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PALMS, Constance Naomi McKoy, 1925-  
AN ANALYSIS OF TEXTBOOKS ON STUDENT  
PERSONNEL SERVICES WITH EMPHASIS  
ON COMMON CORE OF TOPICS TREATED.

The University of Oklahoma, Ed.D., 1963  
Education, general

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

AN ANALYSIS OF TEXTBOOKS ON STUDENT PERSONNEL SERVICES  
WITH EMPHASIS ON COMMON CORE OF TOPICS TREATED

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
in partial fulfillment of the requirements for the  
degree of  
DOCTOR OF EDUCATION

BY  
CONSTANCE NAOMI MCKOY PALMS

Norman, Oklahoma

1963

AN ANALYSIS OF TEXTBOOKS ON STUDENT PERSONNEL SERVICES  
WITH EMPHASIS ON COMMON CORE OF TOPICS TREATED

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## ACKNOWLEDGMENTS

The writer wishes to express her gratitude to the members of her doctoral committee, Dr. F. F. Gaither, Chairman; Dr. Claude Kelley; Dr. P. T. Teska; and Dr. Lloyd P. Williams. To Dr. Gaither sincere thanks are expressed for his assistance throughout the writer's program and his aid in formulating the problem of this study and constructive criticisms during its development.

To Dr. Omer J. Rupiper, particular thanks are expressed for his aid in selecting the procedure of the study, and patient assistance throughout the entire development of this study. His many helpful criticisms and suggestions are sincerely appreciated.

To the Southern Education Foundation whose interest and financial aid greatly contributed to the writer's tenure in school, and to Dr. Claude Kelley, SEF Director at the University of Oklahoma, sincere appreciation is herewith extended.

Thanks are also due those publishing companies who contributed textbooks for analysis in this study; Houghton Mifflin and McGraw-Hill Book Companies.

Lastly, to my family, and especially to my son Alre William, and to Justine and Ike, a deep debt of gratitude is expressed for their unremitting encouragement throughout my stay in school. But for their willingness to maintain themselves and each other, this study would not have been possible.

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AN ANALYSIS OF TEXTBOOKS ON STUDENT PERSONNEL SERVICES  
WITH EMPHASIS ON COMMON CORE OF TOPICS TREATED

CHAPTER I

INTRODUCTION

The impact of scientific and technological advances in American society is being felt on college and university campuses of this nation. One important outgrowth of these developments has been improved economic conditions for the general population. This, in turn, has made college attendance possible for persons who earlier would have been denied the benefits of higher education. Thus it is that institutions of higher learning find themselves the recipients of such heterogenous groups as never before in the history of American higher education. This mass migration to college has been given further impetus by the federal government, both directly and indirectly. Our involvement in two major world conflicts brought forcibly to our attention the need for actualizing our theory of educational opportunity for all.

As the labor structure of the nation has been altered by science and technology, so has the social structure. More people have more time to develop their potentialities, and, in our society, one of the most widely acclaimed methods for doing this is through education.

Though early American colleges and universities were patterned after European models, it was soon recognized that a developing society demanded a different educational organization. Whereas the European concept was lodged in developing an elite and erudite group for positions of leadership and power, the American concept was broader. The democratic ideology made this necessary, for how else was a young nation to approximate its democratic ideal if it was to deny the privilege of higher education to many who could benefit thereby? How else was it to insure itself against political subservience by the many to a few except through an informed citizenry, which in turn, meant an open system of education? This notion was unique to American education. Even more unique was the idea of such institutions assuming responsibility for the student beyond academic matters.

Like all ideals, the goal of college for all who can benefit from the experience has not yet been reached, but tremendous strides are being made in that direction. Statistics on college enrollment attest to this fact.

In 1939-40, the total college enrollment of the Nation was 1,494,000 which was 1.13 per cent of the total population and 15.41 per cent of the number of persons 18-21 years of age. In 1941-42, the non-military resident college enrollment was 1,398,891, which was 1.07 per cent of the estimated population of the Nation, and 15.66 per cent of the nonmilitary population 18-21 years of age.<sup>1</sup>

This period marked the beginning of a steady college population increase which has not yet ceased. By 1950,

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<sup>1</sup>U. S. Biennial Survey of Education in the United States, Statistics of Higher Education - 1939-40 and 1941-42. p. 4.

enrollment in institutions of higher learning had reached 2,659,021,<sup>2</sup> and by 1960 this figure had risen to 3,778,000.<sup>3</sup> A projection of college enrollment in 1970 has been set at 6,443,000.<sup>4</sup>

All these students bring with them their problems as well as their hopes, dreams, and ambitions. If they are to reap the full benefits of their stay in school, means must be found to free them so that their greatest potentials may be realized. Toward this end, groups of services -- generally known as student personnel services -- have been instituted on college and university campuses. Some of the services available to students include health, housing and dining, orientation, and various others designed to aid students to develop into wholesome, mature, and contributing members of society. The educational philosophy, size, and organizational structure of the institution dictate the type of services available.

Graduate colleges throughout the country are engaged in the preparation of guidance workers. The National Defense Education Act of 1958 stimulated the growth of this program. Growing concern for utilizing our human resources to the fullest gave further impetus to the movement. The findings of psychology and sociology afford other stimulants to this work.

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<sup>2</sup>U. S. Biennial Survey of Education in the United States, Statistics of Higher Education: Faculty, Students, and Degrees-1951-52. p. 16.

<sup>3</sup>Seymour E. Harris, "Financing of Higher Education: Broad Issues," Financing Higher Education - 1960-70. ed. Dexter M. Keezer (New York: McGraw-Hill Book Co., Inc., 1959), p.74.

<sup>4</sup>Ibid., p. 74.

All these have contributed to increase the momentum with which educational guidance is developing.

Student personnel services existed in American institutions of higher education quite some time before they were labeled as such. Initially, student advisement and discipline were administrative responsibilities, but changing conditions necessitated alteration in this procedure. Two of the most important factors contributing to the introduction of someone other than the college president assuming the duties of advisement and discipline were: (1) increased enrollment in colleges, and (2) admission of women to institutions of higher learning. These two factors, with their many ramifications, made it desirable for administrators to designate some faculty or staff member to take on the duties of student extra-class life.

Perhaps we should think of the emerging student personnel services as related to and a part of basic changes in American education itself. During the middle decades of the nineteenth century, a number of changing conditions in our democratic society forced reorganization of structure, content, and instructional methods of collegiate education. These forces produced new institutions, land grant colleges, with missions radically different from those of the colonial colleges. Many changes in student personnel services resulted from these institutional changes.... These changes brought to the old colonial-type college new concepts of education, new urban conditions of crowding and societal complexity, and new financial and personal problems to be faced by students. ...The accelerated growth in related research and technology, occurring during this period, not only made other services possible but at the same time produced the societal and family conditions and changes which made such services requisite if the modern American universities were to fulfill their changed mission.<sup>5</sup>

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<sup>5</sup>E. G. Williamson, Student Personnel Services in Colleges and Universities. (New York: McGraw-Hill Book Company, Inc., 1961). pp. 6-7.

Though the expansion of services was rather rapid, this growth was "not accompanied by similar evolution of a philosophical rationale for the work."<sup>6</sup> Not until Hopkins<sup>7</sup> published his survey of personnel procedures in fourteen universities did personnel workers attempt to delineate the philosophy of their work.<sup>8</sup> In the meantime, more services were being added to those already in existence. In 1937, the American Council on Education published a report, The Student Personnel Point of View, in which certain services were specified. Among these were pre-college guidance, selection and admissions, orientation, diagnostic service, educational guidance, cooperation with the families of students, social and extra-curricular information for use in improving instruction and in curriculum planning, financial aid and part-time employment, and several others. A revision of this report in 1949 saw few alterations in the 1937 report. This list of services has been generally accepted by college and university personnel workers of the United States as comprising their sphere of responsibility to students.

In general, the most common tool of instruction in educational institutions is the textbook. Traditionally, it

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<sup>6</sup>Ruth Barry and Beverly Wolf, Modern Issues in Guidance-Personnel Work. (New York: Bureau of Publications - Teachers College, 1957), p. 22.

<sup>7</sup>L. B. Hopkins, "Personnel Procedures in Education, Observations and Conclusions Resulting from Visits to Fourteen Institutions of Higher Learning," The Educational Record, 7: Supplement No. 3, (October, 1926).

<sup>8</sup>Barry and Wolf, Ibid., passim.

is the source with which students will be more familiar. Careful reading of textbooks often provide insight into areas needing further investigation. They also indicate changes taking place within a given field over time. Therefore, the selection of such an important tool for teaching and learning should be made in keeping with its approximation to agreed upon concepts, as well as accuracy of information. Before wise selection of this tool can be made, knowledge of the commonly accepted concepts must be had.

### Background of the Study

The value of textbooks in teaching-learning situations is well recognized. This recognition is implicit in the tremendous improvements which have taken place in the content of American textbooks. On a symposium, "What Are Textbooks For?," Buckingham stated:

If the school is to prepare its students to live competently in the society of which they are a part, to understand its culture and appreciate its civilization, then the book -- especially the book used in school and college -- is indispensable.

This is one thing the textbook is for -- to supply indirect experience in large and well-organized amounts.<sup>9</sup>

Leavell's comments on the same occasion are equally worthy of note:

... No other influence can compare with the human relations factor in importance, as the close liasion between the mind of the teacher and those of the pupils is the highest expression of classroom procedures. The

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<sup>9</sup>B. R. Buckingham, "What Are Textbooks For?," The Phi Delta Kappan, XXXIII (January, 1952), p.241.

textbook ranks next and above other influences in its significance and universality of use. ...<sup>10</sup>

To an extent probably greater than some would care to acknowledge, the textbook determines what is to be taught and what emphases are to be given. Of such importance is this tool that rather extensive research has been carried on in some subject areas in an effort to determine the content of textbooks in the field. Notably among these investigations have been those in history, social science, mathematics, and biology. Such investigations have the advantage of affording us insight into the teaching taking place in a given period. As Dr. Neitz so cogently stated:

... If we know what textbooks were used in any particular area during any period, then by analysis of those books we can determine rather definitely what was taught in that place and at that time.<sup>11</sup>

Extensive investigation revealed only one study in guidance which focused on an analysis of textbooks in the area.<sup>12</sup> That study was primarily concerned with textbooks "purporting to survey the field of guidance and student personnel."<sup>13</sup> In Fredenburgh's study, the investigator established

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<sup>10</sup>Ullin W. Leavell, "What Are Textbooks For?," The Phi Delta Kappan, XXXIII (January, 1952), p. 244.

<sup>11</sup>John A. Neitz, "The Contribution of an Analysis of Old Textbooks to the History of Education in the United States," Journal of Educational Research, XXV (November, 1941), p.201.

<sup>12</sup>F. A. Fredenburgh, "Critical Analysis of Textbooks Surveying the Field of Guidance and Student Personnel," Occupations, XXI (May, 1943).

<sup>13</sup>Ibid., p. 646. (Italics not in the original).

34 topics as being most representative of what was generally included in textbooks used in the analysis. He found that the "Topic Units" treated by all texts ranged from a high of 169 for "General Discussion of Counseling," with the second highest incidence of treatment being given to "Collecting Information Through Psychometrics (tests and measurements)," to a low of 6 "Topic Units" for "Informing Students Through Publications for Students."<sup>14</sup> In his conclusions he states:

. . . The presence of certain topics in the literature was accepted as justification for their inclusion. The persistent absence of any evident treatment of other topics was regarded as justification for omission. It should be borne in mind that this is an investigation of topical treatment as it appears in the literature; it is a report of what is present. . . .<sup>15</sup>

Though many textbooks and articles on guidance at various educational levels are available, studies directly concerned with arriving at a core of student personnel services -- as gathered from analysis of textbooks in this field -- are conspicuously absent. This fact alone may not be significant, but when placed in context with the increased growth of training programs for student personnel workers, the situation becomes more meaningful, particularly for the graduate student interested in pursuing a career in personnel work at the college level. The training institutions themselves might well be concerned with the effectiveness and completeness of their programs.

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<sup>14</sup>Op. cit., p. 648.

<sup>15</sup>Ibid., p. 652.

The fact that certain services have been in existence over a period of time does not necessarily mean that the need for them is still present, at least in their traditional forms. One step toward acquiring knowledge about the relevance of these services is in an analysis of textbooks on student personnel services. Such an analysis will provide quantitative evidence of the services included by writers of textbooks on student personnel work. With this evidence available, not only may a core of services be revealed, but indications of the directions in which programs are moving as well.

#### Statement of the Problem

The general problem of this study is to make a systematic examination of textbooks on student personnel services in higher education in the United States in an attempt to make specific inferences about these services. Also, it is an attempt to seek out the directions in which United States textbook writers in the field of student personnel services seem to be moving.

#### Purpose of the Study

The purpose of this study is to identify the content variables in student personnel textbooks in higher education and to obtain precise and objective components of these variables through the controlled and systematic counting of them. Further, it is the purpose of this study to determine whether a common core of student personnel services may be established through an analysis of textbooks in this field.

Need for the Study

From an investigation of the literature in the field of student personnel services in colleges and universities in the United States, it appears that no information or studies exist which attempt to focus on a basic group of services for student personnel programs at the college and university level. Seemingly, studies of student personnel services in institutions of higher education have been concerned with individual services in operation. The absence of efforts aimed toward arriving at a gestalt of student personnel services or areas of responsibility, as found in textbooks, is conspicuously absent. This lack makes vivid the need for investigation in this area. The demands made by increased enrollments in institutions of higher learning, the diversity in size, wealth, and staffs of these institutions are other factors which bear directly on the need for a delineation of services any higher education institution could rightly be expected to provide.

In a survey of current research pertaining to students or student personnel programs, Robinson and Brown<sup>16</sup> report their findings under eight major groups. A total of 77 studies were included. No studies were directed toward a comprehensive treatment of student personnel services as a whole.

