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THE CHANGING ROLE OF THE DEAN OF MEN IN AMERICAN HIGHER EDUCATION: AN ANALYSIS OF INFLUENCING FACTORS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
Walter Ronald Bailey, A. B., M. Ed.

* * * * * *

The Ohio State University
1968

Approved by

Collins Burnett
Adviser
College of Education
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Finally, I thank my wife for her unique contribution to this effort, without whose love and help none of this would have been possible.
VITA

October 4, 1938
Born - Atlanta, Georgia

1963 . . . . A.B., University of Georgia, Athens, Georgia


1963-1965 . . Residence Hall Director, University of Georgia, Athens, Georgia

1965-1967 . . Program Assistant, The Ohio Union, The Ohio State University, Columbus, Ohio

1967-1968 . . Research Associate, The Ohio State University, Columbus, Ohio

FIELDS OF STUDY

Major Field: Education

Studies in Higher Education. Professor Collins W. Burnett

Studies in Counseling. Professor Francis P. Robinson

Studies in Philosophy and History of Education.

Professors Robert Sutton and Robert Jewett
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF ILLUSTRATIONS</td>
<td>x</td>
</tr>
</tbody>
</table>

## Chapter

### I. INTRODUCTION

- Problem
- Significance of the Study
- Purpose of the Study
- Method
- Definition of Terms
- Plan of the Study

### II. DOCUMENTED HISTORY OF THE DEAN OF MEN'S POSITION

- Development of Student Personnel Services
- Objectives of Higher Education
- Social Influences in Higher Education
- History of the Dean of Men's Position
- The "Older" Role of the Dean of Men
- The Modern Role of the Dean of Men

- Review of Counseling Literature
- Disciplinary Role
- Housing Role
- Review of Housing Literature
- Student Activities Role
- Review of Student Activities Literature

- Qualifications and Training

### III. STUDY-IN-DEPTH OF THE DEAN OF MEN'S POSITION

- Institution I
## TABLE OF CONTENTS  Continued

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services .........................</td>
<td>146</td>
</tr>
<tr>
<td>The Dean of Men's Office ..................</td>
<td>146</td>
</tr>
<tr>
<td>Perceptions of Dean's Role ................</td>
<td>148</td>
</tr>
<tr>
<td>Organization of the Student Personnel Area</td>
<td>149</td>
</tr>
<tr>
<td>Personal Perception ......................</td>
<td>150</td>
</tr>
<tr>
<td><strong>Institution II.</strong> ......................</td>
<td>153</td>
</tr>
<tr>
<td>Student Services ........................</td>
<td>154</td>
</tr>
<tr>
<td>The Dean of Men's Office ..................</td>
<td>155</td>
</tr>
<tr>
<td>Discipline ............................</td>
<td>158</td>
</tr>
<tr>
<td>Administrative and Organization of Student Personnel Area</td>
<td>160</td>
</tr>
<tr>
<td>Relationship of the Dean's Office With Other Members of the Institution</td>
<td>161</td>
</tr>
<tr>
<td>Personal Perceptions ....................</td>
<td>162</td>
</tr>
<tr>
<td>Evolution of the Office ..................</td>
<td>164</td>
</tr>
<tr>
<td><strong>Institution III.</strong> .....................</td>
<td>165</td>
</tr>
<tr>
<td>Dean of Men ...........................</td>
<td>167</td>
</tr>
<tr>
<td>Discipline ...........................</td>
<td>169</td>
</tr>
<tr>
<td>Organization of Student Personnel Area</td>
<td>169</td>
</tr>
<tr>
<td>Relationship of the Dean's Office With Other Members of the Institution</td>
<td>170</td>
</tr>
<tr>
<td>Personal Perceptions ...................</td>
<td>171</td>
</tr>
<tr>
<td>Evolution of the Position ...............</td>
<td>174</td>
</tr>
<tr>
<td><strong>Institution IV</strong> .......................</td>
<td>174</td>
</tr>
<tr>
<td>The Dean of Men ........................</td>
<td>177</td>
</tr>
<tr>
<td>Discipline ............................</td>
<td>179</td>
</tr>
<tr>
<td>Relationship of the Dean's Office with Other Members of the Institution</td>
<td>180</td>
</tr>
<tr>
<td>Organization of Student Personnel Area</td>
<td>182</td>
</tr>
<tr>
<td>Personal Perceptions ....................</td>
<td>182</td>
</tr>
<tr>
<td><strong>IV. INVENTORY STUDY OF THE DEAN OF MEN.</strong></td>
<td>185</td>
</tr>
<tr>
<td>Purpose ................................</td>
<td>185</td>
</tr>
<tr>
<td>Subjects ................................</td>
<td>186</td>
</tr>
<tr>
<td>Description of Inventory ................</td>
<td>189</td>
</tr>
<tr>
<td>Method ................................</td>
<td>195</td>
</tr>
<tr>
<td>Hypotheses ............................</td>
<td>196</td>
</tr>
<tr>
<td>Findings ..............................</td>
<td>199</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>V. SUMMARY OF THE STUDY.</td>
<td>243</td>
</tr>
<tr>
<td>Chapter I.</td>
<td>244</td>
</tr>
<tr>
<td>Chapter II.</td>
<td>245</td>
</tr>
<tr>
<td>Chapter III</td>
<td>252</td>
</tr>
<tr>
<td>Chapter IV.</td>
<td>255</td>
</tr>
<tr>
<td>Conclusions, Recommendations and Developments</td>
<td>257</td>
</tr>
<tr>
<td>Limitations</td>
<td>261</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>265</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>270</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functions of the Deans of Men from the Wellington Report in 1935</td>
<td>53</td>
</tr>
<tr>
<td>2. Distribution of Dispatched and Returned Inventories by Accrediting Associations</td>
<td>187</td>
</tr>
<tr>
<td>3. Distribution of Dispatched and Returned Inventories by Size and Type of Institution</td>
<td>188</td>
</tr>
<tr>
<td>4. Criteria for Ranking Responses to Items of Section I of Inventory</td>
<td>192</td>
</tr>
<tr>
<td>5. Frequencies of Deans of Men in Levels One to Six with Reference to Educational Experience</td>
<td>200</td>
</tr>
<tr>
<td>6. Frequencies of Deans of Men in Levels One to Six with Reference to Vocational Experience</td>
<td>203</td>
</tr>
<tr>
<td>7. Frequencies of Deans of Men in Categories One to Three with Reference to Membership in Professional Organizations</td>
<td>204</td>
</tr>
<tr>
<td>8. Frequencies of Deans of Men in Categories One to Three with Reference to Attendance at Vocationally Related Seminars or Conferences within the Past Three Years</td>
<td>206</td>
</tr>
<tr>
<td>9. Frequencies of Deans of Men in Categories One to Three with Reference to Research they have Conducted</td>
<td>208</td>
</tr>
<tr>
<td>10. Frequencies of Deans of Men in Categories One to Three with Reference to Articles or Books they have Published</td>
<td>209</td>
</tr>
<tr>
<td>11. Frequencies of Deans of Men in Categories One to Three with Reference to the Number of Professional Journals to which they Subscribe</td>
<td>211</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12.</td>
<td>Frequencies of Deans of Men in Categories One to Three with Reference to Student Activities in which they Participated in Undergraduate College</td>
</tr>
<tr>
<td>13.</td>
<td>Means and F Ratio of Categories One to Six of the Educational Backgrounds of the Deans of Men</td>
</tr>
<tr>
<td>15.</td>
<td>Means, Standard Deviations and F Ratio of Categories One to Three of the Membership in Professional Organizations of the Deans of Men</td>
</tr>
<tr>
<td>16.</td>
<td>Means, Standard Deviations and F Ratio of Categories One to Three of the Vocationally Related Seminars or Conferences Attended by Deans of Men in Past Three Years</td>
</tr>
<tr>
<td>17.</td>
<td>Means, Standard Deviations and F Ratio of Categories One to Three of the Student Personnel Research Conducted by Deans of Men</td>
</tr>
<tr>
<td>18.</td>
<td>Means, Standard Deviations and F Ratio of Categories One to Three of the Articles or Books Published by the Dean of Men</td>
</tr>
<tr>
<td>19.</td>
<td>Means, Standard Deviations and F Ratio of Categories One to Three of Student Activities Participated in by Deans of Men in Undergraduate College</td>
</tr>
<tr>
<td>20.</td>
<td>Means, Standard Deviations and F Ratio of Categories One to Three of Professional Journals to which Deans of Men Subscribe</td>
</tr>
<tr>
<td>21.</td>
<td>Means, Standard Deviations and Pearson Product-Moment Correlation Between Total Ratings of the Background Portion (Section I) of the Inventory and Total Attitude Scores of Section III</td>
</tr>
</tbody>
</table>
### LIST OF TABLES Continued

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Percentages of the Functions (Section II) of the Counseling Role of the Deans of Men in 1935 and in 1967 and the Accompanying Statistical Analysis (t test).</td>
<td>233</td>
</tr>
<tr>
<td>26.</td>
<td>Percentages of the Functions (Section II) of the Student Activities Role of the Deans of Men in 1935 and in 1967 and the Accompanying Statistical Analysis (t test).</td>
<td>238</td>
</tr>
<tr>
<td>27.</td>
<td>Percentages of the Functions (Section II) of the Discipline Role of the Deans of Men in 1935 and in 1967 and Accompanying Statistical Analysis (t test).</td>
<td>239</td>
</tr>
<tr>
<td>28.</td>
<td>The Relationship Between Geographic Region, Size of Institution, and Type of Institution (Public or Private) and the Responses of the Deans of Men on the Attitude Portion (Section III) of the Inventory.</td>
<td>241</td>
</tr>
</tbody>
</table>


LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Chart</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Questions Used in Structure Interview</td>
<td>139</td>
</tr>
<tr>
<td>2. Organization of the Student Personnel Area of Institution I</td>
<td>119</td>
</tr>
<tr>
<td>3. Organization of the Student Personnel Area of Institution II</td>
<td>150</td>
</tr>
<tr>
<td>4. Organization of Student Personnel Area in Institution III</td>
<td>170</td>
</tr>
<tr>
<td>5. Organization of Student Personnel Area at Institution IV</td>
<td>181</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Problem

Among the distinguishing characteristics of American higher education, no feature is more unique than the comparatively recent innovation identified as student personnel administration. In fact, the student personnel "point of view" is a pervasive philosophy which affects or should affect the entire program of the institution including, among other things, the curriculum, the teaching procedures, the administrative policies, the selection of faculty and the regulation of student conduct.¹ American higher education is in a state of continual rapid evolution,² and student personnel administration has continued to develop from its inception to meet the changing objectives and needs of the institution and its students. With increased demands on their time, the presidents of the early American colleges soon realized that some of their duties could be relegated to specialists in such areas as library and college administration and later in student personnel

A factor in the development of student personnel services was the presence of women on the college campus some one hundred years after the doors opened for men. Concern about the welfare of women students led to the appointment of deans to look after their interests and conduct. The office of the dean of men was created partially to meet the expanding educational and developmental needs of the increasing population of men students in American higher education. Further growth of higher learning in America is indicated by the more than 6,500,000 students enrolled in American colleges and universities in the fall of 1967. In addition, the proportion of college age Americans attending institutions has increased from four per cent in 1900 to over 45 per cent today. To deal effectively with the increasing magnitude and heterogeneity of the student population, student personnel administrators have taken a fresh look at such areas as professional preparation of student personnel workers and at the organization and administration of student personnel services. Out of these investigations have come the functional organization of student personnel services under a dean of students, increased professionalism as evidenced by programs of

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4 Wrenn, op. cit., p. 33.
preparation in many graduate schools, and development of professional principles and ethics by organizations such as the National Association of Student Personnel Administrators. However, the position of dean of men continues to exist in the majority of the institutions of higher learning in America. The factor of rapid change in American higher education suggested one need for this study - how has the office of the dean of men changed from the beginning to the present in organization and specific functions performed?

No matter by what title the student personnel administrator is called, his image and training have changed from that of a "father-figure," educated in fields such as English and physical education to that of a professional student personnel worker, trained in the behavioral and administrative sciences. The paternal approach may have been effective in the past, but it is inadequate in the handling of the problems faced by contemporary student personnel deans. For example, no longer can the dean depend primarily on individual methods of relating to students. Because student populations have grown, he should be acquainted with the dynamics of group interaction which may be employed to provide student services commanding both quantitative and qualitative results.

orientation programs may be implemented which enable the institution not only to reach many students but also to engender a feeling of "belonging" in the individual student by encouraging him to engage in small group discussions with other students and with faculty. Also, studies by Gazda and others have demonstrated that interpretation of test results within a group setting are just as beneficial as with individual methods. It is no surprise that there is a multitude of principles from the behavioral sciences which may be conceived in the theories and practice of student personnel work. A most important question may then be asked, "How can a dean of men avail himself of the significant gleanings of other related fields such as psychology, sociology, and education?" This question may be answered by suggesting that a dean take a degree or degrees in related fields or in student personnel administration. This may be a partial answer, but, even then, a person is equipped only with a very limited body of knowledge on which to base his attitudes and decisions. It is maintained here that other avenues of opportunity are open to the student personnel dean from which he may acquire the information needed for the effective operation of a student personnel program.

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Membership in professional organizations, long recognized as an asset to the student personnel administrator, permits the dean to participate in conferences and seminars designed to stimulate thinking along professional lines. The journals, provided by many organizations, allow the dean to keep abreast of current developments and trends in student personnel and related fields. Involvement in research and publication enables the dean to understand more fully his mission and duties. Not only does the dean grow professionally and personally, but, also, he supplies other deans with the means to professional fulfillment. Research is now the accepted, and perhaps the most fruitful way for scholars to increase their insights; it lends new perspective to methods and concepts and fosters ingenuity, criticism and objectivity. Research, in this light, becomes most beneficial when it is dispersed to others by publication.

Other means of intensifying professional growth are evidenced in the pattern of vocational experiences leading up to the position of the student personnel administrator. Few, if any, programs of student personnel preparation require a practicum in an area of student personnel. In fact, internship and supervised practice probably are the most important and least developed parts of training programs for student

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personnel workers. If recent vocational development and choice theory such as that proposed by Super and others is valid,\textsuperscript{10} then it would be logical to suggest that vocational experiences of a student personnel nature prior to assuming a dean's position would be influential in molding attitudes reflective of the student personnel "point of view." For instance, experience as a resident counselor, hopefully, would implant in the person a better understanding for an acceptance of the rationale and practice needed in a student personnel program than would experience as a salesman or bookkeeper. Thus, the varied professional training and backgrounds of contemporary deans of men suggested another need for this study - what types of training, background and professional affiliation and activities promote the student personnel "point of view" in student personnel workers, such as the dean of men.

The dean of men was selected as the "object of investigation" of the study because of the following reasons:

1. The dean of men is one of the last student personnel generalists in higher education. He performs many and varied functions.

2. The dean of men provides a study population characterized by common features such as his title and his primary concern with male students.

3. The dean of men's position is easier to identify in the administration of an institution than other student personnel administrators. This condition aided considerably the implementation of the study.

Significance of the Study

The significance of the study may be clarified by examining the ramifications of the study for the future of student personnel work as a profession.

Initially, an investigation of the history of the dean of men's position has worth for student personnel administration in the following manner. Examination of the development of a particular position in student personnel, before and after many of the movements had merged to give the personnel profession a unified character, provides order, balance and direction for the sub-groups of the profession. For example, what are the reasons for the sub-groups or organizations now present in student personnel? To be sure, many of them are needed for the specialists such as counselors and speech therapists, but do not several organizations such as the National Association of Women Deans and Counselors and the National Association of Student Personnel Administrators serve many of the same or similar purposes? Is it possible that tradition has dictated more of the present alignments of personnel groups than has a sharing of common goals and interests? Hopefully, a historical study of the dean of men will provide a basis for understanding the present status of the position, and will permit the prediction
of possible future trends in student personnel administration. These factors give meaning to the inclusion of a history of the dean's position and to the hypotheses regarding possible changes in the dean of men's functions and roles.

Secondly, the problem of finding a rational basis for programs of professional preparation in student personnel is paramount today. Any program of preparation must be eclectic, philosophically speaking, so that student personnel workers may adjust to needed changes both in their roles and in students' roles. The present role of the student personnel worker is difficult to define. However, there are attitudes which may be realized in the "student personnel point of view." Some of these are included in the following list:

1. There is a need for communication among all members of the academic community if the purposes of the institution are to be realized.

2. The primary goal of student personnel is support of the educational goals (however defined) of the institution.

3. There is a need for the student personnel administrator to recognize the existence of student sub-cultures so that he assists in meeting the developmental needs of all students in the press of the college environment.

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4. There is a need to conduct research about student behavior which may be made available to faculty to help them become more effective with students in the teaching-learning process.

Sociologists and psychologists suggest that environmental pressures such as educational and vocational experiences and peer groups effect developments and changes in attitudes and values. Therefore, attitude development theory seems to indicate that educational and vocational experiences of a specified nature, research activity and professional affiliation would foster attitudes in the student personnel worker reflective of the "student personnel point of view." In short, the study hopes to determine if responses to background items denoting a contact with the personnel viewpoint imply that a person may think and function accordingly.

Purpose of the Study

The purpose of the study was to examine the nature of a significant but equivocal position in student personnel administration - the dean of men. The dean of men's position is not organized uniformly in all institutions of higher learning because the philosophy, social milieu and objectives of each institution, which are unique, require varying

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expectations of the university official's. Therefore, it is impossible to describe concisely the status of the dean of men. However, the uncertainty does not mean that the position is closed to investigation. It is possible to indicate concepts such as trends and developments, similarities and differences of the position, and prevailing attitudes.

The specific purposes of the study are included in the following delineation:

1. to present the historical perspective of the dean of men's position,
2. to report the contemporary functions of the dean of men,
3. to determine the differences existing between the dean's position in 1935 and the position today,
4. to provide a profile of background characteristics of the contemporary dean of men,
5. to ascertain the relationship between the background and professional activities of the dean and of his responses to an attitude assessment device,
6. to obtain from deans of men their personal feelings and attitudes about the position.

Method

The purposes of the study were implemented by the following three methods:

(1) documented history of the dean of men's position,
(2) interview study or study-in-depth of the dean of men's position in four coeducational four-year institutions of higher learning in Ohio,

(3) inventory study of the dean of men's position in 23 coeducational four-year institutions of higher learning in the United States.

The history of the dean of men's position was completed from the early origins to the present, to demonstrate the reasons for the founding and maintenance of the position, to develop a philosophy of the dean of men's office, to show how student personnel preparation evolved for the position and to indicate the observable trends and developments of the dean of men and his duties. The data for the research have been gathered from primary sources such as secretarial notes from the meetings of the now defunct National Association of Deans and Advisers of Men, from personal interviews with deans of men who have served in the capacity for many years, from government publications, from government committee reports and from foundation reports. Secondary sources included references such as texts, bibliographies, professional and lay periodicals and several popular magazines and newspapers. The three methods of historiography which were utilized for the study were the following: (1) gathering of the data, (2) criticism of the data and (3) presentation of facts, interpretation and conclusions. In addition, the contemporary role of the
dean was documented with current literature so as to indicate the type of literature which is available to the dean and which elucidates his present functions.

Supplementing the statistical treatment of the responses to the inventory and updating the history of the dean of men were subjective data obtained from four deans of men who were interviewed personally. An attempt was made to demonstrate many of the feelings and attitudes of the deans of men toward their respective positions, institutions, constituencies and students.

There were four different sizes and types of institutions within the state of Ohio included in the intensive study of the dean of men's position. The choices were made arbitrarily but with the intent of obtaining a varied sample. Because of the limited number selected for the study, no claim was made that the institutions typified or were representative of all institutions in higher education. However, the institutions varied in size and constituency. The first interview was held with a dean from an independent college of approximately 1800 students. The second institution was a church related university with approximately 8,000 students; the third institution was municipally related with a student population of about 22,000, and the fourth was a state university with more than 15,000 students. Colleges and universities chosen for the study were institutions in which student personnel programs were in operation
and in which a dean of men was functioning as the student personnel administrator whose duties were concerned primarily with the male students of the institution.

Through correspondence and telephone contacts, initial interview appointments of two hours in duration were established. With two deans of men, second appointments were needed in order to complete the structured interview. The interview questions are reviewed in the following chart.

**CHART 1**

**QUESTIONS USED IN STRUCTURED INTERVIEW**

1. Define your job as you presently understand it.

2. How do you think others view your position? What do you feel is the attitude of the administration, the faculty and the students toward your office?

3. Where does the office fit into the administrative structure of the institution? To whom do you report? Who reports to you?

4. What relationship do you feel the office should have with the faculty? What efforts do you make to accomplish this? What obstructions are in the way of accomplishing this?

5. What specific functions are under the direction or coordination of your office?

6. What part do you play in determining over-all school policy?

7. Are there committees of the college on which you are a member by virtue of your office?

8. What academic rank do you hold in your present position?
   ______ What department?
   ______ Do you have teaching duties?
   ______ How many hours per year do you teach? ______.
9. Does your office have its own budget? Do you have autonomy in the expenditure of the budget in terms of hiring new staff, determining salary, etc.?

10. Do you represent the college in a public relations capacity? How often?

11. What personal qualities do you feel most contribute to your success as a dean?

12. What duties do you feel you perform most successfully? Why?

13. What duties do you feel you perform least successfully? Why?

14. What are the problems that trouble you most? What ones take the most of your time?

15. Estimate the number of hours per week in which you interview or counsel with:
   - students
   - faculty
   - parents'
   - staff
   - others.

16. Are there duties that are performed by your office which you feel could be handled more appropriately and effectively by other offices? Are there duties presently handled elsewhere which you feel should be a function of your office?

17. Does your institution have an in-service training program for personal staff? If so, by whom is it planned and directed?

18. Are there research studies underway that are related to your office? If so, what is your responsibility in them?

19. What factors in your professional training and experience have been the most value to you in your work as dean?

20. How did the office of dean of men evolve on your campus?

21. How has the function of your office changed over the years? What do you forecast for it in the future?

22. What do you think your job should be? If you were freed from financial and/or other limitations of any kind, in what direction would you like to move in terms of your work? In what way do you feel the office of dean of men could make its most vital contribution?
23. How is your time utilized each week among the following duties:
counseling administrating
discipline research
other

24. What is the best training program for the dean of men?

25. How do you feel about the present role of the student in colleges and universities?

26. What direction do you see higher education and student personnel taking?

27. What services should be included in a student personnel program? Do you have them here?

28. Which other student personnel workers have a close working relationship with you?

29. What is the type of research needed in student personnel?

30. What determines and what should determine the student personnel program on your campus?

31. What is the role of American higher education today?

In addition to the interviews with the deans of men, informal contacts with faculty, students, and other administrative personnel were made. The sessions with the deans were recorded on tape and reconstruction of the feeling tone and verbal phrasing of the deans was made possible by the transcription of the tapes.

The personal interview is the most commonly employed technique in a study-in-depth such as the present study. The conditions under which the interview was conducted varied considerably, but generally the atmosphere was informal and a free flow of conversation was encouraged. The interview technique seemed to have several distinct
advantages in investigating a position so variable as the dean of men. The opportunity was afforded for the clarification of questions, for departing from the original plan of the interview and for securing additional information on selected topics. Through the interview technique the researcher can obtain information from the subjects which can be obtained in no other way.

The interviews conducted in the study ranged in length from two to four hours. Although the importance of possessing a well-developed list of questions was realized, the structured interview did not limit the scope of the interview. The report of the interview differed for each institution because of the nature of the institution and the individual dean. No effort was made to verify the statements of the interviewees. The dean's account or judgment of a given situation was accepted as an accurate appraisal.

Combined with interviews on the various campuses was a thorough study of college annuals, histories, bulletins and any other written records which supplemented the information obtained in the interviews. All the findings were compiled, analyzed and compared. Generalizations, conclusions and recommendations were drawn from the findings which supported and clarified findings in the literature and in the objective inventory study of the dean of men.

The purpose of the inventory portion of the study in Chapter IV was to assess objectively the present role of the dean of men with reference to the following factors:
(1) A current profile of the dean of men regarding characteristics such as vocational and educational experience and professional affiliation,

(2) A profile of functions performed by contemporary deans of men,

(3) A statistical comparison of the 1935 and the 1967 roles of the dean of men,

(4) The relationship between background data of the deans of men and responses to items concerned with attitudes toward the educational process.

The inventory which is described in the fourth chapter of the study was sent to 300 deans of men randomly selected in a stratified manner from the four-year coeducational institutions indicating the inclusion of a dean of men in the organization of the institutions. For example, if it were discovered, after reviewing the institutions, that five per cent of the institutions in the North Central Association were state controlled institutions falling in Category I (0-2000) of the size classifications, then this percentage was reflected in the sample population. The responses to the inventory in conjunction with the indicated statistical analysis of the data provided the framework for the fulfillment of the aforementioned purposes of the inventory study. The inventory and accompanying analyses are discussed in Chapter IV.
Definition of Terms

The following terms will be used in important contexts throughout the reporting of the study.

1. Dean of men. The title refers, ideally, to the student personnel officer of an institution who is responsible for coordinating the student personnel program for men into a meaningful whole. The deans of men for the study were selected on the basis of the following criteria: (a) Their responsibility in the student personnel program is solely to the men of the institution, (b) They are recognized officially by the institution as bearing the title, dean of men.

2. Private institution. The designation refers to four-year coeducational institutions which are not controlled or supported by a branch of any level of government except in the instance of special grants or in the support of an ROTC program.

3. Public institution. The designation refers to four-year coeducational institutions which are controlled or supported either partially or wholly by a branch of any level of government.

4. Region. The institutions of the study were grouped according to the six voluntary accrediting associations which are included in the following list:

A. North Central Association
B. Southern Association
C. New England Association
D. Middle States Association
5. Size of the institution. The institution of the study were classified arbitrarily in the following manner:

   Size I - fewer than 2,000 students.
   Size II - 2,001 - 4,000 students.
   Size III - 4,001 - 10,000 students.
   Size IV - 10,001 - 15,000 students.
   Size V - more than 15,000 students.

6. Wellington study. The study was reported by Wellington in 1935 in which he investigated the functions performed by 278 deans of men in a representative sample of American colleges and universities.

7. Role. A behavioral set expected of a person because of his status within social or institutional structure.

8. Functions. Specific characteristics of role or behavioral set.

Plan of the Study

In Chapter II, the literature relating to the work of student personnel workers such as the dean of men is reviewed, and the history of the dean of men is presented with special emphasis on professional preparation. Chapter III contains the descriptions of the institutions in which the study-in-depth was conducted, and reports the findings of the study-in-depth. Results of the inventory study are included in Chapter IV, along with a discussion of the statistical methods and
the procedures. Finally, in Chapter V, the findings of the study are reviewed, conclusions are drawn, and recommendations are made.
CHAPTER II

DOCUMENTED HISTORY OF THE DEAN OF MEN'S POSITION

The dean of men's role is not uniform in all institutions of higher learning.¹ This situation is reflective of its development from a variety of offices and from different and sometimes peculiar circumstances. Many would agree with the notion that the dean's job is not standard, nor should it be. The role of the dean of men differs from institution to institution because the philosophy and objectives of each institution, which are unique, require varying expectations of the university officials. Therefore, it is impossible to describe concisely the status of the dean of men. The objectives of this study will be to present a history of the origins of the dean of men, to examine the objectives of higher education and the social forces related to student personnel, and then to compare two roles of the dean of men - the older role, characterized by a philosophy of paternal and "watch-dog" attitudes and the modern role, characterized by a utilization of counseling and guidance techniques as well as a respect

for the emerging individuality and sophistication of the college student. Looking at what the position has meant in the past gives one the ability to understand more completely the concept of the dean of men today and to predict possible future developments.

**Development of Student Personnel Services**

In order to provide a framework for investigating the development of the specific position, dean of men, the *raison d'etre* of student personnel will be examined briefly.

In the colonial period the teaching faculty and the college presidents were the persons concerned with the students' welfare. Much of the early instruction and direction of the college student was performed by members of the clergy. The piety cultivated in these students was accomplished often through rigid discipline. In this way, the student was helped to become a "purer" person. With the secularization of higher education and the influence of the German educational philosophy of complete disregard of students outside of class, the parental concern of colleges in the United States was altered significantly. However, the paternalistic concern for students became manifested in the creation

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of services to help the student adapt to hardships of a varied nature.

A significant development in early student personnel work was the emergence of women on the higher education scene. The strictness extant in the supervision of coeducation in American universities was similar to the earlier clerical types of help-giving. The students, male and female, were being "helped" to develop puritan-like virtues. The psychological treatment in this help-giving situation was to restrain the student from being exposed to and from participating in behavioral excesses.

The development of psychology and presentation of Dewey's theory of education were developments that helped student personnel become a self-integrating movement. The student personnel staff was given the significant role of helping the student outside of class in the hope of reducing the number of failures.

The goals of student personnel were made more explicit in the 1938 and 1949 conferences of the American College Personnel Association. The "personnel point of view" concept was an immediate outcome of the earlier AGPA conference. The total development of the student became the expressed goal for student personnel workers. The help to be given students was

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such that it would aid the student in making maximum use of his college experience.

The major philosophies in student personnel history continue to affect the kind of help-giving that potential savants receive from their personnel workers. The use of strict discipline as a means of social control of students has been a source of interference to the accomplishment of student growth. Neither the use of discipline as control nor the aim of total student development has ever been absent from student personnel attempts at help-giving throughout the development of the field. Discipline in the sense of rule formulation has never been without advocates in the field. On the other hand, the "personnel point of view" has gained substantial support in current professional thought.

To continue to have college students' personal growth as the primary goal in student personnel work, emphasis must be placed on knowledge of the student and the college environment in the training of workers. Parker has presented a legitimate argument in pointing out the need for counseling as the bases for integrating the student personnel program.5 The student personnel worker must be aware of factors that could influence his orientation toward student growth. The

next section of the study will examine objectively the goals of higher education and the relationship of the student personnel program to the over-all objectives. The social and institutional forces which affect the manifestation of student personnel work will be discussed.

Objectives of Higher Education

The old German concept of the university was quite different from that assumed by the American university today. The relationship between the German university and society was characterized by separateness and dissimilarity of objectives. Even the heads of government seldom interfered with the operation and purpose of the university. Conversely, there is presently in American higher education the notion that higher education should meet directly the needs of society.  
6  This suggests more than just educating American citizens; it implies that research done within the university setting should be applicable to present problems of society. 7  It also implies that the student personnel worker should "guide" and "mold" the student to be a socially-responsible, democratic citizen. It can be assumed that certain social factors do affect the goals of higher education and ultimately of student personnel services.

First, what are the goals of higher education and of student personnel services? It is important that the student personnel worker differentiate his specific objectives from those of higher education. The student personnel worker must realize what the areas of knowledge, skills and attitudes are which he alone can transmit to the student because he does serve a special function. However, so the student personnel worker may not forget his place within the educational setting, the general goals of higher education will be discussed. Knowledge of general goals of higher education is important for the student personnel worker because whatever he does, it must not be contrary to the educational goals of the institution.

The goals of higher education have been described succinctly by others. A key to understanding these general goals is to react to them as they relate to knowledge. Traditionally, institutions of higher education have been thought of as providing or fulfilling four fundamental functions within society. The first of the functions is the conservation of existing knowledge. Man has accumulated a vast store of knowledge concerning the universe in which he

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8 Mueller, op. cit., p. 61.


10 Mueller, op. cit., p. 4.

lives. Our society values highly that stored knowledge and insists that it be preserved. In fact, the very existence of society demands that such knowledge be preserved. Obviously, other agencies in society assist in the performance of this function, but the universities and colleges remain one of the chief dependencies of society for the accomplishment of this purpose.

Second, the university is concerned with the horizontal extension of knowledge. This function may be described more clearly as enlargement of the circle of those who know, or the dissemination of knowledge. The widespread extension of knowledge is antithetical to the ancient German attitude toward higher knowledge, which was that information should be held closely and carefully guarded so that not too many could learn of it. To perform this function adequately, the university must select carefully what is transmitted widely so as to include the most important items of the existing social and cultural heritage. The important task of selection is performed chiefly by the personnel in higher education institutions.

