:30-8:30. Discussion by student leaders on Student Government, Honor Council, Honor System, and Planning Commission.

**Wednesday, Sept. 17**

12-1. Freshman class meeting and organization of Freshman Class, University Playhouse.
1:30. Luncheon meeting in Refectory, lecture by Coach Thistlethwaite, "The Athletic and Physical Education Program of the University of Richmond."
2:30-5:30. Matriculation of new students, and assignment texts and classroom materials. Freshmen physical examination continued.
7:30-8:30. Discussion by leaders of Y.M.C.A. Forensic Council, Literary Societies, College Publications, Camera Club, and Radio Club; showing of Campus Movie.

**Thursday, Sept. 18**

9:00-Registration and matriculation for upperclassmen begins.
9-9:15. Assembly student leaders, Playhouse.
11-12. Tour of the Library and visit to Westhampton College.
12-1:25. Assembly new students, Playhouse, lectures on Study and Curriculum by Professors Prince and Pinchbeck.
1:30. Luncheon meeting, Refectory, lecture by Professor Ralph C. McDaniel, "Student Government and the Honor System."
5-6. Reception to new students of Richmond and Westhampton Colleges by President and Mrs. Boatwright, President's home, Bostwick Lane, campus.
7:30-8:30. Joint meeting of Richmond and Westhampton College new students, Playhouse, President Boatwright presiding. Introduction to the Joint Student Bodies of Deans Keller and Pinchbeck. Program by the University Players, the Choir, the Glee Clubs, and the Marionette Repertory Theatre.

Friday, Sept. 19

8:30-3:20. Classes meet for all students.  
2:00-5:00. Laboratory classes meet.

Saturday, Sept. 20

8:30-1:20. Classes meet for all students.

Sunday, Sept. 21

9:30. Sunday School at the City Churches.  
11:00. Church Services off the Campus.  
7:00 p.m. Vespers in the Greek Theatre.

"HIGH SCHOOL DAY" PROGRAM

Among colleges of the State, Virginia Tech holds one of the most elaborate guidance and entertainment days for high school students. The following is the schedule of events for the program in 1941:

Program of Events

A. M.

7:30 - 9:00 Registration of Visitors, War Memorial Hall.

9:00 -10:50 Tour of Campus and Exhibits. (Competent guides will take groups to the various buildings where interesting exhibits will be displayed. Visits to the barracks will complete the tour.)


12:00 -12:30 Radio Program, War Memorial Hall Studios (broadcast over WDBJ, Roanoke, 960 kilocycles).

P. M.

1:00-2:00 Luncheon at College Dining Hall.

1:30- Departure of Fully Equipped Infantry Unit for Two-day Field Maneuvers.

1:30-3:30 Little International Livestock Show.

1:30-4:00 Track Meet—V. P. I. vs. V. M. I.
4:00-5:30 Swim in College Pool, War Memorial Hall.
6:45-7:15 Dinner at College Dining Hall.
7:45-9:00 Program Depicting College Life at V. P. I., Administration Building Auditorium (for detailed program see page 4)

EXHIBITS AND DEMONSTRATIONS

What to See and Where to Find It—To facilitate high school visitors to see what they are interested in five tours have been arranged. Tour I—Agricultural Hall, Dairy Building, Agricultural Building, Agricultural Engineering Laboratory, Barns. Tour II—Davidson Hall, Chemical Engineering Laboratory, Patton Hall, Military Laboratory. Tour III—Mineral Industries Building, McBryde Building, Mechanical Laboratory, Military Laboratory. Tour IV—Business Administration Building, First Academic Building, Military Laboratory. Tour—For Science Students: Biology, Chemistry, and Physics.

THE STUDENT BODY

Presents

A PROGRAM DEPICTING COLLEGE LIFE AT VIRGINIA TECH

7:45 P.M., April 19, 1941 College Auditorium

1. ADDRESS BY PRESIDENT—Dr. Julian A. Burruss is the first alumnus to serve as president of Virginia's land-grant college. He became president in 1919 and since that time the institution has made tremendous strides. While a student at Tech, Dr. Burruss was a leader in student activities.