Scott<sup>17</sup> conducted an investigation of the student

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<sup>16</sup>Donald W. Robinson and Dirck W. Brown, "A Report on Student and Student Personnel Research Activities," Personnel and Guidance Journal, XL (December, 1961). pp. 358-360.

<sup>17</sup>William S. Scott, "Student Personnel Services: Principles and Practices for Small Colleges," Personnel and Guidance Journal, XXXVIII (May, 1960). pp. 737-739.

personnel services in 16 small liberal arts colleges in the North Central Association area. He found that the small college-- like its larger sister institutions--is faced with the same need to help students toward fruitful utilization of their time and potentials during their tenure in the formal educational setting of a college environment. Institutions, both large and small, generally accept the list of personnel services described by the American Council on Education.<sup>18</sup>

Since personnel workers have accepted the Council's delineation of student personnel services as constituting the framework around which they are to structure their work, the need for determining the extent to which textbook writers in the field include these services becomes urgent. It is toward this discovery that this study is directed.

#### Procedure

An intensive investigation of the Cumulative Index, Books in Print, textbook publishers' catalogs, bibliographies, and other reference sources was conducted in order to secure titles of textbooks on student personnel services. Seven books purporting to discuss student personnel work in higher education were found. The preface, foreword, and/or introduction of each book was read to determine the appropriateness of its inclusion as a textbook on student personnel services in higher education for this study. The procedure resulted in a list of

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<sup>18</sup>Daniel D. Feder, et. al., The Administration of Student Personnel Programs in American Colleges and Universities. American Council on Education Studies, Series VI, XXII, No. 19 (Washington, D. C.: American Council on Education, 1958).

books which met the requirement of being directly concerned with student personnel services in colleges and universities of the United States. These books are listed in Appendix A.

A study of each book's Table of Contents and Index was undertaken for the purpose of arriving at a set of objectives and content variables or service areas which would be representative of what is usually included in such textbooks. Thus, a set of content variables for analysis was established. Thorough examination of a sampling of books included in the study made obvious the necessity to revise this set of content variables from time to time until the final set of twenty-five content variables was established.

On the basis of the content variables established, an objective and systematic analysis of each book was made. For quantification of content, the following units were used: (1) recording unit, (2) context unit, (3) classification unit, (4) enumeration unit.

The recording unit for this study was sub-topics. In books analyzed, each sub-topic which was related to the stipulated content variable was counted as one. The context unit used for characterizing a recording unit was the major topics. The article as a whole was used as the classification unit; here the term "article" has reference to the chapter headings as found in these textbooks. The unit of enumeration was the page, each of which was counted as one. A careful count of the line-space for a full page in each textbook was made. It was found that the average line-space per page for all books

equalled 40 lines. In an effort to bring a close approximation of uniformity to such diverse population, it was deemed desirable to use average line-space to quantify the content of all textbooks. By using this procedure, fractional pages could be counted which would provide for a greater degree of exactness.

A tally was made for each page of content devoted to a given variable by each author. These were added to get the total pages devoted by an author to a specified variable. The percentages of content so used were then computed. To determine the total pages of content devoted to a variable by all authors, the total pages of content devoted by each author to a particular variable were added. Percentages were then computed on the basis of total content of all books.

The fact that an author did not use a major topic or sub-topic for a variable means that his treatment of that particular variable was considered inadequate and thus not counted separately. This does not mean that his treatment is not included at all. Rather, that such treatment as he gave was subsumed under a different classification unit in exposition of some other content variable to which, according to his organization, it bore a more direct relationship.

For purposes of identification during the process of analysis, each textbook was given an alphabetical symbol. Using the tables of contents and indexes, the classification units for each unit were established. Each paragraph under a given context unit was read to determine its focus. Once the focus of the paragraph had been determined, a tabulation mark was placed

under the proper variable for that paragraph. After extracting and recording the data, tables and figures were constructed to give a graphic presentation of the findings. The final stage of the study involved the organization, interpretation, and presentation of the findings.

#### Limitations of the Study

The study is limited to textbooks on student personnel services in colleges and universities of the United States. Only such books as are directly concerned with student personnel services in these institutions were included. No specific period of time for these publications was used. Rather, such texts as are available in this field comprised the universe of this study.

An effort to quantify communication content is beset with problems relative to the technique used and decisions made regarding that content. These limitations were no less real in this study. Although the writer made every effort to secure textbooks on student personnel services in higher education, there exists the likelihood that some texts were not procured. Additionally, the scarcity of books directly concerned with student personnel services posed another problem. Decision had to be made as to the inclusion in the study of some books despite certain inherent limitations in them pertaining to the service concept of this study. Brouwer's Student Personnel Services in General Education, and Lloyd-Jones and Smith's Student Personnel Work as Deeper Teaching are books included which do not wholly meet the standard of being exclusively

concerned with the service concept as here used. Another weakness is apparent in categorizing the content of these texts. This, of necessity, largely becomes a subjective matter. Although the investigator assiduously tried to categorize the content of any given text in keeping with the author's purposes as found in his preface and/or introduction, in some instances it became necessary for the investigator to determine the specific content variable under which certain data would be subsumed. A fifth weakness is resident in the lack of consideration given for variation in size of pages in the different texts. As mentioned earlier, average line-space of all books was used as a standard enumeration unit. The weaknesses of this procedure are clearly obvious, yet, it has the advantage of obviating the manipulation of cumbersome digits. A final weakness is inherent in the human element of error and interpretation, either or both of which expunge any claim to unequivocal certitude.

#### Definition of Terms

One of the pervasive problems in guidance and personnel work is the varied definitions of terms. There is no generally accepted definition for any given term. Thus the individual writer is always faced with the necessity of defining those terms which he finds essential to his discussion. In this study, definitions of terms have been chosen from various writers. Since no definitions offered by any single author were considered to be the most appropriate in all cases, various

sources were used. In some instances, original definitions are supplied. Cause for this is resident in the lack of definitions available for some of the terms used here. As used in this study, the following definitions are offered:

Activities -- "Those campus activities which are not a part of the academic curriculum, occur outside of the classroom, and are generally planned and put into operation by the students with the help and advise of the faculty if it is considered necessary."<sup>19</sup>

Admissions -- Those activities within the instructional organization which are concerned with activating policies in regard to entrance into and continuance in the institution.

Classification Unit -- "The basis on which the content of communication is analyzed or classified."<sup>20</sup>

Content Analysis -- "A research technique for the objective, systematic, and quantitative description of the content of communication."<sup>21</sup>

Context Unit -- "The largest body of content that may be examined in characterizing a recording unit."<sup>22</sup>

Counseling -- A person-to-person process which "involves something more than the solution to an immediate problem. Its function is to produce changes in the individual

<sup>19</sup>Dugald S. Arbuckle, Student Personnel Services in Higher Education (New York: McGraw-Hill Book Company, Inc., 1953), p. 246.

<sup>20</sup>Bernard Berelson, Content Analysis in Communication Research (Glenco, Illinois: The Free Press, 1951), pp. 135-36.

<sup>21</sup>Ibid., p. 18.

<sup>22</sup>Ibid., p. 135.

that will enable him to make wise future decisions as well as to extricate himself from his immediate difficulties."<sup>23</sup>

Enumeration Unit -- "The basis on which the content of communication is tabulated."<sup>24</sup>

Evaluation -- "The process of determining the relative significance of phenomena of the same sort in terms of some standard: (1) the process of ascertaining or judging the value or amount of something by careful appraisal."<sup>25</sup>

Health Services -- Those college sponsored services geared toward the maintenance of the student's total health; physical, mental and emotional.

Housing and Dining Services -- Those college sponsored services which provide for the physical accommodation of the student, i. e., places to sleep and eat, while, at the same time, affording him educative opportunities in living with his peers in social relationships.

Job Placement -- Those college sponsored services concerned with helping "each new graduate find work in a socially useful occupation appropriate for his particular abilities, interests and ambitions."<sup>26</sup> It is also concerned with "part-

<sup>23</sup>Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Inc., 1953), p. 15.

<sup>24</sup>Berelson, Op. cit., p. 135.

<sup>25</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945).

<sup>26</sup>Arbuckle, Op. cit., p. 109.

time employment for students who are in need of work to maintain themselves in college and the placement of alumni who wish to change their position."<sup>27</sup>

Organization and Administration of Student Personnel Services -- "An organized pattern of means and processes geared to achieve formulated but ever changing objectives. ... It consists of patterns of personal skills involved in the conduct of a program of services."<sup>28</sup>

Orientation -- Those procedures and processes utilized in introducing new students to the physical and cultural environment of the college setting. Its major purpose being to alleviate apprehensions, create feelings of belonging, and, in general, pave the way for successful utilization of the institution's personnel and resources, by the student, in the attainment of his goals.

Recording Unit -- "The smallest body of content in which the appearance of a reference is counted."<sup>29</sup>

Religious Services -- Those college coordinated services which aim toward helping the student develop and maintain ethical character in keeping with his own religious beliefs.

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<sup>27</sup>Williamson, Op. cit., p. 19.

<sup>28</sup>Berelson, Op. cit., p. 135.

<sup>29</sup>Ibid., p. 135.

## CHAPTER II

### CONTENT OF PREFACES IN UNITED STATES STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION TEXTBOOKS

An examination of the preface and/or introductory statement to a textbook serves the worthwhile purpose of ascertaining the author's objectives in writing the book. Such perusal provides the reader with the author's points of emphases and focuses as well as a general frame of reference for the content included therein. The audience for whom the text is intended is another feature usually contained in this prefatory statement.

#### Preface

Careful examination of the prefaces of textbooks in a given area, over a period of time, is very likely to reveal changes which have taken place within that area. Whether these changes are due to a refinement of purposes within the field or reflect the cultural milieu cannot be accurately determined. Probably the best possible answer is that such changes as exist are the results of interaction between both factors.

There is no general accepted pattern for the content of prefaces. The style and format of each preface varies with each author. However, the subject matter content of prefaces of textbooks on student personnel services in higher education

may be roughly classified under two major headings: (1) aims and purposes, and (2) audiences for whom the books were intended. Because of the variation in aims of textbooks and the limited number of texts involved in the study, it was deemed desirable to present each author's aims for his book separately. This procedure has the advantage of identifying a stated aim with a specific author.

### Aims and Purposes

Principles and Methods. One of the earlier textbooks on student personnel services in higher education in the United States was written by Williamson and Darley.<sup>1</sup> The primary purpose of this work is to describe the clinical method in guidance as essential to the individualization of education.

...The counselor individualizes the general prediction equation made by the average student. Such individualized diagnosis and prognosis are herein referred to as the clinical method....<sup>2</sup>

In the introduction to this book Paterson states:

Many persons have recognized the desirability for a more scientific approach to guidance work.... The authors frankly approach the problem on the basis of clinical diagnoses.... Personnel research lies behind the clinical approach. This book is a description of the clinical procedure in action in the area of student guidance.<sup>3</sup>

The authors admit failure to incorporate some of the generally accepted areas of personnel services in their text. This exclusion, they point out, is not due to their failure to recognize the importance of these areas. Their essential

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<sup>1</sup>E. G. Williamson and John G. Darley, Student Personnel Work (New York: McGraw-Hill Book Company, Inc., 1937).

<sup>2</sup>Ibid., p. xxi

<sup>3</sup>Ibid., pp. xiii, xiv

concern is with the professionalization of guidance through the development of clinical procedures.

Improvement of student development. One text, Brouwer's,<sup>4</sup> has as its aim effective improvement of the total development of students through the general education program. In the author's words, it:

...analyzes ways to identify and satisfy the needs of students through the coordinated use of fact-finding devices and of personnel services....<sup>5</sup>

This book is really a report which grew out of workshop and other experiences of the Cooperative Study in General Education, January, 1939 to September, 1944. Because it is concerned with student personnel services in colleges and universities in the United States, it is included here. "The emphasis of the report is upon a unified program of student personnel work as an integral part of the program of general education aimed at the total development of each student."<sup>6</sup>

Advance maturity of student personnel work. One author, Wrenn,<sup>7</sup> has as his aim contribution to the advancement of student personnel work as a mature discipline. In his preface he states:

There has been a great deal of substantial and effective writing in this area, largely, however,

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<sup>4</sup>Paul J. Brouwer, Student Personnel Services in General Education (Washington, D.C.: American Council on Education, 1949).

<sup>5</sup>Op. cit., p. xi

<sup>6</sup>Ibid., p. xi

<sup>7</sup>C. Gilbert Wrenn, Student Personnel Work in College (New York: The Ronald Press Company, 1951).

in the form of articles, bulletins, chapters, and collections of papers presented at conferences. By examining this varied material within the framework of a consistent point of view, it is hoped that this book will advance further toward maturity the complex of functions that make up the student personnel program.<sup>8</sup>

With this purpose in mind, he has brought together one of the first, if not the first, full treatise on student personnel work in higher education. In addition to his primary purpose, the author sets forth the following possible values which might accrue from his text: (1) comparison with secondary school programs, (2) preparation of college and university teachers, and (3) clarification of the roles of teachers and personnel workers in facilitating student personnel services.

Faculty understanding of student personnel services.

Arbuckle<sup>9</sup> has faculty understanding of student personnel services as the major purpose of his text. He is admittedly aware that:

...The organized services discussed in the book take the time, effort, and ingenuity of specialized workers, but all faculty members should have some understanding of these services....<sup>10</sup>

The investigator assumes that the author takes the position that faculty understanding will be more likely to materialize when a single source is available for their use. His comment on the purpose of the text tend to reenforce this view.

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<sup>8</sup>Ibid., p. iv

<sup>9</sup>Dugald S. Arbuckle, Student Personnel Services in Higher Education (New York: McGraw-Hill Book Company, Inc., 1953).