Third, the university strives to affect the vertical extension of knowledge or more simply said, to search for new knowledge. The search for new knowledge, as it derives from basic research, has become one of the most fundamental roles played by the universities in the American system of higher education. At the same time, it should be recognized
that other agencies such as the federal government and private industry have undertaken fundamental research efforts of tremendous scope.

Fourth, the application of knowledge to life situations has become a paramount function in American higher education. Again, the concern for the practical use of knowledge in everyday life appears to be contrary to the aims of the old German university. Even today, this particular function is not one on which there is unanimous agreement. Some would question the application of knowledge as being a function of the college and university. The role of American higher education has taken on a new and more extensive perspective, within the last two decades. The land grant institutions have demonstrated for more than a hundred years the importance of this particular function. Technological needs in business and industry suggest that there needs to be a functioning agency for the interpretation and the application of the fundamental basic research results. In fact, there has been increased support of an agency analogous to cooperative extension in agriculture dealing with urban extension. The character of American social structure calls for this kind of agent in society as a link between the basic research of institutions of higher education and immediacy and application of this research.

\footnote{Weatherford, \textit{op. cit.}, p. 2.}
How does the student personnel worker relate to these general goals of higher education? The answer is that the student personnel worker strengthens the academic atmosphere by providing the college student with living and social conditions which enable him to develop to his potential. For example, this is done by providing counseling services which help the student toward the solution of personal problems so that maximum benefit can be derived from the academic opportunities. Also, in the realm of activities, the student personnel worker teaches the student how to function within a group and, more importantly, the principles of effective leadership.

Another example of how the student personnel worker performs an important role in implementing the over-all goals of higher education is through the orientation program. The orientation program of the university can be a worthwhile experience for the in-coming student. Underlying the student's total experience in the university is the original orientation that he receives to the institution. Too often this orientation is a fragmentized series of tests, lectures, pep-talks and mixers that, as often as not, emphasize the friendly social aspects of college life at the expense of academic concerns. Seldom is the freshman student impressed with the unity of his educational experience, with the tradition of the student and the university, and with the responsibilities that he has to himself, his fellow students and to society
in gaining access to the university. The answer is not a series of platitudinous lectures or discussions on the university tradition. Rather, the university (students, faculty and student personnel administration) should plan a coordinated orientation program that will meet their desired objectives. Probably it will be impossible for most institutions to encompass the entire program over a period of a few days or a week. By including all the necessary testing, medical-record taking, and rule-giving in a less rigorous schedule with consideration for the total educational responsibility of the students, the institution will develop a student who understands why it is there and what it is doing. From an adequate orientation program comes the opportunity for other student personnel concerns to be fostered. For example, it becomes easier for student government to engage in programs and discussions related to central educational concerns, and the concept of essential unity of all parts of the institutional program will replace the unnatural dichotomy between curricular and extracurricular matters. The emphasis in orientation programs should be in the direction of helping students to realize that their first business is education, and that their work and concerns have relevance and legitimacy when their major concentration is in this area. Thus, the student personnel worker performs an effective function in implementing the over-all goals of higher education when he plans coordinated, educational experiences.
Related to the over-all goals of higher education are the specific goals of the student personnel program. These logically are the goals which the student personnel worker is suited to fulfill most aptly. The student personnel worker is trained to develop responsible independence of students for productive citizenship. It is not suggested that the student upon graduating from college should be a citizen who conforms to every whim of society. It is suggested, however, that a person should understand his responsibility to society and should behave accordingly. The American citizen enjoys freedom unparalleled in any other country, and under these circumstances he may choose to be a dependent or a "hippie" member of society. The student personnel worker strives to instill in students a philosophy of life based on tolerance of others and their value systems, rather than attempting to impart or project absolute values of life. In short, the student personnel worker has as his primary aim a liberating education for the student, an education which serves the function in society of helping to liberate men from ignorance, superstition, prejudice, unnecessary physical handicaps and the need to use force in trying to solve recurring social crises. More positively, it is the education that helps produce men who, because of their perspective of human experience, their

sensitivity to the limiting forces of the time, and their knowledge of social dynamics, can aid in advancing human progress, rather than inhibiting it.

Having a liberating education is a primary aim, the student personnel worker offers an atmosphere in which the student is free to develop his potential, both academically and socially. His job is to eliminate as far as possible such obstacles to student learning as financial, emotional or physical stress. He does this by a well-rounded, well-coordinated student personnel program designed to fulfill adequately the needs of the individual. With such obstacles to learning removed, the student is free to develop and learn in a meaningful manner.

The concept of liberal education is influenced also by the idea of the "whole man" which has come to be the goal in education in distinction from that of merely producing the "intellectual man." The notion of general liberal education beyond the high school as desirable has been supported by such educators as Horace Mann and Alfred Whitehead. According to Henderson, this may have been the antecedent of today's belief that education must be concerned with the development of the whole personality. Non-intellectual pursuits have an effect of developing the mind.

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14 Mueller, op. cit., p. 64.
as well as other parts of the personality. All of the aspects of the personality then, the mind, attitudes, interests and character, are nurtured in the student personnel program.

If the student personnel worker provides an effective program, he is benefiting both society and the individual. In addition to the purely economic values of a "totally" educated person is the enhancement of such individual qualities as independence of judgment, critical thinking, freedom from irrational prejudice and self-development. Conversely, the enlightenment of the electorate provides the essential basis of the functioning of a democratic society. The reduction or elimination of religious and racial prejudice can have more lasting and fundamental effects on social welfare and happiness than any technical advancement. Finally, the ideas that are stimulated and the creativity engendered through the academically integrated student personnel programs may be the basic ingredient for growth in our society. Now that the goals of higher education and the relationship of the student personnel program to these goals have been discussed, the social influences which have affected higher education and student personnel services may be understood more clearly.

**Social Influences in Higher Education**

Rather than discussing at length the controls existing within the institution, this presentation will be concerned
primarily with the societal powers contending for influence in American higher education and in the student personnel program. There are at least three broad categories of social power which attempt to influence policies and practices in higher education.\textsuperscript{16,17}

The constituency of the institution is an important source of power vying for influence in higher education. The constituency consists of the social group for which and by which the institution is operated. A delineation of the constituency of an institution can not be precise always. In an institution under public control, the constituency may be composed of the citizens of a governmental unit as in a city community college or in a state college. In a church related college, the chief element in the constituency is usually the membership of the denomination with which the institution is connected. Frequently the population in the immediate vicinity of the institution also becomes an important element in its support and control, regardless of the fact that the citizens of the state or the members of the denominational group may be the legally recognized constituency.

The constituency serves four important general functions in the establishment and maintenance of an institution. First


the institution is founded usually under the direct auspices of some group representing the constituency. Second, the constituency serves as an agency to keep it closely in touch with the needs of the society it serves. Third, funds for the support of the institution are often supplied in considerable part through the constituency. Fourth, students who attend the institution are drawn chiefly from the constituent group. The size of the constituency may serve as an important determinant of the effectiveness of the institution. In general, the larger the constituency, the stronger is the institution.

All institutions of higher education in America, whether operated by units of civil government or by non-governmental agencies, are under a considerable measure of governmental control. The three levels of government, federal, state and local, do not participate equally in the control over higher education. The various states differ considerably in the extent of their control of the colleges and universities which are specifically organized as publicly controlled institutions. In some states, the state agency is only instructed to approve the original articles of incorporation and to give initial accreditation to the institution. Control of the degree granting powers is recognized generally as

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residing in the state. Another means of control held by governmental units is control through the power of certifying or licensing for practice in a profession.

Unquestionably, the federal government exercises several types of control over higher education. The land grants in the early decades of American history involved nothing by way of federal control. With the Morrill Act of 1862, the federal government entered upon a program of stimulating and favoring with financial grants certain specialized types of education. Control over the training of vocational teachers was lodged in the federal government by the Smith-Hughes Act of 1917. With the Defense Act of 1920, the federal government began to control military education in the colleges and universities through ROTC. World War II caused the intensive use of the facilities of many institutions for specialized types of military instruction; with this came new types of federal involvement in higher education. After the war, the GI Bill, with eight million participants, was the largest federal involvement. In 1958, the National Defense Educational Act recognized the need for certain types of programs and financed them heavily. More recently, the Higher Education Act and the Higher Education Facilities have funded certain types of projects.

Non-governmental controls in higher education are lodged in various types of agencies. There are accrediting

\[^{19}\text{Henderson, \textit{op. cit.}, p. 5.}\]
agencies of a general regional sort which attempt to provide for over-all accreditation of colleges and universities. There are also accrediting agencies which relate to a particular subject area or profession. With all of the limitations inherent here, the accreditation process still provides the best means of assuring legitimacy in educational endeavors.

While foundations exist for the purpose of aiding many different kinds of social enterprises, the objective of education has attracted many donors. Most of the foundations that aid education vigorously disclaim any attempt to influence or control higher education. However, a careful study of the types of programs being supported and the ways in which they are carried out would suggest that the foundations have had a considerable influence in higher education.

Therefore, there are many social powers influencing and attempting to control higher education. As these powers affect higher education and institutional objectives, they are at the same time affecting and controlling student personnel services. The student personnel program should reflect the institutional objectives. The student personnel program supports the academic program by providing an institutional atmosphere in which the student can benefit from the academics. The student personnel program and the academic program are coordinated intrinsically, and one can not be influenced without the other experiencing some change.

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There are other ways in which the aforementioned social powers directly influence the student personnel program. The accrediting association maintains that certain conditions and standards must exist within an institution before accreditation is permitted. Accreditation standards apply also to the student personnel program.

Grants from the federal government and philanthropic foundations influence the student personnel program in at least the three following areas: training of student personnel workers, providing institutional facilities, and promoting research. Personnel, guidance worker and counselor training institutes, and fellowships are supported, either partially or fully, by federal grants such as those proffered by the National Defense Education Act of 1958. Support of these institutes empowers the federal government to require special provisions and standards. This may be good or bad, but the point is that the federal government does have power, by virtue of the grants, to control these programs of training. Federal control is felt also when facilities construction grants are made to institutions of higher education. Federal construction grants may improve college student personnel areas, but, as often as not, federal money must be spent for such defense critical projects as additional laboratories and classrooms. Budgets may become limited when improvements or enlargements on dormitories or counseling centers are suggested by the student personnel division. On the other hand, college
counseling centers exist today which were made possible by federal monies through the Veterans Administration following World War II. Research grants with special provisions provide institutions with additional income and are attractive to professors who otherwise could not do needed research.

Finally, the constituency may directly influence the student personnel program in many ways. For example, by virtue of legislation, a state university may be forced to permit admission of all students who are in-state residents and who are high school graduates. A private, church-related institution may, for obvious reasons, lower admission standards when members of the respective denomination or faith apply for acceptance to the college.

History of the Dean of Men's Position

Functionally, the work of the dean of men is of relatively recent origin in American higher education. Information secured from institutions of higher education such as Paris, Geneva, London, Florence, Bern, Berlin, Vienna, Zurich and Buenos Aires shows that the dean of men's work is native to American colleges and universities. In none of these institutions is there an officer equivalent to the dean of men.21

Significantly enough, the dean of men and the dean of the college originated in the same way. The two positions

developed as a result of differentiation of responsibilities in the administration of higher education. The steady increase of student enrollments was the major factor in bringing about the necessity for a division of administrative responsibilities. With the increased demands on their time, the presidents of the early American colleges soon realized that some of their duties could be delegated to specialists in such areas as library and college administration and later in student personnel administration. The first dean of any sort appointed in an American college was Samuel Bard, after whom Bard College was named. He was appointed to the deanship of the medical faculty at Columbia in 1792. Perhaps someone had held previously a deanship at one of the other dozen colleges founded before 1800, but authorities agree that Dean Bard was the first dean. Dean Bard was probably unlike any dean of today. Operating almost as an independent agent with little or no supervision from the president of the institution, Dean Bard ran the medical school as an enterprise related to the college with few ties. He raised his own funds, determined the curriculum and the methods of instruction, admitted the students he pleased and generally ran the institution as an independent concern. This was true for the

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following reasons: (1) professional schools had originally been proprietary institutions which kept practically all of their original autonomy when they were attached to the colleges and (2) college presidents were not interested in professional education. Education to them was concerned primarily with undergraduates, and the professional schools could run themselves.  

It was not long, however, until the tide of interest in professional education by college presidents began to change. Many college and university presidents began to realize the need for professional education and the implications for American higher education. With increased interest by the university president in the professional school, the professional school dean was soon to experience a change in his loose relationship to the university. Such college presidents who indicated an interest in professional education were Andrew White and Charles W. Eliot of Harvard. Eliot, in a significant way, brought an end to the old independent type of dean. Oblivious to precedence, President Eliot, upon his appointment in 1869, began to express an intense interest in professional and graduate education. None of his predecessors had ever attended the meetings of the professional school.


faculties, but President Eliot attended them all, taking advantage of his legal prerogative by assuming the chair of the presiding officer. Two years of European education had convinced him that America needed to develop a number of universities comparable to those in Germany. He started promptly to strengthen the relationship between the college and the professional school, while at the same time, developing graduate education.

With the increased responsibilities, President Eliot realized that he could achieve the desired advancements only by deleting a portion of his duties from Harvard College proper. He quickly requested the Harvard Board to appoint a new educational officer, a dean of the college. The corporation accepted his proposal, and Eliot was given the authority to appoint a dean of the college, Dean Ephraim Gurney, a professor of history. Gurney assumed his duties in January, 1870. Despite the deanships of the older variety, there is agreement that all deanships date from the appointment of Dean Gurney. Therefore, the office of the dean of men dates from Gurney, but he was not the first dean of men. This honor belongs to one of two men, as will be indicated later, LeBaron Russell Briggs or Thomas Arkle Clark, depending on the way one chooses to interpret the facts.

Dean Gurney was assigned eleven areas of responsibility. Three were related to instruction, five to functions which

now fall under the aegis of the registrar, and three were concerned with duties now relegated to the dean of men. From this presentation, one can understand that the various deanships were established to aid the president in the proper administration of the college. Prior to the time when institutions of higher learning began to grow to enormous sizes, the president was the only administrator and in some cases one of the few professors.27

Gurney was, in brief, a college dean doing the same sorts of things which many college deans continue to perform in smaller institutions of American higher education. Dean Gurney served as the right hand man of President Eliot in the administration of Harvard College, relieving him of many duties such as student discipline, student records and other dealings with students.

This system of college administration and organization was continued for about twenty years when in 1891 President Eliot again revolutionized college administration - the deanship of Harvard was dichotomized once again.28 Increasing at a rate faster than most American colleges and universities, Harvard, in twenty-one years had become the largest institution of higher education in the country, surpassing Yale for the first time in eight decades. Harvard was victimized by

27 Robert Sutton, Lecture in class of the History of the University, The Ohio State University, Spring, 1966.
28 Morrison, op. cit.
the same phenomenon which occurs today when the student population of an institution becomes very large - the individual was lost in the shuffle of large institution production of graduates. There simply was not time for student relationships outside of instruction. In any event, President Eliot concluded that there was a need for a new type of dean, a dean not responsible for instructional areas, but a dean who could devote full time his attention to extra-curricula relationships with students. To meet this recognized need of students, President Eliot divided the existing deanship into two functionally new positions. The then present dean, Dean Dunbar, of Harvard College relinquished his title and assumed the newly created position, Dean of the Faculty of Arts and Science. LeBaron Russell Briggs became the new Dean of Harvard College. It is possible, considering their actual functions, to designate Dunbar as dean of instruction and Briggs as dean of student relations. This conceivably might make Briggs the first dean of men in that he functioned entirely within the realm of student relations. This same series of deanships has occurred at other institutions as the need has been felt.29

Cowley also submits that most colleges or universities have experienced or are in one of the following three stages regarding the dean of men's position:

(1) The president assisted by members of the faculty handles student concerns of all types.

(2) The president selects a dean of the college to relieve him and the faculty of student contacts.

(3) The duties of the dean of the college are divided and a dean of student relations is given the responsibility of dealing with students in a variety of relationships.

After inspecting the literature, it would seem that most or all colleges of today are in the third stage of development. In fact, after examining a number of college catalogues, no institution in American higher education could be found which did not indicate a dean of men or similar officer. The needs for deans and their duties came at various times. At Amherst, the office of Dean of the College was established in 1880; at Yale in 1884; at the University of Chicago in 1892, and in 1896 at Columbia College.30

It is true that most colleges did follow this procedure in developing the office of the dean of men. The first dean of men who was given the title officially was Dean Thomas Arkle Clark at the University of Illinois in the year, 1901. Other deans of men were appointed in the following years:

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This chart, although less than complete, indicates that the dean of men had become a common concept by 1935.\textsuperscript{31}

In retrospect, looking more closely at the appointment of Dean Thomas Arkle Clark at the University of Illinois, some generalizations may be made, since his election to office was considered quite typical. Prior to his assuming the dean of men's duties, Clark was an instructor in the Department of Rhetoric at the University of Illinois. Although he had not taken a doctorate, he was considered by the faculty and students to be an outstanding teacher and researcher. He had achieved a great amount of popularity with the students because of his apparent interest and attachment to them. In 1901, he was just preparing to return to Harvard for doctoral studies when he was called to the office of the president for consultation concerning a troublesome student. The president at that time was theoretically in charge of student affairs, although he frequently requested faculty members to aid him in such matters. The college atmosphere could be described

in the following manner. Rules regarding attendance were liberal and loosely enforced; scholarship regulations were flexible, and a student rarely was dropped from school because of failing grades. A petition by the parent or a legislator could gain the failing student re-admission easily. Hazing was practiced widely, and there was little attempt to control the moral and social conditions in which students usually lived. If misconduct committed by a student was considered gross, then the matter was reported to the president and he took the initial and final disciplinary action. One can infer from such conditions a profound need for a university official such as the dean of men.

When Clark was called into the president's office he found the following atmosphere to exist:

When I was ushered in I found him (the president) seated opposite a young fellow who had been registered in the university during the previous year, but whose intellectual assets as indicated on the books of the university aggregated two hours of military and one in physical training. He was starting this second year with about the same enthusiasm for study as formerly, and the president was at his wit's end. The boy was the son of a prominent citizen of the state whose influence in the support and progress of the institution could not be ignored, but the president's self-respect would not let him keep the boy unless a change could be brought about. Bob (the boy) would not go to class, he would not study, and rumor had it that his habits were pretty unsavory.

When I came into the room there was an indication of a recent hot conflict of words between the two, though just at that moment silence had fallen upon them. 'I'm through with this loafer,' the president said to me. 'If he won't change his habits, he will have to go home. I'm going to see what you can do with him. Whatever you do will be satisfactory to me. If he won't work, send him home.'
I suppose I was dean of men from that time on, though I balked for a long time at the thought of taking the job officially; but I solved Bob's difficulties that year, helped him to get on his feet, and made a friend of him for life, besides rescuing a high class first baseman from the intellectual scrap heap and so helping to win a championship. I relieved the president of some very unpleasant duties and gradually without precedent or authority evolved some definitely /sic/ duties and a specific policy of action. From the first, I was made chairman of the committee on discipline. I kept most of my work in the English department for ten years or so and still have a theoretical connection with it, though I have done no teaching for a good many years. I presume it was some such situation or crisis as I have described which has been responsible for the creation of the office in every institution.32

Although the appointment of Dean Clark is considered to be typical, the selection of a dean of men was performed differently by other institutions.33 As could be expected, the dean usually was nominated by the president and elected by the board of trustees, but there were numerous exceptions. For example, the dean was nominated and elected by the faculty at Alma College, James Milligan University, the Catholic University of America, Gustavus Adolphus College, Hope College, College of Idaho and Mills College. The dean was appointed by the president at the University of Kansas, University of Notre Dame, Wittenberg College, the University of Washington, Roanoke College and Cedarville College. The dean was elected by nomination of the president and a secret vote of the faculty at the University of Colorado, the University of Rochester and Simmons College. Deans were nominated by the faculty and

32 Clark, op. cit., p. 67.
33 McGinnis, op. cit., p. 191.
elected by the board of trustees at the College of Wooster and at Wesleyan University. At Otterbein College and at Guilford College the deans were elected by the heads of departments and the president; and at Clark University and at the University of California, the deans were elected by the academic senate in conference with the president of the university.

It is suggested that the methods of election have implications for the relationship of the dean with the other members of the academic community. For example, it is reasonable to assume that when the dean of men is nominated by the president of the institution and elected by the board of trustees that he may not be congruent with the faculty because he assumes his powers and duties from the central administration. Any time the student personnel worker himself feels (or any other colleague in the academic community feels) that his position is superior or inferior than that of the faculty, his effectiveness will be limited.

In summary, the dean of men performs many student services which previously had been the responsibility of the president and faculty, when universities were smaller and the pressures placed on the administration were fewer. We see that the work grew out of a sense of need for this type of service. The need found expression in student requests for an adviser, in the development of faculty committees on student welfare and supervision, in volunteer
efforts to serve students, in the observation of the dean of women's work with girls, in the recognition of the desirability of transferring responsibility for discipline from the president to a subordinate official, and in the commitment of many institutions to a policy of increased service to students.

The "Older" Role of the Dean of Men

This section will be concerned with the role of the dean of men for the period of time represented by the 1920's and the early 1930's, before the dean of men's position came to be objectified widely in training programs of various institutions of American higher education. Actually, the first formal curriculum for student personnel workers was begun in 1913 at Teachers College, Columbia. The intent of the Master of Arts program was to train deans of women. It was not until 1928 that the title of the program was changed from "training for deans and advisers of women" to "training for student personnel administrators." During the period, there was little emphasis on preparation for the dean of men's position, rather, there seemed to be a concern for personality characteristics of the men chosen for the role. Seldom were they trained in any of the behavioral sciences;

more often than not, the men chosen were from the fields of physical education, English grammar, literature and history. The dean of men's role for the period will be discussed in light of the functions and philosophy existing in most colleges, and a training program will be presented which was suggested in 1935.

Because of the apparent subjectivity of the dean of men's position for the period, it was recognized that the functions of the dean of men could not be expressed in universal terms. There existed many conditions which complicated the matter: the individuality of the student population, the personality of the dean, and the objectives of each institution all affected the dean's role. This feeling was expressed by Metzger in 1931 in the following way: "... it is impossible to express exactly in print the work of an office with interests that are so personal." Although it is difficult to discuss the dean of men's role in universal terms, it is possible to determine the types of activity that are stressed in the dean of men's work. This was done by the National Association of Deans and Advisers of Men (NADAM) in 1932 and reported by Wellington in 1935.

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35 Mylin Ross, private interview held at The Ohio State University, Columbus, Ohio, 1957.
Therefore, Dean D. H. Gardner of the University of Akron, secretary of NADAM, conducted a study of the functions of deans of men in the colleges and universities of the United States. The survey indicated that some functions such as counseling of students with academic, social and emotional problems and advising of fraternities were performed by nearly all the deans in the study. Also, many deans performed functions which did not appear to meet the general criterion of assistance to students (See Table I). The findings of the study were significant because all types of institutions of higher education were represented.

After reviewing Table I, one can surmise that the range of activities for the dean of men in 1930 was considerably wider than the duties assumed by present deans of men. For example, in many institutions, the dean of men was responsible for determining the admission of students. This responsibility presently is designated for the director of admissions. It is true that in many instances the dean of men was the coordinator of the student personnel program. Today, this coordination of the student personnel program is relegated to the dean of students.

The inspection of several college bulletins of 1930 was helpful in gaining some insight as to the emphasis of the student personnel programs of the deans of men. Dean H. E. Lobdell of the Massachusetts Institute of Technology stated briefly that he considered character, health and financial
**TABLE 1**

 FUNCTIONS OF THE DEANS OF MEN FROM THE WELLMINGTON REPORT IN 1935

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage of Deans Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counsel with students on social problems</td>
<td>98</td>
</tr>
<tr>
<td>Counsel with students on moral problems</td>
<td>97</td>
</tr>
<tr>
<td>Counsel with students on emotional difficulties</td>
<td>96</td>
</tr>
<tr>
<td>Advise interfraternity government</td>
<td>96</td>
</tr>
<tr>
<td>Supervise fraternities</td>
<td>93</td>
</tr>
<tr>
<td>Advise student government</td>
<td>91</td>
</tr>
<tr>
<td>Supervise housing</td>
<td>91</td>
</tr>
<tr>
<td>Conduct research in student problems</td>
<td>90</td>
</tr>
<tr>
<td>Penalize for infractions of housing regulations</td>
<td>88</td>
</tr>
<tr>
<td>Aid students in making academic adjustments</td>
<td>86</td>
</tr>
<tr>
<td>Administer social regulations</td>
<td>85</td>
</tr>
<tr>
<td>Conduct &quot;Freshman Week&quot;</td>
<td>85</td>
</tr>
<tr>
<td>Penalize for infraction of social regulations</td>
<td>84</td>
</tr>
<tr>
<td>Enforce payment of students' private bills</td>
<td>84</td>
</tr>
<tr>
<td>Function</td>
<td>Percentage of Deans Performing</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Regulate extracurricular activity participation</td>
<td>82</td>
</tr>
<tr>
<td>Penalize for moral delinquency</td>
<td>81</td>
</tr>
<tr>
<td>Enforce automobile regulations</td>
<td>78</td>
</tr>
<tr>
<td>Supervise vocational counseling</td>
<td>77</td>
</tr>
<tr>
<td>Recommend students for remedial psychiatric treatment</td>
<td>76</td>
</tr>
<tr>
<td>Keep copies of students' personal history records</td>
<td>75</td>
</tr>
<tr>
<td>Supervise social calendar</td>
<td>73</td>
</tr>
<tr>
<td>Interview entering students for personal history records</td>
<td>72</td>
</tr>
<tr>
<td>Officially administer educational counseling program</td>
<td>71</td>
</tr>
<tr>
<td>Keep official record of students' personal history</td>
<td>70</td>
</tr>
<tr>
<td>Supervise orientation courses</td>
<td>70</td>
</tr>
<tr>
<td>Supervise placement of part-time workers</td>
<td>68</td>
</tr>
<tr>
<td>Penalize students for chapel or assembly absences</td>
<td>66</td>
</tr>
<tr>
<td>Administer student loans</td>
<td>65</td>
</tr>
<tr>
<td>Administer penalties for unsatisfactory work</td>
<td>64</td>
</tr>
<tr>
<td>Grant class absence excuses</td>
<td>64</td>
</tr>
<tr>
<td>Penalize students for infractions of student organization rules</td>
<td>64</td>
</tr>
<tr>
<td>Function</td>
<td>Percentage of Deans Performing</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Regulate student athletic participation</td>
<td>60</td>
</tr>
<tr>
<td>Keep copies of students' grades</td>
<td>59</td>
</tr>
<tr>
<td>Approve party chaperons</td>
<td>58</td>
</tr>
<tr>
<td>Penalize for class absences</td>
<td>55</td>
</tr>
<tr>
<td>Recommend students for remedial medical treatment</td>
<td>55</td>
</tr>
<tr>
<td>Supervise vocational follow-up program</td>
<td>55</td>
</tr>
<tr>
<td>Administer student scholarships</td>
<td>52</td>
</tr>
<tr>
<td>Supervise mental health clinic</td>
<td>52</td>
</tr>
<tr>
<td>Supervise health service</td>
<td>49</td>
</tr>
<tr>
<td>Audit student organization books</td>
<td>48</td>
</tr>
<tr>
<td>Recommend students for remedial physical education</td>
<td>44</td>
</tr>
<tr>
<td>Supervise institutional dining halls</td>
<td>44</td>
</tr>
<tr>
<td>Determine admissions</td>
<td>43</td>
</tr>
<tr>
<td>Enforce payment of students' institutional bills</td>
<td>43</td>
</tr>
<tr>
<td>Make students' class schedules</td>
<td>41</td>
</tr>
<tr>
<td>Supervise graduate placement</td>
<td>39</td>
</tr>
<tr>
<td>Supervise catalogue</td>
<td>33</td>
</tr>
<tr>
<td>Supervise physical examinations</td>
<td>33</td>
</tr>
</tbody>
</table>
TABLE 1 Continued

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage of Deans Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate curriculum</td>
<td>32</td>
</tr>
<tr>
<td>Keep official academic records</td>
<td>28</td>
</tr>
<tr>
<td>Approve faculty appointments</td>
<td>25</td>
</tr>
<tr>
<td>Select faculty members</td>
<td>22</td>
</tr>
<tr>
<td>Conduct faculty meetings</td>
<td>17</td>
</tr>
</tbody>
</table>

Stability to be necessary for any boy who does well at his institution. Therefore, these three areas were emphasized in his program. Dean Thomas Arkle Clark of the University of Illinois suggested that of his duties record keeping was probably the most important. He defended this with the notion that it was impossible to perform his many detailed duties without a complete record system. At the University of Minnesota, the most predominant functions mentioned were the following: scholarship, discipline, foreign students, student organization and Father's and Mother's Day celebrations. Stressed in the dean's role at Northwestern University in 1931 were the following duties: fraternities,

dormitories, student activities and scholarship.\(^41\)

The duties of the deans of men varied, but there seemed to be an expressed continuity. However, as was mentioned, the objectives of each school differed, and this accounted in part for the varying emphases. It is possible that many duties which are very necessary for the successful functioning of the dean's office may seem irrelevant when presented in objective tabular form.

Admittedly, a discussion of the dean's functions has a tendency to be of a descriptive nature, but a philosophical discussion is more definitive of the reasoning behind the functions. The members of the National Association of Deans and Advisers of Men thought the matter of philosophy to be very important, because, in 1932, an effort to formulate a professional philosophy culminated in the study of the functions of deans of men. This, they felt, was the first step. It is surprising that no mention was made, however, at a later time, of a universal philosophy for the organization.

Some individual members demonstrated more concern for the verbalization of an operational philosophy. Dean Thomas Arkle Clark expressed his philosophy concerning his position in the following manner:

The important work of this office is that which is individual, personal, its purpose being to help

Dean Clark expressed a concern in this statement for the individuality of the student - for the human and personal aspect of education which is missing in many universities today. However, his statement indicated little of a knowledge or concern for the free development of the student. Rather than counseling, he stressed directing and advising by the dean, which would be contrary to a philosophical notion of the position today. However, before one is too quick to criticize he must realize that Dean Clark was operating in a different age and with a different type of student than that represented on campuses today. He did not deal with the precocious, sophisticated and heterogeneous student body of today. Rather, he was concerned with college students characterized by conservatism and homogeneity.

In 1928, the National Association of Deans and Advisers of Men proposed the following definition of the dean of men's role from which several philosophical implications may be deduced:

A dean of men is an administrative officer of an educational institution who is trained and authorized to aid the men students in the solution of their personal problems and to direct their group activities both for their development and the welfare of the institution.43

43 National Association of Deans and Advisers of Men, Secretarial Notes of the Tenth Annual Conference, (1928), pp. 53-50.
This statement suggests several ramifications. The phrase, "member of an educational administration," implies that the dean of men's objectives and philosophy should be in accord with the philosophy of the parent institution - that if the institution is attempting to shape the minds of men in light of a Christian doctrine then, the dean of men should act in agreement with this purpose. The word, "direct," implies again the directiveness of the dean in aiding the students' development. The "welfare of the individual" was mentioned jointly with "the development of the individual," but evidence suggests that in most instances the welfare of the institution was considered paramount. The students' presence at school was considered to be a privilege rather than a right. If the students could not behave in a preconceived manner, then they could leave. Training for the dean of men was mentioned in the statement, but at the time, there were few specialized programs for student personnel workers. The behavioral sciences afforded the most appropriate opportunity, but as was mentioned earlier, most deans of men came from such areas as physical education and English. Why then did the National Association for Deans and Advisers of Men, in the official definition, make such a statement as to the training of deans of men? Perhaps the organization was afraid to admit that with no training many of its members were operating with no professional, operational philosophy which could be defined clearly. This statement can not be
verified, but the evidence seems to imply that such a condi-
tion existed.

This discussion of philosophy is brief, but it is surprising how well the deans of men avoided the issue. It would seem that they were concerned with the functions of the role, but cared little for the reasoning behind the duties. This is reflected by the apparent lack of interest in objective, professional training and the interest in the subjective personality of the persons chosen for the position. They failed to realize that there are many different types of personalities which may function as successful deans of men. However, on the other hand, there are some personalities who can not serve adequately as a student personnel worker. Training usually functions to enhance one's natural development rather than to initiate a trait which is not present innately. The philosophies and the implications presented were inadequate for explaining the reasoning underlying the dean's role. However, as was indicated, many of the deans from this period were striving to establish a philosophical foundation on which to base their objectives and activities.