2. MUSIC BY THE SOUTHERN COLONELS—V. P. I. artists of smooth syncopation. This orchestra provides rhythmic tunes for many dances on the campus and elsewhere.

3. THE HONOR SYSTEM—The success of Virginia Tech's honor system has always depended on the justified assumption that Tech students can manage all of their affairs dealing with honor, C. S. Brown, president of the Corps of Cadets, explains how the system operates.

4. PARALLEL BARS DEMONSTRATION—Nimbleness is quickly attained through the physical training program directed by M. B. Blair, who is in charge of Tech's intramural athletics.

5. INTRODUCTION OF FOOTBALL CO-CAPTAINS—Jimmy Kitts, newly-appointed head football coach at Tech, will present Bill Tate and Bill Zydik, co-captains of the 1941 football squad.

6. PIANO SOLOS—Classical selections rendered by Cadet G. E. Strother, freshman winner on the "Amateur Hour" sponsored by Tech's Y.M.C.A.

7. THE CIVILIAN ORGANIZATION—Tech students not enrolled in military are banded together in the Civilian Student Body, whose activities will be described by its president, M. M. Bush.

8. THE GLEE CLUB—Techmen are given the worthwhile opportunity of developing their singing abilities through weekly rehearsals of the Glee Club, of which Mrs. J. D. Guthrie is director.

9. SKIT—"A Freshman's Day in the Barracks," with Cadet C. R. D. Vincent,
member of the Maroon Mask Dramatic Club, in the title role, W. D. D. Smith, Jr., is director of Maroon Mask which presents two or three plays a year.

10. GUARD MOUNT AND PRESENTATION OF COLORS—Virginia Tech is proud of its highly trained Cadet Corps. Representative cadets enact the guard mount, a formation that takes place every afternoon when the guard is changed. The ceremony of presentation of the colors will follow.

11. MILITARY BAND—A cadet parade would not be complete without the accompaniment of martial music and the roll of drums. The Cadet Band, under the direction of J. S. Schaeffer, gives a fitting ending to the picture of Tech life by playing as the last number the "fight" song, "Tech Triumph!"

W. D. D. Smith, Jr., Directing Jay Mount, Announcing
PARTICIPATING COLLEGES

The following are the Virginia colleges participating in this study. Questionnaires were sent to the deans and/or presidents and were filled out either by these officials or by persons designated by them. The cooperation of these colleges is appreciated, and it is hoped that the study will prove of some value to their work:

**Senior**
- Emory and Henry College
- State Teachers College, Farmville
- Hampden-Sidney College
- Hollins College
- Lynchburg College
- Madison College
- Mary Washington College
- State Teachers College, Radford
- Randolph-Macon College
- Randolph-Macon Woman's College
- Richmond College, University of Richmond
- Roanoke College
- Virginia Polytechnic Institute
- Washington and Lee University
- William and Mary College

**Junior**
- Averett College
- Fairfax Hall Junior College
- Marion College
- Sullins College
- Virginia Intermont College

It is regretted that questionnaires from Blackstone College, Eastern Mennonite School, and Arlington Hall were not received in time to be included in the study. It is also regretted that the University of Richmond was sent only one questionnaire, and the matter was not called to the attention of the author in sufficient time to furnish a questionnaire to Westhampton College, University of Richmond.
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V I T A

Miller Ritchie, born July 24, 1909, Churchville, Virginia.

Graduated at Churchville High School, June, 1928.

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Head of Department of English, Woodrow Wilson High School, Waynesboro, Virginia, September, 1932 to September, 1935.

Managing Editor, Waynesboro News-Virginian, Waynesboro, Virginia, September, 1935 to August, 1936.

Publicity Director and Alumni Secretary, Roanoke College, Salem, Virginia, August, 1936 to September, 1939.

Supervisor in Language Arts, Matthew Whaley School, Williamsburg, Virginia, September, 1939 to February, 1940.

Director of Admissions, Roanoke College, Salem, Virginia, February, 1940 —