<sup>10</sup>Ibid., p. vii

...The basic purpose of the book is to help faculty members to understand the student personnel services that are offered on their campus. Teaching is included in this list, since it is obviously a student personnel service....<sup>11</sup>

"Deeper teaching." The purpose of Lloyd-Jones and Smith's book<sup>12</sup> constitute part of the title. Stated another way, their purpose is to bring together, in one volume, the cooperative efforts of many capable people who would be "persistent in their efforts to get beneath the surface of the more conventional interpretations of personnel work."<sup>13</sup> The end result of this penetrating approach to student personnel work would be the fullest possible development of the individual.

The full development of human resources...is the great idea that stirs American education. Human relations...constitutes the central problem of our time. Education is the primary instrument for progressively improving the quality of human relations. Personnel work...has an opportunity to make significant contributions to education as it moves forward along new frontiers.<sup>14</sup>

Comprehensive coverage of personnel work. In setting forth the underlying purpose for her text, Mueller states her desire to provide the necessary perspective for the student pursuing training in personnel work. She perceives this perspective as involving two things:

...1) A realistic exposition of the practices,

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<sup>11</sup>Ibid., p. vii

<sup>12</sup>Esther Lloyd-Jones and Margaret Ruth Smith (eds.). Student Personnel Work as Deeper Teaching (New York: Harper and Brothers, 1954).

<sup>13</sup>Ibid., p. xii

<sup>14</sup>Ibid., p. xii

principles and problems in each one of its functions, and 2) a more systematic exploration of its ties with individual psychology and educational sociology....<sup>15</sup>

In the "Editor's Introduction" to this book, the statement is made that:

...It is a comprehensive treatment of personnel work with a clear portrayal of the magnificent and confusing variety of ways in which student living is to be dealt with....<sup>16</sup>

Define functions. Williamson's latest book<sup>17</sup> on student personnel services in higher education has as its primary purpose:

...To define functions of the dean of students in his role of educational leader....<sup>18</sup>

#### Intended Audience

One other feature commonly found in the prefaces of books on student personnel services in higher education is some indication of the audience for whom these books are intended. Though all are classified as textbooks, the specific group within the broad area of personnel work for which each book is intended varies. Table 1 presents the different audiences of books analyzed in this study.

It can be seen from Table 1 that these books are directed to three broad groups: (1) the specialist in

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<sup>15</sup>Kate Hevener Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin Company, 1961). p. viii.

<sup>16</sup>Ibid., p. vi

<sup>17</sup>E. G. Williamson, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Company, Inc., 1961).

<sup>18</sup>Ibid., p. xi

TABLE 1 -- SPECIFIC AUDIENCE OF BOOKS ON STUDENT  
PERSONNEL SERVICES IN HIGHER EDUCATION

Number of Books	Author	Audience
1	Williamson and Darley	College and uni- versity counselors
2	Brouwer Arbuckle	Faculty and student personnel staff
2	Wrenn Mueller	Prospective student personnel workers
1	Lloyd-Jones and Smith	Personnel workers
1	Williamson	Dean of Students

personnel work, (2) all persons who work with students during their tenure in college, and (3) graduate students preparing for careers in student personnel work in higher education. It is realized by the investigator that such a trichotomy supposes an artificial division of the whole of student personnel work. Yet, on the other hand, it does make clear the concern of this particular aspect of the study, i. e., the special groups to which the authors address themselves. Of further importance is the fact that only two of the seven books analyzed in the study purport to give a comprehensive coverage of student personnel work to graduate students in this field.

#### Summary

An analysis of the content of prefaces of textbooks on student personnel services in higher education revealed that

they are mainly concerned with two things: (1) aims and purposes, and (2) audiences for whom the books were intended. The aims and purposes may be broadly grouped under the following headings: (1) principles and methods, (2) comprehensive coverage of student personnel services and/or work, and (3) definition and exposition of functions.

The audience for whom each book was intended varies with the author and tends to illuminate the author's focus for his book. These may be classified under three broad groups, namely, counselors and administrators, faculty and staff, and graduate students in student personnel work.

## CHAPTER III

### SUBJECT-MATTER CONTENT OF TEXTBOOKS ON STUDENT PERSONNEL SERVICES

The major concern of this study is the subject-matter content of textbooks on student personnel services in higher education and the treatment given this content by various authors. As here used, subject-matter has reference only to that portion of textbook space which is allotted to treatment of actual informational material found in student personnel textbooks. Excluded from this content is space allocated to prefaces, introductions, tables of contents, bibliographies, appendixes, indexes, and other teaching aids.

After thorough examination of the seven textbooks, a classification of the subject-matter content was made. This classification incorporates all the material under twenty-four content variables with an additional content variable labeled Other Areas Not Included Elsewhere. This latter content variable includes materials of such scarcity and infrequency of treatment in the books as a whole that it was thought desirable to place them under the aforementioned category. The other twenty-four content variables of the subject-matter content are: (1) Historical Overview of U. S. Higher Education, (2) History of Student Personnel Services, (3) Philosophical Foundations, (4) Sociological Foundations, (5) Psychological Foundations,

(6) Physiological Principles, (7) Selection and Admissions, (8) Student Activities, (9) Health Services, (10) Housing and Dining Services, (11) Counseling, (12) Campus Student Government, (13) Orientation, (14) Religious Service, (15) Financial Aid and Placement, (16) Teaching and Teacher Responsibility, (17) Married Students, (18) Fraternities and Sororities, (19) Foreign Students, (20) Discipline, (21) Organization and Administration of Personnel Services, (22) The Personnel Worker, (23) Research and Evaluation, and (24) Student Personnel Records.

In utilizing the procedure established for the quantification of the content of these textbooks, a careful count was made of the total space given by each author to treatment of each content variable. By using this method, the total number of pages devoted by these authors to treatment of any content variable was determined and percentages computed. The total number of pages devoted to each variable in the combined number of textbooks analyzed in this study are as follows:

Historical Overview of U. S. Higher Education, 60; History of Student Personnel Services, 50; Philosophical Foundations, 24; Psychological Foundations, 101; Sociological Foundations, 57; Physiological Principles, 20; Selection and Admissions, 118; Student Activities, 214; Health Services, 92; Housing and Dining Services, 122; Counseling, 392; Campus Student Government, 126; Orientation, 57; Religious Service, 60; Financial Aid and Placement, 114; Teaching and Teacher Responsibility, 64; Married Students, 31; Foreign Students, 28; Fraternities and Sororities, 22; Discipline, 81; Organization and Administration of Personnel Services, 447; The Personnel Worker, 98; Research and Evaluation, 105; Student Personnel Records, 42;

Other Areas, 75. The total pages of subject-matter in all textbooks is 2600. This figure represents 85.80 per cent of the content within these books. The remaining 14.10 per cent represents space given to prefaces, introductions, tables of contents, references, bibliographies, indexes, and other aids.

Percentages were obtained for the amount of space used by each author in treating each content variable of the study included in his text. These percentages were derived by using the total pages of subject-matter content for a given content variable as found in each textbook. Table 2 presents total number of pages and percentages for all books analyzed in this study.

TABLE 2 -- NUMBER AND PERCENTAGE OF PAGES OF SUBJECT-MATTER CONTENT IN EACH TEXTBOOK LISTED BY AUTHOR, DATE OF PUBLICATION, AND CONTENT VARIABLES

Content Variable	Author and Date of Publication								
	Number of Pages and Percentages	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Total
Historical Overview of U.S. Higher Education	N	18						42	60
	%	7.00						7.86	2.30
History of Student Personnel Work	N	4			6	13	7	20	50
	%	1.53			2.26	4.02	1.57	3.74	1.92
Philosophical Foundations	N		17	4			3		24

TABLE 2 -- Continued

Content Variable	Author and Date of Publication								Total
	Number of Pages and Percentages	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	
	%		5.69	.84			.68		.92
Psychological Foundations	N	27	28	20		3		13	101
	%	10.38	9.36	4.22		4.02		2.44	3.88
Sociological Foundations	N		25					32	57
	%		8.36					5.99	2.19
Physiological Foundations	N		20						20
	%		6.69						.77
Selection and Admissions	N	7	13	19	24	31		24	118
	%	2.69	4.35	4.02	9.06	9.59		4.49	4.54
Health Services	N			25	20	26		21	92
	%			5.29	7.55	8.05		3.93	3.54
Student Activities	N		27	59	17	21	38	52	214
	%		9.03	12.47	6.42	6.51	8.52	9.74	8.23
Housing and Dining Services	N		27	27	22	17		29	122
	%		9.03	5.71	8.30	5.26		5.43	4.69
Counseling	N	160	40	116	49	27			392
	%	61.53	13.38	24.54	18.49	8.36			15.09

TABLE 2 -- Continued

Content Variable	Author and Date of Publication								Total
	Number of Pages and Percentages	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	
Campus Student Government	N		1	7	6	19	51	42	126
	%		.33	1.48	2.26	5.88	11.43	7.86	4.85
Orientation	N	2		18	19	14		4	57
	%	.76		3.80	7.17	4.34		.75	2.19
Religious Servi- ces	N				24	13		23	60
	%				9.06	4.02		4.31	2.30
Financial Aid and Placement	N	1		59	22	16		16	114
	%	.38		12.47	8.30	4.95		3.00	4.39
Teaching and Teacher Respon- sibility	N	1	26		16			21	64
	%	.38	8.70		6.04			3.93	2.46
Married Students	N					9		22	31
	%					2.78		4.12	1.19
Fraternities and Sororities	N							22	22
	%							4.12	.85
Foreign Students	N					14		14	28
	%					4.34		2.62	1.08
Discipline	N			24		11		46	81
	%			5.07		3.40		8.62	3.12

TABLE 2 -- Continued

Content Variable	Author and Date of Publication								Total
	Number of Pages and Percentages	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	
Organization and Administration of Personnel Services	N	5	16	25	13	14	347	27	447
	%	1.93	5.35	5.29	4.90	4.34	77.80	5.06	17.19
The Personnel Worker	N	4		23		25		46	98
	%	1.53		4.86		7.74		8.62	3.77
Research and Evaluation	N	24	1	33	19	10		18	105
	%	9.20	.33	6.98	7.17	3.10		3.37	4.04
Student Personnel Records	N			14	8	20			42
	%			2.96	3.02	6.20			1.62
Other Areas	N	7	58			10			75
	%	2.69	19.40			3.10			2.88
Totals	N	260	299	473	265	323	446	534	2600
	%	100	100	100	100	100	100	100	100
Total Pages in Book		329	328	593	355	367	478	580	3030

An examination of Table 2 reveals great diversity in treatment given to identical content variables by the various authors. Williamson and Darley devote three per cent of their text to a discussion of Selection and Admissions, while Arbuckle devotes nine per cent, and Lloyd-Jones and Smith use ten per cent of their coverage to treatment of this variable. This differentiation in treatment of identical variables is manifested throughout this analysis. Part of this diversity in treatment may be traceable to the backgrounds and training of authors, and, it can be assumed, part to the manner in which student personnel services have emerged as a facet of higher education in the United States.

Not only is this study concerned with the amount of textbook space used by authors in treating the variables of the study, as presented in Table 2 for comparative purposes, but of equal importance is the extent to which they include similar variables in their textbooks and their presentations relative to these variables. Obviously, no two authors will ever present the same topics in the same manner. What may be considered by one to be of value in illuminating his discussion may be disregarded completely by another, or, at least placed in a more subordinate position. Thus, focus of treatment is largely dependent upon the context in which each author perceives the functioning of the student personnel program. These idiosyncratic tendencies, however, need not preclude the existence of a core of student personnel services as found in textbooks.

### Analysis of the Subject-Matter by Content Variables

Analysis of the subject-matter content of textbooks on student personnel services in higher education in the United States was made on the basis of twenty-five empirically derived content variables. These variables are presented and discussed according to their position in a hierarchy of total percentage coverage given them by all authors. For ease of presentation and interpretation, Figure 1 was prepared to show the percentage of subject-matter covered in the combined lists of texts.

Organization and Administration of the Program of Services. All textbooks included in the study gave some space to discussion of this variable. The space given to treatment of this variable ranged from a low of 5 pages for Williamson and Darley's 1937 textbook to a high of 347 pages for Williamson's 1961 text. Figure 1 shows a percentage treatment of 17.19 for all texts. Prior to 1961, Wrenn - with 25 pages - devoted more space to this variable than any other author. With publication of Williamson's book in 1961, an increase in coverage more than 24 times as great was noted.

Prior to 1951, authors concerned themselves mainly with one topic, i. e., organizational patterns. With the publication of Wrenn's book in 1951, a broader perspective was brought to this supportive service in personnel work. For the first time, the influence of changes occurring in American higher education were considered in relation to their effect on structural patterns and organizational plans of student personnel services. Seven pages of Wrenn's text were devoted to

Content Variables	Number of Pages	Percentages
Organization and Administration of Personnel Services	447	17.19
Counseling	392	15.09
Student Activities	214	8.23
Student Government	126	4.85
Housing and Dining	122	4.69
Selection and Admissions	118	4.54
Financial Aid -- Placement	114	4.39
Research and Evaluation	105	4.04
Psychological Foundations	101	3.88
Personnel Worker	98	3.77
Health Service	92	3.54
Discipline	81	3.12
Other Areas	75	2.88
Teaching and Teacher Responsibility	64	2.46
Religious Service	60	2.30
Overview of U.S. Education	60	2.30
Sociological Foundations	57	2.19
Orientation	57	2.19
History - Personnel Work	50	1.92
Personnel Records	42	1.62
Married Students	31	1.19
Foreign Students	28	1.08
Philosophical Foundations	24	.92
Fraternities & Sororities	22	.85
Physiological Principles	20	.77
	2600	

Figure 1 -- Number of pages and Percentages of Subject Matter Devoted to Each Content Variable Based on Seven Books with a Total of 2600 Pages

information pertaining to these factors. This geneological approach to organization and administration offers insights which were lacking in earlier texts.