After reviewing several related references, it is apparent that most of the "old line" deans of men considered personal qualities to be primary in the determination of success in the dean of men's position. Although most deans agree that a "dean is born and not made," they will still agree that a dean must have more that native ability and that
he must attain knowledge and experience which will provide him with the necessary background and equipment for his work as dean.\textsuperscript{44}

Before an appropriate training program can be outlined with any degree of accuracy, the role of the dean of men must be properly determined.\textsuperscript{45} Then as today, this task was extremely difficult and created many problems. What areas of study would be most beneficial for the work of the dean? How extensive should the program be? What functions of the dean of men are primary, and how best should one train for the implementation of these functions? Is a practicum experience necessary for the preparation of a dean of men? Does the work of the dean of men lend itself to a training program? These and numerous other questions should be answered before attempting to provide a training program of the nature needed.

Clark, Wellington and others seemed to have some insight into the problem of training for deans of men. Wellington proposed that a mastery of pertinent principles rather than a mere accumulation of knowledge would equip the dean to deal satisfactorily and wisely with any problems that might arise.\textsuperscript{46} General information and common sense were also

\textsuperscript{44}Ross, op. cit.
\textsuperscript{46}Wellington, op. cit.
stressed. Deans faced, at various times, special problems which required special information about the following concepts: law, social disease, homosexuality, organization and principles of secondary and higher education and fundamentals of business principles. However, in many cases the dean's most valuable information would be in knowing where to send the students for specialized service. It was also advocated that deans of men be acquainted with principles of vocational guidance. At a time when the world of occupations was expanding constantly, the dean recognized the need of the student in this area. Already the number and type of jobs had increased to the extent that many students demonstrated a need for guidance. One must remember that this was before every college or university possessed a placement service.

With these concepts in mind, Wellington proposed a program of preparation. His plan, though extremely simple and naive, presented areas of study which exist in present student personnel preparation programs. On the undergraduate level, it was suggested that the dean acquire a knowledge of the principles and applications of hygiene, physiology, economics and business, education, philosophy, psychology, abnormal psychology, social psychology, mental hygiene, public health and corrective physical education. On this level, a rather broad education was proposed with an emphasis on the behavioral sciences. Even though many deans came from
such fields as English and history, the need for a thorough understanding of human behavior was recognized. The courses in public health and physical education were included as a matter of tradition; many deans of men were former instructors from the physical education department. What better place to obtain a person who is popularized and respected by young men than from the ranks of the physical education coaches? Even today, many coaches and recreational specialists become student personnel workers.

Studies for the graduate level which were proposed by Wellington are included in the following list: organization and principles of higher education, remedial education, and a study of the various practices of personnel administration extant in the different colleges and universities of the United States. Surprisingly, no formal psychological training was suggested for the graduate level. Perhaps this was done in an attempt to limit the time requirement for the graduate study. Undoubtedly, there was not so much emphasis placed on the Ph.D. degree as is there today. It was suggested that much of the graduate work could be done while the dean was engaged actively in his professional endeavors. This was a precursor to the practicum experience which is a part of student personnel training programs today.

Then, as today, membership in one's professional organization was advocated. Membership in the National Association of Deans and Advisers to Men was considered important. This
membership not only provided fellowship with one's peers, but it also afforded an avenue of obtaining many of the publications significant to deans of men.

The discussion of the "old line" role of the dean of men was presented so as to provide a basis for comparison with the more recent dean of men's position. Of course, one would expect the role of the dean of men to become more refined as his functions are more clearly defined and progress is made in areas such as psychology and sociology. Progress in these areas aids in the understanding of the work of an office with interests so personal.

As the more recent role of the dean of men is presented, the contrasts between the "old" and the "new" will become apparent. No detailed philosophy of the modern dean will be presented. However, this philosophy will be indicated integrally with the functions of the modern dean. The historical discussion enables one to view the office of the dean of men from the standpoints of its origin and development. It gives one added insight into the reasoning and background of the dean of men's present functions, and demonstrates the ability of American higher education to develop as the needs of its students and ultimately of society change and increase.
The Modern Role of the Dean of Men

There are probably as many job descriptions of deans of men as there are deans of men. Table 1 shows a listing of the various functions with which most deans of men have been involved. After examining the literature and talking personally with four deans of men, this listing would seem to encompass most of what (although in a general way) is being done today. This is not to say that the role of the dean of men has not changed in the past decade(s). With the increasing enrollments of our colleges and universities, emphases have changed over time and will continue to change. One example of this change in the dean's role is the increased utilization of counseling and guidance techniques. The role of the dean of men varies from institution to institution.

For the purposes of the paper, an arbitrary classification of the modern dean of men's duties may be made. The work of the dean of men today centers around four primary groups of roles which are included in the following list:

1. counseling service,
2. discipline service,
3. housing service,
4. student activities service.

Counseling Role

There are three important reasons why counseling should be considered as a major role of the dean. Counseling
personalizes education - enrollments are increasing and students are finding it extremely difficult to locate staff on the college campus who have the time to discuss problems either of a vocational or of a personal nature with them. Counseling integrates education. The curriculum in American higher education has become so extensive that it urgently needs integration if it is to serve as an effective educational instrument for the student instead of merely a program for professional accreditation. Counseling coordinates the various student personnel services. The many personnel services that have become functions of the dean of men, on the one hand, give the student expert assistance for his separate problems, but, without counseling, they also threaten to split him up into many parts which he may find difficult to reassemble. There is little doubt that counseling plays an important role in the services provided by the dean of men's office.

Counseling, for some, has special connotations. For example, a few educators have been so impressed with the value of vocational counseling that, for them, counseling has become synonymous with vocational counseling. Counseling, however, is just as directly concerned with the curricular, social, religious, physical and emotional problems that students face as it is with the vocational. The dean of men should view counseling as extending over every problem with which the college student may be concerned. Every problem, regardless of its overt characteristics, may involve consideration
of other aspects. Every counselor or dean is constantly predisposed to diagnosing student problems as lying most importantly within the areas in which he feels best trained. Many deans of men in the past received training in health and recreation. They were likely to view many problems of the student, and possibly too exclusively, from the standpoint of physical health. The diagnosis of the student's problem should be a joint process between the student and the dean. The student should view that counselor or dean as a person who is available to help him achieve the growth and maturity he is seeking or needing, rather than as a person who is going to mold him in a preconceived manner. If the dean of men's services developed out of the need for individualized education, then it is only natural that the counseling process should provide for individual direction. It is essential if counseling is to serve the purposes of the student, that it should not be forcibly administered. Counseling should be a casual, although by no means a neglected or naive part of the over-all educational plan.

The skilled counselor recognizes that there are limits of ability and training beyond which his practice of counseling should not go. As a counselor is attempting to help others to find themselves, so should he be attempting to know himself. He should be aware of both his strengths and weaknesses and act accordingly. Continuing with the concept of cooperation among and between student personnel services,
the effective dean should make use of referral agencies. Counseling cases requiring prolonged contact most likely should not be continued in the dean's office. These cases should be referred to the counseling center or psychiatric center. Other referral agencies available on many campuses are the reading clinic, speech and hearing clinic, health service, and student aid and placement offices.

Thus, we see that the role of the dean of men is changing from a paternal watch-dog image to that of a professional student personnel worker who not only has developed an understanding of the personal and psychological problems common to individuals of college age, but also has been trained in the various counseling techniques, one of which is the ability to diagnose a problem so as to determine the exact nature or need for additional specialized treatment. 47

Review of Counseling Literature

Because of the extensive scope of the literature regarding counseling, the emphases, in the review, will be placed on the recent literature and on the literature which seems to have particular relevance for counseling in the college setting.

Rogers, in several books and many articles, advocated a client-centered theory of counseling with the "self" of

47Henderson, op. cit., p. 247.
the person at the center of the counseling process.\textsuperscript{48,49,50} He proposed that the "self" of the person becomes more aware of what his assets and liabilities are as a result of counseling. The more complete knowledge of one's "self" should in turn make adjustment to life more adequate. Rogers claimed the actualization of "self" is achieved in counseling by the establishment of an accepting, non-threatening atmosphere in which the client is free to explore his personality in whatever terms he chooses. This free, accepting, non-threatening atmosphere can be established not so much by techniques as by the attitudes of the counselor. The techniques are a reflection of the counselor's basic attitudes toward the counseling process and its purposes.

Rogers feels that the counselor should not impose his values upon the client. He should not attempt to coerce the client toward any goals which seem to be normal or proper. In fact, if the client develops as he should, he will no longer think of actions or goals in terms of what he ought to do. The client will have goal directed activity toward those things which seem to be best for him in terms of his assets, liabilities, aptitudes and interests. Rogers


believes that this freedom should exist in the counseling relationship because each person, being innately good, has a drive for the positive which will affect itself if given the proper opportunity in the counseling process. In other words, each person will make the best decision for him if given the opportunity in the proper atmosphere.

In Rogers' scheme of counseling, the positive is emphasized rather than the negative. This enables one to think in terms of opportunities rather than in terms of barriers. For example, a student who unrealistically is aspiring to be a doctor may discover through the counseling process that he has neither the ability nor the money to pursue such a program after high school. The counselor helps him to think of those things which he is able to do rather than to view the problem as a negative one. One might say that Rogers is advocating success rather than failure.

Counseling to Rogers is also more than dealing with a temporary problem. Counseling is concerned with building the kinds of attitudes and habits which will be helpful in making decisions for years to come. Counseling should be person-centered rather than problem-centered.

Williamson's work in counseling probably has relevance to counseling in the college area because his interest was focused primarily on development of techniques of counseling for both high school and college students and evaluation of the efficiency of those techniques.
Williamson sees counseling in a somewhat different light than does Rogers. He views counseling as the process of helping one to adjust to life situations. When a person has a conflict of ego involvement (he cannot make a decision), he seeks help. This help comes in the form of counseling. Counseling is concerned with those problems of adjustment and development which arise from or which produce self conflict. This concept of counseling already differs from the client-centered viewpoint in that there is more regard for the person as a member of society.

Counseling permeates all facets of the college and its activities, e.g., counseling aids the college student in identifying and achieving desirable and often difficult goals. Counseling also permits students to eliminate or to modify those disabilities which act as obstacles to learning through the building up of basic skills such as reading and good study habits. In effect, counseling helps the individual to achieve a style of living which is satisfying to him and congruent with his status as a citizen of democracy.

He cited two different types of knowledge - the cognitive knowledge which one gains as a part of his classroom activities and affective knowledge which has ceased to be, or almost so, a part of American education. Affective knowledge is used by the individual in helping him to attain personal adjustment.

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It is that part of one's educational experience which is de-emphasized as the schools become larger and the teachers more impersonal. Counseling encourages us to put humanism back into education. It gives us the human insight into how we should use the cognitive knowledge.

Believing that adjustment to the society is primary, Williamson seemed to feel that a counselor has every right to impose his values upon a student-client. In fact, he indicated that no counseling relationship can exist without the imposition of values. Williamson saw the relationship of counseling as being one in which the client makes beneficial use of the developed value system and experience of the counselor. Williamson felt that many students can profit from being told what is right or wrong upon occasion. Some students have never been instructed as to what type of behavior is socially acceptable and what their responsibility to society is. Williamson stated the following:

He (the counselor) must abandon neutrality and take his place with those social-minded citizens who seek to improve societal conditions so that some types of maladjustment will occur less frequently and when they do occur, will be less seriously aggravated by practices and conditions of schools, industries, and communities. 52

Williamson advocated six steps for the counseling process, which he suggested are applicable to counseling at any level of depth: (1) analysis, (2) synthesis, (3) diagnosis,

(4) prognosis, (5) counseling and (6) follow-up. The steps should be learned by the student so that he may approach any problem in life whether in the counseling relationship or not. Williamson indicated that the depth of counseling will determine the intensity of the application of the steps. The sequence of the above six steps is flexible, and may of necessity not occur in the same order. Because of his concern for the development of the individual, he suggests that the steps be repeated at various stages of the individual's adjustment and maturity.

All of the processes mentioned by Williamson imply that they are done so that the counselor can gain a better diagnostic picture of the individual. From this rather superficial presentation of Williamson's theory, one may infer that the counselor plays a more active role in the counseling relationship in some respects than does the client-centered counselor. He plays a more active role in that he attempts to direct the client-student in some socially desired way.

Wrenn, in his text, indicated that the counseling and guidance function is the integrating basis for the student personnel program. He proposed that an educational function is a student personnel service, not because it is so labeled, but because it is designed to serve current student need. Wrenn defined counseling in the following manner:

Counseling is characterized by a face-to-face relationship of counselor and student in which the
counselor tries to understand and assist the student in such a way that the focus is upon student self-understanding and self-decision.53

The author related that counseling is performed at many levels of competence on the college campus. The professionally trained counselor is given the responsibility of intensive counseling of students with complex problems and for assisting the faculty in increasing their competence in counseling. Counseling was conceived of as operating at four levels: (1) 1st level, advising; (2) second level, nominal counseling; (3) third level, deeper nominal counseling and (4) fourth level, full-time professional counseling. Other services such as housing, orientation, and student activities were reviewed.

The many facets of student counseling were discussed by Robinson in a text offered in 1950 when he stated:

The term counseling, as used here, covers all types of two-person situations in which one person, the client, is helped to adjust more effectively to himself and to his environment. It includes the use of the interview to obtain and give information, to coach or teach, to bring about increased maturity and to aid with decision making and therapy.54

It is explained that a definition such as this prohibits the counselor from excluding certain types of activity which the student expects or needs him to include. The book is divided


into four parts. Part I referred to factors in the counseling process such as purposes of counseling, client readiness and adjustment. Part II reported on counseling techniques and Part III discussed the types of interviews which seem to occur in student counseling. Part IV enables the reader to investigate "group and environmental approaches to personnel work."

Siegel, the editor of a 1968 text concerned with the counseling of college students, adds fuel to the notion that counseling is the integrating and underlying basis for college student personnel services when he interprets the various services such as student activities and health services within a counseling framework.55 The view is taken that the counseling process in colleges and universities is not material or fact or skill oriented, but rather should be directed toward the self-understanding, self-direction and self-fulfillment of the student. The book is divided into five major parts with, at times, overlapping occurring between the sections. Part I provided a background for an understanding of the history of college counseling and the personality of college students. Part II included the essential tools with which to work, such as interviewing, testing, and group techniques. In Part III those counseling and student personnel services which may involve all students are reviewed

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such as the following: admissions, general and academic counseling, student activities and placement. Part IV discussed the specialized functions of the college, including vocational counseling, mental health services, disciplinary counseling and academic improvement. Part V presented an overview of the teacher and the counselor with a philosophical discussion of freedom and responsibility of students.

Carlin studied negative responses to counselors. At Central Michigan, 900 counselees were asked to submit criticisms of their counseling experiences. Only about one-third returned the questionnaires. Approximately twenty-two percent felt counselors lacked occupational information and knowledge of college regulations. Other findings are included in the following:

(1) twenty percent felt rushed through the interviews,
(2) others felt that the counselors were too impersonal, too indirect or too direct,
(3) counselors reported their own problems during the sessions.

Winborn explored the effectiveness of short-term guidance with 52 freshman students from North Texas State University.

The subjects were divided into two groups - one of which had group guidance and the other did not. Both groups were given the Edwards Personal Preference Scale before and after the sessions. Scores compared indicated no difference between groups in grade-point-average. However, on the Edwards, the experimental group showed increases in Dominance and Nuturance.

Burch and Cottingham tested 40 low ability, high aspiring college students, 18 of whom were counseled. The 18 of the counseled group were judged to have moved further toward appropriate educational aspirations than the control group had.58

In 1962, it was found that 400 students who had received counseling in 1930 at the University of Minnesota had graduated in greater degrees, earned more academic honors and received more advanced degrees than a comparable group of non-counseled students.59

Hill and Grieneeks studied 71 freshmen who had received counseling during their second semester at college and who had a grade point one standard deviation above or below their predicted averages.60 Each subject was matched with an


underachiever, an overachiever and one student whose grade point had been within one standard deviation of his predicted grade point, but none of whom had received his predicted grade point average. The improvement in grade point average of both the counseled and non-counseled achieving students was greater than the decline in grades of counseled and non-counseled overachieving students, suggesting that regression effects are greater for underachievers that for over-achievers, regardless of counseling. Whatever effect counseling has on academic performance, it is not reflected in changes in grade point.

According to Wise, counseling should be integrated into the intellectual focus of higher education. Following the second world war, psychotherapy became widely used as a tool to reaffirm student individuality and to help students adjust to unconscious influences haunting them from their childhood. Counseling services grew in universities without faculty involvement. Present research at Harvard is examining stages of student intellectual-emotional development in a context where faculty counseling can be re-emphasized.61

Johnson found some relationship to exist between length of counseling, the type of problem handled and

counseling success. Counseling success, defined as graduation or achievement of senior status by the counselee, was compared between two samples of university students, each with 250 students and roughly comparable in the proportions diagnosed as having vocational or emotional problems. All the students had acceptable academic aptitude scores. For the combined diagnostic categories success was unrelated to the number of counseling interviews. Students having emotional problems, however, tended to benefit from a longer period of counseling. Among those who had four or fewer interviews, the vocational-problem cases were more successful than the emotional ones. Failure frequently occurred among clients with emotional difficulties who were seen at least five times but no more than eight times. Failure among emotional cases was attributed less to the variety of counseling techniques than to the concept that a crucial point is reached in almost any counselor-client relationship, beyond which continued counseling increases the probability of success.

According to Danskin, a college or university counseling center should reflect the objectives of the university as a

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63 Ibid., p. 251.
whole in helping students move toward greater openness and sensitivity, deeper interests, more carefully refined values, and keener powers of discernment. The professional staff itself, rather than specialized groups such as departments of education or offices of test development and research, should determine the activities and goals of the counseling center. To accomplish its goals effectively, the university, through the counseling center, should develop a thorough understanding of the entering student and of the environmental factors that will influence him at college. The faculty should be concerned actively that students change in desired ways, and the counseling center can develop information in areas of concern and can stimulate interest by the academic staff.

Counseling personnel, centered around a core of counselors and graduate counseling majors, should include members of various academic departments. Organization of the counseling staff into teams of a counseling or clinical psychologist and several graduate student counselors can permit sufficient flexibility for a variety of activities to be undertaken. The center should attract research grants, strengthen ties with the university departments emphasizing the behavioral sciences, and develop close cooperation with the student health services.

Jones suggested that counseling should and may be carried out by college teachers. Effective communication between student and teacher, in depth and on matters of personal concern to the student, is a responsibility of college teachers in promoting student growth. It is possible if the teacher-counselor is careful (1) to set aside a scheduled time for listening, a time when the student may discuss anything that seems meaningful to him, (2) maintain a state of complete neutrality, a position often hindered if the student is currently involved in courses with the teacher, (3) hold inviolate the confidential relationship, (4) keep the discussions centered on student concerns, and (5) demonstrate an open-minded attitude, the value of which is realized when new insights are gained by student and teacher.

Shepherd found that of 300 students who had used the university counseling service at some time during their undergraduate career, that a greater percentage graduated from college than did non-counseled students. The rate of graduation among counseled students varied with the nature of the problem brought to the counseling service. Students


with vocational problems caused by lack of information about their environment, for example, included a greater proportion of graduates than did those with emotional difficulties originating in self-conflict. Students with emotional problems involving self-conflict had the highest academic aptitudes and the lowest graduation rate. The act of requesting counseling, rather than counseling itself, is not likely to account for the differing graduation rates in view of an earlier study that produced similar results using a control group of counseling.

In a comprehensive questionnaire survey of counseling directors at a 20 per cent sample of four-year colleges and universities in the 48 contiguous states, use, training and evaluation of undergraduate student counselors were indicated. The sample was stratified by size and geographic region. Two-thirds of the institutions, whether large or small, used student counselors in some way. New student orientation and dormitory life supervision were the most frequent duties. Tutoring, program planning and vocational guidance were more common activities of student counselors in the large institutions than in the small. The dormitory director's evaluation, previous leadership experience, and grade point average were the most common for selection. Training was more extensive in the large institutions with 53 per cent of

the small institutions giving no systematic training. In
general, the student counselors were considered effective.

Glick determined that information gathered from
occupational surveys of college graduates is often of little
help in the occupational counseling of undergraduates be­
cause it does not describe occupations clearly and concisely.
A three dimensional classification by occupational level,
field of activity and type of enterprise would alleviate
the problem. By comparing the occupational experiences of
graduates with their own occupational aspirations, under­
graduates may avoid occupational frustration. 68

Muench suggested that although about ten per cent of
the student population needs help with emotional problems,
most colleges do not have counseling programs that can pro­
vide the needed services. 69 A 1959 study of students at
the Counseling Center of San Jose State College showed that
time-limited therapy was as successful as short-term therapy
and more successful than long-term therapy. Client change
was measured by changes in scores on two instruments and by
counselor ratings of "movement" made after the last interview.
Clients in three therapy groups did not differ according to

68 Peter Glick, Jr., "Three Dimensional Classification
of the Occupations of College Graduates," Vocational Guidance
Quarterly, XII, (Fall, 1963), pp. 130-133.

69 George A. Muench, "An Investigation of the Efficacy
of Time-limited Psychotherapy," Journal of Counseling
Psychology, XII, (Fall, 1955), pp. 294-299.
degree of illness, nor did effectiveness of individual therapists vary much, indicating that improvement in clients in time-limited therapy may be a product of length of therapy.

Sinnett and Danskin found that concern over waiting periods of several weeks before a student could see a counselor led to modifications of client intake procedures. The former procedure had students talk to the Counseling Center receptionist to schedule an interview for a later date. The first modification was to limit initial interviews to a half hour, which made more interviews possible and cut the waiting time to one or two days. This was abandoned in favor of having all new clients seen by a counselor immediately, without appointment, for a fifteen minute interview. The type and urgency of the student's problem was assessed and some provision was made for further handling of the case. This procedure was then modified to permit the initial walk-in interview to range up to an hour in length as determined by the nature of the problem and the intake load. The last procedure was considered the most satisfactory one by the staff. It eliminated the waiting period completely and resulted in fewer missed appointments and a shorter average number of interviews per client.

Zunker and Brown compared the effectiveness of student academic counselors at Southwest Texas State College to that of certified professional counselors in helping groups of college freshmen with academic adjustment. Identical training was given four professional counselors and eight upperclass student counselors. There were 80 men and 80 women who were randomly selected to be counseled by the professionals; all other freshmen were counseled by students. Counselee evaluations of the program, retention of information conveyed during the program, study skills at the end of the program and fall semester grades all favored the groups seen by the student counselors.

Clark studied data drawn from 36 major universities which showed that less than half of their counseling centers are meeting student needs, and that most have a shortage of professional staff. Seeing, on the average, 12 per cent of the student body, most centers listed vocational, educational and personal counseling as their main services. Over half of the centers conducted research. Communication of available services was found to be lacking in many cases, with most of the advertising by word of mouth and most students self-referred. The most serious handicap listed by the centers was lack of

facilities, with respect to staff, space, salaries and support. 72

Samler demonstrated the notion that friction between counseling personnel and administrators may be reduced if counselors are willing to compromise, understand administrative pressures, and learn to explain their views in everyday language. Administrators can help by learning about human behavior and by holding regular staff meetings in which counselors are heard. Relationships between counselors and administrators are particularly good in the Veterans Administration Vocational Rehabilitation and Education program where counseling personnel standards are high and financial support is given for professional training. Research is needed on what technologists perceive as a good administrator and vice versa, as well as on what contributions technologists can make to policy determination.73

Grosz did a study regarding the effect of positive and negative expectations upon the initial counseling relationship. 74 His subjects were 30 male students who were randomly


assigned to two experimental groups and a control group of ten students each to study the effect of modification of client attitudes and expectations for counseling on the establishment of an initial counseling relationship. One experimental group heard a tape indicating the positive aspects of counseling and an effective counseling interview. The other experimental group heard a tape indicating negative aspects of counseling and an ineffective counseling interview. A semantic differential rating of the concept "counseling", completed after the attempt to modify student attitudes, showed no difference between the control group and the positively modified group, both holding more positive expectations toward counseling than the negatively modified group. After a 30 minute counseling session, an inventory completed by the 30 clients and six counselors and analysis of the interview tapes showed no difference among the three groups in the nature of relationships established between clients and counselors. The negatively modified group showed a more positive attitude toward counseling after the interview.

Odle reported on staffing for clinical counseling at the College of Idaho. 75 To improve its counseling program, the college added to its staff a non-resident clinical psychologist who visited the college for one-half day a week.

during the academic year. Students sent to the non-resident psychologist were carefully selected and well-prepared for clinical counseling. Several advantages over resident counselors were seen. The non-resident psychologist was not considered an arm of the administration by the students; he does not "over-identify" with the faculty, college or students; he is able to maintain a more objective perspective regarding "college crises;" his infrequent availability makes emergencies less frequent; he serves as a "back-stop" for the resident counseling staff. On the negative side, he is often unacquainted with the mores of the college, lacks rapport with the faculty, is frequently unavailable for emergencies, and is pressured by limited time.

Ryan classified student counselors in university residence halls on the basis of grades and head resident ratings as high, medium, or low with respect to effectiveness of study methods and were trained in limited counseling techniques. Weekly, 30 minute, semi-structured group counseling sessions on good study habits were provided to 160 students randomly assigned to four groups. There were two groups which received different forms of reinforcement counseling on study techniques: one was a placebo control group that discussed study techniques with no reinforcement, and one was an inactive control group. Before and after the series of counseling sessions, all students completed the Brown-Holtzman Survey of Study Habits and Attitudes. Final
scores on the SSHA, adjusted for initial scores and grade-point averages, showed the two counseled groups to be superior to the placebo and control groups. A non-significant trend suggested that student-counselors who themselves are effective students may be more effective in improving the study habits of their counselees.  

Tyler pointed up the changing role of the student personnel administrator-counselor. After World War II counselors narrowed their concept of counseling to focus on mental health and adjustment problems, discouraging normal students from seeking help. A distorted picture of student personnel work was thus created. The basic function of counseling is to assist students in choosing from among the enormous number of stimuli and the variety of styles of life offered by our affluent society. Students are not content merely to discuss various styles of life but want to experiment as well. Setting acceptable limits to experimentation and behavior is a part of the responsibility of the counselor.  

The techniques and skills of counseling that formerly seemed important now seem less vital according to Tyler.

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77 Leona Tyler, "The Student Personnel Administrator as a Counselor of Students - Some Role Reconsiderations," In proceedings, NASPA, (Seattle: June, 1966), pp. 381-392.
Over-professionalism interferes with meeting the needs of the students who demand a genuine encounter with an educated and whole person who can guide them in learning for themselves and in making their own choices for a mature and human style of life. Counselors should reject artificial roles in order to be themselves.

In Graham's article on counseling services, it was demonstrated that centralized counseling services, although convenient for record-keeping purposes, may jeopardize counselors' rapport with faculty and students. Forest Park College counselors are dispersed throughout the academic departments. In this way counselors keep up-to-date on academic issues, represent student opinion on class schedules to the faculty and increase faculty understanding of the counseling service. Students come into contact with this widely dispersed staff more frequently than they would with a centralized staff, and they are not overwhelmed by the professional atmosphere often created by a centralized service. Microfilm or computer terminals could quickly supply the counselor with any student data needed.

Thompson proposed that student personnel workers with evening students need an understanding of adult educational motivation in addition to a firm counseling background.

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Training programs in counseling adult students have been developed recently at Northeastern, Drake, Washington and Wayne State Universities in which the special needs of adult students were considered in establishing qualifications, duties and procedures for counseling staffs.

This review of the literature in counseling was by no means exhaustive, but an attempt was made to demonstrate the types of information available to student personnel administrators who either supervise or perform counseling. Emphasis was given to the recent literature reported by several professional organizations related to student personnel services. The next section will present a brief discussion on discipline and will report on the recent literature relevant to the disciplinary process in our colleges and universities today.

Disciplinary Role

There is a wide range in the point of view and practice concerning discipline in American higher education today. There are institutions which, in terms of their educational philosophy, do not consider the behavior of the students within the province of the institution. These institutions are purported to be interested in scholarship, transmitting culture by way of the intellect and maintaining academic standards. The students' behavior, both of a social and a personal nature, is of no concern in the pursuit of the educational goals. Another type of institution views
discipline in terms of a complex pattern of regulations, each of which has a standard penalty for infraction. Other institutions find a common ground of agreement between these two extremes which is consistent with a more adequate philosophy of the individual and how he learns.

Wrenn suggested that there are two basic concepts of behavior which have relevance to a disciplinary program in a college. The behavior of an individual must be understood as a result of certain past and present experiences. An infraction of a rule does not just happen, it is caused. The same type of stimulus may result in different responses depending on the individual. This calls for an individualized approach to discipline. The individuals involved should be given the opportunity for self-direction. Discipline should be preventive rather than curative. One should make an attempt to know the college and the students. An effective dean of men should try to predict how students may react to a particular trend or event on campus. The situation at Berkeley might have been handled more successfully had the college administration made an attempt to gauge the feelings and needs of the student members of the academic community.

The punitive approach to discipline in colleges had its beginnings when the medieval universities and early American universities experienced difficulty in controlling

80Gilbert Wrenn, op. cit., p. 457.
the students in a preconceived manner; programs of severe discipline were used to keep the students under the "ruling thumb" of the college or university. Actually, punitive discipline is a lazy way of meeting problem situations by restricting or eliminating students. This type of restraining action precludes a necessity for determining cause of behavior or for choosing from alternatives the appropriate action for the individual.

The person on the student personnel staff to whom is delegated the administration of discipline should use all the resources of the personnel program to help the student gain insight and to rehabilitate him.61 Depending on the seriousness of the problem, many institutions, after the counselor has consulted with the student, suggest that the problem be referred to a committee composed of students, faculty and administration.62 This goes along with current trend of allowing students a voice in the governing of the college. The committee then defines policy or considers what action is to be taken in the case in question. The counselor or dean, in order to protect his rapport with the student, should have no vote in the committee. Most likely


he would be given the obligation of carrying the action of the committee back to the student. Because he has had no voice in the decision, he and the student are able to survey the situation objectively. The student can gain maximum benefit from the experience. Although there are objections to conducting discipline in this way, the student-centered discipline program is more in keeping with the guidance concept of individual worth and dignity and with the philosophy that discipline should be a learning experience.

Review of Discipline Literature

The discipline literature reported here will be concerned with furthering the understanding of the student personnel worker from the following three perspectives: (1) understanding student behavior and trends, (2) theoretical considerations of discipline, (3) practical application of disciplinary procedures in the college or university.

The excessive use of alcohol has created behavioral problems for many years, but much of the concern over alcohol has been replaced by the panic created by the increasing use of drugs by the student populations in most institutions of higher learning. Recent publicity indicates widespread use of drugs by college students. According to a subcommittee of the House of Representatives, marijuana is used in almost every major university. No reliable
research supports this view, however, and numbers of known drug users are small.

In an anonymous survey of seniors by Pearlman at Brooklyn College only 72 of 1,160 responding students admitted use and seven out of 10 of the 72 had given up drugs by their senior year.\(^3\) One third had used only marijuana. Only one, a heroin user, admitted using a drug 50 times or more. Few shifted or escalated to other drugs. The respondents knew of no system of procurement and reported that friends or peers were their best sources of drugs. Most of the group said college officials should help students only if they requested help and that drug usage was a private matter.

Bruyn summarized the use of drugs on the college campus.\(^4\) Concern about the use of stimulant drugs by college students began in 1950 with the growing use of dexedrine. In the early 1960's, campus administrators also noticed an increased use of depressants, tranquilizers and sedative drugs. These drugs could be obtained in several ways - purchased directly in the community, acquired through the mail, or purchased from illegal sources. In 1964,


interest developed in the hallucinogens - LSD and marijuana. One problem of college administrators developed when most of these drugs became illegal. A second problem arose when the bizarre or inappropriate reactions often produced by the drugs endangered or disturbed other students. The physiological and psychological aftereffects of these drugs constitute a danger for individual users and a third problem for student personnel workers. The most commonly used drugs currently are marijuana, LSD and other hallucinogens, drugs which do not produce dependence but do produce other dangers. Unfortunately, the danger does not deter students from using the drugs.

Goddard suggests that in order to decrease drug abuse on campus, faculty members and administrators should supply student organizations and individual students with authoritative information about the dangers of drug abuse. The author reiterates that the drugs in greatest use are certain of the hallucinogens, stimulants and depressants. Hallucinogens, like LSD, produce anxiety, illusions, and hallucinations. Abuse of the stimulants, amphetamines, generally leads to psychological rather than physical dependence. Abuse of barbiturates, a depressant, usually leads to both psychological and physical dependence.

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The nature and extent of the drug problem were discussed further by Blum. The author maintained that the term, "drug," is misused, covering everything from aspirin, tobacco, alcohol, and prescribed barbiturates to the exotic drugs, the antidepressants, the hallucinogens and the intoxicants. The definition of a "drug user" is also nebulous and is used to describe the curious experimenter as well as someone whose life pattern centers around drug use. Two other problems face those interested in drug research. Effects are difficult to determine and drug users are often unwilling to talk about their experiences. Colleges and high schools are often afraid of bad public relations and therefore refuse to let researchers talk to their students.

Student drug use is considered by many to be part of a disturbing and challenging social behavior pattern. Campuses differ greatly as to amount of drug use and student attitudes about it. Some campuses have no drug users; they have left college. On other campuses, where trying marijuana is considered a social necessity and abstention a source of embarrassment, a majority of the students have tried drugs. At these colleges drug use is a social phenomenon and cannot be associated with individual personalities.

The role of physicians and parents in conditioning young people to be optimistic about the effects of drugs

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should not be overlooked. Students have learned drug acceptance from the culture as a whole. To most of us drug use or abuse means dependency, crime, immorality, psychosis, physiological damage, undesirable personality change, a major shift for the worse in social values, or the embarrassment of arrest. But no one is sure of the relationship between drug use and these supposed effects. Warnings about drug use are founded on speculation; the sense of alarm in society outweighs the evidence at hand. Public anxiety may force college administrators to do something prematurely. The benefits of the psychoactive drugs for sleeping, relaxing and personal pleasure are largely ignored. Attempts at a punishment-control method of dealing with drug use have had little effect. Educators must turn to education and emphasize fact-finding and information-giving as the only ways to induce students to develop sensible standards of conduct.

Although the validity of drug abuse research is questioned, Janowitz reported on an interview study of information on drug use at an eastern state university. Information for the study was obtained by interviewing 26 representatives of a variety of student sub-cultures. The university is 100 miles from a large metropolitan area, a major source of drugs. Two per cent of the undergraduates

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used amphetamines, marijuana, morning-glory seeds, LSD, or other hallucinogens at least once a week. These users were not involved with academic concerns and had disassociated themselves from traditional values. They tended to live off campus, frequently changing roommates and lodging, and to have psychopathological problems in the forms of schizoid personalities, emotional instability, adolescent rebellion to a pathologic degree, low frustration tolerance, and lack of impulse control. They used drugs to try to escape from anxiety, frustration, or dullness, or to express their anger and hostility toward society. Other drug users on campus included young faculty members and an estimated ten per cent of the graduate students who had used marijuana at least once. These users experiment with drugs, seeking esthetic experiences and sensory enrichment under controlled and relatively safe conditions. Other groups of drug users include two types of amphetamine users - those who occasionally used them as energizers for all-night sessions writing papers or preparing for exams, and an emotionally disturbed group who used them as an adjunct or booster with marijuana. Morning-glory seeds had a brief vogue with fraternities, but the fraternities themselves ended their use out of concern for the fraternity "image."

From 80 to 100 per cent of the students affiliated with fraternities used alcohol, often to the point of drunkenness, as an escape from tension. These students are similar to the
first group of drug users in their efforts to seek emotional release, and in their low frustration, tolerance, and immaturity. They lack, however, the alienation, antagonism and rejection of society characteristics of the first group.

It is true that alcohol is considered a major problem on many campuses today. There is a trend to permit a wider range of student behavior in relation to alcohol than was previously true. Sanford summed up this feeling in a paper delivered in 1965. Although Sanford recognized that students drink for escapist purposes, he felt that drinking may be dealt with more effectively if students are able to explore their reasons for and feelings about drinking. The ambivalence regarding drinking in our society inhibits the adjustment of youth to the use of alcohol. A rational approach would be to evaluate individual or group drinking practices according to their effect on long-range social and individual goals. Seen in this light, drinking practices of individuals are appropriate if they contribute to personality development.

Discipline is perceived rarely by students and administrators as an opportunity for affecting the personal growth of students. The appearance of discipline for the sake of regulation is the result of inability to perceive discipline

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88 Nevitt Sanford, "Psychological and Developmental Aspects of the Adolescent Years as They Apply to the Use of Alcohol. In Alcohol and College Youth, (Proceedings of Conference sponsored by American College Health Association, Lake Tahoe: June, 1965), pp. 35-44.
as a form of promoting personality development. Some recent attempts to teach discipline or self-control have appeared in the form of peer courts which seat students to evaluate the behavior of offenders. As in all forms of discipline, punishment of the right kind is sometimes essential to the process, but primary emphasis must be placed upon treating discipline problems in a manner which will serve to re-educate the offender.  

Signori feels that student adjustment should replace the term, student discipline. The latter label denotes action through edict and coercion by external agents. The concept of adjustment assumes student self-direction, as well as authoritative guidance.  

Policies designed to prevent undesirable student behavior should be distinguished from those aimed at settling immediate disruptions. The former are meant to avert problems; the latter deal with specific, at-hand occurrences. Policy offenders should be treated in light of the peculiar circumstances.

The fact that some students may desire the protection of the university in matters of civil disobedience was suggested by Bakken in a recent paper. The paternalistic

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89 DeSena, op. cit., pp. 175-179.


approach to student discipline, with its educational emphasis and its protection of the offender from civil authority, has been well established through usage and by court action. Its removal would destroy an important source of protection for students who expect the protection it provides. Changes that might occur in college discipline as a result of the recent American Association of University Professors statement implies that colleges should not be concerned directly with student misbehavior off the campus could lead to punitive action by the courts rather than an educational approach in carrying out student discipline. The author suggested that the AAUP statement was inconsistent in leaving punishment of off-campus offenses to civil authorities while making counseling and guidance the primary function of college discipline.

Other views were reviewed by Heyman, a lawyer. The establishment of procedures for student discipline is made difficult by two conflicting views of the relationship between students and the university. If the university is viewed as serving "in-locos-parentis," nonspecific rules and informal procedures should be used. If the student is viewed as one of the institution's constituents, strict legalities and formal procedures should be maintained. Both views are held in gradations throughout the Berkeley campus community.

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faculty-student discipline committee handles cases involving cheating, stealing and disorderly conduct. The committee's proceedings, involving determining facts, judging rule applicability, and imposing punishment, are appropriately paternalistic. The Ad Hoc Committee on Student Discipline, set up to handle a case involving the summary dismissal of eight students, appropriately followed formal legal procedures. The choice of alternatives made possible by these two committees affords a desirable way of assuring informality, understanding and support in cases of minor sanctions and adequate legal safeguards in cases involving more serious punishment. Legal safeguards include notice to the student of his alleged offense, public hearing unless the student requests a private hearing, lawyers for the student and the university, no evidence presented that is not available to the student, students not required to answer specific questions, tape recording or written transcript of proceedings and power to impose sanctions resting with an important university official or committee.

Discipline should be educational rather than punitive according to Murphy. Students today face heavier academic demands than formerly and are more interested in individual activities than in the activities of formal student organizations. They are concerned with social ills and inequities,

92George S. Murphy, "The Student Organization," Paper read at the Western Housing Institute, (Los Angeles: University of California, June, 1966).
yet are uncomfortable about their own beliefs. Their position of uncertainty and the university’s responsibility to them require a re-emphasis on teaching—teaching in terms of caring for the student, teaching in both classroom and in resident units. Student government in residential units should have a major teaching role.

In this light, effective discipline in the residential units are administered in the sense of teaching and reforming, not in the sense of punishment and retribution. Prevention is more important than cure. Mechanical application of university authority and undue concern with institutional reputation lead to student resentment. Effective discipline requires attention to differences among students and situations, and the welfare of the disciplined student is protected simultaneously with the welfare of the group. Yet the university should not overprotect, as happens sometimes in shielding students from civil authority.

Congdon demonstrated that concern over student privacy centers on college regulation of student sex habits, on use of alcohol and drugs, and on the use of student personnel records for purposes other than those expressed when the data in them were gathered.94 Many colleges have a policy of respecting a student’s privacy as long as his activities are private. If through intemperance, ignorance or illness

his illegal activities become public knowledge, regulations are applied.

Academic misbehavior is a phenomenon exhibited on all campuses of American higher education, and signs indicate a general acceptance of this kind of behavior. A general underestimation of the extent of cheating on college campuses was apparent from the returns of an inventory answered by 600 deans, 500 student body presidents, and 5,400 students in a study reported by Bowers. Approximately 50 per cent of students responding admitted having cheated in some way such as copying or cribbing. However, the great majority expressed strong disapproval of such practices, primarily on moral grounds.

Poor academic standing was less likely to be associated with cheating than was a strong social orientation. The most effective deterrent to cheating was not university regulation but disapproval by the peer group. Small colleges and colleges for the separate sexes tended to have the lowest incidence of cheating, perhaps because of selective admission policies. Where academic dishonesty was handled by students, there was significantly less cheating than where the control was by administration, faculty or a combined faculty-student group.

Another study by Roskens investigated anxiety and its effects on the cheating behavior of high school and college

There were six methods of cheating and attitudes toward cheating indicated on an instrument by 487 college graduates and 2,384 college applicants at Kent State University in 1961. Among college students, the place of college residence was not related to the extent of cheating but was related to the level of anxiety about cheating with commuters being more anxious than residential students. Male college students had found more cribbing but less plagiarism and ghostwriting than they had expected, while women college students had found more plagiarism and ghostwriting but less cribbing than expected. Women students were more anxious about cheating than were men.

Among precollege applicants neither anxiety about cheating or actual cheating was related to the father's occupation or size of high school. Men were less concerned than women about cheating and engaged in it more often. Students with low grades, more often than others, reported they had cheated by copying and plagiarism.

The presentation of the recent discipline literature was conducted to create a basis for the understanding of students' behavior and to review the current practices and theory of discipline.

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Housing Role

In recent years, the housing area of the student personnel field has evolved into a large scale operation. The availability of federal funds and the willingness of bonding companies to finance the construction of residence halls has facilitated this growth. Unfortunately, much of the dormitory planning neglected to consider the living units as facilitative to student learning. This omission is indicative of the thought that learning occurs only in the class and is a frequent assumption of multiversity administration.

Normally, one would think that residence halls on the college campus would be utopian environments of help-giving and consequently of student growth. Besides the inadequate planning, several other factors prevent the student personnel worker from providing housing conducive to personal development. The sudden growth in number of residence halls has not been paralleled by an equal growth in trained staff. Few residence halls are planned by persons aware of the possibilities for help-giving in them. Some of the structures "rising to the skies" seem to negate all possibilities of using the living unit to promote student growth. The lack of trained personnel workers to carry out programs facilitating personal growth in students leads to several serious problems.

If the residents are not left completely to themselves, to influence and "help" one another, they are helped by undergraduate counselors who understand few of the bases for student personnel work. A frequent regression of understaffed, over-worked and poorly-trained residence hall personnel is to rely on implementation of strict rules and regulations to maintain control of the student. The emergence of discipline-oriented staffs not only parallels the techniques of earlier attitudes of student control, but the rules are often presented in the guise of promoting personal development.

Another unfortunate predicament of personnel staffs in residence halls is the graduate student attempting to pursue degree work simultaneously with the coordination of a dormitory program. The need for personal growth in students is in evidence all around him, but he has little time or experience to help the students. Often a neophyte director is cognizant of the needs for growth in students, but he is ignorant of how to give growth producing help to a significant number of students. The preparation of personnel workers in all fields should require, in addition to counseling, an intensive experience in program planning.

Another factor affecting the amount of help given to students in residence halls is the cumbersome task of managing a dormitory. Some progressive universities have persons acting as residence hall managers and different persons coordinating counseling programming within the same residence
hall. The more common type of director, however, must carry out both functions, and with the greater need of administrative efficiency (for the sake of budget), essential help-giving activities are neglected. Until residence halls are planned and constructed with the promotion of student growth as their stated purpose, until dormitory staffs are properly oriented in regard to his purpose, and staffs develop group programs to facilitate this purpose, the state of help-giving in residence halls will continue to regress to ineffective practices. In general, however, student personnel workers are becoming aware of the opportunities for student development that a well-planned housing program can permit. Through the housing program the institution has a method for controlling experiences and influences that affect all phases of student development which can be so well controlled by no other method.

Review of Housing Literature

The housing literature reported here will be concerned with the facilities, program and staff concepts of the housing area of student personnel services.

Sovik, an architect, seemed to understand the relationship between housing and meeting the educational needs of the students of an institution when he described the new housing at St. Olaf College. The two new residence towers of the

The institution were designed to take into account both the beautiful irregularity of the campus and social needs of the students. Each floor houses 30 students, with subgroups of eight obtained by branched corridors. These two group sizes produce the most stable social units. On each floor, no two rooms have the same shape, and irregularity was reflected in the exterior of the building. Residents' rooms occupy 50 per cent of the interior, a gross area per student of 230 square feet, at a total cost per student of $5,200.

Arnold demonstrated an important new procedure in the construction of housing facilities - going first to the users of a building to find out their needs. University users are students, faculty members, and administrators. Manufacturers were asked for suggested solutions for the needs described. These solutions are translated into modules or components of housing facilities, from which colleges select the desired specifications. The process provides for flexibility and individuality in use, operation and management.

Herman reported on a "new" approach to obtaining the needed housing facilities of a college or university. The institution leases a building from a developer over a period

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of 12 to 25 years, after which the institution obtains the title to the building. Although the residence halls are erected adjacent to or on college-owned land, the institution does not become involved in the financing or in the operating of the dormitory. The developer agrees to limit residency to students only of the college or university involved and institutional regulations are enforced. The author states that at the time of printing six colleges were participating in such programs involving capital expenditures of over 60 million dollars. Benner also suggested this type of organization in a recent paper. 101

Bacon reviewed the housing organization of 242 institutions. 102 Responses to 39 questions on residence hall organization by the chief housing officers revealed wide differences among them. The institutions were almost evenly divided in placing the residence hall director under the dean of students or the business officer, but over one third reported a joint responsibility or other type of arrangement. Nearly two thirds reported that married student housing was administered by the residence hall director along with single student housing. Where a different organization was followed for married student housing, it was sometimes felt to be a duplication of effort.

Geddes seemed to feel that the architectural structure of residence halls, by providing for students' needs for both privacy and social relationships, can help to establish a desired type of educational climate. Each college, in planning new facilities, must reconcile the effects it wants with the cost, quality and extent of its dormitory requirements. An analysis of existing dormitories may help in establishing goals, priorities and general requirements from which the architect may draw up plans. 103

Baker studied the relationship between type of student, residence, and perception of environmental press when he conducted a study utilizing the Stern College Characteristics Index (SCCI). The SCCI, composed of 300 statements describing various aspects of the college environment, was completed by 110 junior students at Wisconsin State University. Factor scores on five intellective and five non-intellective factors were calculated for each student and differences between the dormitory, boarding and family residents were tested for significance. Boarding and dormitory students were more dependent on the university for need satisfactions and were less aware of environmental press than were students living at home. 104


Personality traits, values and background characteristics of male freshmen in different types of housing at Oklahoma State University were examined by Dollar. There were 50 freshmen who were selected randomly from dormitories, from fraternities and from off-campus housing not including parents' homes. Several commercial inventories of personality, attitudes and values were used in the study.105

The fraternity men, compared with the other two groups, were more concerned with social recognition, more dominant, but also more dependent in interpersonal situations, and less inclined toward altruistic motives. They also were brighter, from larger high schools, from families with higher incomes, and had better educated fathers. Of the three groups, the off-campus students were most concerned for the welfare of others, had the lowest aptitude scores and the lowest family income. The dormitory students were the most independent. The first semester grades of the three groups did not differ.

An analysis of the changing needs of college seniors led to a totally new senior program at Bowdoin College as reported by Coles.106 Seniors live in an independently


operated complex or living center and have a broadened curriculum that includes required senior seminars outside the student's major department. The Senior Center was designed to encourage faculty-student interaction and provide intellectual growth through varied programs and visiting scholars.

In 1963, two groups of freshmen - 69 pairs in the same academic field and 64 roommate pairs in different fields - were studied by Elton and Bate to determine the effect on academic achievement of roommate assignments based on similarity of academic field. These two groups were further divided into students with "C" averages for the first semester and those with first semester averages below "C." A discriminant analysis showed high school average and aptitude test scores to be the only variables that distinguished between students with freshman grades of "C" or better and those with grades below "C." Whether a student had grades above or below a "C" average was not influenced by having a roommate in the same or a different field.

A personality inventory suggested that roommates in the same field were more defensive and more masculine than roommates in different fields. This is accounted for by the fact that roommates in similar fields were in professional fields; roommates in different fields were in liberal arts majors. 107

Riker delineated the changing role of student housing in a recent article. The emphasis in college housing has changed from controlling student conduct and providing a center for social and recreational activities to encouraging intellectual life within living groups. Academic motivation is improved by the provision of better study conditions and facilities and assignment of students to housing units according to similarity of interest. New centers for living and learning include both residential and instructional facilities for formal and informal faculty-student interaction.

Residences can be used effectively as dynamic communities to help students develop a sense of security, identity and intellectual enthusiasm. First priority in a dormitory assignment should be given new and transfer students, since a student's orientation to the college community life can be crucial. Dormitory accommodations for upperclass students, where limited, could be made dependent on their participation in campus activities and on their academic record.

As well as academic centers, dorms can be foci for services such as residence counseling and group counseling.

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in vocational and study problems. Residence hall staff can no longer be considered custodial personnel; they are professionally trained staff members carrying out informal teaching and counseling functions.

Changing the traditional approach to housing focuses attention on changing student attitudes, characteristics, and aspirations as well as changing educational trends, methods and goals. Planning for future college housing requires time to analyze the needs of the university in the light of its future goals and enrollment, educational trends, and research in new design and materials. The development of student housing to achieve intellectual goals will have an impact on the future effectiveness of the higher educational process.

Neville maintained that the concept of smallness is a goal in housing at Michigan State University. Plans are needed for controlled decentralization of undergraduate and graduate programs. Michigan State University's approach has been to develop living-learning units to promote identification with fellow students and closer relationships between students and faculty. The living-learning residence halls are grouped in patterns of three or four contiguous units, each containing 24 to 30 faculty offices, six to eight classrooms and

laboratories, and rooms for 1,200 students. Students are assigned voluntarily according to class and major subject.

Present plans include the construction of several additional living-learning units, each housing 1,200 students with a head adviser, two graduate advisers, and 12 resident advisers. Another Michigan State experiment is the building of a semi-autonomous unit (college within a university). Programs are being developed to give students at least one small class each term. The experimental college has materialized into Justin Morrill College.

The living-learning concept of housing assumes that the peer group influences the individual student significantly. "Does the peer group affect the choice of major," was asked by Brown in a recent study. Over two-hundred freshmen in a small private men's college were assigned residence floors and rooms on the basis of their academic major. Four science majors to one humanities major were assigned to two floors; four humanities majors to one science major were assigned to the other two floors. Or one science-dominated and one humanities-dominated floor, faculty-led discussions were held monthly. All the students completed the Omnibus Personality Inventory and an additional special questionnaire.

By the end of the freshman year, more students in the minority field had changed their majors or were less certain.

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of their majors. Students in minority fields had fewer best friends living on the same floor, had fewer friends with the same academic-vocational goal, and were less satisfied with residence hall life. Minority humanities students were less satisfied with their college experience than their majority counterparts.

Students who had had the discussion program, compared with those who had not, were more interested in reflective and abstract thought, science, and problem solving by scientific methods. Science and humanities students in the program participated in more activities in their field, and science students in the program rated vocational training less important than did students without the program.

Integration of academic experiences within student housing may be accomplished in several ways as reported by Shaffer and Ferber. The Harvard House system involves administration of houses by faculty members, including a "Master" (the senior tutor), resident tutors who are bachelors, and nonresident tutors who are married. At Miami University in Ohio, resident advisers, typically younger persons holding an MS degree in student personnel and guidance, supervise the academic, personal, and social life of the students in freshman dormitories. At Indiana University coeducational

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residential complexes are staffed by persons concerned with the learning process who work closely with faculty associates participating in the program. The campus librarian coordinates residence hall distribution of art reproductions, records, language recordings and reference materials. Student government agencies plan cultural activities in the residence halls and promote group attendance at campus cultural events. The University of California at Santa Cruz has been planned as a central campus surrounded by 15 residential colleges. The dean of each college and other faculty members are to reside in the college compound.

The advantages of academic influence within residence halls include informal stimulation of individual learning, creation of an academic climate, faculty awareness of student concerns, integration of student interests with classroom curricula, and development of a community feeling with unity of purpose and maximum use of intellectual resources.

It seems that many institutions are becoming more liberal and are placing more responsibility on the students for the consequences of their own behavior. This feeling was reflected by Sgan.\(^{112}\) During the school year, 1963-1964, Brandeis University, under pressure from its constituency, reviewed parietal rules regarding social areas and room

visitation by the opposite sex. More than 40 selected colleges and universities were queried about their practices. There were 28 institutions that responded by sending handbooks and brochures. Comparison with a previous study indicated that hours for opposite-sex room visiting had been lengthened, chaperone requirements eased, and approval had been made more general. Students themselves are involved more in establishing and enforcing parietal rules.

In most institutions, revision of rules was being studied while rules for various kinds of living units - dormitories, fraternities and cooperatives, were becoming unified; rules for freshmen and upperclassmen were becoming differentiated. Practices vary from unconditional prohibition of room visitation to visiting only under special circumstances to general permission for visiting under stipulated conditions. No generalizations were made regarding the severity of rules in any given type of college.

Several authors have expressed concern about the selection of residence hall staff. To determine the usefulness of the Strong Vocational Interest Blank and Edwards Personal Preference Schedule in selecting dormitory resident counselors, Murphy and Ortenzi administered these tests to all 93 men who were resident counselors at The Pennsylvania State University.\footnote{Ray O. Murphy and A. Ortenzi, "Use of Standardized Measurements in the Selection of Residence Hall Staff," The Journal of College Student Personnel, VII, (November, 1965), pp. 350-363.} Near the end of the school year, these
men were evaluated by students and their supervisors. Two groups of 15 successful resident counselors were compared with two groups of 15 less successful resident counselors. No consistent differences between the groups were found on either instrument.

At Holy Cross College, peer-identified leaders were compared with the choices of the Dean of Men for residents by Wotruba and Crawley. A total of 800 sophomores and juniors in the residence halls nominated the members of their corridors they would most prefer to have as resident assistants the next year and indicated the personal characteristics they considered most indicative of good resident assistants. More than the average number of votes was received by 103 students, 58 sophomores and 45 juniors, of whom 68 applied for resident assistant positions. Among the other students, 207 applied. In selection interviews with the Dean of Men and current resident assistants, 175 of the 275 applicants were rejected, only one of them having been peer-nominated. After a second set of interviews, this time with candidates in groups of three, approximately 80 per cent of the selected resident assistants had been nominated by their peers.

To develop procedures for future identification of student leaders as resident assistants, the 60 chosen

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candidates and 16 additional students who had characteristics of good resident assistants completed the Edwards Personal Preference Schedule, Myers-Briggs Type Indicator, Strong Vocational Interest Blank and the Survey of Personal Values. These students will be evaluated by administrators, residence hall members, and each other at the end of the year to establish test scores related to effectiveness as resident assistants.

Finally, Useem established the historical perspective of the traditions extant in housing. The history of student housing may be divided into four parts. The tone of the dormitory period was set by private colleges and ended as a dominant theme with World War II. The dormitory was the social focus of campus life, separate and remote from the academic functions of the college. In a transitional period following World War II, campus traditions dimmed and married student housing units were established. Then from 1950 to 1965 residence halls began to increase. Characteristics of residence halls included an increase in the number of students housed, management and administration of housing by professionals, an increase in student services, more decentralization of activities, and more standardization of living units. Rebellion against administrative control

and against standardization has led more students to live at home and to seek off-campus housing.

In the current period of "instant traditions," which began in 1965, all of the traditional forms of housing continue to increase. However, a growing group of experimental colleges, some of which will last and some fall, meet the vision of a group of demanding students seeking meaning and values in modern life. One characteristic of experimental colleges is that all of the individuals involved, staff and students alike define their roles in keeping with the instant tradition or vision which they serve, and demand housing that conforms to their goals.

This review of the literature in housing was by no means exhaustive, but an attempt was made to demonstrate the types of information available to student personnel administrators who supervise housing. Emphasis was given to the recent literature reported by several professional organizations related to student personnel services. The next section will present a brief discussion of student activities and will report on the recent literature relevant to student activities in colleges and universities today.

Student Activities Role

It is through the housing program that many colleges facilitate a student activities program. The student activities, which for so many years have been called extra-curricular or co-curricular activities, are now being included in many
concepts of the curriculum. The subject matter portion of the curriculum provides learning experiences for the subject areas, whereas the student activities programs lends itself to learning experiences for social wisdom and skill. In many ways, the student activities program approaches those learnings which are considered to be basic to life and society. A student activities program provides for leadership training through organizational experience. Group interaction within the various student groups is helpful in teaching one to relate to groups and to society in a productive way.

Review of Student Activities Literature

According to Salowitz, complementing the educational objectives of colleges and universities is the major justification for student activity programs. Only secondarily should they exist to develop leadership or reinforce democratic processes. Three major shortcomings of prevailing programs are submergence in trivialities, rapid sentimentality, and provincialism of ideas. To integrate activities with educational goals, intellectually motivating concepts could be brought to campus dances, film series, and art events. Conferences on international affairs, model United Nations, and seminars on social issues could tie together the campus and human concerns. Conceptually oriented co-curricular programs could draw the faculty into student
activities and answer the complaint that classrooms and life have no relationship. 116

Baum did a study of the Kinloch Tutoring Project in which students from Washington University participated in a program of tutoring high school students from an economically depressed section of St. Louis. Objectives of the program included raising the level of individual academic achievement, discovering latent talent, building human understanding for both pupils and tutors, encouraging positive attitudes toward the experience of learning, and helping students gain self-respect and confidence in their ability. Observable results were higher scores on achievement tests, less self-consciousness in recitation, and more favorable attitudes toward school. Beyond the effects on individual students, the program has stimulated greater community awareness, has enlisted the support of the YMCA-YWCA, and has been responsible for increased tax support. Volunteer help and donation of materials have increased the services available to the children. 117

Smith noted a "hidden force" in student activities when he discussed the way in which the Student-Alumni Program at Stanford provides close contact between students and alumni.

continuously from the students' admission to Stanford. The alumni sponsor student-faculty-alumni social gatherings, present awards to outstanding freshmen, and develop worthwhile student projects. Another link between the students and alumni is the Alumni Association Center on the Stanford Campus, which 3,000 students used last year for meetings, informal discussions, and other student projects. The staff provides students with everything from helpful advice to the use of typewriters and duplicating machines, and may be more approachable for some students than the administrative officers of the university.

McMillian felt that college students should be offered training in group procedures so that they can experience fully the value of participation in student activities groups. Small groups of ten to twenty persons meeting for at least five sessions to discuss communication, attitudes, group processes, leadership and evaluation provided a desirable atmosphere. The author proposed that the program should be conducted by an activities adviser trained in group dynamics. Process observers and recorders add to the value of the experience.

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In Shaevitz's paper on student involvement, he stated that the growing number of psychologists working in community-oriented programs parallels the growing number of students involved in social action programs on their campuses. The involvement of graduate students in community programs is a desirable ingredient of a clinical training program. If no provisions exist for this type of experience, students usually take the initiative in involving themselves in community projects. Formal programs are not necessary for experiences that are community based. Tutorial projects for culturally deprived students are common on campuses today and can be made a part of the clinical student's internship.

An article in College Management indicated autonomy of students in student activities at several universities. One of those mentioned was Wesleyan University, where students have an uncensored newspaper and radio station, invite campus speakers without notifying university authorities, have complete freedom in allocating the $40,000 student activities budget, and have a student board with wide disciplinary authority. In academic affairs, students have a voting member on the Faculty-Student Affairs Committee and have developed a system of faculty rating by students.


121 "Wesleyan Lets Students Manage Themselves," College Management, I, (October, 1966), pp. 31-34.
Faculty and administrators feel they should be accessible to students, and student suggestions are seriously considered for implementation. Student participation has not affected such college offices as Admissions or Development. Lack of time for meetings remains a major deterrent to further student involvement.

Other means of increasing the effectiveness and role of the student in student government have been suggested. A short-term exchange program involving officers of the student government can be valuable in several ways - in comparing general aspects of student life, in studying specific academic and student government programs, in examining physical facilities, and in giving student government leaders a type of leadership training. A student committee should be established to administer such an exchange. The goals of the program determine whether the exchange should be conducted with a similar institution or a dissimilar one. The exchange visits are best made when the host institution is in session. The exchangees will gain the most from informal contact with students and faculty, though they should be encouraged to attend meetings, conferences, and classes whenever pertinent. Exchange candidates should be chosen on the basis of their ability to use the information gained to good advantage. Student government leaders are a

natural choice. Upon their return, exchangees should report to the entire student body about their experience, perhaps through meetings and the campus newspaper.

To provide information on the background of students in several student movements in America, 29 students at a meeting of the leftist Students for Peace (SENSE), 19 students at a meeting of the rightist Young Americans for Freedom (YAF) and 105 students in an introductory sociology class completed a questionnaire on family background and attitudes toward the war in Vietnam. Students in SENSE were primarily from high-income, upper-middle-class families with a Democratic or Socialist political orientation toward the war and politics. Students in YAF were from low-income, lower-middle-class or working-class families with a Republican political orientation.

There were 54 campus organizations at Texas Christian University classified by means of a 150-item questionnaire on which 967 undergraduate students described the organizations to which they belonged. The students also indicated whom they considered the high-status members of the group. The 54 organizations included six types - three athletic teams, 12 departmental clubs, eight fraternities, eight religious organizations, 13 ROTC squads and 10 student congress committees.

\[123\] N. Findikyan and S. B. Sells, "Organizational Structure and Similarity of Campus Student Organizations," Organizational Behavior and Human Performance, I, (December, 1965), pp. 159-190.
In this study, conducted by Findikyan and Sells, it was stated that companionability and pleasantness were characteristics attributed most often to fraternities, athletic teams, and student congress committees. The quasi-military reference groups exhibiting the most inflexibility, stratification and control over members' activities were the ROTC squads and fraternities. The religious organizations ranked lowest on these characteristics. Permissiveness - easy accessibility to membership and little control was most evident in the religious organizations and the departmental clubs. Task orientation was highest in the ROTC squads, the student congress committees, and the athletic teams, all of which tended to concentrate on well-defined goals.

Systematic clustering of the organizations according to the similarities in questionnaire data produced groupings generally in agreement with the a priori types. The majority of the ROTC squads, fraternities, student congress committees and athletic teams were more similar to one another than to any other group. Religious organizations and departmental clubs were less homogeneous in nature and formed several small clusters.

Meehan commented on student government, saying that articles on student government written mainly by students deal with the desirability of letting students have real practice in presenting their needs and opinions through student government should be limited to on-campus issues.
with off-campus issues excluded; and whether the student
government should act as a part of the college community
or as a union in negotiating with the administration.
Structures and operations of student governments were dis-
cussed, studies of student representation and participation
were described, and sample constitutions were appended.¹²⁴

According to the investigations of Marine, the student
activities staff is becoming increasingly professionalized,
and its positions are less often seen as intermediate steps
toward higher positions in student personnel work.¹²⁵ A
survey of 12 midwestern institutions showed student activities
staffs to have a large proportion of people with advanced
degrees, a mean salary of $11,000 dollars, and persons with
an average of eight years in student activities work.