Though a percentage decrease in treatment of this service was found over the next two years (Table 2), the concept of organization and administration of services in a manner which takes into account the totality of the individual's development was noticeably present. Arbuckle and Lloyd-Jones and Smith devote over 4 per cent of their textbooks to the changed concept of organization and administration.

Mueller devoted 27 pages, 5.06 per cent, of her book to a discussion of this content variable. In her treatment, she included disquisition on the theoretical bases of administration. A resume of trends in campus administration was given 1.4 per cent of the total space of this textbook. An analysis of the functions and methodology of personnel work was also included.

The most extensive treatment of Organization and Administration of Student Personnel Services was given by Williamson (1961). Over 77 per cent of his text was devoted to this content variable. Williamson used a broad base for analyzing the development, methods, functions, and procedures for administering and organizing a student personnel program. Illustrative cases were presented to show the actual operational procedures found in a large university setting. The topics and number of pages allotted to each are presented in Appendix B by author. Upon examination of Appendix B, a noticeable shift

in focus and emphasis on the part of authors is evident. Earlier textbooks largely confined discussion to organizational plans per se, where later authors tended to incorporate the underlying rationale for various organizational plans. In the more recent textbooks, much attention is given to the science of management as related to organizing and administering the program of services. The trend toward constant awareness of the student as the important element in the complex of any organizational plan is obvious also. Authors attributed this changed concept of administration to the findings of psychology and sociology which are reflected in the purposes and functions of modern American institutions of higher learning.

Counseling. The second largest number of pages used by textbook writers were those devoted to counseling. A total of 392 pages, 15.09 per cent, in five books was used. Two authors, Williamson and Mueller, gave no discussion to this category as a process. Mueller's comment on omitting this variable in her text follows:

. . . Counseling . . . is a vital part of personnel services at any level, yet as a process, counseling is not treated here. As an adventure in learning, the purposes and accomplishments of counseling are of course involved in every chapter. . . . 1

Some of the earlier authors devoted major portions of their texts to discussion of this variable. Perhaps one reason for such extensive treatment might reside in the development of instruments by psychologists for objective study of the

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<sup>1</sup>Kate Hevner Mueller, Student Personnel Work in Higher Education. (Boston: Houghton Mifflin Company, 1961). p. x.

individual. Through use of these instruments data could be gathered and studied in a more laboratory-like atmosphere than was possible in other areas of personnel work where tools for analysis and evaluation still lacked the desired degree of refinement.

Another distinguishing feature of early textbooks was the amount of space given to principles and techniques of counseling. The most thorough treatment of this topic was found in the 1937 edition of Williamson and Darley's text in which they devoted 160 pages, or 61.53 per cent, to discussing principles and techniques. This could be expected since the authors stated in their foreword that counseling was the focus of their book. The authors of later texts also included these areas, but they tended to recognize the vast amount of counseling which took place away from a clinical setting. Along with this recognition came the realization that personnel workers must find means to help teachers do more effective jobs of counseling.

A sharp decrease in the amount of textbook space used to discuss counseling was evident from 1937 to 1949. In 1951, an increase in space and percentage was noted with publication of Wrenn's book.<sup>2</sup> Wrenn devoted 116 pages, 25.54 per cent, of his text to discussion of this content variable. Wrenn introduced, for the first time, topics related to the counseling function which were directed to both the specialist and non-

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<sup>2</sup>C. Gilbert Wrenn. Student Personnel Work in College (New York: The Ronald Press Company, 1951.)

specialist in student personnel work. Some of the topics he included in his discussion of this variable and the number of pages devoted to each follow: definition of counseling, 3.9; personality gestalt, 2.9; nature and need for diagnosis, 17.75; obtaining and using information about students, 13.7; the student's responsibility in the counseling relationship, 5; environmental resources, 8.9; and essentials for interpreting information, 11.5. These examples are illustrative of a broadened perception of the levels of counseling.

With publication of Arbuckle's book<sup>3</sup> in 1953, a decrease in treatment of counseling was noticed. He used 49 pages, 18.49 per cent, of his text for exposition of this variable. Essentially, his treatment was focused toward aiding those faculty and staff members who were not specifically trained in student personnel work to gain an understanding of the counseling process.

A further decrease in emphasis on counseling was noticed in Lloyd-Jones and Smith's textbook. They devoted 27 pages, 8.36 per cent, of their text to counseling. Their chief concern was that of utilizing fully, in every institutional setting, the opportunities available for aiding the student to gain "self-understanding." The focus on counseling was "deeper teaching."

Implications are that textbook writers on student personnel services in higher education were agreed that

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<sup>3</sup>Dugald S. Arbuckle. Student Personnel Services in Higher Education (Boston: McGraw-Hill Book Company, Inc., 1953).

counseling has an important place in the program of services. However, evidence of increased awareness of the tremendous amount of counseling that was carried on by teachers was manifested in the treatment given this content variable by textbook writers. A fluctuation in the amount of textbook space devoted to this service was clearly evident. The most recent books used in this analysis did not devote any space to the counseling process, but did incorporate its significance in the organization of their texts. Perhaps such omissions were partly due to the realization that, by its very nature, the counseling process constitutes a pervasive aspect of the program of services. Also, because of the complexity of the counseling process, textbooks are being published which are devoted entirely to this specific content variable.

Student Activities. Seventy-one per cent of the books analyzed in this study devoted space to exposition of this content variable. A cumulative treatment of 214 pages, 8.23 per cent, was found. This variable received very little attention in the early textbooks included in this study.

Of the textbooks analyzed in this study, Brouwer's<sup>4</sup> was the first to give major recognition to this area. Twenty-seven pages, 9.03 per cent, of his subject-matter content was used in discussing these activities. With publication of Wrenn's book, an increase in page coverage and percentage treatment was noticed. Wrenn devoted 59 pages, 12.47 per cent, of his content

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<sup>4</sup>Paul J. Brouwer, Student Personnel Services in General Education (Washington, D.C.: American Council on Education, 1949).

to treatment of this variable. During the period 1953-1954, which marked publication of two other texts on student personnel services in higher education, a decline in treatment of this service was evident. Mueller's text reversed this situation and, in her textbook, an increased amount of space was devoted to this service. She devoted 52 pages of her textual matter to disquisition on student activities. This figure represents 9.74 per cent of subject-matter content.

Textbook authors showed a great deal of diversity and variety in their treatment of student activities. There is evidence to support the premise that the raison d'etre for this service is the opportunity it provides for student growth and development through self-initiated activity. Awareness of the importance of student activities programs was well stated by Larned:

Perhaps no single phase of college experience offers richer opportunities for developing social competence than participation in extra-curricular activities. In most colleges students are privileged to elect their own officers, formulate objectives (subject to college approval), initiate student action, solicit cooperation from other agencies, and organize and administer programs utilizing college facilities and the talents and abilities of a varied membership. . . .<sup>5</sup>

In an effort to satisfactorily meet the needs of students as mentioned above, authors of the more recent textbooks on student personnel services used in this study, included a number of facets of the student activities program.

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<sup>5</sup>Dorothy Larned, "Social Competence of Students," Student Personnel Services, American Association of Colleges For Teacher Education (Washington, D. C.: The Association, 1949), pp. 151-152.

Campus Student Government. A cumulative total of 126 pages, 15.09 per cent, of subject-matter content was devoted to this content variable. Williamson emphasized this variable more than any other author. He devoted 51 pages, 11.43 per cent, of his content to its discussion. Mueller, with 42 pages, 7.86 per cent of her subject-matter content, was second in the amount of textbook space used to discuss this variable.

The role of students' participation in college policy making was first among the topics pertaining to student government. This topic showed a steady increase in textbook space given to its discussion by writers included in this study. During the 1930 and 1940 periods, little textbook space was given to the area of student government. Also, during this period, some authors, when considering this variable at all, placed it under activities. Only those textbooks published within the last decade considered it to be of sufficient importance to merit major topic status. The growth in importance of student governance, as evidenced by space given this variable in textbooks analyzed, can be seen by referring to Table 2.

Of the total pages used in treating this variable, 93 pages appeared in two 1961 editions. The remaining 33 pages were found in four books extending over a period encompassing slightly more than one decade. The average amount of textbook space given to this variable within those years was approximately 6.6 pages per book as contrasted with the present decade's 46.5 pages per book.

Before 1954, textbook authors -- in writing on student government -- focused their attention mainly on generalized discourse relative to the development of student government. Beginning with Lloyd-Jones and Smith's book, a trend toward conceptualizing the psychological and sociological implications essential to mature participation in democratic society was clearly obvious. Support for this can be seen by examining the topics included by authors in their discussions of student government. There appeared to be increased emphasis on the practice of good citizenship by students during their college years. Textbook authors also indicated an awareness, in their presentations, of young people's need for guidance in self-government. This guidance was seen as essential if young people are to successfully develop into responsible citizens. The following statement by Klopf seemed to express the central theme of textbook writers' expositions on student government.

...The experiences students have in student government and activities should be considered a part of the educational program of an institution. It cannot be assumed that just engaging in group activities automatically results in educational and meaningful experiences. Students need help in attaining the values that accrue from group activities. This professional assistance is the responsibility...of the personnel program and...of all faculty and administration.<sup>6</sup>

The emphasis on experience permeates much of the writings of recent textbook authors on student government.

Allen, and others state:

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<sup>6</sup>Gordon Klopf, College Student Government (New York: Harper and Brothers, 1960). p. 73.

Student participation in campus government...has two major purposes: first, to serve as a laboratory for student development in the skills, attitudes, and methods of democratic citizenship; and, second, to carry whatever responsibilities have been delegated to the students in the functioning of the university....<sup>7</sup>

Though interested in the participation of students in campus government, Mueller evinced a bit of skepticism about the worth of participation per se.

The knowledge or the convictions gained by the student from his experience with campus government may be either significant or meaningless....<sup>8</sup>

According to Mueller, meaningfulness of participation in student government was dependent upon several factors, not the least of which were defining objectives, delineating roles of students and counselors, establishing principles of operation, and developing constructive student attitudes. She used 21 pages, 50 per cent, of the content on student government in discourse on the above areas.

Williamson's treatment of student government was directed more to administrators than other personnel workers. A large portion, 35 pages, of his discussion of this variable was used with specific cases of the operation of student government in a large university. He used 11.43 per cent of his subject-matter in discussing this content variable.

Of the textbooks included in this analysis, Mueller's presented the most comprehensive treatment of campus student

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<sup>7</sup>Lucile Allen, et. al. "Student Participation in Campus Government," in Esther Lloyd-Jones and Margaret Ruth Smith (eds.) Student Personnel Work as Deeper Teaching (New York: Harper and Brothers, 1954). p. 133.

<sup>8</sup>Mueller, Op. cit., p. 311.

government. Table 2 reveals 7.86 per cent of her subject-matter was used to discuss this variable. In descending order, the percentages of subject-matter content used by other authors in discourse on this variable were: Lloyd-Jones and Smith, 5.88; Arbuckle, 2.26; Wrenn, 1.48; Brouwer, .33.

This examination of textbooks on student personnel services in higher education revealed a trend toward more careful scrutiny of student campus government on the part of textbook writers. Though no one plan for organizing this service on college and university campuses was offered, certain underlying principles, objectives, and concepts were set forth as being essential to democratic living. The responsibility of personnel workers in aiding college students realize the benefits of active, constructive citizenship was clearly evident. The fact that this content variable ranked fourth in total pages used by all authors in treating it is taken as an indication of its growing importance as perceived by textbook writers on student personnel services in institutions of higher learning.

Housing and Dining Services. Five of the textbooks analyzed in this study devoted space to treatment of housing and dining services. This content variable had 122 pages devoted to its discussion. These pages represent a percentage treatment of 4.69. Brouwer devoted 9.03 per cent, 27 pages, of his content to this variable. This was more coverage than any other author. At the other extreme, Lloyd-Jones and Smith devoted 5.16 per cent, 17 pages, of their content to this variable.

As with other content variables, uniformity in topics discussed by authors was difficult, if not impossible, to find. However, certain areas emerged that were considered by a plurality of authors. In first position among topics receiving such attention was "Types of Housing." A cumulative total of 22 pages was devoted to this topic. Here, too, the greatest concurrence among textbook authors was found. Textbook authors generally divided their presentations on types of housing facilities into the following: (1) residence halls, (2) off-campus housing, (3) fraternity and sorority housing, (4) cooperative housing, (5) graduate housing, and (6) married students housing. Mueller, with 7 pages, gave more coverage to this topic than any other author. Arbuckle, with 6.5 pages, was second in space allotted to housing, and Wrenn, with 2 pages, gave the least coverage of the authors including this topic in their textbooks. Discussions subsumed under this topic usually involved residence house programs and organization, and summary statements on head residents.

The second topic in frequency of treatment was "Administration of Housing." The total pages given to discussion of this topic was 15. Again, Mueller's treatment was the most extensive of the authors including this variable in their textbooks. She used 8 pages to discuss this topic. Authors were generally agreed that administration of housing succeeds in more nearly approximating realization of the educational potential of student housing when such administration sees beyond the purely financial aspects of living arrangements.

Only two authors, Arbuckle and Lloyd-Jones and Smith, included a separate topical treatment of dining service in their textbooks. These authors devoted a total of four pages to this aspect of the housing and dining content variable. However, each of the five textbooks that included Housing and Dining Services incorporated discourse on the significance of dining services in their discussions of housing. Residence counseling was likewise subsumed under different topics by various textbook writers. Only one author, Arbuckle, with 3.13 pages, gave special attention to this area as a part of the housing and dining services program.

The trend toward recognizing the educational value of living arrangements for college students was evident in textbooks on student personnel services in higher education. Textbook writers were generally agreed that housing and dining services offer many opportunities for student growth in self-discipline and other areas of social development. There was further concurrence, among textbook writers, on the need for trained personnel to staff college and university housing facilities. The trend is away from the concept of a kindly matron whose job was essentially discipline, externally imposed, and toward that of staff members trained in psychology, sociology, and an educational-guidance-personnel point of view.