Several trends in student concerns have changed the
role of the student activities professional. Students are
assuming more responsibility for their own actions as
institutions release their restrictive holds. Students are
also taking a greater part in institutional policy-making.
A trend is also apparent away from large, traditional
activities and toward small group activities such as seminars,

¹²⁴Mary Meehan (ed.), Role and Structure of Student
Government, (Washington: United States National Student

¹²⁵James Marine, "The Role and Functions of Student
Activities Staff," Paper read at American Personnel and
teach-ins and debates. Students are demanding the best speakers, concert artists, professors, and activities.

A general dimension of the role of student activities personnel is acting as a "resource person" - someone approachable by students who wants to express concern or gain information. This includes serving as an advocate for the students in their desire for examination and change of institutional policies as well as in interpreting institutional aims and procedures to the students. A related function is leadership education, teaching courses (for academic credit or not) on leadership, decision-making and responsibility, and leading workshops in interpersonal skill and sensitivity. The activities staff member can also act as a bridge-builder between disparate elements on campus by keeping lines of communication open. The activities staff is ideally suited for research and evaluation on student organizations, characteristics and concerns. Activities staff members should be specialists, qualified to teach in the classrooms.

**Qualifications and Training**

This section thus far has dealt with the role and functioning of the student personnel administrator, more specifically, the dean of men. This division will deal primarily with the qualifications and training needed to fulfill that role. Over the years the thinking concerning the qualifications and training for the position of dean of men has changed. This
is due in part to the changing image of the dean. Until recently, effective deans of men were thought to be persons who could take a fatherly interest in the students and guide them as a father guides a son.\textsuperscript{126} Emphasis was on the personality of the dean rather than on formal training. The importance of "favorable" personality characteristics can not be deemphasized, but the fulfillment of the dynamic role of the dean of men requires more than a friendly nature and a paternal interest in students.

Suggestions have been made concerning the training of student personnel workers, among them the dean of men. This discussion will be centered around several areas of training, and the relevance of these areas to the dean of men's role will be indicated.

The prospective dean should be a person of high character, capable of doing advanced graduate study. His experiences in life should be broad, enabling him to possess a comprehensive philosophy of life. In short, he should be endowed with favorable personality attributes, a knowledge of himself, an aptitude to work with students, and a better than average intellect.

Advanced graduate training is fast becoming a necessity in college student personnel work. For this reason, the Ph.D.

\textsuperscript{126}Henderson, \textit{op. cit.}, p. 247.
degree is preferred. Those areas of study most relevant are the following: (1) academic area, (2) understanding of human personality and behavior, (3) philosophy and social responsibility, (4) individual appraisal and measurement, (5) counseling theory and technique, (6) group methods, (7) internship, (8) administration.

A person who functions as a college dean of men is required usually to hold academic rank. In fact, many deans move into their administrative positions from academic positions. Likewise, having professional ties with the faculty element on campus would probably increase one's understanding of the relationship between the educational process and student personnel.

Concerning the area of social studies, a knowledge of the basic concepts of sociology and anthropology would be fundamental for the dean who is going to work with people living in our present social order. A study of philosophy would be helpful in that it would probably include a study of democratic principles and their background.

A student personnel administrator should be well-trained in the psychological aspects of personality. An understanding of human behavior would preclude training in such areas as personality theory, genetic and developmental psychology, psychology of adolescence, abnormal psychology and learning theory.

\[127\] Clark, op. cit., pp. 65-69.
The study of individual differences would be included in the portion of training classified as understanding the human personality, but the study of measurement might be considered as a separate classification. For the highly trained counselor or dean, courses such as tests and measurements, individual testing, psychometrics, statistics, and the use of standardized tests are recommended. Included with these courses would be a study of selection, interpretation and evaluation of tests.

The personnel worker should understand the motivations and dynamics of groups, how to conduct a group discussion, and how to help a group define objectives and work toward them. Acquaintance of methods and uses of group counseling would be desirable. This training would follow and accompany the study of individual counseling. Both study and practice of group methods are recommended.

A study of interviewing, the making of case studies, case analysis, methods of counseling, record keeping and problems of students are commonly included within the area of counseling and personnel methods. Rather than restricting one's training to the study of one counseling method, the training in this area should be eclectic. The purpose of counselor-education should be to train counselors, not a particular brand of counselors. Techniques should be regarded as an implementation of attitudes.
Internship and supervised practice are probably the most important and least developed parts of any training program for student personnel workers. During this time the trainee can synthesize all that he has learned and apply it in a practical situation under close supervision. This practical experience should not be too narrowly restricted. For a person who wishes to be a dean of men, it would not be necessary that he take his internship in a dean's office. Work as a counselor in the counseling center or as a dormitory counselor would be just as acceptable.

Courses and practicum in the area of administration enable the dean to understand his role in the college and to relate his work to other institutional services. Deans of men are in effect administrators as well. The delegation of authority along with responsibility and other administrative principles work equally well in personnel work as in other situations, and an understanding of them is advantageous to a student personnel administrator. Through some acquaintance with the subject of administration, the dean of men gains insights into the problems of administration which may help him to adjust to the needs of the institution.

A training program for student personnel administrators should be based upon the role which he fulfills. However, Collins W. Burnett, "Selection and Training of School and College Personnel Workers," Review of Educational Research, XXII, (1955), 378-385.
this role is difficult to define since it is constantly changing. As institutions grow, the functions of the dean take on a different perspective, and as the once rigid homogeneous student population changes, the methods and techniques used by the dean should change appropriately.

Training should begin with selection.129 This at best is still very subjective, and many persons because of a high academic record or for other reasons may be accepted into a training program when they are not personally qualified.

Is the dean of men disappearing from the American scene of higher education as Cowley suggests?130 Perhaps the title is being used less as programs are integrated and functions become more narrow and specialized, but face-to-face relationships between student personnel workers and students must never disappear if American higher education is to retain the individual, democratic principles on which our system of education is based.

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CHAPTER III

STUDY-IN-DEPTH OF THE DEAN OF MEN'S POSITION

This section will report the interviews of the deans of men in four institutions of varying size and constituency in Ohio. Although the same questions were asked in each interview, the content of the reports differed because of the nature of the institution and of the individual deans. An attempt was made to demonstrate many of the feelings and attitudes of the deans of men toward their positions, institutions, constituencies and students.

There were four different sizes and types of institutions within the state of Ohio included in the intensive study of the dean of men's position. The choices were made arbitrarily but with the intent of obtaining a varied sample. Because of the limited number selected for the study, no claim was made that the institutions typified or were representative of all institutions in higher education. However, the institutions varied in size and constituency. The first interview was held with a dean from an independent college of approximately 1800 students. The second institution was a church-related university with approximately 8,000 students; the third institution was municipally related with a student population of about 22,000, and the
fourth was a state university with more than 15,000 students. Colleges and universities chosen for the study were institutions in which student personnel programs were in operation and in which a dean of men was functioning as the student personnel administrator whose duties were concerned primarily with the male students of the institution.

Through correspondence and telephone contact, initial interview appointments of two hours in duration were established. With two deans of men, second appointments were needed in order to complete the structured interview. The interview questions are reviewed in the following chart.

CHART 1

QUESTIONS USED IN STRUCTURE INTERVIEW

1. Define your job as you presently understand it.

2. How do you think others view your position? What do you feel is the attitude of the administration, the faculty and the students toward your office?

3. Where does the office fit into the administrative structure of the institution? To whom do you report? Who reports to you?

4. What relationship do you feel the office should have with the faculty? What effort do you make to accomplish this? What obstructions are in the way of accomplishing this?

5. What specific functions are under the direction or coordination of your office?

6. What part do you play in determining over-all school policy?

7. Are there committees of the college on which you are a member by virtue of your office?
8. What academic rank do you hold in your present position? What department? Do you have teaching duties? How many hours per year do you teach?

9. Does your office have its own budget? Do you have autonomy in the expenditure of the budget in terms of hiring new staff, determining salary, etc.?

10. Do you represent the college in a public relations capacity? How often?

11. What personal qualities do you feel most contribute to your success as a dean?

12. What duties do you feel you perform most successfully? Why?

13. What duties do you feel you perform least successfully? Why?

14. What are the problems that trouble you most? Which ones take the most of your time?

15. Estimate the number of hours per week in which you interview or counsel with:

   students faculty
   parents staff
   others

16. Are there duties which are performed by your office which you feel could be handled more appropriately and effectively by other offices? Are there duties presently handled elsewhere which you feel should be a function of your office?

17. Does your institution have an in-service training program for personal staff? If so, by whom is it planned and directed?

18. Are there research studies underway that are related to your office? If so, what is your responsibility in them?

19. What factors in your professional training and experience have been the most value to you in your work as dean?

20. How did the office of dean of men evolve on your campus?

21. How has the function of your office changed over the years? What do you forecast for it in the future?
22. What do you think your job should be? If you were freed from financial and/or other limitations of any kind, in what direction would you like to move in terms of your work? In what way do you feel the office of dean of men could make its most vital contribution?

23. How is your time utilized each week among the following duties:
counseling administrating
discipline research
other

24. What is the best training program for the dean of men?

25. How do you feel about the present role of the student in colleges and universities?

26. What direction do you see higher education and student personnel taking?

27. What services should be included in a student personnel program? Do you have them here?

28. Which other student personnel workers have a close working relationship with you?

29. What is the type of research needed in student personnel?

30. What determines and what should determine the student personnel program on your campus?

31. What is the role of American higher education today?

In addition to the interviews with the deans of men, informal contacts with faculty, students, and other administrative personnel were made. The sessions with the deans were recorded on tape and reconstruction of the feeling tone and verbal phrasing of the deans was made possible by the transcription of the tapes.

The personal interview is the most commonly employed technique in a study-in-depth such as the present study. The conditions under which the interview was conducted
varied considerably, but generally the atmosphere was informal and a free flow of conversation was encouraged. The interview technique seemed to have several distinct advantages in investigating a position so variable as the dean of men. The opportunity was afforded for the clarification of questions, for departing from the original plan of the interview and for securing additional information on selected topics. Through the interview technique, the researcher can obtain information from the subjects which can be obtained in no other way.

The interviews conducted in the study ranged in length from two to four hours. Although the importance of possessing a well-developed list of questions was realized, the structured interview did not limit the scope of the interview. No effort was made to verify the statements of the interviewees. The dean's account or judgment of a given situation was accepted as an accurate appraisal.

Combined with interviews on the various campuses was a thorough study of college annuals, histories, bulletins and any other written records which supplemented the information obtained in the interviews. All the findings were compiled, analyzed and compared. Generalizations, conclusions and recommendations were drawn from the findings which supported and clarified findings in the literature and in the objective inventory study of the dean of men.
Institution I

Institution I, now an independently administered and financed, coeducational college of liberal arts and sciences was founded in 1831 as a theological institution by a protestant lay group. Established to train men, the college became coeducational about 1897.

The institution is located in a small village in central Ohio which was settled by Americans emigrating from the eastern part of the United States.

Institution I is accredited by the North Central Association of colleges and secondary schools which was formed in 1913, including Institution I on its charter list. Other agencies recognizing and approving Institution I are The Ohio College Association, Great Lakes Colleges Association, The Ohio State Department of Education and others.

Admission is highly selective with 40 per cent of applicants being accepted.

Institution I established a chapter of Phi Beta Kappa in 1911.

As an independent college, Institution I is administered by a self-perpetuating Board of Trustees composed of 36 members, 30 of whom are elected and re-elected for terms of three years each. The remaining six members are chosen by the Society of the Alumni, each being elected for
one six-year term. The president of Institution I is an ex officio member of the Board.

Through the chapel services and the several religious organizations on the campus, students and faculty may actively share religious life. Academically, Institution I provides instruction in religion and philosophy through regular course offerings on an elective basis.

The college provides a weekly worship service in its college chapel under the direction of the Dean of the Chapel. The services are non-denominational but seek to encourage the student to think through his own problems from the Christian standpoint. Attendance is voluntary. Other religious activities are vespers services, special programs for the discussion of ethical and religious problems, community service programs, field trips to study social problems, and deputation teams which visit churches of all faiths in the vicinity. Although there is definitely a religious emphasis, the atmosphere at the institution may be summed up in the following manner:

"Institution I considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of man, and charity and compassion unlimited by racial, cultural, religious or economic barriers."

The students operate their own student organizations with a great degree of freedom and are regular members on
policy making groups of the university's administrative bodies, such as the committees on admissions, curriculum, and activities. The principal elective officers direct the activities of the Campus Government Association and serve as the student representatives on the student-faculty council. This council recommends to both the student senate and faculty improvements in the regulation of campus activities.

The Campus Government Association functions through the Senate, the Women's Council, the Judicial Councils, and Auto Court. Students are also members of eleven faculty committees.

In each college-operated residence hall, a house council, made up of elected students, is responsible for hall activities in cooperation with the assistant deans of women and with the head residents.

Responsibility for upholding the institutional code of social self-government rests with each student. Under this system the student can enjoy freedom within the limits of good taste and conduct; however, the effective functioning of the code requires that he accept fully the responsibility that goes with it. Attendance at Institution I is a privilege, not a right. The traditions and principles, accepted by each student in his act of voluntary registration, require conduct in keeping with the standards of "good" society.
The Inter-Fraternity Council and the Panhellenic Council work through the 10 fraternities and nine sororities in developing an adequate social program. All of these organizations maintain chapter houses on or near the campus.

The college engages in all major intercollegiate sports and an impressive number of minor ones. The intramural program is one of the most extensive in the country.

Student Services

The institution's counseling program functions to help the student make the best possible adjustment to college life and is well staffed, with psychologists and educational specialists. Other student services are student employment, student health service, military adviser, business placement and teacher placement.

The Dean of Men's Office

The dean of men in Institution I has been in the position for approximately 15 years and feels quite confident and capable in his role there. Dean I has three degrees in psychology from The Ohio State University and the environment at Institution I was interpreted often in terms of learning theory and need fulfillment. He views himself as a "ubiquitous stimulator," and the imposition of structure upon the students in the form of programs and regulations is not part of his operational philosophy. He says there are plenty of programs in the dormitories and
fraternities but none planned by him or his staff. He has no assistants and delegates the operation of the residence halls to senior head residents whom he meets with infrequently. "Discipline is delegated to the students entirely." The dean feels that faculty or administrative presence on the committees only serves to indicate mistrust and to inhibit the functioning of the students. The only area in which he maintains an air of authority is within the realm of boy-girl relations. He warns the men students that they are not to "gain reinforcement at the expense of the girls." The male student who attempts to do this and is found out will be suspended immediately.

Dean I perceives the dean's role as that of a "scholar within a scholarly-oriented community." "There is too much snobbery to be otherwise." All deans should serve first as a teacher; anything else will be secondary. It is essential for the student personnel administrator to be a part of the teaching faculty. Otherwise, "he is too easily scapegoated." Therefore, he needs a degree in a teaching discipline if he is to work in a smaller institution and it may be in student personnel or education provided there is a department in which he may teach in a larger institution. There are committees of which he is a member by virtue of his position as dean of men. He sits on the executive committee which is made-up of the president, the dean of the college, the dean of men, the dean of women and six-
elected faculty members. The group has no relationship with the board of trustees except through the president. The dean also sits on the admissions committee, as does the dean of women, and on several ad-hoc committees as the need arises. The hours of a 40 hour week are divided in the following manner:

- Counseling: 20 hours
- Administrative: 8 hours
- Discipline: 2 hours
- Writing recommendations: 6 hours
- Playing pool and teaching: 4 hours

Perceptions of Dean's Role

If he is a member of the teaching faculty, the following perceptions of the dean's role will be decreased somewhat. In most instances, the faculty receive the student personnel dean as a "junior" member or "step-child" of the academic community in that his primary function is often thought of as being a disciplinarian. Or he may be perceived as either a sell-out to students and faculty since the students may see him as a person to trick into not disciplining them or the faculty may feel that he is not doing his job by being too lax with students. Either way, he may be the man caught in the middle, a hypocrite who voices authority but does make use of it and is therefore unpredictable. The president of the college often uses him for difficult or unsatisfactory tasks. At Institution I, the dean has assumed a great deal of authority through
the years and is feared and respected by many of the faculty because of this extraordinary power.

Organization of the Student Personnel Area

Chart II seems fairly simple but the smallness of the institution does not necessitate a large number of personnel. Also, the dean of men does not desire any assistants as the dean of women does. The boxes under the dean of men indicate areas of responsibility and not staff members.

CHART II

ORGANIZATION OF THE STUDENT PERSONNEL AREA
OF INSTITUTION I

[Diagram of organizational chart]

The dean of men has autonomous control over his budget, subject to approval from the finance committee. However, he has never had to exercise any budgetary
authority since he has never hired anyone since assuming his position.

His only public relations functions are related to the alumni, to the National Association of Student Personnel Administrators and to the Ohio deans.

**Personal Perception**

Personal qualities which contribute to his success as a dean of men were discussed. Scholarly authenticity is an important attribute. The dean must be a colleague with the faculty; he must be an effective teacher and "love it in the classroom." The dean must possess the attributes of honesty and courage. He must not be concerned about what others may think of him and must "represent real behavioral consequences to all members of the academic family." The dean should be dedicated to truth and the educational mission. He should attempt to be an important person who represents qualities to students which they may choose to emulate. The dean of men should be considered a leader of men which implies that he can have trust and confidence in students, even when the evidence is discouraging. The concept of due-process, which has become so important recently, should not be new to him. The movement represents what any educator would do for the welfare of students which he trusts. The dean must not be condescending toward students and must perceive them as people who are mature, not as people who are becoming mature.
The dean of men must be willing to lose graciously, since he does not know how his duties will develop. His most effective duty, however, is constituting a stimulus to the academic community.

There are several areas which may be considered as time consuming or as problems. The dean of men spends more than half his time in writing graduate school recommendations. Also half of his counseling time is spent with women and this is time consuming, because he feels that he can not deal with women so harshly and flippantly as he does with men students. The biggest problem is the personal pain and tragedy of the lives with which he is dealing. Auto accidents are a constant worry, but the dean usually does not go out at night unless a drastic emergency arises. These ventures are time consuming, but he is not a pastoral visitor to the environment of the student.

The dean of men at Institution I considers the doctorate in psychology as the most important factor in his professional development. However, he can not pin-point any one area which is most significant. Another primary factor in his background was his dropping out of college to work for a living. He feels that he learned a great deal about life from selling pop to delicatessen owners. Through this experience he feels he was able to overcome his boyhood shyness. The dean feels that "good" deans are trained much earlier than graduate school. For instance, a person needs
a balanced under-graduate program in terms of academics and athletics. Competitive sports and other ventures teach one the "rules of life."

The present situation of the student has changed little throughout the years. The dean of men feels that they want the same things but that they exhibit their desires in different fads of behavior. Students are becoming aware of the way they have been short-changed; they want to make full use of the opportunities provided. The students of the campuses of today are becoming increasingly evaluative of their perception of the institution's responsibility to them. They care less for activities other than those concerned with education.

Student personnel will be forced to change to provide the educational environment demanded by contemporary students. Deans have manipulated students too long with an in-locoparentis model of student personnel administration. They are going to have less and less to do with extra-class life of the student except in maximizing educational opportunities. He must not be in competition with the faculty - no separation of the two concepts of student personnel and the classroom. Therefore, student personnel, as it is known today, is not a viable concept. The concept of student personnel administration implies unnecessary structure. The dean at Institution I believes that the only meaningful structure is the curriculum. However, he feels that the traditional classroom presentation may not be the answer.
Institution II

Institution II is a medium-sized, coeducational, church-related school of 7,000 students with a reputation for academic achievement. Located in the western portion of the state, its student population comes from the local community, the state of Ohio, other midwestern and eastern states and foreign lands, in that order with reference to student distribution. The curriculum is organized around four schools and colleges offering a large selection of study with emphasis in the arts and sciences.

A well-qualified faculty of Priests, Brothers, Sisters and Laymen provide the student with the competent instruction, tempered discipline, and prudent counseling which the university recognizes as its primary emphases.

A placement service for students and graduates, reasonable tuition and financial aid plans, varied religious, social and cultural opportunities, a trimester academic calendar, and high-caliber intercollegiate and intramural athletic programs are but a few of the features which contribute to the character of Institution II.

The goals of Institution II are related directly to the religious nature of the college. It is felt that education, which has its ultimate aim to prepare man for what he must be and what he must do here on earth in order to attain the sublime end for which he was created, is
necessarily a life-long process in which many agencies such as educational and religious institutions are influential. As one of the agencies, concentrating its efforts in the area of higher education, Institution II professes to providing an academic atmosphere in which Christian principles of thought and action are the essential integrating and dynamic forces.

**Student Services**

Living together with fellow students from many parts of the world is a vital part of a college education according to the philosophy set forth by the dean of Institution II. Thus, it is the policy there that all freshman men and women live in one of the several campus residence halls, unless their home is within commuting distance. After inspecting the residence halls, it would seem that residence accommodations are designed to provide a pleasant, comfortable, and educational environment. Accommodations in all residence halls are mostly semi-private, with two students living together. Rooms contain twin or double deck beds, desks and ample closet space for most students.

Each residence hall has a head resident, who gives general direction to the affairs of the hall. In addition, each floor has an upperclassman as adviser. Each hall also has available the counseling and religious direction of a chaplain, whose office is usually located adjacent to the hall's chapel. At Institution II, residents of the individual
halls engage in many cooperative efforts. Some have their own small newspaper; many take part in intramural athletics as representatives of their residence halls. A spirit of cooperation, socially and academically, is encouraged in the halls with students in similar or related academic areas living as roommates and hall companions. In addition, recreational areas and quiet study areas are within easy reach of all rooms. Alcoholic beverages are permitted in the newly constructed student union but not in the dormitories.

The campus of Institution II seems to abound in student organizations of all types. At the beginning of each academic year, students are issued a handbook in which every organization is described in detail, and during the regular orientation week early each year, new students are invited to become members of the various clubs and organizations. Fraternities and sororities are just beginning there and, as yet, are not well established.

There is a well-staffed counseling and guidance center provided for the students and for the local community. The center offers the student the opportunity to seek help in personal, social and academic problems which he may encounter. Specific counseling and advising in all study areas is provided by the deans of the schools and colleges, deans of men, women and students, and by individual faculty members who are available throughout the day.
Institution II projects an image of a reputable institution capable of providing students with a well-rounded higher educational experience based not only on religious instruction and direction but also on religious tolerance and warmth.

The Dean of Men's Office

The Dean of Men is responsible for the welfare of all male students attending the University. It is his responsibility to promote and facilitate the students' educational experience, particularly in non-academic matters, through cooperation and support of the academic departments and the educational objectives of Institution II. Specifically, his duties include the following:

(1) Supervises and advises all social fraternities and the Inter-Fraternity Council.

(2) Disciplines men students when necessary and maintains written records of actions taken.

(3) Is responsible for the selection and training of all residence hall staff members.

(4) Counsels and guides students both on and off campus in such areas as personal and social problems, grade and classroom problems, and conduct problems. Also makes necessary referrals of such cases to appropriate campus agencies if further help is needed.

(5) Maintains student personnel records on all male students attending the University.

(6) Is a regular member of the Student Welfare Council.

(7) Acts as a regular member of the proposed Student Discipline Committee. Refers cases, through the dean of students, to be heard by this committee.
(8) In conjunction with the dean of students, develops student personnel philosophies and objectives.

(9) In conjunction with the office of the dean of students, refers cases to, and aids in, advising the student judiciary.

(10) Supervises and aids student groups, especially in the residence halls, in formulating and operating government, activities, and programs.

(11) In general, aids in the development of educational, religious, cultural, social, and recreational programs for student life.

(12) Undertakes a planned program of evaluation and innovation of all aspects of the Office of the Dean of Men.

(13) Acts as a liason on behalf of the university and the students with law enforcement agencies, courts, industries, and service companies.

(14) Works with the director of housing to solve problems of personality conflicts, assignments, contract irregularities, student-landowner disputes, and other problems pertaining to residence halls and off-campus occupancy and damages.

(15) Meets with members of his staff on a regular basis to discuss problems, plans, programs, etc.

(16) Prepares a proposed budget for the office of the dean of men, and, in conjunction with the director of housing prepares proposed budgets for each residence hall.

(17) Corresponds with parents of students as the need arises.

(18) Performs other duties assigned to him by the dean of students.

In spite of the foregoing list of functions, the Dean of Men at Institution II insists that his job is not too well structured and that the college is behind others in
the development of its student personnel program. There are several committees on which the dean is a member by virtue of his position. The Student Welfare Committee which deals with student co-curricular life is chaired by the dean of students. The committee is composed of three students, three faculty members, the dean of men, the dean of women, program directors of the college, the chaplain of the university, the athletic director, and the director of financial aids. There are several special committees or ad hoc committees on which he actively participates. These include the registration committee, the coordinating committee, the religious activities committee, the tuition committee and the parking committee. The dean of men of Institution II confesses that the week has too few hours but that his duties are divided according to a 40 hour week in the following manner:

Counseling and discipline 20 hours
Administration 15 hours
Social and other 5 hours

Discipline

The discipline procedure at Institution II can not be labeled student-centered or student-administered, either partially or wholly. The dean of men was quick to indicate that the purpose of the disciplinary process is to rehabilitate the student and not to control or punish the student. Most disciplinary problems, with the exception
of academic cases which are handled by the deans of the colleges, originate in the residence halls and may be referred to the assistant dean of men and then to the dean of men. Depending on the nature of the problem, the case may be decided at either level. A case involving suspension can be judged ultimately only by the dean of students but he follows, without fail, the recommendation of the dean of men. Persons involved in disciplinary problems of all types may be referred to the guidance center which is staffed entirely by counseling and clinical psychologists.

Most deans admit to functions which they perform best. Those suggested by the dean of men at Institution II are the following:

1. Contact with individuals or groups,
2. Fraternity supervision,
3. Residence hall programming,
4. Helping students to "see the light."

Those duties performed least well are the administrative functions and decisions and the paper work.

The dean of men at Institution II feels there are duties performed elsewhere which might be done more appropriately in his office. According to his philosophy anything which affects the behavior of the student outside the classroom should be under his aegis. In addition, disciplinary problems of all types, including academic cases, should be handled by his office. During the visit of the investigator to the campus, a test case had just occurred in which
students caught cheating were dismissed by the administrative council and not by the dean of students. The outcome could not be predicted.

Administrative and Organization of Student Personnel Area

Most of the non-classroom areas except business, development, public relations and admissions are under the authority of the dean of students.

CHART III

ORGANIZATION OF THE STUDENT PERSONNEL AREA OF INSTITUTION II

Although extensive data were not collected concerning the many administrative functions of the dean of men at
Institution II, (except on the inventory), the budgetary procedures were discussed. The approval of the dean of men's budget, initially, is contingent upon the dean of student's recommendation to the budget committee. If approved at this level the amount is allocated for the intended purpose. When new positions are created in the dean of men's office, a job description is submitted to the budget committee and a salary schedule contiguous with an equivalent academic rank is designated. The dean of men holds the faculty rank of assistant professor, but does no teaching. The dean maintains budget autonomy only as it operates within the range agreed upon by the dean of students and the budget committee.

Relationship of the Dean's Office With Other Members of the Institution

In the words of the dean - "very poor" - describes relations with the faculty. The faculty seem reticent to participate openly in the planning or operation of the student personnel program. In the past the dean of men's office had been viewed as a "hand slapping" function. The faculty had been unable to view the dean of men as a factor in the educational process of the university. For the present, the dean of men is attempting to change this mistaken image by working on faculty committees and by attending faculty meetings.

The administration and the students continue to view the dean of men in a dubious light - chiefly as a
disciplinarian. However, the administration provides
financial, but not emotional, support in creating new
positions and in up-grading the present salary schedules.
The dean of men is beginning to play a minor role in the
planning of school policy, but is restricted because all
school policy must be approved by the academic council
before going to the administrative council which is chaired
by the president of the institution. The major problems
of the dean of men are listed below:

1. Staff is not trained in student personnel
   administration or psychology.

2. There is a lack of stimulation from colleagues.
   (The dean of students is a priest.)

3. Fraternities are developing and require much
time in this regard. The dean of men was
   not in a fraternity in college.

4. Trying to introduce programs which are based
   on current theory and practice is a problem.

5. Group methods are not organized and too much
time is taken up in working with groups.

6. Research is needed. None is done at the
   present time.

Personal Perceptions

The dean of men felt that the qualities which contributed
most to his success as a dean of men were an active interest
in students and a native ability in working with people.
However, training and experiences contribute to his success
also. The dean has completed all but a thesis on a Master's
degree in student personnel and has emphasized residence
hall work in his experience. A product of Ohio University, he praised the program there in terms of the informal peer relationships it provided, the practicum course involving work in the area of student relations and the opportunity to be an observer on any committee, other than cabinet level, which the student intern desires. The training of the dean was not in the school of education but in the school of human relations. He feels that any student personnel training program should be charged, first and foremost, with active contact with students in many different situations. He sees residence hall work as necessary in the development of the student personnel worker. The residence hall is the "front-line" according to the dean of men at Institution II. The student personnel administrator should be trained in an academic area but his academic background should be broad and comprehensive. The student personnel administrator needs training in business, psychology, and administration, all integrated into a meaningful whole.

The student attending classes at Institution II is characterized by a conservative philosophy and a vocational orientation to education. Students have more effective teachers than they previously did, but have a valid gripe when they are taught by graduate students. They are more serious now and have less fun because of the "sheepskin psychosis" imposed on them by society. There are few hippies at Institution II and those on campus are very unpopular.
The dean sees the reaction of student personnel to the changing role of the student in the following way: There will be a trend toward more professionalism and more specialists will be in evidence in future programs. He feels that student personnel programs will become more utilitarian or more pragmatic in attempting to explore and fulfill the needs of the students.

Needed research lies in the following areas:

1. The effectiveness of student personnel workers and their functions should be investigated.

2. Selection of student personnel workers is important.

3. Needs of students are paramount.

Evolution of the Office

The dean knew little about the position except to say that the title had existed for about 10 years. Before that time, there had been only a dean of students and a dean of women. The administration changed from a priest to a lay person when the present dean was appointed because of the need for a trained person and because of the lack of accessibility of a "religious" person. The dean is a member of the controlling and supporting church constituency but feels that this is not important at present time because many of the faculty are not members of the parent church. The future of the student personnel program depends on whether the new dean of students will be a lay or "religious" person.
Institution III

Since Institution III is a public agency, there is no reference to the religious or moral values of any church or secular group. As a complex institution of approximately 25,000 students, the university has the following objectives: (1) to preserve and disseminate knowledge now available in the arts, in the sciences and in the various professional areas important in modern life; (2) to extend through basic research and investigation the boundaries of knowledge, and (3) to educate men and women, by example and teaching, for a fuller life as responsible citizens in contemporary society.

Institution III purports to provide a student personnel program designed to promote the educational, emotional, moral, and social development of each individual student. The office of the dean of students is responsible for the coordination of the total program and for the general supervision of the student personnel offices that implement the program, including the offices of the dean of men, dean of women and the other offices responsible for student services.

Each autumn, new students, freshman and transfer, are required to attend the events that are scheduled during orientation preceding the beginning classes.
Information is provided concerning the history and traditions of the university, the educational and professional opportunities available, student personnel services, campus facilities and university policies and procedures.

Institution III considers that the assumption of responsibility by the student for his own affairs is an important part of his training for future citizenship. Each student is not only told that he is responsible for his own conduct, but also, that as a campus citizen, he shares in the responsibility for student affairs. Considerable responsibility has been delegated to various student government groups such as the University Student Council, the Judicial Tribunal of each college, the governing groups in the residence halls, and the class officers.

Many student activities and organizations are active which may contribute to the students' personal and social development. These include national fraternities and sororities and local social organizations; musical, dramatic, forensic and journalistic activities; intramural sports; professional and departmental clubs; recognition and honor societies. Only regular, full-time students in good standing, academically and socially, are eligible to participate in student organizations and activities.

Intercollegiate athletics are a positive factor in the life of students at Institution III. A complete program is offered in 11 sports - football, basketball, baseball,
track, tennis, rifle, swimming, gymnastics, golf, wrestling and cross-country. In addition, a comprehensive and active program in intramural sports is scheduled for both men and women students. The program extends throughout the year and includes some 20 different activities.

Student services are comprehensive and include the following:

- student health service,
- testing and counseling services,
- foreign student services,
- university placement,
- student financial aid,
- veterans and war orphans aid,
- food facilities,
- fully developed residence program,
- university libraries,
- bookstore.

Institution III figures as a major university in the area offering a wide range of services and curricula.

Dean of Men

The dean of men at Institution III is responsible for most of the traditional functions of the office which are the following:

1. residence hall program,
2. fraternity program,
3. advising of all men students honoraries service organizations,
4. leadership development,
5. counseling with individuals and groups,
6. discipline,
7. research,
8. freshman program.

The dean of men attempts to propagate a custom started by the present dean of students when he was dean of men - the
freshman program. This is a program which is encountered often at smaller institutions but infrequently at institutions the size of Institution III. During orientation the freshman men are told they will be called for an interview in the dean of men's office for the purpose of beginning a personnel folder. Notices are then sent out and appointments are made. Each staff member in the office of the dean has a quota of interviews each day and holds a 15 to 20 minute interview with each freshman student. The student's questions are answered and he is told of the many student services available to him. There are many returnees, which helps to reinforce the service. "The procedure helps to break down the image of the dean's office as a disciplinary agency."

Another function which the dean feels is important is the public relations service performed by his office. The dean of men and his staff make many speeches throughout the city in a variety of settings including other colleges, private businesses and churches. They also visit high schools as a joint service with the admissions office.

The duties of the dean of men are divided according to a 40 hour week in the following manner:

<table>
<thead>
<tr>
<th>Task</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>14</td>
</tr>
<tr>
<td>Administration</td>
<td>20</td>
</tr>
<tr>
<td>Discipline</td>
<td>1</td>
</tr>
<tr>
<td>Committee and social</td>
<td>5</td>
</tr>
</tbody>
</table>
Discipline

Very little time is spent with discipline, primarily because the responsibility is delegated by the dean of students to the disciplinary committee. Any case which cannot be handled within the residence hall is forwarded to the disciplinary committee which is composed of the following members:

Chairman - dean of students
dean of law school
dean of college
faculty member
dean of men (one vote)
dean of women
director of counseling service.

The dean of men, if a male student is involved, acts as a resource person for the most part. If he so chooses, he may vote on the outcome of the case.

There are some areas affecting the student in which the dean of men wishes he had more influence.

Organization of Student Personnel Area

The dean's staff is divided by functions and the dean of men has a fair amount of freedom on deciding his budget within "appropriate amounts." He has the opportunity to influence institutional policy by serving on the following committees:

1. Disciplinary committee
2. ROTC committee
3. Union board
4. Ad-hoc committees
5. Housing committees
6. Commissions committee
The dean of men is very active socially, in faculty activities and on committees on which he has contact with faculty members. The dean and his staff consciously attempt
to maintain many close contacts with faculty so that the
to maintain the image of the dean's office may be counter to the traditional
disciplinary one. The new faculty members may perceive him adversely but he quickly changes this stereotype. In this respect he teaches one graduate course in education, attends faculty meetings and holds valid academic rank.

In order to de-emphasize his disciplinary role in the eyes of students, the dean of men attends many student functions and activities, not as a chaperone but as a friend. He wants to be accessible and, therefore, approachable to all students. Perhaps he does this because of the traditions created by former deans of men.

Personal Perceptions

The personal qualities contributing to the dean's success in his position are a sense of humor, patience, and a desire to be fair and objective. Experiences are thought by the dean at Institution III to be molding and enriching influences upon one's native abilities. For instance, the secondary school background of the dean continues to help him in working with young people who have just graduated from high school. In fact, almost any experience one may have such as counseling, traveling or working with groups has a broadening and growth producing influence on a person. He feels that "Master's degree people" should work for a period before going on for the doctorate. However, training in student personnel should not be de-emphasized. Theory
is just as important as know-how - knowing the philosophy of why.

Relating to a person within the counseling environment is the function which Dean III probably performs best. His main problem, however, is relating well to a large group, not poor speaking ability, but coming away and feeling that he has not achieved the intended objectives. Another problem area is coordinating a large secretarial staff and keeping it "happy." He also believes that his professional staff is not performing enough research and that this should be remedied. The ideal training program should probably include a liberal arts undergraduate program, teaching experience, a master's degree in student personnel and a doctorate in an academic discipline. A Master's degree is counseling psychology or guidance would be just as appropriate.

The present role of the student was explained thusly: "Students are pushing, and the dean is opposed to students who are standing around waiting to be told what to do." For example, students involved in activities should not rely on the reports of the previous years. The dean sees the student of the present and the future exhibiting less and less of this kind of behavior and displaying more individualistic behavior and expressing deeper convictions and pursuing his interests intensely. The modern student takes a deep interest in student government and is concerned with a wide range of interests. Students want the in-loco
Professional student personnel training offers a way of meeting more adequately the needs of students. Student personnel administrators need to have an operational philosophy which may be fostered by professional training and supervised experiences. The outcome of these experiences will be, hopefully, an understanding of what a dean must do in order to create an educational environment outside the classroom. For example, he may learn that a dialogue between all members of the academic community is needed if the objectives of the institution are to be fulfilled. Many concepts and practices such as increased student responsibility for behavior and double jeopardy need to be investigated and evaluated. On the other hand, due process does not have to parallel civil law to be fair but it should come under examination by students, faculty and administration.

Research needs to be conducted in the following areas:

- living units,
- student development and change of attitudes,
- nature of students,
- types of students which search for different types of college environments.

Improvements for the dean's office were indicated. Additional equipment or microfilm for streamlining record keeping would help to increase the services to students. More and better trained staff is also needed. This would free some to do the research which is so needed if the field is to develop. Attendance at professional associations
and conferences should be encouraged and permitted. Increased knowledge of development in the field(s) may be enhanced by provision of a larger and more complete professional library.

Evolution of the Position

There have been five deans of men since the conception of the position in 1935. The staff has grown from one, initially, to the present staff of seven. From its beginning, the person filling the position has not encouraged the disciplinary image of the dean of men. Rather, he has been concerned more with establishing an educational environment for students.

Institution IV

Institution IV is a state assisted university located in the southwestern section of Ohio. In its long history - it is the second oldest college or university established in the state - it has endeavored to maintain reasonably high academic standards while providing educational opportunity to a large portion of the population of the state.

According to the bulletin, the university offers a variety of instructional programs while expanding its graduate program, and attempting to maintain the tradition of liberal education as its basic philosophy. All undergraduate students must fulfill a minimum requirement in general education. Institution IV is accredited by the
North Central Association of Colleges and Secondary Schools as a degree granting agency at the bachelor and Master's degrees levels.

Established by legislative act on February 17, 1809, the university opened its doors to students for collegiate instruction in 1824. The course of study was uniform and rigidly classical. Through the years the institution grew and many great statesmen, businessmen, and ministers were graduated from there. A few years after the Civil War, the income of the university became insufficient for it to continue its work and the institution was closed in 1873, to open again 12 years later. Women were first admitted to attendance in 1886. Since that time, the curricula have expanded to include, among other areas, a school of education, a school of fine arts and a graduate school.

Located in a town of approximately 5,000, the institution provides housing facilities for a large proportion of its student body. All freshmen are required to live in residence halls for freshmen, segregated from the upper classmen, unless they live at home. Capacity of the residence halls is almost 6,000 with several new buildings either being planned or constructed. Enrollment, as distinct from admission, is limited by the capacity of the residence hall system and by the availability of housing for upper classmen in the local village and in fraternity houses. There are several branch campuses to augment the programs and services offered at the main campus.
The university promotes and supervises an extensive social and recreational program on its campus, especially on weekends. Institution IV does not permit full-time undergraduate students to operate automobiles either on campus or in the local village without special permission. Until recently the possession of alcoholic beverages was not allowed on campus. For a state university, there is a moderately strong religious press on campus. The university has a comprehensive department of religion offering a variety of courses. A student religious council coordinates campus-wide religious activities, with representatives of all faiths participating. Students and faculty take an active part in the local churches, with many of the denominations maintaining programs for students.

A student senate is elected each year to speak for the student body as a whole. Representatives of the student body sit on the Council of Student Affairs and on committees sponsored by it. There are also an Interfraternity council and a Panhellenic association. A Young Men's Christian Association and a Young Women's Christian Association are quite active. Many other associations and departmental clubs exist also. Student services include the following:

1. Housing,
2. Health service,
3. Counseling center,
4. Speech and hearing clinic.

Institution IV is one of the finest institutions of higher learning in Ohio with a tradition of academic
excellence and moral and spiritual values. In short, it is a fine institution which offers a well-rounded curriculum and environment.

The Dean of Men

On the day preceding the day of the interview, a demonstration against a chemical corporation which produces Napalm had occurred on the campus of Institution IV. The security officers had just been talking with the dean before the investigator was allowed to enter the dean's office and the dean expressed a great deal of concern over the events of the previous day. Both faculty and students had participated, and both had been warned that if they continued to interfere with the educational process of the university, they would be forced to leave the university permanently.

The dean of men is responsible for the welfare of all male students attending the university. It is his responsibility to promote and facilitate the students' educational experience, particularly in non-academic areas, through cooperation and support of the academic departments and educational objectives of Institution IV. Specifically, his duties include the following:

1. Supervises and advises all social fraternities and the Inter-Fraternity Council.

2. Is responsible for the selection and training of all residence hall staff members.

3. Counsels and guides students both on and off campus in such areas as personal and social problems, grade and classroom problems and
conduct problems. Also makes necessary referrals of cases to appropriate campus agencies if further help is needed.

4. Maintains student personnel records on all male students attending the university.

5. In conjunction with the dean of students and dean of women, develops student personnel philosophies and objectives.

6. Is responsible for food service in resident halls for men.

7. Is responsible for the conduct of men students.

8. Is responsible for the advising of certain student organizations and men honoraries.

He views himself as an educational administrator - counselor and as a "father confessor."

The duties which the dean's office perform best lie within the areas of residence hall programming and relating to groups. The problem area which is performed in a less than adequate manner is the in-service training program conducted under the authority of his and the dean of student's office. At the present time, the in-service training program includes an orientation for new members, and a retraining program for second year members. The purposes are to acquaint them with the functioning of the entire university, with the student personnel program and academic requirements and policies and to give them some insight into the student personnel philosophy prevailing at the institution.

Institution IV does have a student personnel program at the Master's level but the only relationship the dean's
office has with the area is that of providing internship experience for the candidates there.

The one problem which seems to trouble the dean the most is the amount of time spent in meetings discussing matters which seem to be extraneous to the purpose of his office. He feels that meetings are important for effective communication but that the persons chairing the committees should be carefully selected.

The dean indicates that a student personnel dean represents his institution wherever he is, whether on an official or personal mission. He makes many speeches and represents the school at alumni gatherings. The dean has no teaching duties but holds the rank of professor. He feels that he can not serve "two masters." Both teaching and administration are full-time jobs separately, and one can not do one well without neglecting the other.

**Discipline**

The discipline procedure at Institution IV can be labeled student-faculty-centered and student-faculty administered. The dean of men suggested that the purpose of the disciplinary procedure is to educate and rehabilitate the student and not to control or punish the student. Most disciplinary problems, with the exception of academic cases, originate in the residence halls and may be referred to the associate dean of men and then to the dean of men. At this point, depending on the nature of the problem, the dean of
men may refer it to the judiciary board or he may choose to decide the case himself. A student may request a judiciary board hearing or he may prefer the dean of men to be the judge. Cases such as those involved with sexual matters or homosexuality are almost always decided by the dean. The judiciary board is composed of a faculty chairman, four students and four faculty members, all elected by their respective governments. Appeals may be directed to the administrative council of the university.

**Relationship of the Dean's Office With Other Members of the Institution**

The position of dean of men is a well-established and venerable one. Most alumni and faculty perceive him as a disciplinarian and one who deals with students only if they are in academic or social distress. The faculty see him this way and often report trouble-makers to him. The dean feels that students view him as a conglomerate of several roles - administrator, disciplinarian or counselor - or any of these. He does not do anything consciously to avert these misconceptions except by dealing with students and faculty in a straightforward and truthful manner. In addition, he serves on several faculty councils and attends the university senate. The dean wants the other members of the university family to understand him as a person who has the best interests of students in mind.
CHART V

ORGANIZATION OF STUDENT PERSONNEL AREA
AT INSTITUTION V

Dean of Students

Religious Activities
Dean of Men
Assoc. Dean
Freshman Program
Asst. Dean
Upperclass Program

Student Counseling
Social Director
Asst. Dean
Residence Program

Dean of Women
Coordination of Student Housing
Asst. Dean
Off Campus Housing

Foreign Students
Asst. Dean
Fraternities

Asst. Dean
Sororities

Asst. Dean
Student Gov't.
Within the student services area, there is one student personnel worker for every 18 students. The student services area is represented on the following policy-making committees of the university:

- Council of deans
- University senate
- Council of student affairs
- Freshman council
- Advisory committee to university center
- Faculty councils and committees
- Ad-hoc and special purpose committees
- Fraternity advisory committees

The dean of men does not have autonomous control over his budget, but does have flexibility and authority in the planning and submitting of the budget. The dean of men at Institution IV feels that the relationship with the building and maintenance authorities on campus could be organized in a more effective manner. There are problems created by the presence of two staffs in the residence halls. One should be made subordinate to the other.

**Personal Perceptions**

The dean of men at Institution IV suggested that the experience and training of a dean of men should be characterized by the following:

1. Supervised experience.

2. Experience as a generalist at a smaller institution before assuming a dean of men's position at a larger school.
3. Graduate degree in student personnel administration. (The dean of men at Institution IV has a doctorate in student personnel from Teachers College, Columbia University.)

4. Membership and association with others in professional organizations so as to provide a dialogue with others in the profession.

The student at Institution IV, described in general terms, may be depicted in the following manner. The typical student comes to college with the idea of obtaining a degree and acquiring a job congruent with his abilities and training. He lives in a residence hall, is in an organization or two and wants to learn for the purpose of furnishing himself with skills which are marketable in the world of work. There are exceptions who learn for the sake of learning, but these are rare. The typical student is portrayed mostly as a vocationally-oriented and apathetic member of the academic community. Although rebellious students are infrequent members to this academic environment, reasons for the activist trend were offered by the dean. He commented that the rebellious or freedom-seeking student is reflecting the values of the times which may be attributed to the civil-rights movement, and many tactics used on the campus are drawn from current civil-rights practice. Students are seen as being dissatisfied with the "old" way of doing things and are attempting to find better means of accomplishing the same ends. This is noted when students talk about the hypocrisy and superficiality of our present society.
Finally, because of the affluent society created by the establishment, the rebellious students are given the time to think about how to disrupt the society which is providing for them so well.

It was suggested that student personnel will have to change in several areas in order to meet the increasing needs of students. First, student personnel is a viable concept and it will remain for many decades; however, it will be forced to perform more of a faculty role. Second, professional training programs for student personnel administrators will continue to develop and grow in institutions of higher learning around the country. Third, research of the following types must be encouraged:

- Basic research in the behavioral sciences,
- How student personnel administrators may provide a "total" educational environment,
- Research into the impact of programs on students,
- Research on discipline,
- How students may be encouraged and supported in their educational endeavors,
- What contribution the educational program makes to the student.

The deans of men at four institutions have been reviewed. The major conclusions and summary will be included in the concluding chapter.
CHAPTER IV

INVENTORY STUDY OF THE DEAN OF MEN

Purpose

The purpose of the inventory portion of the study was to assess objectively the present role of the dean of men with reference to the following factors:

(1) A current profile of background characteristics of the dean of men in 234 four-year coeducational institutions selected from a stratified list of the institutions of higher learning in America will be reported.

(2) A profile of functions which are performed currently by 234 deans of men selected from a stratified list of the institutions of higher learning in America will be reported.

(3) The role and several sub-roles of the deans of men in 1935 will be compared statistically with the role and sub-roles of contemporary deans of men.

(4) The background items in Section I will be totaled and correlated, utilizing a Pearson product-moment correlation coefficient, with the total attitude scores of Section III of the inventory.
(5) Selected background items of Section I will be related, utilizing the four-way analysis of variance, with the total attitude scores of Section III of the inventory.

Subjects

The subjects to whom the instrument was sent were 300 deans of men randomly selected from a stratified list of 1,052 four-year accredited coeducational institutions of American higher education. In 1967, there were 2,252 accredited institutions of higher education in America. After subtracting the 515 institutions serving one sex only and the 685 junior colleges, a total of 1,052 institutions remained from which to select the sample. However, not all of these institutions indicated a dean of men in the Education Directory and after consulting the bulletin of the institution to confirm the lack of such an official, another institution was selected of the identical size, type, constituency and geographic region which included a dean of men as part of the institutional structure. The institutions were selected according to the following criteria:

1. size of institution,
2. type (public or private) of institution,
3. four-year institution,
4. coeducational institution,

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5. accredited institution,
6. geographic region of the institution.

Tables 2 and 3 indicate the number of inventories dispatched and the number of inventories received. The accrediting association which demonstrated the highest return was the Western Association with an 88 per cent return; the second highest return was received from the Northwest Association with an 83 per cent response.

**TABLE 2**

**DISTRIBUTION OF DISPATCHED AND RETURNED INVENTORIES BY ACCREDITING ASSOCIATIONS**

<table>
<thead>
<tr>
<th>Association</th>
<th>% of Total Sample</th>
<th>Total Dispatched</th>
<th>Total Return</th>
<th>% of Return</th>
</tr>
</thead>
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<tr>
<td>Western</td>
<td>6</td>
<td>18</td>
<td>16</td>
<td>88</td>
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<td>New England</td>
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<td>14</td>
<td>66</td>
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<td>Northwest</td>
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<td>18</td>
<td>15</td>
<td>83</td>
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<td>Middle States</td>
<td>16</td>
<td>48</td>
<td>32</td>
<td>66</td>
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<td>North Central</td>
<td>38</td>
<td>114</td>
<td>91</td>
<td>79</td>
</tr>
<tr>
<td>Southern</td>
<td>27</td>
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<td>Total</td>
<td>100</td>
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<td>234</td>
<td>78</td>
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</tbody>
</table>
### TABLE 3

**DISTRIBUTION OF DISPATCHED AND RETURNED INVENTORIES**

**BY SIZE AND TYPE OF INSTITUTION**

<table>
<thead>
<tr>
<th>Association</th>
<th>Size</th>
<th>Public</th>
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<th>Private</th>
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<td>Rec'd.</td>
<td>Dispd.</td>
<td>Rec'd.</td>
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<tr>
<td></td>
<td>½</td>
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<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Size 1 - 0 - 2,000  Size 2 - 2,001 - 4,000  
Size 3 - 4,001 - 10,000  Size 4 - 10,001 - 15,000  
Size 5 - 15,001 +
The New England Association and the Middle States Association were lowest with a 66 per cent return. There was a lower return recorded for the private institutions in all associations; these were primarily the smaller institutions falling in Category 1 of the size classification (less than 2,000 students).

There were 173 deans of men who returned the completed inventory after the first mailing, and 61 were returned after one follow-up letter. A total of 234 useable inventories or 79 per cent was tallied, and 22 additional inventories had been received at the time of the reporting of the study. An approval was solicited from the National Association of Student Personnel Administrators, (NASPA), and because the research committee meets infrequently, a cover letter was obtained from Dr. Thomas Dutton, Research Coordinator for NASPA and Dean of Students, of Oakland University in Michigan. It was felt that the cover letter (see appendix) was instrumental in facilitating the high incidence of return for the study.

**Description of Inventory**

The Student Personnel Inventory was constructed utilizing the following sequence of preparation:

1. questions and items were formulated;
2. the questions and items were submitted to experts (doctoral students and professors in student personnel) for their suggestions;
(3) questions and items were revised in the light of the experts' suggestions;

(4) a "pilot" or "trial run" study of competent disinterested persons (a group of ten deans of men) was made;

(5) the final form was prepared for submission to the sample population of deans of men.

Section I of the inventory (see appendix) is comprised of background items dealing with the following factors:

(1) name,
(2) institution,
(3) educational experience,
(4) vocational experience,
(5) professional memberships,
(6) honorary organization memberships,
(7) vocationally related seminars or conferences attended in past three years,
(8) leisure activities and hobbies,
(9) student personnel research conducted or planned,
(10) membership in civic organizations,
(11) articles or books published,
(12) student activities participated in undergraduate college,
(13) subscription to professional journals,
(14) college related activities other than those included in job description.
The items in Section I were included to provide a profile of selected characteristics of the dean of men and also with the notion that many of the experiences might be instrumental in fostering attitudes reflective of the student personnel point of view. The inclusion of the attitude items in Section III of the inventory permitted this possibility of influence to be investigated. The responses to the items in Section I were evaluated relative to the criteria in Table 4.

Section II of the inventory consists of the functions with which deans of men's offices have been concerned. The items in Section II made possible a replication of a study which was reported by Wellington in 1935.² Basically, Wellington was attempting to establish the role of the dean of men in 1935 so that he could suggest a training program for the dean of men. Although Wellington's sampling procedures were not described in detail, he indicated that his sample was representative of the institutions of higher learning in America at the time. Using Wellington's data, a statistical comparison between the roles and sub-roles of the deans in 1935 and in 1967 was computed.

Section III of the inventory is comprised of items asking for attitudes of deans of men toward the higher educational process. These items, as were the others, were

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TABLE 4

CRITERIA FOR RANKING RESPONSES TO ITEMS OF
SECTI0N I OF INVENTORY

I. Educational Experience.
   (1) A.B. or B.S. in discipline other than psychology, sociology, etc. Examples might be history, political science or biology (ranking of 1).
   (2) M.A. in discipline other than psychology, sociology, etc. (ranking of 2).
   (3) Ph.D. in discipline other than psychology, sociology, etc. (ranking of 3).
   (4) A.B. or B.S. in psychology, sociology, etc. (ranking of 4).
   (5) M.A. in psychology, sociology, student personnel, guidance, etc. (ranking of 5).
   (6) Ph.D. in psychology, sociology, student personnel, guidance, etc. (ranking of 6).

II. Vocational Experience.
   (1) Experience not related to people or education. An example might be draftsman (ranking of 1).
   (2) Experience related to people but not in education. An example might be a salesman (ranking of 2).
   (3) Experience related to people and in education. Examples might be teacher, coach or principal (ranking of 3).
   (4) Experience related to people and in higher education. Examples might be college teacher or assistant dean of college (ranking of 4).
   (5) Experience in elementary or secondary education of pupil personnel nature. An example might be guidance counselor (ranking of 5).
TABLE 4 Continued'

(6) Experience in higher education of student personnel nature. An example might be residence hall director (ranking of 6).

III. Membership in Professional Organizations.

(1) Membership in service organizations. Examples might be Phi Delta Kappa or Kappa Delta Pi (ranking of 1).

(2) Membership in professional organizations. Examples might be APGA, NASPA or APA (ranking of 2).

(3) Extensive number of memberships (ranking of 3).

IV. Vocationally related seminars or conferences attended in past three years.

(1) One seminar or conference attended in past three years (ranking of 1).

(2) Two seminars or conferences attended in past three years (ranking of 2).

(3) Three or more seminars or conferences attended in past three years (ranking of 3).

V. Student personnel research.

(1) One on-the-job research project related to student personnel (ranking of 1).

(2) Two or more on-the-job research projects related to student personnel (ranking of 2).

(3) Master's or doctoral thesis related to student personnel (ranking of 3).

VI. Articles or books published.

(1) Pamphlets or booklets published or mimeographed for local use (ranking of 1).

(2) Articles published in professional journals (ranking of 2).

(3) Extensive number of articles published or a book relating to student personnel (ranking of 3).
VII. Student activities in which the deans participated in undergraduate college.

(1) Limited participation in activities (ranking of 1).

(2) Moderate participation in activities (ranking of 2).

(3) Extensive participation in activities (ranking of 3).

VIII. Professional journal subscription.

(1) Service journals, examples might be Phi Delta Kappan or Educational Forum (ranking of 1).

(2) Semi-professional journals, an example might be College and University Business (ranking of 2).

(3) Professional journals, examples might be Journal of College Student Personnel and Personnel and Guidance Journal (ranking of 3).

Submitted to criticism by professors in student personnel and psychology, doctoral students in student personnel and professional student personnel administrators. Their comments and the professional literature demonstrated that the items were based on theories and practices of student personnel administration, which, though not unique to student personnel, are included in the following:

(1) the educational basis of the student personnel program,

(2) the inclusion of all members of the academic community in the governance of the institution,

(3) the provision of academic freedom for all members of the academic community,
the need for a dialogue to exist between all members of the academic community,
the need for a flexible and eclectic philosophy of student personnel.

The items of Section III were scored in the following manner:

1. "yes" was given a score of three,
2. "not sure" was given a score of two,
3. "no" was given a score of one,
4. items 56, 59, 61, 63 and 64 were scored in reverse order.

The inventory was constructed in such a manner that statistical analyses of the responses could be conducted. Wherever possible, relationships between items and groups of items were investigated and the format and design of the inventory facilitated quick and accurate scoring. The items employed familiar and simple but professionally appropriate wording. There were minimal negative reactions to the inventory by the deans, but these were directed primarily at Section II, indicating that one or two of the items were too general in nature.

Method

A statistical comparison of contemporary dean's responses to Wellington's list of functions (Section II of the inventory) and those of deans of men in 1935 was computed utilizing the "t" test. The items in Section II of the
inventory (see appendix) were classified according to counseling, discipline, administrative, academic and student activities sub-roles, and the new (1967) and old (1935) responses were compared, utilizing the "t" test, relative to the categories. The use of the "t" test is based on the notion that if two independent samples are drawn from similar populations, the difference between the two samples should not be significantly greater than the standard deviation of the difference between the means.

In testing the correlation between Sections I and Section III of the inventory, the Pearson product moment correlation coefficient was used. To test further the relationship between selected groups of items in Section I and Section III the four-way analysis of variance was computed. Although interaction terms were not included in the computer program. The statistical analysis allowed for the variable under observation, the geographic region, the size of the institution and the constituency of the institution.

Hypotheses

The hypotheses for the study are the following:

1. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Educational experience" background ratings of Section I.
2. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Vocational experience" background ratings of Section I.

3. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Membership in professional organizations" background ratings of Section I.

4. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Vocationally related seminars or conferences attended in the past three years" background ratings of Section I.

5. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Student personnel research you have conducted or are planning to conduct" background ratings of Section I.

6. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Articles or books you have published" background ratings of Section I.
7. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Student activities in which you participated in college" background ratings of Section I.

8. There will be no significant differences at the .05 level in the attitude mean scores (Section III) among the groups represented by the "Professional journals to which you subscribe" background ratings of Section I.

9. There will be no significant correlation between the total ratings of the background portion of the Inventory (Section I) and the total attitude scores of Section III.

10. There will be no significant differences between the mean scores of Section II of the 1935 responses and the 1967 responses at the .05 level.

11. There will be no significant differences between the mean scores of the 1935 and 1967 responses on the "counseling" related items of Section II at the .05 level.

12. There will be no significant differences between the mean scores of the 1935 and 1967 responses on the "administratively" related items of Section II at the .05 level.
13. There will be no significant differences between the mean scores of the 1935 and 1967 responses on the "academically" related items of Section II at the .05 level.

14. There will be no significant differences between the mean scores of the 1935 and 1967 responses on the "student activities" related items of Section II at the .05 level.

15. There will be no significant differences between the mean scores of the 1935 and 1967 responses on the "discipline" related items of Section II at the .05 level.

Findings

The findings of the study are organized in tabular form. Tables 5 through 12 contain a profile or frequency charts of the background data collected from the items in Section I of the inventory and categorized according to the classifications which are found in Table 3. Tables 13 through 20 are comprised of the data indicating the relationship, by analysis of variance, between the background items of Section I and the attitude responses of Section III of the inventory. Table 21 presents the Pearson product-moment correlation coefficient between the total scores (according to categories found in Table 4) of Section I and the total attitude scores of Section III of the inventory. The data indicating the differences using the "t" test between the
### TABLE 5

FREQUENCIES OF DEANS OF MEN IN LEVELS ONE TO SIX WITH REFERENCE TO EDUCATIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>76</td>
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<tr>
<td>70</td>
<td>63</td>
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<tr>
<td>60</td>
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<td>20</td>
<td>10</td>
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<td>10</td>
<td>13</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels*</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
</table>

* Educational Experience

- **Level 1.** A.B. or B.S. in discipline other than psychology, sociology, etc. An example might be history, political science or biology (ranking of 1).
- **Level 2.** M.A. in discipline other than psychology, sociology, etc. (ranking of 2).
- **Level 3.** Ph.D. in discipline other than psychology, sociology, etc. (ranking of 3).
- **Level 4.** A.B. or B.S. in psychology, sociology, etc. (ranking of 4).
- **Level 5.** M.A. in psychology, sociology, student personnel, guidance, etc. (ranking of 5).
- **Level 6.** Ph.D. in psychology, sociology, student personnel, guidance, etc. (ranking of 6).
dean's role and sub-roles in 1935 and 1967 are reported in Tables 22 through 27. Finally, Table 28 indicates the relationship, by analysis of variance, between type of institution, size of institution and region of institution, respectively, and the attitude responses in Section III of the inventory.

Table 5 is concerned with the frequency of the various levels of degrees which the deans of men possessed. There were ten deans of men who were at Level One (1), 76 who were at Level Two (2), 143 were included in Level Three (3), 13 at Level Four (4), 63 at Level Five (5), and 29 had degrees which qualified them for Level Six (6). Levels One through Three were reserved for deans of men having a bachelors, master's or doctorate in a discipline not in or related to the behavioral sciences, while Levels Four to Six included the deans of men possessing degrees in the behavioral sciences or in related areas. The data showed that more than half of the deans of men had not been trained in psychology, guidance, sociology or student personnel at any level. Is it possible that many of them are still selected for their positions because of popularity with students or because of a paternal interest in students? Also, many of the church related institutions tended to choose deans of men with training in divinity. However, it was encouraging to note that more than 35 per cent of the deans of men were trained at the master's level or above in a psychologically oriented area of study.
Table 6 shows the frequencies of the deans which were included in the different vocational experience categories. Category One indicated 13 deans of men having vocational experiences not related to education or to people. Category Two included 22 deans who had vocational experience related to people and not in education; Category Three demonstrated that 65 deans had teaching experience in the public schools and Categories Four, Five and Six presented 35 deans who had taught in a college or university, 35 deans who had been involved in pupil personnel in the public schools and 60 deans who had been interns or junior student personnel administrators, respectively. The data indicated that 18 per cent of the subjects came from vocational backgrounds not related to education in any way. Again, many of the church related deans were former ministers but some came from such occupations as law enforcement and drafting. The modal group was from a background of high school teaching or coaching, with the next highest number, 60, coming from positions of a student personnel nature in higher education.

Table 7 indicated the three categories classified according to number of memberships in professional organizations. There were 21 deans of men who were included in Category One (1), 130 in Category Two (2), and 61 in Category Three (3). This means there were 22 deans or approximately 10 per cent of the deans who did not indicate membership in an organization, either service or professional. Inclusion
TABLE 6

FREQUENCIES OF DEANS OF MEN IN LEVELS ONE TO SIX WITH REFERENCE TO VOCATIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Levels*</th>
<th>I</th>
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<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
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<tbody>
<tr>
<td>Vocational Experience</td>
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<tr>
<td>Level 1. Experience not related to people or education. An example might be draftsman (ranking of 1).</td>
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<tr>
<td>Level 2. Experience related to people but not in education. An example might be a salesman (ranking of 2).</td>
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<tr>
<td>Level 3. Experience related to people and in education. Examples might be teacher, coach or principal (ranking of 3).</td>
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<tr>
<td>Level 4. Experience related to people and in higher education. Examples might be college teacher or assistant dean of college (ranking of 4).</td>
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<tr>
<td>Level 5. Experience in elementary or secondary education of pupil personnel nature. An example might be guidance counselor (ranking of 5).</td>
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<tr>
<td>Level 6. Experience in higher education of student personnel nature. An example might be residence hall director (ranking of 6).</td>
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</tbody>
</table>
### Table 7

**Frequencies of Deans of Men in Categories One to Three with References to Membership in Professional Organizations**

<table>
<thead>
<tr>
<th>Levels*</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
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<tbody>
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<td>140 -</td>
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<td>20 -</td>
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</tbody>
</table>

*Membership in Professional Organizations*

**Level 1.** Membership in service organizations. Examples might be Phi Delta Kappa or Kappa Delta Pi (ranking of 1).

**Level 2.** Membership in professional organizations. Examples might be APGA, NASPA or APA (ranking of 2).

**Level 3.** Extensive number of memberships (ranking of 3).
in Category One (1) demonstrated that although a particular
dean was not a member of any professional society, he was a
member of a service organization, such as Phi Delta Kappa,
Kappa Delta Pi or the National Education Association. Category
Two (2) indicated membership in one professional organization
such as the American Personnel and Guidance Association and
the National Association of Student Personnel Administrators.
A ranking of three (3) showed that the dean of men was in two
or more professional organizations. Although this item may
be related closely to level and area of degree, deans of men
holding doctorates in guidance and counseling and psychology
were noted who did not belong to either the American Personnel
and Guidance Association (APGA) or the American Psychological
Association (APA). Conversely, there were many deans with
bachelor's or Master's degrees in such fields as history or
political science who belonged to both APGA and the National
Association of Student Personnel Administrators.