Selection and Admissions. This content variable received a total treatment of 118 pages, 4.54 per cent, by six textbooks included in this analysis. It ranked sixth in frequency of discussion by textbook writers.

From 1937 to 1954 there was almost arithmetical progression in space given to this variable by textbook writers on student personnel services. Lloyd-Jones and Smith devoted more pages to this variable than any other author. They used 31 pages, 9.59 per cent, of their textual material on this variable. Arbuckle, with 24 pages, 9.06 per cent, was second in frequency of coverage given this service. Williamson and Darley devoted the least amount of space, 7 pages, 2.69 per cent, to discussing selection and admissions.

Procedures and the place of admissions received more treatment by textbook writers than any other topic of this content variable. A total of 42 pages was used in discussing this topic. The second topic in frequency of treatment was "Choosing A College." A cumulative total of 14 pages was used by textbook writers in discussing this topic. With a total of 2 pages devoted to its discussion, "Recruitment" received the least treatment by textbook writers on Selection and Admissions.

Earlier writings were primarily concerned with testing programs, which aimed at predicting the student's ability to succeed in college; and high school transcripts, which purported to afford an indication of the student's past performance. Although these aspects of selection and admissions were included by later textbook writers, there is a trend toward a broader perspective of the types of information gathered on prospective students. Conspicuous also was the emphasis placed on utilizing the information gathered on prospective students in an effort to obtain a fuller picture of these students. These features

were reflected in the changed concept of selection and admissions functions as found in textbooks analyzed in this study.

From an emphasis on excluding certain students, textbook writers have shifted to emphasis on including more students in colleges and universities with the students' possibilities of success, in a given institution, enhanced by improved procedures in selection and admissions. Thus, the responsibility of the college in helping prospective students choose the "right" institutions of higher learning for themselves was a recognized change in textbook writers' perceptions of the functions and procedures of selection and admissions.

Financial Aid and Placement. One hundred fourteen pages of pages of content were devoted to this content variable. This figure represents 4.39 per cent of the subject-matter content of the books analyzed in this study.

Prior to 1951, this content variable received slightly more than passing mention by textbook writers on student personnel services in higher education. Beginning with Wrenn this variable received major attention by writers of textbooks on student personnel services in higher education. Wrenn devoted more space to this variable than any other author. He devoted 59 pages, 12.47 per cent, of his content to discussion of financial aid and placement. Second in frequency of treatment was Arbuckle with 22 pages of his text, 8.30 per cent, devoted to this variable. Lloyd-Jones and Smith and Mueller devoted 16 pages each of their textbooks to this variable. Their

percentage treatments were 4.95 and 3.00 respectively.

Williamson and Darley devoted the least amount of textbook space to treating this content variable. Only 1 page, .33 per cent, of their textbook was given to discussion of financial aid and placement.

The inclusion of some discussion on financial aid by most authors indicated textbook writers' awareness of students' needs for financial assistance. Mueller, in writing on the importance of this service stated:

Society needs very badly the services of gifted students, and for society's own welfare these young people must be found and their education subsidized....<sup>9</sup>

An examination of the topics subsumed under this content variable revealed that "Types of Financial Aid" was discussed most frequently by textbook writers included in this study. Types of financial aid included under this topic were: (1) loans, (2) scholarships, (3) grants, (4) fellowships, and (5) employment. A total of 21 pages was used in exposition of this topic.

The second topic in frequency of treatment was "Organization and Administration of Financial Aid and Placement." A total of 20 pages were devoted to this topic. As with other content variables, the topical treatment given this variable varied with the author. For proper administration of financial aid, Mueller stated:

Good administration . . . requires consolidation of services, which is the only way to encompass both

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<sup>9</sup> Mueller, Op. cit., p. 470.

business efficiency and student services in the best personnel tradition. . . . <sup>10</sup>

In this analysis of textbooks on student personnel services in higher education in the United States, discussion of placement fell into three broad areas: (1) part-time employment for students, (2) graduating students, and (3) alumni desirous of changing their positions. A total of 16 pages from all books was devoted to placement.

Since 1950, authors of textbooks on student personnel services in higher education have placed much emphasis on financial aid and placement. There has been general recognition of the responsibility placed upon colleges and universities in aiding students financially as they strive to educate themselves. The type of financial aid generally available to students received treatment by all authors. According to the textbooks analyzed in this study, whether or not a college should provide financial assistance is not a legitimate question. Rather, determining who should receive aid, and organizing the financial program in the most efficient manner have become the major points of emphases of writers in the field.

Research and Evaluation. This content variable had 105 pages of subject-matter content devoted to its discussion. This represents 4.04 per cent of the textual matter content of these books. This variable ranked seventh in amount of space allotted by textbook writers. Wrenn, with 33 pages, devoted

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<sup>10</sup>Op. cit., p. 477.

more space to its discussion than any other author. Williamson and Darley ranked second in total pages used to treat this variable. They devoted 24 pages, 9.2 per cent, of their content to this variable. Brouwer, with 1 page, .33 per cent, devoted the least amount of his textbook space to this variable. Of the textbooks analyzed in this study, six, 85.71 per cent, devoted space to this content variable. The most comprehensive coverage this variable received by authors included in this study was found in Wrenn's book.

Under this variable, the topic on "Criteria and Method" received more emphasis, 20 pages, than any other topic. Though criteria from various sources were reported and elaborated upon, authors consistently pointed out the need for clarifying objectives in a given situation. Thus, criteria follows objectives. In almost every text, authors were careful to stipulate that research methods must, of necessity, vary. Arbuckle commented:

Once the criteris have been established the research methods must be established or set up. The method used will depend upon the institution in which the service is being evaluated. . . .<sup>11</sup>

The topic on "Useful Approaches in Evaluation" was second in number of pages devoted to its discussion. However, all of these pages were found in one textbook, Wrenn's. He devoted 13 pages to discussing this topic.

Textbook authors indicated that the nature of personnel work itself poses problems in research. Its complex nature does not readily lend itself to the traditional research designs.

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<sup>11</sup>Arbuckle, Op. cit., p. 19.

Because of differences in varied institutional settings, stringent replication of studies have proved, in many instances, unsatisfactory. The trend in personnel work is toward action research. Textbooks authors concurred that personnel workers need to evaluate what they are doing and the degree to which they are meeting the objectives of programs in their own institutions. They also stated that at the heart of all evaluation must be the student's welfare, the heart of student personnel work.

Psychological Foundations. To this content variable were devoted 101 pages of subject-matter content, for a percentage treatment of 3.88. Brouwer, with 28 pages, 9.36 per cent of his text, gave more space to this content variable than any other author. Treatment of this variable in his textbook was presented as:

...An overview of some of the important psychological principles (1) which relate to an understanding of the student, (2) which reveal the dynamics of human personality, (3) which throw light upon interpersonal relations on the college campus, and (4) which have an important bearing upon the way a program of general education should be administered in order to facilitate the growth of students.<sup>12</sup>

Williamson and Darley, with 27 pages, 10.38 per cent of their textbook, devoted the second largest amount of space to treating this variable. As the main theme of their textbook was the clinical method in guidance, extensive exposition on

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<sup>12</sup>Sister Annette, "Psychological Principles," in Paul J. Brouwer. Student Personnel Services in General Education. (Washington, D.C.: American Council on Education, 1949). p. 226.

psychological foundations would be expected. They included topics on individualizing education; principles, of which they listed ten; methodology, and retarding influences.

Wrenn's treatment of this variable pervaded his discussion of counseling in general. Specifically, as related to this variable, he concerned himself with an analysis of student needs. Basic to his exposition was the underlying psychology of student personnel work. He devoted 20 pages, 4.23 per cent, of his content to the psychological foundations of personnel work.

Mueller and Lloyd-Jones and Smith devoted 13 pages each of their textbooks to discussing this variable. The percentage of subject-matter content used by these authors in exposition of this variable was 2.44 and 4.02 per cent respectively. These authors, Mueller and Lloyd-Jones and Smith, used more pages of their textbooks in discussing methodology in psychology as related to understanding the student than any other authors included in this study. A total of 9 pages was used with this topic. Among textbook writers included in this study, only Mueller devoted a topic to treating developmental tasks in the college years. To this topic she devoted 8 pages of her content on psychological foundations.

Personnel Worker. The total pages devoted to this content variable was 98. This figure represents a percentage treatment of 3.77. Of the textbooks analyzed in this study, 57 per cent included some discussion of this content variable. Mueller devoted more space to this variable than any other

author; 46 pages, 8.62 per cent. Wrenn ranked second in treatment of this variable. Lloyd-Jones and Smith devoted 23 pages, 4.86 per cent of their content, and Williamson and Darley used 4 pages, 1.53 per cent of their content in discussing this variable. Williamson and Darley devoted the least amount of textbook space to discussing the personnel worker.

The Personnel Worker included the space devoted to "Role of the Counselor," "Psychological Problems of the Counselor," "Mental Hygiene for the Counselor," "Selection and Training of Personnel Workers," "Professional Status of Personnel Workers," and several other topics. Under this variable, the largest amount of textbook space was given to the topic on mental hygiene. With this topic a total of 18 pages was used. Only one text, Lloyd-Jones and Smith's, discussed "Legal Implications for Student Personnel Workers." They devoted 19 pages, 76 per cent, of their content on this variable to the above topic.

Early textbooks were mostly concerned with one personnel worker -- the counselor. Later authors have included other personnel workers in their discussions. Not only have more personnel workers been included in the writings of later authors, but some of the perils as well as pleasures of this work were also included. One of the rewards accruing from this work has been well stated by Mueller:

. . . In the academic world, careers are long and often slow in the making; but for the personnel worker,

an unusually satisfactory experience of rising through the ranks to fully matured power has often been provided because of the newness of the profession and the dearth of adequately trained competition. . . .<sup>13</sup>

Health Services. This content variable had 92 pages, 3.54 per cent of the subject-matter content of these books, devoted to it. Some of the topics discussed under this variable were: "Development of Health Services," "Description of Health Services," "Physical Education and Health Services," "Mental Health Programs," "Administration of Health Programs," and several others.

More textbook space was devoted to health services by Lloyd-Jones and Smith than any other author. They devoted 26 pages, 8.05 per cent of their content, to discussion of this variable. With 25 pages, 5.29 per cent of his content devoted to this variable, Wrenn ranked second in treatment given this variable. Mueller devoted 21 pages, 3.93 per cent of her content, and Arbuckle 20 pages, 7.55 per cent of his content to exposition of this variable. These were the only authors included in this analysis who allotted space to discussion of health services. All of these textbooks were published since 1951.

The relation of health to the personnel program was emphasized by the authors who included this service in their texts. Wrenn's comment on health is worthy of attention:

. . . Health is tied up with one's values, one's philosophy of life, and one's human relations. Thus viewed, the health of college students is a resultant of effective personnel work. . . .<sup>14</sup>

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<sup>13</sup>Mueller, Op. cit., p. 514.

<sup>14</sup>Wrenn, Op. cit., p. 347.

Writing on this point, Lloyd-Jones and Smith's contributor stated:

The health of the student is inseparably associated with the most effective application of the personnel point of view.... The health worker seeks to help the student recognize his own health problems and to continue the process begun in early childhood of gradually assuming more and more responsibility for his own health practices.<sup>15</sup>

Addressing himself to this point, Arbuckle stated:

...Whereas it is the purpose of the health service program to concern itself with illness and defects, a healthful environment and health instruction may also be considered as an inter-related part of the health service program. These are all personnel services, and they cannot be performed effectively without the services of trained and skilled personnel workers.<sup>16</sup>

Mueller's statement on the importance of health also bears mention.

It is the responsibility of the members of the personnel staff to help students become whole and effective human personalities.... The principles of mental hygiene and the incidence, causes, and symptoms of mental illness are best understood in relation to the motivations and behavior which we know as good mental health....<sup>17</sup>

Before 1951, textbooks analyzed in this study included no discussion of health services. Beginning with 1951, a rather consistent pattern of including health services as a personnel responsibility in textbooks was followed by the authors of these books. The personnel worker's responsibility in promoting conditions conducive to students acquisition and maintenance of

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<sup>15</sup>Elizabeth McHose, "Learning to Live Healthfully," in Lloyd-Jones and Smith. Op. cit., p. 151.

<sup>16</sup>Arbuckle. Op. cit., p. 185.

<sup>17</sup>Mueller. Op. cit., pp. 229-230.

sound physical and mental health habits was an area that received much attention by recent textbook writers included in this study.

Discipline. To this content variable 81 pages, 3.12 per cent of subject-matter content, were devoted. Mueller used more space, 46 pages, 8.62 per cent, in treating this variable than any other author. Some of the topics included in her treatment of this variable were: "Sociological Aspects of Discipline," "Psychological Aspects of Discipline," "Administration of Discipline," "Theory of Discipline," "Disciplinary Counseling," "Practical Applications," and several others. This organization is fairly representative of the material included by other authors on this topic.

As a major topic of discussion, "Administration of Discipline" had more space given to it than any other. A total of 14 pages was so used. The topic having the second largest amount of space used in its exposition was "Theory of Discipline." Nine pages were used in discussing this topic. The costs of discipline programs received less coverage than any topic of this content variable. Less than 1 page, .75 per cent, was used in treating this topic.

Despite arguments to the contrary, textbook writers evidenced a consensus of opinion relative to the inevitableness of the counselor's having to take some part in student discipline. They pointed out the fact that the counselor must become either an interested observer or participant in cases involving student misbehavior. This, they said, was inescapable.

However, their chief focus in the area of discipline was on prevention and student growth. Thus, the punitive concept of discipline was replaced with a more positive approach. Wrenn presented two principles which he feels should undergird modern discipline.

Principle I. ...Prevention is to be given more attention than cure.

Principle II. ...The learning of values of the experience for the student are the first concern of those responsible for handling discipline situations.<sup>18</sup>

Other Areas. Items which were not readily classifiable under the other twenty-four content variables of the study were placed under the content variable labeled Other Areas. In order to get a complete picture of the subject-matter content of these textbooks and, at the same time, avoid over-proliferation of this content, the inclusion of this variable became necessary. The amount of content placed under this variable was 75 pages, 2.88 per cent. Of this amount, one author, Brouwer, had 56 pages, 19.40 per cent of his content, in this category. Three authors had none of their content in this category. Two authors, Williamson and Darley and Lloyd-Jones and Smith, had 7 pages and 10 pages respectively included in this variable. The percentages of treatment given these areas by the above two groups of authors were 2.69 and 3.10 per cents.

There is an obvious trend among textbook writers to decrease the amount of material that might be considered indis-

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<sup>18</sup>Wrenn. Op. cit., p. 455.

criminate. Practically all of the more recent authors' materials could be classified under one of the customary areas of student personnel work found in this analysis.

Teaching and Teacher Responsibility. To this content variable 64 pages of textual matter were devoted. This represents 2.46 per cent of the total subject-matter content of these textbooks. Brouwer emphasized this variable more than any other author. He devoted 26 pages, 8.70 per cent of his content, to its discussion. Mueller, with 21 pages, 2.93 per cent of her content, ranked second in coverage given this variable. Arbuckle, the third author to include this variable in his textbook, used 16 pages, 6.04 per cent of his content, in treating this variable.

Some of the topics discussed under this content variable were: (1) Nature of Learning, (2) Student-Teacher Relations, (3) The College Teacher, (4) Faculty-Personnel Relations, (5) Faculty as Academic Advisers, and several others. The emphases given various topics showed a considerable degree of differentiation among the several authors included in the study.

The inclusion of teaching in textbooks on student personnel services in higher education was an aspect of the program which was absent in early textbooks. This inclusion represented a changed concept of the teacher and his responsibility to the total development of the student in institutions of higher learning. Arbuckle's statement on this point is relevant:

Nowhere in teaching is there a greater need for the personnel point of view than in an institution of higher learning, and nowhere is there less in

the way of teacher training than in the preparation of college teachers. The majority of the professional staff of a college are teachers, but they cannot be effective teachers if they have neither concern nor respect for the individual student, and if they have no understanding or knowledge of the behavior of either the individual or the group.... One of the major criteria to be considered in the hiring of a new faculty member must be his ability to teach effectively....<sup>19</sup>

This perception of the teacher's contribution to student personnel work was shared by Mueller. According to her, teachers contribute to this work in many ways, some of which are: (1) academic advisers, (2) social and extracurricular program participation, and (3) regular classroom contact with students.

Religious Services. This content variable had 60 pages, 2.30 per cent of the total subject-matter content of these books, devoted to its discussion. Only three authors, Arbuckle, Lloyd-Jones and Smith, and Mueller, included this variable in their texts.

Of the textbooks analyzed in this study, Arbuckle's was the first to include religious services as an area of responsibility of personnel work. To this variable he devoted 24 pages, 9.06 per cent, of his content. In discussing the function of religious services in a college or university setting he made the statement that:

...The religious program recognizes doctrinal differences, and it does not concentrate on denominational teaching. It promotes both an understanding of religion and experiences in religion.... The promotion of good living should be a part of the plan and the religious services of the university should be vitally

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<sup>19</sup>Arbuckle, Op. cit., p. 141.

concerned with this aim....<sup>20</sup>

Among educators, there are those who have expressed the belief that institutions of higher learning need not consider religion as one province of their responsibility to students. Authors of textbooks included in this analysis rejected this view. Sagacity requires that these institutions in general, and student personnel workers in particular, be cognizant of their obligations to the religious development of students. Tead summarized well the significance of the function of religious services on American college and university campuses.

The ultimate touch, the deep justification of all student personnel work, has to do with the strengthening, the rehabilitation, the resonant affirmation, of the integrity of the individual spirit as related to an ultimate Master Spirit in and through and for which it appears that our striving means, and means well and good, means better, stronger and finer for the good of men, as this can become organically related to what is, in our ineffectual vocabulary, God.<sup>21</sup>

This statement by Tead might well serve as the rationale for textbook writers including religious services in the program of student personnel services. Lloyd-Jones and Smith's book was the second text including religious services. They devoted 13 pages, 4.02 per cent of their content to its treatment.

Mueller was the third author including religious services in her text. To this variable she devoted 23 pages, 4.31 per cent, of her content. According to Mueller, there were four

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<sup>20</sup>Arbuckle, Op. cit., pp. 157-158.

<sup>21</sup>Ordway Tead, "Developing Spiritual Insights," in Lloyd-Jones and Smith, Op. cit., p. 278.

main functions of religious programs in higher education; these being: (1) professional education, (2) cultural values, (3) supplement to other fields of study, and (4) aiding in ego-integration. Important as these functions are, the picture was not yet complete according to this writer. To these functions, she added another.

To these four functions set forth by scholars, the personnel worker would inevitably add one of his own which will often loom as the most important function of all: namely, that of supporting all his other programs and building good campus morale. How much simpler all his work would be if religion were always complementing his own efforts. . . .<sup>22</sup>

Textbook writers used more space in discussing "Programs of Religious Services" and "Need for Religious Services" than any other topics. A total of 10 pages each was devoted to treatment of these topics. Topics directly related to the personnel worker's role in religious services received the smallest amount of space. A total of 3.5 pages was used in discussing the personnel worker's role in religious services.

Historical Overview of American Higher Education. There were 60 pages devoted to an overview of higher education in the United States. This figure represented 2.30 per cent of the subject-matter content of these textbooks. Two authors, Williamson and Darley and Mueller, considered this content variable of sufficient importance to warrant major topic status. Mueller emphasized this variable more than Williamson and Darley. She devoted 42 pages, 7.86 per cent of her content to this variable.

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<sup>22</sup>Mueller, Op. cit., p. 404.

Williamson and Darley devoted 18 pages, 7 per cent of their content, to its discussion.

More emphasis was placed on the "Goals and Objectives" of higher education by textbook authors than any other topic. They devoted a total of 21 pages, 35 per cent of their content, to its exposition. "Similarities and Differences" among American institutions of higher education was the second ranking topic in terms of pages used by authors in its discussion. A total of 7 pages, 11.66 per cent, of content was used in treating this topic. Topics which received the least emphasis, in terms of pages used in discussion, were: "Experimentation" and "Distribution of Students" in American colleges and universities. Each of these topics had devoted to it 2 pages, 3.33 per cent, of the content of this variable.

Sociological Foundations. A total of 57 pages of subject-matter was devoted to this content variable. This figure represented 2.19 per cent of the content used with this variable. Mueller devoted more pages to this variable than any other author; 32 pages, 5.99 per cent. Brouwer, the other textbook writer including this variable in his text, devoted 25 pages, 8.36 per cent of his content, to its discussion.

Mueller's treatment of this content variable was primarily concerned with factors in our societal complex which contribute to an emphasis on adolescence and post-adolescence. Of primary interest to her were the peculiar problems of this age group. These she saw as growing out of psychological findings and the economic structure. These problems have become the concern of

modern American higher education.

The generation of children brought up under the theories of acceptance and security and protected from pressures, unpleasantness, and risk of failure is now on the campus. It is obvious that those theories have not produced the sturdy, confident personalities which were envisioned....<sup>23</sup>

Thus, higher education in the United States is faced with the task of helping young people from varied and sundry backgrounds, develop themselves into responsible members of society. This is no small task, for the campus subculture poses problems peculiar to itself. The task is twofold: helping the student function fully within the temporary campus culture while, simultaneously, aiding him in gaining understanding of the real world of everyday living away from a formal education setting.

Brouwer, too, was concerned with the socialization of students as an important adjunct of higher education. Like Mueller, this author perceived the unique characteristics of campus culture as contributing to the need for socialization.

It was observed that textbook writers were cognizant of the influence of the various cultural contexts in which students develop. Inference may be drawn that responsibility for wielding these various influences and interest groups into harmonious relationships with the aims and objectives of higher education is a major task of student personnel work.

Orientation. To this content variable 57 pages, 2.19 per cent of the content of these textbooks, were devoted. More

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<sup>23</sup>Mueller, Op. cit., p. 96.

space was accorded this variable by Arbuckle than any other author. In his text, 19 pages, 7.17 per cent of the content of his book, was used in exposition of orientation. Wrenn ranked second in number of pages used to discuss this variable. Eighteen pages, 3.80 per cent of his text, were used in discussing this variable. At the opposite end in treatment of this variable was Mueller, who used only 4 pages, .75 per cent, of her content with this variable.

Discussions of this content variable were largely concerned with purposes and programs of orientation. Some analysis of orientation courses was also presented.

Before publication of Wrenn's text in 1951, little attention was given to this phase of student personnel work by textbooks used in this study. A trend toward planning continuous orientation programs was noted. Another trend which was given consideration by textbooks is that having to do with advantages accruing from using student assistants in orientation programs. This procedure was seen as offering opportunities for learning to both new and older students.

History of Personnel Services. With this content variable, 50 pages of content were used. This represented a percentage treatment of 1.92. Mueller emphasized this variable more than any other author. Of her content, 20 pages, 3.74 per cent, were used in discussing this variable. Lloyd-Jones and Smith, with 13 pages, 4.02 per cent, ranked second in emphasis given this variable.

Topics subsumed under this content variable, and the

number of pages given to each, were as follows: "Background: Development and History," 25; "Scope," 4; "Goals," 8; "Changing Concept Of," 13. For an analysis of the total number of pages given each of the topics by author, the reader is referred to Appendix B.

Student Personnel Records. Forty-two pages of content were used to discuss this content variable. The percentage treatment for this variable, from all textbooks, was 1.62. Lloyd-Jones and Smith placed more emphasis on this variable than any other author. They devoted 20 pages, 6.20 per cent, of their content to its discussion. Wrenn was second in total pages of his text used to discuss this variable. He used 14 pages, 2.96 per cent, of his content on exposition of this variable.

Emphasis on learning values accruing from proper utilization of student personnel records was the focal point in the textbook of Lloyd-Jones and Smith. Omer and Shephard stated the learning value of records thus:

The personnel record provides the means for understanding individuals better so that effective counseling and education can occur. Through this the ultimate objectives of student guidance are achieved, namely, self-understanding, insight and self-direction, Advisers, counselors, teachers, and administrators are able to help students learn only to the extent to which they possess an intelligent understanding of the individual. Records are the basis for this kind of understanding.<sup>24</sup>

And in another instance:

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<sup>24</sup>Mary I. Omer and Eugene Shepard, "How Records Contribute to Deeper Teaching," in Lloyd-Jones and Smith, Op. cit., p. 62.

...As the student views his record...it may become more than anything else the most concrete and significant revelation of his goals.... To the extent that student goals are important in personnel work, records are important.<sup>25</sup>

In the following statement, Wrenn also stressed the importance of records to both student personnel workers and students.

The use of records in the student personnel program is vital and varied.... There are few records used for general purposes that are not equally essential for counseling. The pertinent difference is that ideally all of the information that is available about any given student should be available at one time and place in any given type of personal adjustment or planning contacts with that student.<sup>26</sup>

Married Students. There were 31 pages, 1.19 per cent of content devoted to this content variable. Only two authors, Lloyd-Jones and Smith and Mueller considered it of sufficient importance to warrant major topic status. Of these authors, Mueller devoted the most space to this variable. She used 22 pages, 1.19 per cent of her content, to discussion of this content variable.

The inclusion of a special variable for married students was indicative of changes taking place in American higher education. Since World War II, institutions of higher education have been confronted with a steady increase in the proportion of married students in attendance. As a result of this situation, educational institutions, particularly the large co-educational

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<sup>25</sup>Ibid., p. 63.

<sup>26</sup>Wrenn, Op. cit., p. 437.

ones, are faced with the responsibility of aiding these students with problems peculiar to them. The more recent textbook writers on student personnel services were aware that these students do not have the same problems as students who are without the responsibilities of marriage and, probably, children. During the earlier period covered by books used in this study, married students constituted such a small proportion of student bodies in institutions of higher education, the magnitude of their problems was not easily discerned. This was reflected in the omission of any reference to them by early textbooks analyzed in this study.

Foreign Students. To this content variable 28 pages, 1.08 per cent, of subject-matter were devoted. Two authors, Mueller and Lloyd-Jones and Smith, devoted space in their texts to foreign students. Lloyd-Jones and Smith's text used 14 pages, 4.34 per cent of their content, in treating this variable. Mueller also used 14 pages of her content with this variable, but in this instance these pages represented only 2.62 per cent of her content.

This is another area of personnel work that has developed since the Second World War. As increasing numbers of students from other lands have sought technological and professional training in American colleges and universities, the distinctiveness of their needs and problems have become responsibilities of these institutions. Recognition of this was reflected in the emphasis placed on this variable by the more current textbooks included in this study.

Philosophical Foundations. There were 24 pages of

content devoted to this content variable. This figure represented .92 per cent of the content of these texts. Though most authors made some reference to a philosophy of student personnel work, most of these tended to be vague. Only one author, Brouwer, attempted to give a lucid and cogent treatment to this variable. In writing on the philosophical foundations of student personnel work, Cannon stated:

A philosophy of personnel work is made up of assumptions, hypotheses, or propositions . . . and is based on data taken from the various descriptive sciences. . . .<sup>27</sup>

The philosophy underlying the program of services is of such importance it required inclusion as a separate variable. No evidence was found, in the textbooks analyzed, which indicated an attempt to clarify a point of view that incorporated the best from the multifarious views held for this work.

Fraternities and Sororities. There were 22 pages of content devoted to this variable. This figure represented a percentage treatment of .85. One author, Mueller, considered this area of student personnel work of enough significance to accord it major topic status.