Table 8 showed the frequencies of deans who attended
one, two, three or more vocationally related seminars or
conferences within the past three years. There were 51 deans
of men who were included in Category One (1), 51 in Category
Two (2), and 63 in Category Three (3). This means that 69
deans of men had not attended any vocationally related
seminars or conferences within the past three years. Most
of the seminars and conferences attended were related to such
topics as drug and alcohol use, discipline and group methods.
<table>
<thead>
<tr>
<th>Levels*</th>
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<th>III</th>
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<td>10 -</td>
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</tbody>
</table>

* Vocationally related seminars or conferences attended in past three years

Level 1. One seminar or conference attended in past three years (ranking of 1).

Level 2. Two seminars or conferences attended in past three years (ranking of 2).

Level 3. Three or more seminars or conferences attended in past three years (ranking of 3).
Table 9 indicated the frequencies of deans which were included in the different research planned or completed categories. There were 50 deans of men who had either planned or completed one research project while on the job Category One (1), 22 had planned or completed two or more research projects while on the job Category Two (2), and 40 individuals who had completed a thesis or dissertation in student personnel Category Three (3). Although the completion of a thesis or dissertation is related highly to the area of study in the degree, the value of the research to the person is thought to be higher than is research done without any supervision. This point may be subject to debate, since the background of the researcher may be influential as to the value of research completed. For instance, a dean holding a doctorate in psychology may not have done a dissertation in an area related to student personnel, but he may later complete worthwhile research on students and in student personnel.

Table 10 denotes the frequencies of deans of men who have published in the professional literature according to the established categories. There were 22 deans of men reported in Category One (1), 10 deans of men in Category Two (2), and 10 deans had published sufficiently to be included in Category Three (3). There were some deans of men who had published one or two articles in an area not related to their positions such as history or physical
TABLE 9

FREQUENCIES OF DEANS OF MEN IN CATEGORIES ONE TO THREE WITH REFERENCE TO RESEARCH THEY HAVE CONDUCTED

<table>
<thead>
<tr>
<th>Levels</th>
<th>I</th>
<th>II</th>
<th>III</th>
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</thead>
<tbody>
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<td>70 -</td>
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<td>60 -</td>
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</table>

* Student personnel research

Level 1. One on-the-job research project related to student personnel (ranking of 1).

Level 2. Two or more on-the-job research projects related to student personnel (ranking of 2).

Level 3. Master's or doctoral thesis related to student personnel (ranking of 3).
**TABLE 10**

FREQUENCIES OF DEANS OF MEN IN CATEGORIES ONE TO THREE WITH REFERENCE TO ARTICLES OR BOOKS THEY HAVE PUBLISHED

<table>
<thead>
<tr>
<th>Levels</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
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<td>15 -</td>
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<td>10 -</td>
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<td>10</td>
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<tr>
<td>5 -</td>
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</tr>
</tbody>
</table>

* Articles or books published

Level 1. Pamphlets or booklets published or mimeographed for local use (ranking of 1).

Level 2. Articles published in professional journals (ranking of 2).

Level 3. Extensive number of articles published or a book relating to student personnel (ranking of 3).
education, but those were not included. Inclusion in Category One (1) implied that a dean had published a journal article or a pamphlet and manual for local use. Hopefully, there were more instances of local publication than were reported. Deans who were listed in Category Two (2) had published as many as two journal articles or had done an extensive amount of local publication. Category Three (3) was reserved for the deans of men who had published three or more journal articles or a book related to student personnel. There seemed to be a relationship between area and degree of training and the amount of publication. However, there were a few isolated individuals with degrees in areas not related to psychology, sociology, guidance or student personnel who had made important contributions to the general area of student personnel. One dean of men with a Master's degree in English was considered quite an authority, by some, regarding group procedures, and he had published extensively in this area. One of his articles had been included in a social psychology text. It was surprising to note that so few deans of men were conducting research and that only 14 per cent had ever successfully published an article. Incidentally, there were no books reported which were related, even remotely, to student personnel administration.

Table 11 represents the deans of men who had indicated that they subscribed either to professional or service journals. There were 15 individuals whose responses would
**TABLE 11**

FREQUENCIES OF DEANS OF MEN IN CATEGORIES ONE TO THREE WITH REFERENCE TO THE NUMBER OF PROFESSIONAL JOURNALS TO WHICH THEY SUBSCRIBE

<table>
<thead>
<tr>
<th>Levels*</th>
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<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
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<td>99</td>
<td></td>
<td></td>
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<tr>
<td>80 -</td>
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<tr>
<td>60 -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 -</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 -</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Professional journal subscription

**Level 1.** Service journals, examples might be Phi Delta Kappan or Educational Forum (ranking of 1).

**Level 2.** Semi-professional journals, an example might be College and University Business (ranking of 2).

**Level 3.** Professional journals, examples might be Journal of College Student Personnel and Personnel and Guidance Journal (ranking of 3).
place them in Category One (1), 73 who were reported in Category Two (2), and 99 in Category Three (3). Category One (1) consisted of the deans of men who indicated subscription to service journals such as Educational Forum and Phi Delta Kappan. Category Two (2) included the deans who subscribed to semi-professional journals, an example of which is College and University Business. Some might call this a professional journal for the dean of men but the journal often contains more articles related to seating facilities or machinery than it does articles related to the activities of the dean which involve students. Journals such as the Journal of College Student Personnel and the American Personnel and Guidance Journal were subscribed to by deans of men in Category Three (3). It was encouraging to note that 187 deans were making an effort to be aware of the literature. However, what about the 17 deans who did not subscribe to any literature? How can they remain abreast of current developments? Perhaps the local situation does not demand contemporary viewpoints by the dean of men, or the dean feels confident in his knowledge. Whatever the reason, the journals are an important source of professional stimulation.

Many deans of men were either moderately or intensely involved in student activities while they were an undergraduate college student. The frequencies of the deans of men who participated in activities, with reference to predetermined categories, are designated in Table 12. Category
TABLE 12

FREQUENCIES OF DEANS OF MEN IN CATEGORIES ONE TO THREE WITH REFERENCE TO STUDENT ACTIVITIES IN WHICH THEY PARTICIPATED IN UNDERGRADUATE COLLEGE

<table>
<thead>
<tr>
<th>Levels*</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>102</td>
<td>56</td>
<td>46</td>
</tr>
</tbody>
</table>

* Student activities in which the deans participated in undergraduate college

Level 1. Limited participation in activities (ranking of 1).
Level 2. Moderate participation in activities (ranking of 2).
Level 3. Extensive participation in activities (ranking of 3).
One (1) enumerates the deans of men who were involved, in a limited way, in activities. Perhaps, their major activity was membership in a fraternity or membership in one organization or participation in intramurals. The deans who were in Category Two (2) were moderately occupied with activities in college. For example, a dean in this category could have been involved in a fraternity and two major activities or student government. Category Three (3) included the individuals who were constantly involved in activities while in college.

There were background items which were not included, because of varying reasons, in the statistical treatment. Membership in honorary organizations was an item in Section I of the inventory. The organizations mentioned most frequently were service organizations such as Phi Delta Kappa and Kappa Delta Pi. There was only one Phi Beta Kappa member reported on the inventories. Leisure activities and hobbies were included in another item. Many deans were amused by the item because of the many impositions placed on them by their position. Reactions to this item were varied, but modal responses included such activities such as reading, golf, spectator sports, hunting, fishing and bridge. College related activities other than those in the job description of the dean of men were reported. There were, primarily, such involvements as committee work, speech making and advising student organizations. Items such as consulting and research were not mentioned.
From the foregoing discussion, it would seem that the "average" dean of men may be described in the following manner:

1. He is most likely to have a Master's degree, either in an area related to the behavioral sciences or in an area such as English, physical education or history.

2. He probably has had experience in education as a teacher or as a junior student personnel worker or pupil personnel worker.

3. He probably is in a division of APGA or in NASPA.

4. He has attended at least one vocationally related seminar or conference in the last three years.

5. It is not so likely that he has completed or attempted research but he may have planned to do so.

6. It is highly probable that he has not published in the professional literature.

7. He was moderately active in student activities while in college.

8. He subscribes to at least one journal and perhaps two or more.

9. His job leaves little time to pursue hobbies but he enjoys reading, spectator sports and golf.

10. He is most likely to be in an educational honorary if represented at all.

11. He is involved in activities of the committee or advisory nature other than those listed in his job description.
Table 13 presents the data which relates to Hypotheses Number One (1). The mean score on the attitude section of the inventory for Category One (1) was 22.400, for Category or Level Two (2), the mean score was 21.671, for Level Three (3), 22.279, for Level Four (4), 23.692, for Level Five (5), 24.380, and the mean score for Level Six (6) was 25.416. The "F" ratio was 6.245 which indicated that there is a significant difference at the .01 level. Hypothesis Number One (1) can not be supported. The means indicate, except for the inversion of the means of Level One (1) and Level Two (2) that, in general, the higher the academic level, the higher is the score on Section III of the inventory.

The mean scores and "F" ratio for the deans of men of the six predetermined levels of vocational experience are indicated in Table 14. The deans at Level One (1) produced a mean score of 21.000, the mean for the deans of men at Level Two (2) was reported to be 21.543, the mean for Level Three (3) was 21.785, for Level Four (4) the mean was 23.586, for Level Five (5), 23.771, and the mean stated for the deans of men at Level Six was 25.083. The "F" ratio for the six means was 9.359, which was significant at the .01 level. Therefore, Hypothesis Number Two (2) can not be accepted. Again, the mean scores were in an ascending order with reference to the six levels which demonstrated that the higher the vocational level, the higher is the mean score on the attitude section of the inventory.
### TABLE 13

**MEANS AND F RATIO OF CATEGORIES ONE TO SIX OF THE EDUCATIONAL BACKGROUNDS OF THE DEANS OF MEN**

<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>22.400</td>
</tr>
<tr>
<td>II</td>
<td>21.671</td>
</tr>
<tr>
<td>III</td>
<td>22.249</td>
</tr>
<tr>
<td>IV</td>
<td>23.692</td>
</tr>
<tr>
<td>V</td>
<td>24.380</td>
</tr>
<tr>
<td>VI</td>
<td>25.448</td>
</tr>
</tbody>
</table>

F Ratio 6.245 significant at the .01 level

* Educational Experience

**Level 1.** A.B. or B.S. in discipline other than psychology, sociology, etc. An example might be history, political science or biology (ranking of 1).

**Level 2.** M.A. in discipline other than psychology, sociology, etc. (ranking of 2).

**Level 3.** Ph.D. in discipline other than psychology, sociology, etc. (ranking of 3).

**Level 4.** A.B. or B.S. in psychology, sociology, etc. (ranking of 4).

**Level 5.** M.A. in psychology, sociology, student personnel, guidance, etc. (ranking of 5).

**Level 6.** Ph.D. in psychology, sociology, student personnel, guidance, etc. (ranking of 6).
TABLE 14

MEANS, STANDARD DEVIATIONS AND F RATIO OF CATEGORIES ONE TO SIX OF THE VOCATIONAL EXPERIENCES OF THE DEANS OF MEN

<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>21.000</td>
<td>4.708</td>
</tr>
<tr>
<td>II</td>
<td>21.515</td>
<td>3.713</td>
</tr>
<tr>
<td>III</td>
<td>21.785</td>
<td>2.929</td>
</tr>
<tr>
<td>IV</td>
<td>23.686</td>
<td>2.998</td>
</tr>
<tr>
<td>V</td>
<td>23.771</td>
<td>3.515</td>
</tr>
<tr>
<td>VI</td>
<td>25.083</td>
<td>2.895</td>
</tr>
</tbody>
</table>

F Ratio 9.359 significant at .01 level

* Vocational Experience

Level 1. Experience not related to people or education. An example might be draftsman (ranking of 1).

Level 2. Experience related to people but not in education. An example might be a salesman (ranking of 2).

Level 3. Experience related to people and in education. Examples might be teacher, coach or principal (ranking of 3).

Level 4. Experience related to people and in higher education. Examples might be college teacher or assistant dean (ranking of 4).

Level 5. Experience in elementary or secondary education of pupil personnel nature. An example might be guidance counselor (ranking of 5).

Level 6. Experience in higher education of student personnel nature. An example might be residence hall director (ranking of 6).
The mean scores for the three levels of professional membership were presented in Table 15. The mean attitude score of the deans of men included in Level One (1) was 21.095, for Level Two (2) the mean score was 22.769, and for Level Three (3) the mean score was 25.098. The calculated "F" ratio was 15.00473 which was significant at the .01 level. The results seemed to suggest that the deans of men who were involved in more professional organizations than others scored higher on the attitude portion of the inventory.

One might infer that membership in a professional organization would provide stimulation by attendance at conferences and seminars for the dean of men to gain an understanding of the student personnel point-of-view as suggested by Wrenn and others. However, the data provided in Table 16 would not seem to support this notion. The deans of men who had attended only one seminar or conference in the past three years were reported to produce a mean attitude score of 23.686, while the deans in Level Two (2) indicated a mean of 22.627. The mean score for the deans of men at Level Three (3) was 23.921. The "F" ratio was 2.133 which was not significant at the .01 or .05 levels. This would seem to imply that the number of seminars or conferences currently attended would not be an influential factor in a dean's attitude score on Section III of the inventory. In fact, those who attended one conference scored about the same as the deans who indicated attendance
## Table 15

Means, Standard Deviations and F Ratio of Categories One to Three of the Membership in Professional Organizations of the Deans of Men

<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>21.093</td>
<td>4.666</td>
</tr>
<tr>
<td>II</td>
<td>22.769</td>
<td>3.258</td>
</tr>
<tr>
<td>III</td>
<td>25.098</td>
<td>2.965</td>
</tr>
</tbody>
</table>

F Ratio 15.047 significant at .01 level

* Membership in Professional Organizations

**Level 1.** Membership in service organizations. Examples might be Phi Delta Kappa or Kappa Delta Pi (ranking of 1).

**Level 2.** Membership in professional organizations. Examples might be APGA, NASPA or APA (ranking of 2).

**Level 3.** Extensive number of memberships (ranking of 3).
TABLE 16

MEANS, STANDARD DEVIATIONS AND F RATIO OF CATEGORIES ONE TO THREE OF THE VOCATIONALLY RELATED SEMINARS OR CONFERENCES ATTENDED BY DEANS OF MEN IN PAST THREE YEARS

<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>23.686</td>
<td>3.240</td>
</tr>
<tr>
<td>II</td>
<td>22.627</td>
<td>3.268</td>
</tr>
<tr>
<td>III</td>
<td>23.921</td>
<td>3.796</td>
</tr>
</tbody>
</table>

F Ratio 2.133 not significant

* Vocationally related seminars or conferences attended in past three years

Level 1. One seminar or conference attended in past three years (ranking of 1).

Level 2. Two seminars or conferences attended in past three years (ranking of 2).

Level 3. Three or more seminars or conferences attended in past three years (ranking of 3).
at an extensive number of conferences and seminars related to student personnel. Hypothesis Number Four (4), according to the analysis may be accepted - that there are no significant differences at .01 level in the attitude mean scores among the groups classified relative to the criteria in the appendix.

Likewise the data in Table 17 offers support for acceptance of Hypothesis Number Five (5). The mean score for the deans of men in Level One (1) was 23.695, in Level Two (2), the mean score was 24.364, and the mean score of Level Three (3) was 24.600. Although the means were in ascending order and in the direction of a positive relationship the "F" ratio demonstrated that there were no significant differences between the means.

According to the data in Table 18 the sixth hypothesis may be accepted. The means for Levels One (1), Two (2) and Three (3), respectively were 23.273, 23.900 and 26.700. The "F" ratio reported was 3.135 which was not significant at .01 level but was significant at the .10 level. Again the mean scores were in an ascending order but there were no significant differences among the means.

Table 19 reviews the mean attitude scores and the "F" ratio for the deans of men of the three predetermined levels of student activity experience while in undergraduate college. The mean score for the deans of men in Category One (1) was 22.804, the mean score for the deans in Category Two (2) was
TABLE 17

MEANS, STANDARD DEVIATIONS AND F RATIO OF CATEGORIES ONE TO THREE OF THE STUDENT PERSONNEL RESEARCH CONDUCTED BY DEANS OF MEN

<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>23.695</td>
<td>2.943</td>
</tr>
<tr>
<td>II</td>
<td>24.364</td>
<td>3.886</td>
</tr>
<tr>
<td>III</td>
<td>24.600</td>
<td>3.485</td>
</tr>
</tbody>
</table>

F Ratio 0.966 not significant

* Student personnel research

Level 1. One on-the-job research project related to student personnel (ranking of 1).

Level 2. Two or more on-the-job research projects related to student personnel (ranking of 2).

Level 3. Master's or doctoral thesis related to student personnel (ranking of 3).
**TABLE 18**

MEANS, STANDARD DEVIATIONS AND F RATIO OF CATEGORIES ONE TO THREE OF THE ARTICLES OR BOOKS PUBLISHED BY THE DEAN OF MEN

<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>23.273</td>
<td>4.038</td>
</tr>
<tr>
<td>II</td>
<td>23.900</td>
<td>3.929</td>
</tr>
<tr>
<td>III</td>
<td>26.700</td>
<td>1.829</td>
</tr>
</tbody>
</table>

F Ratio 3.136 not significant

* Articles or books published

Level 1. Pamphlets or booklets published or mimeographed for local use (ranking of 1).

Level 2. Articles published in professional journals (ranking of 2).

Level 3. Extensive number of articles published or a book relating to student personnel (ranking of 3).
<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>22.804</td>
<td>3.513</td>
</tr>
<tr>
<td>II</td>
<td>22.961</td>
<td>3.223</td>
</tr>
<tr>
<td>III</td>
<td>24.107</td>
<td>3.504</td>
</tr>
</tbody>
</table>

F Ratio 2.584 not significant

* Student activities in which the deans participated in undergraduate college

Level 1. Limited participation in activities (ranking of 1).
Level 2. Moderate participation in activities (ranking of 2).
Level 3. Extensive participation in activities (ranking of 3).
22.961, and the mean score for the deans of men judged to be in Category Three (3) was 24.107. The "F" ratio was 2.584 which was not significant. These findings suggest that the seventh hypothesis may be supported. Again the mean scores were in an ascending order which suggested that there might be some relationship between amount of student activity experience in college and score on the attitude portion of the inventory. In short, the direction of the means implied a positive relationship but it was significant.

On the basis of the data in Table 20, the eighth hypothesis was not accepted - there were significant differences in the attitude mean scores among the groups represented by the "professional journals to which you subscribe" background ratings of Section I of the inventory. The mean score for Category One (1) was 21.067, for Category Two (2), 22.781, and for Category Three (3) the mean was 24.283. The "F" ratio was 8.839 which was significant at the .01 level.

Table 21 reports the lone correlation between the total ratings of the background portion of the inventory and the total attitude scores of Section III of the inventory. The mean of the ratings for Section I of the inventory was 15.966 and the standard deviation was 5.367. The mean of the total scores for Section III was 23.124 and the standard deviation was 3.508. The correlation coefficient was .492 which was significant at the .01 level. This would not lend support for the acceptance of the ninth hypothesis.
TABLE 20

MEANS, STANDARD DEVIATIONS AND F RATIO OF CATEGORIES ONE TO THREE OF PROFESSIONAL JOURNALS TO WHICH DEANS OF MEN SUBSCRIBE

<table>
<thead>
<tr>
<th>Levels*</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>21.067</td>
<td>2.086</td>
</tr>
<tr>
<td>II</td>
<td>22.781</td>
<td>3.568</td>
</tr>
<tr>
<td>III</td>
<td>24,283</td>
<td>3.138</td>
</tr>
</tbody>
</table>

F Ratio 8.839 significant at .01 level

* Professional journal subscription

Level 1. Service journals, examples might be Phi Delta Kappan or Educational Forum (ranking of 1).

Level 2. Semi-professional journals, an example might be College and University Business (ranking of 2).

### Table 21

**Means, Standard Deviations and Pearson Product-Moment Correlation Between Total Ratings of the Background Portion (Section I) of the Inventory and Total Attitude Scores of Section III**

<table>
<thead>
<tr>
<th>Section</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>15.956</td>
<td>5.367</td>
</tr>
<tr>
<td>Section III</td>
<td>23.124</td>
<td>3.508</td>
</tr>
</tbody>
</table>

**Number**: 234

**Correlation coefficient**: .492

**Significance of correlation coefficient**: .01
The percentages of the functions of the deans of men in 1935 and in 1967 and the accompanying statistical analysis ("t" test) are reviewed in Table 22. The total "N" for the 1935 deans of men was 278 and the total "N" for the 1965 deans of men was 234. The standard deviation was 16.15 and the "t" for fifty three degrees of freedom was 1.613 which was not significant at the .01 level. The data seemed to signify that there was a positive but non-significant difference between the roles of the 1935 and 1967 deans of men. Relative to the findings, the tenth hypothesis can be supported. The items include what contemporary deans of men purport to do even though the list of functions was constructed in 1935. This was verified by the review of the literature and by the interview portion of the study.

Hypothesis number eleven (11) was concerned with the counseling sub-role of the deans of men in 1935 and in 1967. Were there any differences between the two sub-roles represented by the 1935 and 1967 deans of men? The data in Table 23 reports that there is not a significant difference in the sub-roles according to the results of the "t" test. The "t" was .765 which was not statistically significant. It would seem that both groups of deans did perceive of themselves as counselor generalists. However, the data demonstrated that contemporary deans of men do not perform specialized counseling functions such as educational and vocational counseling so much as the earlier deans of men.
TABLE 22

PERCENTAGES OF THE FUNCTIONS (SECTION II) OF THE DEANS OF MEN IN 1935 AND IN 1967 AND THE ACCOMPANYING STATISTICAL ANALYSIS

(t test)

<table>
<thead>
<tr>
<th>Items in Section II</th>
<th>1935 Group %</th>
<th>1967 Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counsel with students on social problems.</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>Penalize for class absences.</td>
<td>55</td>
<td>16</td>
</tr>
<tr>
<td>Supervise health service.</td>
<td>49</td>
<td>28</td>
</tr>
<tr>
<td>Advise interfraternity government.</td>
<td>95</td>
<td>68</td>
</tr>
<tr>
<td>Administer student loans.</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>Supervise housing.</td>
<td>91</td>
<td>39</td>
</tr>
<tr>
<td>Formulate curriculum.</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>Conduct research in student problems.</td>
<td>90</td>
<td>58</td>
</tr>
<tr>
<td>Penalize for infractions of housing regulations.</td>
<td>88</td>
<td>85</td>
</tr>
<tr>
<td>Aid students in making academic adjustments.</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Administer social regulations.</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Conduct faculty meetings.</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Penalize for infractions of social regulations.</td>
<td>84</td>
<td>91</td>
</tr>
<tr>
<td>Enforce payment of students' private bills.</td>
<td>84</td>
<td>23</td>
</tr>
<tr>
<td>Regulate extracurricular activity participation.</td>
<td>82</td>
<td>42</td>
</tr>
<tr>
<td>Penalize for moral delinquency.</td>
<td>81</td>
<td>76</td>
</tr>
<tr>
<td>Enforce automobile regulations.</td>
<td>78</td>
<td>55</td>
</tr>
<tr>
<td>Enforce payment of students' institutional bills.</td>
<td>43</td>
<td>30</td>
</tr>
<tr>
<td>Recommend students for remedial psychiatric treatment.</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>Keep copies of students' personal history records.</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Items in Section II</td>
<td>1935 Group %</td>
<td>1967 Group %</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Supervise social calendar.</td>
<td>73</td>
<td>44</td>
</tr>
<tr>
<td>Interview entering students for personal history records.</td>
<td>72</td>
<td>22</td>
</tr>
<tr>
<td>Officially administer and perform educational counseling.</td>
<td>71</td>
<td>42</td>
</tr>
<tr>
<td>Keep official record of students' personal history.</td>
<td>70</td>
<td>63</td>
</tr>
<tr>
<td>Supervise orientation courses.</td>
<td>70</td>
<td>49</td>
</tr>
<tr>
<td>Supervise placement of part-time workers.</td>
<td>68</td>
<td>21</td>
</tr>
<tr>
<td>Penalize students for chapel or assembly absences.</td>
<td>66</td>
<td>16</td>
</tr>
<tr>
<td>Supervise fraternities.</td>
<td>93</td>
<td>67</td>
</tr>
<tr>
<td>Administer penalties for unsatisfactory work.</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>Grant class absence excuses.</td>
<td>64</td>
<td>44</td>
</tr>
<tr>
<td>Penalize students for infractions of student organization rules.</td>
<td>64</td>
<td>44</td>
</tr>
<tr>
<td>Regulate student athletic participation.</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Keep copies of students' grades.</td>
<td>59</td>
<td>65</td>
</tr>
<tr>
<td>Approve party chaperons.</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>Counsel with students on moral problems.</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Recommend students for remedial medical treatment.</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>Supervise vocational &quot;follow-up&quot; program.</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>Administer student scholarships.</td>
<td>52</td>
<td>19</td>
</tr>
<tr>
<td>Supervise mental health clinic.</td>
<td>52</td>
<td>6</td>
</tr>
<tr>
<td>Supervise health service.</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>Audit student organization books.</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td>Recommend students for remedial physical education.</td>
<td>44</td>
<td>11</td>
</tr>
<tr>
<td>Supervise institutional dining halls.</td>
<td>44</td>
<td>26</td>
</tr>
<tr>
<td>Determine admissions.</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>Supervise and perform vocational counseling.</td>
<td>77</td>
<td>42</td>
</tr>
</tbody>
</table>
TABLE 22 Continued

<table>
<thead>
<tr>
<th>Items in Section II</th>
<th>1935 Group %</th>
<th>1967 Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make students' class schedules.</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td>Supervise graduate placement.</td>
<td>47</td>
<td>9</td>
</tr>
<tr>
<td>Supervise catalogue.</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>Supervise physical examinations.</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>Advise student government.</td>
<td>91</td>
<td>73</td>
</tr>
<tr>
<td>Keep official academic records.</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Approve faculty appointments.</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Select faculty members.</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Conduct freshman orientation.</td>
<td>85</td>
<td>62</td>
</tr>
</tbody>
</table>

Standard Deviation 16.15

$ t $ at 53 degrees of freedom 1.613 not significant
### TABLE 23

PERCENTAGES OF THE FUNCTIONS (SECTION II) OF THE COUNSELING ROLE OF THE DEANS OF MEN IN 1935 AND IN 1967 AND THE ACCOMPANYING STATISTICAL ANALYSIS

(t-test)

<table>
<thead>
<tr>
<th>Items in Section II</th>
<th>1935 Group %</th>
<th>1967 Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counsel with students on social problems.</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>Aid students in making academic adjustments.</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Recommend students for remedial psychiatric treatment.</td>
<td>76</td>
<td>77</td>
</tr>
<tr>
<td>Interview entering students for personal history records.</td>
<td>72</td>
<td>22</td>
</tr>
<tr>
<td>Officially administer and perform educational counseling.</td>
<td>71</td>
<td>42</td>
</tr>
<tr>
<td>Counsel with students on moral problems.</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Supervise and perform vocational counseling.</td>
<td>77 (not apply)</td>
<td>42</td>
</tr>
</tbody>
</table>

Standard Deviation  21.27

$t$ at 6 degrees of freedom  .765  not significant
did. However, both groups reported a high incidence of counseling with students on moral problems. Most institutions now have a placement and counseling center which may offer counseling of an educational or vocational nature, but most deans still feel, evidently, as though the moral development of students comes under their jurisdiction.

Table 24, which dealt with the findings involving the differences between the "administrative" sub-roles of the two groups, demonstrated that there are differences indicated. The "t" was 2.156 which was significant at the .05 level. Therefore, the twelfth hypothesis may not be accepted. Administrative functions such as administering social regulations and supervising institutional dining halls are still performed by most deans of men, whereas functions such as supervising the writing of the catalogue and supervising physical examinations are done by very few of the present deans of men.

The findings involving the "academic" role of the deans of men in 1935 and in 1967 were presented in Table 25. The "t" was 3.356 which was significant at the .01 level of significance. This means that Hypothesis Number Thirteen (13) may not be accepted. In general academic functions such as formulating the curriculum, conducting faculty meetings, making students' class schedules, keeping official academic records, approving faculty appointments and selecting faculty are not performed by contemporary deans of men. There is a
TABLE 24

PERCENTAGES OF THE FUNCTIONS (SECTION II) OF THE ADMINISTRATIVE ROLE OF THE DEANS OF MEN IN 1935 AND IN 1967 AND THE ACCOMPANYING STATISTICAL ANALYSIS (t-test)

<table>
<thead>
<tr>
<th>Items in Section II</th>
<th>1935 Group %</th>
<th>1967 Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer student loans.</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>Supervise housing.</td>
<td>91</td>
<td>39</td>
</tr>
<tr>
<td>Administer social regulations.</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Supervise orientation courses.</td>
<td>70</td>
<td>49</td>
</tr>
<tr>
<td>Supervise placement of part-time workers.</td>
<td>68</td>
<td>21</td>
</tr>
<tr>
<td>Supervise vocational &quot;follow-up&quot; program.</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>Administer student scholarships.</td>
<td>52</td>
<td>19</td>
</tr>
<tr>
<td>Supervise mental health clinic.</td>
<td>52</td>
<td>6</td>
</tr>
<tr>
<td>Supervise health clinic.</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>Supervise institutional dining halls.</td>
<td>44</td>
<td>26</td>
</tr>
<tr>
<td>Supervise graduate placement.</td>
<td>47</td>
<td>9</td>
</tr>
<tr>
<td>Supervise catalogue.</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>Supervise physical examinations.</td>
<td>33</td>
<td>4</td>
</tr>
</tbody>
</table>

Standard Deviation 15.74

t at 12 degrees of freedom 2.150

Level of significance significant at .05 level.


**TABLE 25**

PERCENTAGES OF THE FUNCTIONS (SECTION II) OF THE ACADEMIC ROLE OF THE DEANS OF MEN IN 1935 AND IN 1967 AND THE ACCOMPANYING STATISTICAL ANALYSIS (t-test)

<table>
<thead>
<tr>
<th>Items in Section II</th>
<th>1935 Group %</th>
<th>1967 Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate curriculum.</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>Conduct faculty meetings.</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Grant class absence excuses.</td>
<td>64</td>
<td>44</td>
</tr>
<tr>
<td>Make students' class schedules.</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td>Keep official academic records.</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Approve faculty appointments.</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Select faculty members.</td>
<td>22</td>
<td>2</td>
</tr>
</tbody>
</table>

**Standard Deviation** 6.81

**t at 5 degrees of freedom** 3.356

**Level of significance** significant at .01 level.
danger in separating the student personnel area from the affairs of the faculty and the classroom. Most authorities agree that relations are more satisfactory with the faculty when the dean of men is viewed in a scholarly manner by the faculty than when he is judged to be something less or greater than the faculty. The faculty feel that the dean of men is more in accord with their situation when he does many of the same functions with which the faculty are concerned directly. Also the deans who were interviewed suggested that the dean of men must become more involved in "things academic" if he is to fulfill adequately the educational objectives of the institution.