In other texts analyzed in this study, discussion of fraternity and sorority life was found under activities. The nature of the problems involved with this group of students was seen by Mueller to be in addition to the usual problems of students. These organizations were viewed as affording advantages

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<sup>27</sup>Charles Wesley Cannon, "Philosophical Principles," in Brouwer, Op. cit., p. 276.

as well as disadvantages to students. It thus becomes the task of personnel workers to find some means of helping these special groups maintain harmonious relations with each other and with the larger educational enterprise of which they are a part.

Physiological Principles. There were 22 pages of subject-matter content devoted to this content variable. This represented .77 per cent of the content of these textbooks. These pages were found in one text, Brouwer's.

While the theme of the content under this variable was physical health, the focus was on principles pertaining to health. Thus, it was placed in a separate category rather than subsumed under health services. Mahoney stated the purpose of her presentation thus:

...The purpose of this chapter...is not to present a compendium of hygiene, but, rather, to state succinctly the major principles regarding physical growth and development which should be a part of the working knowledge of teachers, counselors, and students.<sup>28</sup>

In treating this variable, five physiological principles were presented. The significance of these principles for personnel work was also given.

#### Summary

The writers included in this study varied greatly in emphases placed on the twenty-five variables. The variable -- Organization and Administration of Personnel Services received

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<sup>28</sup>Florence I. Mahoney, "Physiological Principles," in Brouwer. Op. cit., p. 253.

most attention, and Physiological Principles received least attention. Of the subject-matter content of these textbooks, 17.19 per cent was devoted to student personnel program organization and administration, while .77 per cent was devoted to physiological principles. The greater emphases on program organization is understandable in view of the fact that one text analyzed in the study, Williamson's (1961), was predominantly concerned with this phase of the student personnel program. There was evidence in these textbooks of a trend toward centralized organization of services. According to the authors included, this type of organization makes for more effective administration of the program. This variable showed an increase in treatment over the period covered by these books. However, this increase was not in a regular or consistent manner. Other variables that showed an increase in treatment, but in a somewhat vacillating manner, were: Selection and Admissions, Student Government, Student Activities, Personnel Worker, Religious Services, Discipline, History of Student Personnel Work, and Student Personnel Records. The following variables are those which have undergone irregular deemphasis according to the space given them in textbooks analyzed in this study: Orientation, Philosophical Foundations, Counseling, Financial Aid and Placement. Fully consistent throughout these textbooks was the small amount of treatment given Research and Evaluation, The Personnel Worker, Teacher and Teacher Responsibility, History of Personnel Services, and Philosophical Foundations.

Textbook writers showed much diversity in the topics

chosen for treatment as well as emphases given these topics. This diversity was even more conspicuous when the attempt was made to compare similarity of sub-topics (Appendix B). None of the texts included all of the twenty-five content variables of the study. Mueller's text treated more of the variables than any other author. She treated 20 of the 25 variables of the study. Williamson, with 5 variables treated, considered fewer variables than any other author. The following is a list of the remaining authors with the number of content variables included by each in his textbook: Lloyd-Jones and Smith, 19; Wrenn, 15; Arbuckle, 14; Brouwer, 13; and Williamson and Darley, 12.

## CHAPTER IV

### SUBJECT-MATTER CORE FOUND BY ANALYSIS OF TEXTBOOKS ON STUDENT PERSONNEL SERVICES

#### INTRODUCTION

Examination of textbooks on student personnel services in higher education revealed wide variation in the content included by writers and the presentation given that content. This was to be expected, for the principle which asserts that people differ within and among themselves extends to all spheres of human activity. Yet, to assume that textbook writers in a given area will include some common topics for treatment is no refutation of individual differences. Rather, it is recognition of the acceptance, however tenuous, by textbook writers of certain concepts peculiar to a given area. This is no less true of writers on student personnel work. This acceptance imposes limits of operation upon these writers. Thus, among authors of textbooks on student personnel services, some evidence of similarity of areas treated may be anticipated.

Though disparity of views and approaches to student personnel work are found, there are areas of activity that are generally accepted as falling within the province of student personnel work. These areas have been stated as:

Selection and admission  
Registration and Records

Counseling  
 Health Service  
 Housing and food service  
 Student Activities  
 Financial Aid  
 Placement  
 Discipline  
 Special clinics --  
     remedial reading  
     study habits  
     speech and hearing  
 Special services --  
     student orientation  
     veterans advisory service  
     foreign student program  
     marriage counseling  
     religious activities and counseling<sup>1</sup>

These areas may be classified in another way, i.e., broad groupings which include all aspects of student personnel work. One such grouping might be that used by the American Council on Education. These services, broadly conceived, are categorized in the following manner:

Functions, Operations, and Evaluation  
 Administration of the Student Per-  
     sonnel Program  
 Criteria of Evaluation<sup>2</sup>

Both of the above schemata incorporate the concepts of student personnel advanced by the American Council on Education and The Sub-committee of the Committee on Studies and Standards of the American Association of Colleges for Teacher Education.<sup>3</sup> The areas delineated by both of the above groups encompass activity spheres for student personnel workers. In the field of

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<sup>1</sup>Daniel D. Feder, et. al., The Administration of Student Personnel in American Colleges and Universities. American Council on Education Studies, Series VI, XXII, No. 19 (Washington, D.C.: American Council on Education, 1958). p. 1.

<sup>2</sup>Ibid., p. vii

<sup>3</sup>American Association of Colleges for Teacher Education. Student Personnel Services. A Report Prepared by The Subcommittee on Studies and Standards. (American Association of Colleges for Teacher Education, Washington, D.C.: 1949.)

student personnel work, textbook writers tend to accept the above delineation as proper spheres of responsibility for these workers. The particular area chosen for discussion by a given textbook writer may reflect what he perceives as most important of the areas of personnel work responsibility. Despite this, in this analysis of textbooks on student personnel services in higher education, certain areas emerged which were given treatment by a majority of textbook writers. Non-existent was the instance where every author treated every content variable of the study. Conversely, there was no instance where any variable was not treated. The method used in establishing the content variables of the study precluded occurrence of this situation. However, there were a limited number of instances where a variable was treated by only one author. Table 3 shows the variables of the study which were included by each author in his textbook on student personnel services.

TABLE 3 -- A RECORD OF CONTENT VARIABLES FOUND IN EACH TEXTBOOK BY AUTHOR AND DATE OF PUBLICATION

Content Variable	Author and Date of Publication						
	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones & Smith 1954	Williamson 1961	Mueller 1961
Historical Overview of U.S. Higher Education	X						X
History of Student Personnel Work	X			X	X	X	X

TABLE 3 -- Continued

Content Variable	Author and Date of Publication						
	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961
Philosophical Foundations		X	X			X	
Psychological Foundations	X	X	X		X		X
Sociological Foundations							
Physiological Principles		X					
Selection and Admissions	X	X	X	X	X		X
Student Activities		X	X	X	X	X	X
Health Service			X	X	X		X
Housing and Dining Services		X	X	X	X		X
Counseling	X	X	X	X	X		
Campus Student Government		X	X	X	X	X	X
Orientation	X		X	X	X		X
Religious Services				X	X		X
Financial Aid and Placement	X		X	X	X		X
Teaching and Teacher Responsibility	X	X		X			X
Married Students	X				X		X
Fraternities and Sororities							X

TABLE 3 -- Continued

Content Variable	Author and Date of Publication						
	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961
Foreign Students					X		X
Discipline			X		X		X
Organization and Administration of Personnel Services	X	X	X	X	X	X	X
The Personnel Worker	X		X		X		X
Research and Evaluation	X	X	X	X	X		X
Student Personnel Records			X	X	X		
Other Areas	X	X			X		
Totals	12	13	15	14	19	5	20

Investigation of Table 3 reveals that only one variable was included by all authors. Organization and Administration of Personnel services is the variable meriting that distinction. There were two instances of a content variable receiving treatment by only one author. The variables having this status are Fraternalities and Sororities and Physiological Principles. The remaining variables show varied degrees of inclusion by writers in the field of student personnel work.

Evidence of Commonality of Topics Treated

Several possible ways of presenting evidence of a core of student personnel functions, as found by analysis of textbooks in the field, were considered. It was finally decided to use two means for presenting the findings relative to this facet of the study. The methods chosen were by: (1) the number and percentage of authors including the various content variables of the study in their textbooks, and (2) by ranking each content variable according to the percentage of treatment it received in all textbooks. These procedures readily lend themselves to comparison between variables. Table 4 shows the number and percentage of authors treating each variable.

TABLE 4 -- NUMBER AND PERCENTAGE OF AUTHORS  
TREATING EACH VARIABLE

Content Variable	Number of Authors	Percentage of Authors
Historical Overview of U.S. Higher Education	2	28.57
History of Student Personnel Work	5	71.43
Philosophical Foundations	3	42.86
Psychological Foundations	5	71.43
Sociological Foundations	2	28.57
Physiological Principles	1	14.29
Selection and Admissions	6	85.71
Student Activities	6	85.71
Health Services	4	57.14

TABLE 4 -- Continued

Content Variable	Number of Authors	Percentage of Authors
Housing and Dining Services	5	71.43
Counseling	5	71.43
Campus Student Government	6	85.71
Orientation	5	71.43
Religious Service	3	41.86
Financial Aid and Placement	5	71.43
Teaching and Teacher Responsibility	4	57.14
Married Students	2	28.57
Fraternities and Sororities	1	14.29
Discipline	3	42.86
Organization and Administration of Personnel Services	7	100.00
The Personnel Worker	4	57.14
Research and Evaluation	6	85.71
Student Personnel Records	3	42.86
Other Areas	3	42.86

Table 4 reveals that certain variables were more often included in textbooks analyzed in this study than some other variables. In terms of authors, it can be seen that only 11 variables were treated by 5 - 7 authors. If this range is changed to 4 - 7 authors, 14 variables are included. When the lower end of the range is changed to 3, this new range will encompass 19 variables. Thus, each time the author-range is

expanded, more variables are included. The significance of this is found in the incorporation of variables into the total range of variables that were not represented by a majority of textbook writers. Certain variables maintain their position of prominence regardless of manipulation of the author-range, and certain authors consistently show treatment of more variables of the study.

By ranking the content variables of the study, the relation of each variable to the set of variables can be seen. Based on percentage of subject-matter from all textbooks, rank of the variables are as follows:

Rank	Subject-Matter
1	Organization and Administration of Personnel Services
2	Counseling
3	Student Activities
4	Student Government
5	Housing and Dining Services
6	Selection and Admissions
7	Financial Aid and Placement
8	Research and Evaluation
9	Psychological Foundations
10	Personnel Worker
11	Health Service
12	Discipline
13	Other Areas
13	Teaching and Teacher Responsibility
15.5	Religious Service
15.5	Overview of U. S. Higher Education
17.5	Sociological Foundations
17.5	Orientation
19	History of Student Personnel Work
20	Student Personnel Records
21	Married Students
22	Foreign Students
23	Psychological Foundations
24	Fraternities and Sororities
25	Physiological Principles

The number of authors treating a given variable did not

necessarily indicate the quantity of treatment given. A variable may have been treated by three or more authors and yet received minimal treatment by those authors.

Through analysis of textbooks used in this study, the variables below were found to comprise the major portion of the subject-matter content of these texts. Omitted from this list are any content variables that received less than two per cent of the total subject-matter of these books. This percentage was chosen because it represented the closest equivalent of the average amount of textbook space used with a major topic by the writers of textbooks analyzed in this study.

**Organization and Administration of Student Personnel  
Services**

**Counseling**

**Student Activities**

**Student Campus Government**

**Housing and Dining Services**

**Selection and Admissions**

**Financial Aid and Placement**

**Research and Evaluation**

**Psychological Foundations**

**Personnel Worker**

**Health Service**

**Discipline**

**Teaching and Teacher Responsibility**

**Religious Service**

**Overview of U. S. Higher Education**

## Sociological Foundations

### Orientation

On the basis of the quantity of treatment given, the above content variables constitute a core of student personnel services as found in textbooks analyzed in this study. Examination of this list reveals a great degree of similarity to lists of The American Council on Education and The American Association of Colleges for Teacher Education. The influence of these organizations in delineating the areas of responsibility for student personnel workers is recognized by writers in the field.

### Summary

Among the textbooks analyzed in this study, no consistent pattern for presenting content was found. Topics chosen for discussion, and the amount of space given them in textbooks, varied with the authors. Despite these divergencies, a group of student personnel areas emerged that were more often treated by authors of these books than other areas. Seventeen areas comprise this group. These areas represent 88.77 per cent of the subject-matter content of these textbooks. The remaining 11.23 per cent of content was divided between eight content variables, each of which received treatment which was less than 2 per cent. On the basis of total number of pages used in all textbooks included in this analysis, the above 17 variables are considered to comprise a core of student personnel services.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

The problem of this study was to make a systematic examination of textbooks on student personnel services in the United States in an attempt to make specific inferences about these books. It was also an attempt to seek out the directions in which United States textbook writers seemed to be moving.

The purpose of this study was to identify the content variables in student personnel textbooks in higher education, and to obtain precise and objective components of these variables through the controlled and systematic counting of them. Further, it was the purpose of this study to determine whether a common core of student personnel services could be established through an analysis of textbooks in this field.

Through investigation of published indexes, textbook publishers' catalogs, textbook bibliographies and other references, seven textbooks on student personnel services in higher education in the United States were located. The group of books found:

Williamson, E. G. and Darley, J. G. Student Personnel Work, 1937.

Brouwer, Paul J. Student Personnel Services in General Education, 1949.

Wrenn, C. Gilbert. Student Personnel Work in College. 1951.

Arbuckle, Dugald S. Student Personnel Services in Higher Education. 1953.

Lloyd-Jones, Esther and Smith, Margaret Ruth, (eds.). Student Personnel Work as Deeper Teaching. 1954.

Williamson, E. G. Student Personnel Services in Colleges and Universities. 1961, and

Mueller, Kate Hevner. Student Personnel Work in Higher Education. 1961.