The data in Table 26 do not support the acceptance of Hypothesis Number Fourteen (14) - there will be no significant differences between the means of the 1935 and 1967 deans of men on the "student activities" related items of Section II of the inventory. The "t" was 1.199 which was significant at .05 level of significance. Functions such as advising interfraternity government and advising student government are performed at approximately the same level as they were in 1935. However, one function, approving party chaperons is performed more often by contemporary deans of men than by their predecessors.

Discipline is a topic which is associated, frequently, with deans of men. Although, in general, the deans of men now perform fewer disciplinary duties, the data in Table 27
TABLE 26
PERCENTAGES OF THE FUNCTIONS (SECTION II) OF THE STUDENT ACTIVITIES ROLE OF THE DEANS OF MEN IN 1935 AND IN 1967 AND THE ACCOMPANYING STATISTICAL ANALYSIS (t-test)

<table>
<thead>
<tr>
<th>Items in Section II</th>
<th>1935 Group %</th>
<th>1967 Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advise interfraternity government.</td>
<td>96</td>
<td>68</td>
</tr>
<tr>
<td>Regulate extracurricular activity</td>
<td>82</td>
<td>42</td>
</tr>
<tr>
<td>participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise social calendar.</td>
<td>73</td>
<td>44</td>
</tr>
<tr>
<td>Supervise fraternities.</td>
<td>93</td>
<td>67</td>
</tr>
<tr>
<td>Regulate student athletic participation.</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Approve party chaperons.</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>Advise student government.</td>
<td>91</td>
<td>73</td>
</tr>
</tbody>
</table>

Standard deviation 20.84,

$ t $ at 6 degrees of freedom 1.999

Level of significance significant at .05 level.
### TABLE 27

PERCENTAGES OF THE FUNCTIONS (SECTION II) OF THE DISCIPLINE ROLE OF THE DEANS OF MEN IN 1935 AND IN 1967 AND ACCOMPANYING STATISTICAL ANALYSIS

*(t-test)*

<table>
<thead>
<tr>
<th>Items in Section II</th>
<th>1935 Group %</th>
<th>1967 Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penalize for class absence.</td>
<td>55</td>
<td>18</td>
</tr>
<tr>
<td>Penalize for infractions of housing regulations.</td>
<td>88</td>
<td>85</td>
</tr>
<tr>
<td>Penalize for infraction of social regulations.</td>
<td>84</td>
<td>91</td>
</tr>
<tr>
<td>Enforce payment of students' private bills.</td>
<td>84</td>
<td>23</td>
</tr>
<tr>
<td>Penalize for moral delinquency.</td>
<td>81</td>
<td>76</td>
</tr>
<tr>
<td>Enforce automobile regulations.</td>
<td>78</td>
<td>55</td>
</tr>
<tr>
<td>Enforce payment of students' institutional bills.</td>
<td>43</td>
<td>30</td>
</tr>
<tr>
<td>Penalize students for chapel or assembly absences.</td>
<td>66</td>
<td>10</td>
</tr>
<tr>
<td>Administer penalties for unsatisfactory work.</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>Penalize students for infractions of student organization rules.</td>
<td>64</td>
<td>44</td>
</tr>
</tbody>
</table>

Standard Deviation 23.79

t at 9 degrees of freedom 1.097 not significant
indicated that there is no significant difference between the roles of the 1935 and 1967 deans. The "t" was 1.097 which was not significant. The fifteenth hypothesis was accepted on the basis of the findings. Deans of men are still involved, intensely, in such disciplinary activities as penalizing for infractions of housing regulations, penalizing for infraction of social regulations and penalizing for moral delinquency. They are involved less than the earlier deans in enforcing payment of students' private bills and in enforcing automobile regulations.

The changes in the roles and sub-roles were indicative, usually, of a move toward more specialized functions and a move away from performing all of the services of the student personnel program. In other words, many services such as financial aids, placement and admission have been assumed by specialists in the areas, and the dean of men may be fulfilling a very narrowly defined role compared to the generalist dean of men of the past.

Table 28 shows the relationship between geographic region, size of institution or type of institution (public or private) and the responses of the deans of men on the attitude portion of the inventory. Because of the nature of the computer program, the means were not available for this portion of the study. The "F" ratio for the geographic region was 1.545 which was not significant. The "F" ratio for size of institution was 2.197 which was not significant.
TABLE 28

THE RELATIONSHIP BETWEEN GEOGRAPHIC REGION, SIZE OF INSTITUTION, AND TYPE OF INSTITUTION (PUBLIC OR PRIVATE) AND THE RESPONSES OF THE DEANS OF MEN ON THE ATTITUDE PORTION (SECTION III) OF THE INVENTORY

<table>
<thead>
<tr>
<th></th>
<th>F Ratio</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Region</td>
<td>1.545</td>
<td>Not significant</td>
</tr>
<tr>
<td>Size of Institution</td>
<td>2.197</td>
<td>Not significant</td>
</tr>
<tr>
<td>Type of Institution</td>
<td>7.930</td>
<td>.01</td>
</tr>
</tbody>
</table>
The "F" ratio for type of institution (public or private) was 7.930 which was significant at .01 level. The data indicate that there were no significant differences of the deans' responses with reference to geographic region and size of institution but there was a significant difference regarding the type of institution, and the responses on the attitude section of the inventory. Since the means were not available, the direction of the difference can not be assessed.

It would seem that factors such as area and level of degree, vocational experience and subscription to professional journals affect the attitudes of the dean of men toward the student personnel point of view which was represented by the items in Section III of the inventory. Also, the roles of the dean of men have changed over the years, primarily, within the areas of academic pursuits and administrative functions as contained in Section II of the inventory.
CHAPTER V

SUMMARY OF THE STUDY

The summary, which reports the findings, conclusions and recommendations of the investigation of the dean of men's position, was organized by chapters.

Chapter I

The general purpose of the study was to examine the nature of a significant but equivocal position in student personnel administration - the dean of men. The specific purposes of the study included the following:

1. to present the historical perspective of the position of the dean of men,
2. to report the contemporary functions of the dean of men,
3. to determine the differences existing between the dean of men's position in 1935 and the position today,
4. to provide a profile of the contemporary dean of men,
5. to determine the relationship between the background and professional activities of the dean of men and his responses to the attitude portion of the inventory.
6. to obtain from deans of men their personal feelings and attitudes about the position.

The dean of men was selected as the "object of investigation" of the study because of the following reasons:

(1) The dean of men is one of the last student personnel generalists in higher education. He performs many and varied functions.

(2) The dean of men provides a study population characterized by common features such as title and concern for male students only.

(3) The dean of men's position is easier to identify in the administration of an institution than are other student personnel administrators. This condition aided considerably the implementation of the study.

The significance of the study was clarified by examining the ramifications of the investigation for the present and future of student personnel work as a profession. Examination of the development of a particular position in student personnel, before and after many of the movements had merged to give the personnel profession a unified character, provides order, balance and direction for the sub-groups of the profession. Hopefully, a historical study of the dean of men provided a basis for understanding the present status of the dean of men and permitted the prediction of possible future trends. These factors gave meaning to the inclusion of a history of the dean's position.
Chapter II

Chapter II contained a documented history of the dean of men's position in which the development of the position was traced from its earliest origins to the present. Also, in order to provide a conceptual framework for the history of the dean of men, the development of student personnel services, in general, was discussed, along with the objectives and social influences which have affected American higher education since its genesis. With reference to the contemporary dean of men, the following areas were discussed and documented:

(1) counseling,
(2) discipline,
(3) housing,
(4) student activities,
(5) qualifications and training.

The development of student personnel services was affected by the following influences:

(1) the direction of students by the clergy in American higher education,
(2) the secularization of American higher education,
(3) the influence of the German concept of higher education,
(4) the emergence of women on the scene in American higher education,
(5) development of psychology and guidance,
(6) presentation of Dewey's theory of education,
(7) development of "student personnel point of view,"
(8) development of training programs in student personnel.

The goals of American higher education which have affected the institutions of higher learning from their inception were discussed. These were, relating them to knowledge, conservation of existing knowledge, horizontal extension of knowledge, vertical extension of knowledge and the application of knowledge to life situations. The student personnel worker relates to the general goals of higher education in strengthening the academic atmosphere by providing the college student with living and social conditions which enable him to develop to his potential. The specific goals of the student personnel program are the following:

(1) the development of responsible independence in students
(2) the provision of a liberating education for students
(3) development of "whole" personality of the student
(4) development in students a tolerance for others and their beliefs and values.
The social influences which affect higher education and student personnel services were discussed: (1) the constituency, (2) government, (3) accreditation agencies, and (4) foundations. The constituency may affect the student personnel program by lowering admission standards for a special group or a state legislature may legislate the right for all high school graduates to attend college. Also, foundations and governments place restrictions upon the "purse strings" by demanding that selected requirements be adhered to in the implementation of a program. The government and foundations have affected student personnel programs in at least the three following areas: training of student personnel workers, providing institutional facilities and promoting research.

The dean of men and the dean of the college originated in the same way. The two positions developed as a result of differentiation of responsibilities in the administration of higher education created by the steady increase in college enrollments. The first dean of any sort was Dean Samuel Bard who was appointed to the deanship of the medical faculty at Columbia in 1792. Eliot, of Harvard, in 1891 again revolutionized the administration of higher education and dichotomized the duties of the college dean and designated Le Barron Russell Briggs as the personnel dean of Harvard College. Most colleges or universities have experienced the following three stages in the development of the dean of men's position:
(1) The president, assisted by the faculty, handles student contacts of all types,

(2) The president selects a dean of the college to relieve him and the faculty of student contacts,

(3) The duties of the dean of the college are divided and a dean of student relations is given the responsibility of dealing with students.

The first dean of men, to be given the title officially, was Dean Thomas Arkle Clark at the University of Illinois in 1901. The dean of men had become a universal concept by 1935. The "older" role of the dean of men (1920-30) was compared with that of the modern, contemporary dean of men. In retrospect, the range of activities performed by the dean of men in 1930 was considerably wider than the duties assumed by present deans of men. This condition was proved valid in the interview of the deans of men and by the statistical analysis of the responses to Section II of the inventory.

The philosophy of the dean of men represented in the time period of 1920 to 1930 may be deduced from the following definition of the dean of men's role offered by the National Association of Deans and Advisers of Men in 1928:

A dean of men is an administrative officer of an educational institution who is trained and authorized to aid the men students in the solution of their personal problems and to direct their group activities both for their development and the welfare of the institution.¹

¹National Association of Deans and Advisers of Men, Secretarial Notes of the Tenth Annual Conference (1928), pp. 53-50.
The statement suggests several ramifications. The phrase, "member of an educational administration," implies that the dean of men's objectives and philosophy should be in harmony with the philosophy of the parent institution, that if the institution is attempting to shape the minds in light of a Christian doctrine then, the dean of men should act in agreement with this purpose. The word, "direct," implies the directiveness of the dean in aiding the development of the students. The "welfare of the individual" was mentioned jointly with "the development of the individual," but evidence suggests that in most instances the welfare of the institution was considered paramount. Training for the dean of men was mentioned in the statement, but at the time, there were few specialized programs for student personnel workers. The behavioral sciences afforded the most appropriate opportunity, but most deans of men were trained in areas such as physical education and English.

The training for deans of men was mentioned by several authors of the time, and they included study in the following areas:

(1) broad undergraduate education with emphasis on behavioral sciences, physical education and recreation,
(2) organization and principles of higher education (graduate level),
(3) remedial education (graduate level),
(4) practices in student personnel administration of colleges at the time (graduate level).
The contemporary dean of men was discussed with emphases on the following topics:

- Counseling service
- Discipline service
- Housing service
- Student activities service
- Qualifications and training.

There are three important reasons why counseling should be considered as the major role of the dean of men. Counseling personalizes education; enrollments are increasing and students are finding it extremely difficult to locate staff on the college campus who have the time to discuss problems either of a vocational or of a personal nature with them.

Counseling integrates education. The curriculum has become so extensive that it urgently needs integration if it is to serve as an effective educational instrument for the student instead of merely being a program for professional accreditation. Counseling also coordinates the various student personnel services. Counseling literature was reviewed with reference to counseling theory, organization and administration of counseling services, and effects of counseling on students.

It was pointed out that there is a wide range in the point of view and practice regarding discipline in American higher education. There are institutions which, in terms of their educational philosophy, do not consider the behavior of the students within the province of the institution.
Another type of institution views discipline in terms of a complex pattern of regulations, each of which has a standard penalty for infraction. Other institutions find a common ground of agreement between the two extremes which is more in keeping with their educational philosophy. The discipline literature which was reported was concerned with furthering the understanding of the student personnel worker from the following three perspectives: (1) understanding of student behavior and trends, (2) theoretical considerations of discipline, (3) practical application of disciplinary procedures in the college or university.

In general, student personnel workers are becoming aware of the opportunities for student development that a well-planned housing program can permit. Through the housing program, the institution has a method for controlling experiences and influences that affect all phases of student development which can be so well controlled by no other method. The housing literature highlighted the facilities, program, and staff concepts of housing.

The role of the dean of men in student activities was also discussed, along with a review of the literature pertinent to the subject.

In addition to the personal qualifications of the contemporary dean of men needed to fulfill his role, the following program of study at the graduate level was suggested: (1) academic area, (2) understanding of human personality and behavior, (3) philosophy and social responsibility.
(4) individual appraisal and measurement, (5) counseling theory and techniques, (6) group methods, (7) administration of higher education, (8) internship.

Thus, we see that the role of the dean of men is changing from a "paternal watch-dog" image to that of a professional student personnel worker who not only has developed an understanding of the personal and environmental problems common to individuals of college age, but also has been trained in the various counseling and programming techniques which enable him to establish an effective educational atmosphere.

Chapter III

Chapter III contained a study-in-depth of the dean of men's position at four institutions of varying size and constituency in the state of Ohio. No claim was made that the institutions were representative of institutions of higher education generally. A standard interview was constructed (see appendix) and each dean of men was questioned with regard to the items on the structured interview. The interviews lasted from two to four hours and were recorded by tape recorder. In this way, much of the feeling content of the interview could be reconstructed in the reporting of the dialogue. Each dean reacted openly to the questions, but the report of each interview differed because of the nature of the institution and the dean himself.
All of the deans were trained either in psychology or in student personnel which was unique since, according to the results of the inventory, more than half of the deans of men were trained in disciplines not related to the behavioral sciences.

In all instances, the deans of men were involved in the traditional areas of the dean of men - counseling, housing, student activities, discipline and fraternity advising - in varying degrees and emphases. For example, in three of the institutions the disciplinary procedure could be considered student-centered, partially or completely. In one institution, discipline was handled almost entirely by the dean of men with some assistance from the dean of students. In all four institutions counseling was considered to be the most time consuming activity, with problem areas lying within the realm of coordination of student personnel services, provision of adequate services, and inadequate research of the institution and students.

The dean of men is perceived by the students, faculty and administrator as a disciplinarian on all four campuses. However, in some cases, he may have been viewed, secondly, as a counselor or administrator. It was reported that the dean could alter the discipline-related image by increased contact with students and faculty in the classroom, faculty meetings, and social functions.

The role of the contemporary student was discussed. In general, the student member of the academic community is
becoming more aware of his rights and responsibilities within the educational setting. The student understands his rights, and demands that he be heard with reference to the governing of the institution, the curriculum of the institution and the direction of development of the institution and of society. He sees the "older" generation beyond thirty years of age differently, but not necessarily unfavorably. The students of today are voicing the opinion that the approach to life of the establishment may not be the best way and that they can make important contributions to the improvement of our present society in their own way. Student activism was evidenced in varying degrees on the different campuses, but it was a matter of concern for each of the deans of men.

The deans of men did not feel that student activism is an untimely development. Most of them felt that student personnel will be forced to change in order to provide the educational environment demanded by contemporary students. They felt that students had been manipulated too long by an in loco parentis concept of student personnel. Students must be given the freedom they are demanding, but, they must also be taught the responsibilities which accompany the increased liberties.

Other topics such as relationships with faculty, administration and organization of the dean's office, training programs, research, background factors, development of student personnel as a profession and personal qualities of the dean were discussed in Chapter III.
Chapter IV

The purpose of the inventory portion of the study was to assess objectively the present role of the dean of men with reference to the following factors:

1. a current profile of the dean of men regarding characteristics such as educational experience and professional affiliation,

2. a profile of functions performed by contemporary deans of men,

3. a statistical comparison of the 1935 and 1957 roles of the dean of men,

4. a correlation, utilizing the Pearson product-moment correlation coefficient and four-way analysis of variance of the background responses of Section I of the inventory and the attitude responses of Section III of the inventory.

The instrument was sent to 300 deans of men selected from a stratified list of accredited four-year coeducational institutions of higher learning. There were 234 deans of men who responded to the inquiry.

From the results of the study, the "average" dean of men may be characterized in the following manner:

1. He is most likely to have a Master's degree, either in an area related to the behavioral sciences or in an area such as English, physical education or history,

2. He probably has had experience in higher education as a teacher or as a junior student personnel administrator,
3. He probably is in a division of APGA or in NASPA.

4. He has attended at least one vocationally related seminar or conference in the last three years.

5. It is not so likely that he has completed or attempted research but he may have planned to do so.

6. It is highly probable that he has not published in the professional literature.

7. He was moderately active in student activities while in college.

8. He subscribes to at least one journal and perhaps two or more.

9. His job leaves little time to pursue hobbies but he enjoys reading, spectator sports and golf.

10. He is most likely to be in an educational honorary if represented at all.

11. He is involved in activities of the committee or advisory nature other than those listed in his job description.

The statistical analysis of the hypotheses concerned with the relationships of the background responses in Section I of the inventory to the attitude responses of Section III yielded a positive, but not always significant, relationship. In general, it may be said of the dean that his understanding of the student personnel point of view (as measured by Section III of the inventory) may be affected by the following factors:

(1) educational experience
(2) Vocational experience
(3) Membership in professional organizations
(4) Attendance at seminars and conferences
(5) Research experience
(6) Student activities experience in undergraduate college
(7) Subscription to professional journals.

The functions which comprise the roles of the contemporary dean of men have changed. His primary role, represented by a total list of functions was not found to have changed significantly, neither had his counseling, and disciplinary sub-roles. Also, the dean of men had changed his sub-roles significantly relative to his academic, administrative, and student activities sub-roles. The data indicated that the range of activities included under the aegis of the dean of men had been decreased in the last several decades. Many of the earlier functions are now performed by specialists.

Conclusions, Recommendations and Developments

1. The dean of men has changed his image, partially, from that of a paternal father-figure, trained in such disciplines as English and physical education to that of a professional student personnel administrator trained in the behavioral sciences or related areas.

2. Counseling should be the integrating function of the dean of men.
3. The areas of study most relevant for the training of the dean are academic area, personality theory and behavior, educational philosophy and history, individual appraisal and measurement, counseling theory and techniques, group methods, administration and supervised internship.

4. The student personnel administrator, whom the dean of men represents, should be involved in faculty activities such as teaching and academic-advising of students.

5. The dean of men is perceived as a disciplinarian by students, faculty, alumni and parents. This image is changing, however.

6. Student personnel administrators must recognize the new student activism for what it is - an attitude of students which reflects a new sophistication and an awareness of the responsibility of the institution to them and a need for assuming responsibility for their own behavior. The student personnel dean must not be afraid to give students more freedom within the academic setting but must attempt to demonstrate to them the increased responsibility which must accompany it.

7. Student personnel administrators, in general, are responding to the "new" needs of students, and are providing them with opportunities for increased academic freedom. The acceptance of the recent progressive statement on students' rights by the American Association of University Professors was discussed at the convention of National Association of
Student Personnel Administrators this year. The *in loco parentis* concept of student personnel administration is no longer viable.

8. There is a recognized need for student personnel administrators to relate their functions to the academic goals and purposes of the institution.

9. The title, dean of men, is being used less than it was previously as higher educators recognize the benefits of a coordinated and integrated student personnel program.

10. Needed research lies within the following areas:

   Effectiveness of student personnel workers and their functions
   Training of student personnel workers
   Selection of student personnel workers
   Student development and change of attitudes
   Nature of students
   The college environment
   Basic research in the behavioral sciences
   How student personnel administrators may provide a "total" educational environment
   Research on discipline
   What contribution the educational program makes to the student.

11. Student personnel administrators need to develop an operational philosophy on which to base their activities and decisions.
12. The range of activities of the dean of men is becoming diminished as many of his duties are assumed by persons trained and experienced in such specialties as counseling and law. According to the findings of the study, the following roles of the dean of men have become more narrowly defined than previously:

- Counseling
- Discipline
- Administration
- Student activities
- Academic endeavors

The dean of men is still defined as a generalist, however.

13. The number of training programs in student personnel is increasing in American higher education and an increased number of student personnel administrators, trained in student personnel will be evidenced.

14. According to the findings of the study, attitudes of student personnel administrators toward the academic community and the educational process may be affected by the following factors:

- Vocational experience
- Educational experience
- Membership in professional organizations
- Subscription (and reading) of the professional literature.

Other areas positively related, but not significantly, were:
Participation in student activities in undergraduate college

Articles or books published

Research attempted or conducted.

15. Therefore, on the basis of the findings of the study, it is recommended that student personnel administrators consider carefully these factors in enhancing their effectiveness of providing a student personnel program which may be beneficial to students. In addition, the selection of student personnel administrators may be improved by the consideration of background information and performance on inventories comprised of items relating to attitudes toward the educational process in American higher education.

In closing, much has been learned of student personnel administrators, more specifically, the dean of men. However, in some ways, our understanding is superficial. Not only do we need to investigate further the traditions of the various student personnel officers; but, since the complexion of American higher education is changing and developing so rapidly, we need to evaluate the present theory and practice quickly, with the hope of providing the impetus to meet effectively the changing needs of the academic community.

Limitations

The inventory portion of the study was circumscribed by the following limitations:
1. Deans of men from institutions identified as coeducational, four-year colleges or universities served as the population from which the sample was drawn. The procedure negated the use of two-year institutions and all-male institutions.

2. For the purpose of the study, responses were used from deans of men only. Even though deans of men frequently are thought of as being generalists, many perform very narrowly defined functions. Therefore, their responses may not be representative of student personnel administrators in general.

3. The changes implied in Section II for the 1967 deans of men were limited to the framework proposed by Wellington in 1935. The list of functions encompasses most of what present deans of men do. However, some deans complained that several of the items were "too general."

4. Difficulty in comprehending some of the items was noted by several of the deans. However, an informal pilot study was conducted with the intent of clarifying the items on the inventory.

5. In the response to the inventories, a larger percentage of returns was received from the publicly controlled and supported institutions.

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6. There were 234 inventories returned of the original 300. It is probable that additional returns would have influenced greatly the results and ensuing interpretations of the data.

The limitations for the study-in-depth are included in the following summation:

1. Only four institutions, all within Ohio, were included in the study-in-depth. Whether the work of the deans in these institutions is representative of deans of men generally is open to debate.

2. Only coeducational, four-year institutions were included in the study.

3. No college or university of less than 1800 or more than 25,000 students was included in the study-in-depth.

4. The value of the interview and the information obtained was dependent upon the skill of the interviewer. Separating fact from opinion was difficult, and the personal element can enter into data through evaluation and interpretation imposed upon the material by the investigator.3

5. Many factors impinging on the interviewee at a given moment may have influenced the answer to any one question. This could have been true especially if the answer involved opinion or attitude rather than factual information.

6. It was not possible on the basis of a two or three hour interview to assess properly the role of the dean of men on the campus of any institution. Additional interviews with his colleagues, both line and staff, as well as students and with faculty, might have accomplished the task more adequately.

7. It was not possible to get completely frank answers consistently to the questions even though confidentiality of the responses was promised.
Dear Colleague:

Walter R. Bailey, a doctoral student at Ohio State University is conducting a study dealing with the dean of men position, and I would like to request that you assist him by completing the instruments used in his investigation. The results of the inquiry should be of value to NASPA members and to others in higher education. Your cooperation would be appreciated.

Sincerely,

Thomas B. Dutton
Director, Division of Research and Publications

TBD:ces
STUDENT PERSONNEL INVENTORY

SECTION I

Instructions: Section I consists of background items. Answer all that are applicable to you. The reverse of this page may be used if extra space is needed.

Name __________________________________ Institution __________________________________________ (not to be used in study)

Educational experience:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Major</th>
<th>Minor</th>
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Vocational Experience:

<table>
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<tr>
<th>Institution or Firm</th>
<th>Title</th>
<th>Inclusive Dates</th>
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</table>

Membership in professional organizations: (Indicate if officer)

| Honorary organizations: |_________________________|
|_________________________|

Do you regularly attend the conventions? _________

Vocationally related seminars or conferences attended in past three years:

<table>
<thead>
<tr>
<th>Institution or Organization</th>
<th>Subject</th>
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</table>

Leisure activities and hobbies: ________________________________

Student personnel research you have conducted or are planning to conduct:

| Civic organizations: |_________________________|
|_________________________|

Articles or books you have published: ________________________________

Student activities in which you participated in college: ________________________________

| Professional journals to which you subscribe: |_________________________|
|_________________________|

College related activities other than those in job description: 

(Advisor to student organizations, committee member, etc.)
SECTION II

Instructions: Section II consists of those functions with which deans of men's offices have been concerned. Indicate by a ✓ in the first column (Does) only those functions which your office does. Indicate by a ✓ in the second column (Should Do) only if your office does not perform a function but you feel that it should do. Indicate by a ✓ in the third column (Should Not Do) only if your office performs a function that you feel that it should not do. More than one response may be indicated for an item.

<table>
<thead>
<tr>
<th>Does</th>
<th>Should Do</th>
<th>Should Not Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cousel with students on social problems.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Penalize for class absences.</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Supervise health service.</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Advise interfraternity government.</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Administer student loans.</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Supervise housing.</td>
<td>6</td>
</tr>
<tr>
<td>7.</td>
<td>Formulate curriculum.</td>
<td>7</td>
</tr>
<tr>
<td>8.</td>
<td>Conduct research in student problems.</td>
<td>8</td>
</tr>
<tr>
<td>9.</td>
<td>Penalize for infractions of housing regulations.</td>
<td>9</td>
</tr>
<tr>
<td>10.</td>
<td>Aid students in making academic adjustments.</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>Administer social regulations.</td>
<td>11</td>
</tr>
<tr>
<td>12.</td>
<td>Conduct faculty meetings.</td>
<td>12</td>
</tr>
<tr>
<td>13.</td>
<td>Penalize for infraction of social regulations.</td>
<td>13</td>
</tr>
<tr>
<td>14.</td>
<td>Enforce payment of students' private bills.</td>
<td>14</td>
</tr>
<tr>
<td>15.</td>
<td>Regulate extracurricular activity participation.</td>
<td>15</td>
</tr>
<tr>
<td>16.</td>
<td>Penalize for moral delinquency.</td>
<td>16</td>
</tr>
<tr>
<td>17.</td>
<td>Enforce automobile regulations.</td>
<td>17</td>
</tr>
<tr>
<td>18.</td>
<td>Enforce payment of students' institutional bills.</td>
<td>18</td>
</tr>
<tr>
<td>19.</td>
<td>Recommend students from remedial psychiatric treatment.</td>
<td>19</td>
</tr>
<tr>
<td>20.</td>
<td>Keep copies of students' personal history records.</td>
<td>20</td>
</tr>
<tr>
<td>21.</td>
<td>Supervise social calendar.</td>
<td>21</td>
</tr>
<tr>
<td>22.</td>
<td>Interview entering students for personal history records.</td>
<td>22</td>
</tr>
<tr>
<td>23.</td>
<td>Officially administer and perform educational counseling.</td>
<td>23</td>
</tr>
<tr>
<td>24.</td>
<td>Keep official record of students' personal history.</td>
<td>24</td>
</tr>
<tr>
<td>25.</td>
<td>Supervise orientation courses.</td>
<td>25</td>
</tr>
<tr>
<td>26.</td>
<td>Supervise placement of part-time workers.</td>
<td>26</td>
</tr>
<tr>
<td>27.</td>
<td>Penalize students for chapel or assembly absences.</td>
<td>27</td>
</tr>
<tr>
<td>28.</td>
<td>Supervise fraternities.</td>
<td>28</td>
</tr>
<tr>
<td>29.</td>
<td>Administer penalties for unsatisfactory work.</td>
<td>29</td>
</tr>
<tr>
<td>30.</td>
<td>Grant class absence excuses.</td>
<td>30</td>
</tr>
<tr>
<td>31.</td>
<td>Penalize students for infractions of student organization rules.</td>
<td>31</td>
</tr>
<tr>
<td>32.</td>
<td>Regulate student athletic participation.</td>
<td>32</td>
</tr>
<tr>
<td>33.</td>
<td>Keep copies of students' grades.</td>
<td>33</td>
</tr>
<tr>
<td>34.</td>
<td>Approve party chaperons.</td>
<td>34</td>
</tr>
<tr>
<td>35.</td>
<td>Counsel with students on moral problems.</td>
<td>35</td>
</tr>
<tr>
<td>36.</td>
<td>Recommend students for remedial medical treatment.</td>
<td>36</td>
</tr>
<tr>
<td>37.</td>
<td>Supervise vocational &quot;follow-up&quot; program.</td>
<td>37</td>
</tr>
<tr>
<td>38.</td>
<td>Administer student scholarships.</td>
<td>38</td>
</tr>
<tr>
<td>39.</td>
<td>Supervise mental health clinic.</td>
<td>39</td>
</tr>
<tr>
<td>40.</td>
<td>Supervise health service.</td>
<td>40</td>
</tr>
<tr>
<td>41.</td>
<td>Audit student organization books.</td>
<td>41</td>
</tr>
<tr>
<td>42.</td>
<td>Recommend students for remedial physical education.</td>
<td>42</td>
</tr>
<tr>
<td>43.</td>
<td>Supervise institutional dining halls.</td>
<td>43</td>
</tr>
<tr>
<td>44.</td>
<td>Determine admissions.</td>
<td>44</td>
</tr>
<tr>
<td>45.</td>
<td>Supervise and perform vocational counseling.</td>
<td>45</td>
</tr>
<tr>
<td>46.</td>
<td>Make students' class schedules.</td>
<td>46</td>
</tr>
<tr>
<td>47.</td>
<td>Supervise graduate placement.</td>
<td>47</td>
</tr>
<tr>
<td>48.</td>
<td>Supervise catalogue.</td>
<td>48</td>
</tr>
<tr>
<td>49.</td>
<td>Supervise physical examinations.</td>
<td>49</td>
</tr>
<tr>
<td>50.</td>
<td>Advise student government.</td>
<td>50</td>
</tr>
<tr>
<td>51.</td>
<td>Keep official academic records.</td>
<td>51</td>
</tr>
<tr>
<td>52.</td>
<td>Approve faculty appointments.</td>
<td>52</td>
</tr>
<tr>
<td>53.</td>
<td>Select faculty members.</td>
<td>53</td>
</tr>
<tr>
<td>54.</td>
<td>Conduct freshman orientation.</td>
<td>54</td>
</tr>
</tbody>
</table>
SECTION III

Instructions: Section III consists of items concerning the opinions of deans of men. Indicate with a √ in the first column (Yes) if you agree with the statement; in the second column (Not Sure) if you are uncertain how you feel; and in the third column (No) if you do not agree with the statement. Only one response may be indicated for an item.

55. Is the primary objective of the student personnel program educational development? Yes Not Sure No

56. Should students' influence on the campus be limited to recommendations since they are temporary members of the academic community? Yes Not Sure No

57. The outstanding leaders of student government are those who attempt to abide by the established policies and regulations. Yes Not Sure No

58. Should the faculty be allowed to help formulate the policy in the student personnel program? Yes Not Sure No

59. Demonstrations should not be allowed on the grounds of a college or university. Yes Not Sure No

60. Should students be allowed on governance committees of the college or university? Yes Not Sure No

61. Should the dean of men attempt to teach students those values which are considered good by our society? Yes Not Sure No

62. Is close reciprocal communication needed between students and the administration in order for the purposes of the institution to be fulfilled? Yes Not Sure No

63. In general, nonconforming or "hippie" students have little place on the college campus. Yes Not Sure No

64. In general, do you feel that deans of the sexes are needed to implement a worthwhile student personnel program in our institutions of higher learning? Yes Not Sure No
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