After these books were procured, a study of each book's table of contents and index was made for the purpose of arriving at a set of objectives and content variables that were most representative of what is usually included in such textbooks. Thorough investigation of a sampling of books included in the study made obvious the need to revise the list of content variables from time to time until the final set of twenty-five variables was established.

On the bases of the content variables established, a systematic and objective analysis of each book was made. For quantification of content, the following units were used: (1) recording unit, (2) context unit, (3) classification unit, and (4) enumeration unit. A description of the portion of content used for each of the quantification units was: (1) for the recording unit, sub-topics; (2) for the classification unit, the article as a whole, i. e., chapter headings; (3) for the context unit, major topics; and (4) for the enumeration unit, the page. The average line-space of all books was found to be 40

lines per page. In order to bring uniformity to the quantification of all books analyzed, average line-space was used for the enumeration of content.

A tally was made for each page of content devoted to a given variable by each author. These were added to obtain the total pages devoted by an author to a specific content variable. The percentage of content used with each variable was then computed. To determine the total pages of content devoted to a variable by all authors, the total pages of content devoted by each author to treating each variable were added. Percentages were then computed on the basis of total content of all books devoid of prefaces and introductions.

For purposes of identification during the process of analysis, each textbook was given an alphabetical symbol. Using the tables of contents and indexes, the classification units for each textbook were established. The final phase of the procedure involved a systematic and thorough count of each book's content.

Content of Prefaces. Analysis of the subject-matter content of prefaces in textbooks on student personnel services in higher education revealed a diversified focus for these books. Despite this, two aspects emerged as being the essential concern of all prefaces: (1) aims and purposes, and (2) audiences for whom the books were intended. Although no central aims and purposes were common to all books examined, six specific aims and purposes were delineated by the authors:

Description of procedure and methods,  
 Improvement of student development,  
 Professionalization of student personnel work,  
 Promoting faculty understanding of the need and  
 importance of student personnel services,  
 Providing comprehensive coverage of student personnel  
 services and work, and  
 Defining functions of administering student personnel  
 program.

In keeping with the aims and purposes of these books,  
 five major audiences to whom the books were directed were:

1. College and university counselors
2. Faculties and student personnel staffs
3. Graduate students in student personnel work
4. Personnel workers
5. Deans of students

Subject-Matter Content. There were 2600 pages of  
 subject-matter in the total number of textbooks used in the  
 study. These 2600 pages represent 85.80 per cent of the en-  
 tire content of these books. The percentage of content de-  
 voted to specific content variables was distributed as fol-  
 lows: Organization and Administration of Personnel Services,  
 17.19; Counseling, 15.09; Student Activities, 8.23; Student  
 Campus Government, 4.85; Housing and Dining Services, 4.69;  
 Selection and Admissions, 4.54; Financial Aid and Placement,  
 4.39; Research and Evaluation, 4.04; Psychological Foundations,  
 3.88; The Personnel Worker, 3.77; Health Services, 3.54;  
 Discipline, 3.12; Other Areas, 2.88; Teaching and Teacher Re-

sponsibility, 2.46; Religious Service, 2.30; Overview of U. S. Higher Education, 2.30; Sociological Foundations, 2.19; Orientation, 2.19; History of Student Personnel Work, 1.92; Student Personnel Records, 1.62; Married Students, 1.19; Foreign Students, 1.08; Philosophical Foundations, .92; Fraternities and Sororities, .85; Physiological Principles, .77.

Certain content variables showed a decrease in treatment given them. Two of the most noticeable instances of this were Selection and Admissions and Student Activities. More treatment was given Student Activities than Selection and Admission. With the generally recognized increase in college and university enrollments, one might well anticipate more treatment directed toward Selection and Admissions rather than toward Student Activities. However, quantity of treatment was not always indicative of quality of treatment.

Great differences existed among authors with regard to the inclusion of topics and emphases given those topics. Over a period of time, there was little, if any, consistency in the treatment given a particular variable. However, all authors tended to treat certain variables more regularly than others. Perhaps this resulted from the influence of the American Council on Education's delineation of areas of responsibility for student personnel work.

Most Commonly Treated Areas. Certain variables were more frequently and more extensively treated by textbook writers on student personnel services than others. On the basis of percentage treatment given by all authors, the following vari-

ables constituted a common core of student personnel areas: Organization and Administration of Personnel Services, Counseling, Student Activities, Student Campus Government, Housing and Dining Services, Selection and Admissions, Financial Aid and Placement, Research and Evaluation, Psychological Foundations, The Personnel Worker, Health Service, Discipline, Teaching and Teacher Responsibility, Religious Service, Overview of U. S. Higher Education, Sociological Foundations, and Orientation. These seventeen content variables accounted for 88.77 per cent of the subject-matter covered in these texts.

### Findings

The analysis of textbooks on student personnel services in higher education in the United States was concerned primarily with the subject-matter and prefaces. The prefaces of these books dealt mainly with aims and purposes of the books and the audiences for whom the books were intended. There were no central aims and purposes common to all books, however, six unique aims and purposes were found for the group of books analyzed. Five intended audiences were identified by the authors. The two most frequently mentioned audiences were: (1) faculty and student personnel staff, and (2) prospective student personnel workers. To each of these audiences, two authors directed their texts.

The subject-matter was classified under twenty-five content variables, twenty-four of which were readily identifiable with one of the generally recognized areas of student

personnel work. An additional content variable, labeled **Other Areas**, included subject-matter content of infrequent treatment. Of the twenty-five variables in the study, **Organization and Administration of Personnel Services** received the most emphasis by authors and **Physiological Principles** received the least. Much variation was evident among the individual authors with respect to the variables included in their texts, the space devoted to those variables, and the emphases given them.

On the basis of total pages and percentage of subject-matter given, a core of student personnel services was derived. Of the twenty-five variables of the study, seventeen constituted a core of student personnel services as found by analysis of these books. The following variables made up the core of services: **Organization and Administration, Counseling, Student Activities, Student Campus Government, Housing and Dining, Selection and Admissions, Financial Aid and Placement, Research and Evaluation, The Personnel Worker, Health Services, Discipline, Teaching and Teacher Responsibility, Religious Service, Overview of U. S. Higher Education, Sociological Foundations, and Orientation.**

Additional findings of this study are summarized below:

1. The Administrative phase of the student personnel program and counseling occupied central positions of importance in most textbooks.

2. The terminological tangle was evident in writings of the different authors. Many commonly used terms, which are peculiar to the field, were not defined or, when defined, the definitions varied from author to author.
3. Comprehensive coverage of the generally accepted areas of student personnel work was infrequent.
4. Few textbooks on student personnel services in higher education in the United States were written.

### Conclusions

From the analytical research in this study, it is concluded that there is a need for more information on basic principles that underlie each of the student personnel services. These principles should be of such scope as to be applicable in any institutional setting. Literature in the field is rampant with investigations which describe various operational aspects of programs in existence in specific institutions. Such investigations are good, but they do not satisfy the need for delineation of common functions peculiar to all colleges and universities. Similarly, in this investigation, the results of analyzing textbooks show that the organization and administration of a program of student personnel services received more attention than the specific student personnel services. In many instances, authors failed to identify that which should be organized and administered and the reasons for including these services in their organi-

zational schemes.

Also, student personnel work is still faced with the task of developing a catholic vocabulary. The lack of general word meanings is one of the incipient issues in guidance-personnel work, and is obvious in the areas of student personnel work with which this study was concerned. The terminological tangle made difficult the establishment of satisfactory content variables for the study.

Establishing a core of student personnel services by analysis of textbooks proved difficult because of authors' selections or areas to be included in their texts. Selection of material to be incorporated in a text is an author's privilege. However, if professionalization of student personnel work is to become a reality, then, textbook writers can foster its advancement by including the central areas of responsibility in their textbooks.

Another conclusion is that the more recent textbooks evidence better format and treatment of student personnel services than do earlier texts. This is noticeably true of those books published within the 1951-1961 period.

Lastly, in view of the wide variation existing among texts, it appears to be unwise for teachers and students to rely on a single textbook. Of the books included in this study, no single text affords treatment of all the variables of the study.

### Recommendations

Guidance-personnel work has grown phenomenally within the past decade. Institutions of higher learning have the task of preparing persons to assume the responsibilities requisite for personnel workers. One of the most commonly used tools in academic preparation is the textbook. In order for textbooks to fully contribute to the knowledge and skill of students, it appears that they should provide a comprehensive overview of the area with which they are concerned. It is in keeping with this consideration that the following recommendations are made.

1. Textbook writers should consider the delineation of student personnel services set forth by the American Council on Education, and investigate carefully the research done in student personnel work in an effort to develop textbooks that deal with the theoretical framework, as well as practical aspects, of student personnel services.
2. More attention needs to be given the teacher's role in student personnel work in textbooks and suggested means for activating that role provided.
3. Additional analysis of textbooks in this area should be attempted in order to determine the quality of treatment given student personnel services by textbook writers.

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## **APPENDIXES**

## APPENDIX A

### LIST OF BOOKS ANALYZED IN THE STUDY

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**APPENDIX B**

**Number of Pages Devoted to Each  
Topic by Author**

	Williamson and Darley 1937	Brower 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
<b>I. Historical Overview of U. S. Higher Education</b>								
Growth of Education	5.63							5.63
Significance of Individual Differences	2.13							2.13
Results of Conflicts	3.75							3.75
Goals and Objectives of Higher Education	6.50						14	20.50
Problems Involved	.01						4	4
How to Achieve Progress							3	3
Colleges: Number and Variety							2.5	2.5
Distribution of Students							2	2
Standards and Accreditation							3.5	3.5
Similarities and Differences							6.5	6.5
Factors Affecting Personnel Workers							4.5	4.5
Experimentation in							2	2
<b>II. Development of Student Personnel Services</b>								

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
<b>History of Personnel Work</b>				6			12	18
Background						7		7
Scope	4							4
Changing Concept of Goals					13		8	13
<b>Philosophical Foundations</b>								
The Philosophic Tradition		4.50						4.50
Some Consequences for Philosophy of Education		2.00						2.00
Implications for Understanding the Student		1.50						1.50
Outline of Personnel Philosophy of Education		8.00						8.00
Philosophy Underlying Program			4.00			3.00		7.00
<b>Psychological Foundations</b>								
Principles	7.25	12.60						19.85
Methodology	6.25				7.00		2.00	15.25
Role of Student Personnel Work	10.50							10.50
Personality Dynamics		8.10						8.10
Understanding Student		7.00						7.00

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Nature of Self-Understanding					1.00			1.00
Self-Concept			8.17		3.37			11.54
Contributions of Group to Self-Concept					1.25			1.25
Student Need Analyzed			6.93				3.75	10.68
Developmental Tasks							7.75	7.75
Jurisdiction and Scope			4.80					4.80
Retarding Influences	2.50							2.50
<b>Sociological Principles</b>								
Socialization Process		3.67						3.67
Basic Principles		1.25						1.25
Social Roles		3.9						3.9
Campus Subculture		11.61					5.50	17.11
Societal Emphasis on Youth							3.00	3.00
American Society							9.00	9.00
Social Mobility							9.93	9.93
Values							4.35	4.35
Educational Implications		1.45						1.45
Case Histories		3.33						3.33

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
<b>Physiological Principles</b>								
Human Body		5.32						5.32
Variation in Energy		2.54						2.54
Biophysical Equilibrium		1.12						1.12
Body: Symbol of the Self		5.50						5.50
Interrelations: Mind, Body, and Emotions		.7						.7
Implications		5.00						5.00
<b>The Program of Services Selection and Admissions</b>								
Admissions and Place of	1.95		19.38	4.00	3.75		16.38	45.91
Selection and Predic- tion	4.9			2.00				6.9
High School and College Articulation					6.4			6.4
Objectives of Admission		9.59						9.59
Recruitment				1.98				1.98
Factors Affecting Selection				6.12			7.18	13.30
Policies: Determining and Description				4.73	6.95			11.68
Choosing a College					14.1			14.1
Problems Needing Further Study		3.00						3.00

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Development of Admission Services				5.38				5.38
<b>Student Activities</b>								
Misconceptions of Extra-Class Life		3.1						3.1
As Educative Resource		2.23						2.23
Conditions for		4.70						4.70
Identifying Common Needs		11.00						11.00
Identifying Individual Needs		5.7						5.7
Kinds of Personal Associations			7.18	8.00				15.18
Values of Group Experiences			4.00		1.00			5.00
Successful Group Experience Essentials			11.33					11.33
Group Work and Counseling--Relationship between			3.58					3.58
Adult Leader's Role			4.25					4.25
Developing Student Leaders			3.62				7.06	10.68
Summary			.38					.38
Administering Student Activity Program			9.01	4.5				13.51
Methods and Procedures of Group Work			8.17					8.17

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Special Techniques			3.43					3.43
Physical Facilities and Facilitation			1.23					1.23
Student Union			.92				5.5	6.42
Evaluation of and Conclusion			2.00		2.00			4.00
Purpose of				4.5				4.5
Objectives of (and Content)					18.00	2.8	13.28	34.00
Function of						3.2	1.	4.2
Socialization Process							2.	2.
Group Dynamics							8.68	8.68
New Management Perspective							1.75	1.75
Nature of Program							5.33	5.33
Planning to Meet Student Needs							7.64	7.64
Rationale for						6.5		6.5
Perceptions of						1.5		1.5
Education and						24.		24.
Health Service								
Concerted Efforts Needed			4.13		3.25			7.38
Description of			2.63	6.55				9.18



	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
<b>Housing and Dining Services</b>								
<b>Illustrative Case:     Residence Program at     Stephens College</b>		9.87						9.87
<b>Experiment in Sex Educa-     tion: Antioch College</b>		11.13						11.13
<b>Cases of Other Tech-     niques and Programs</b>		5.5						5.5
<b>Principles Summarized</b>		.5						.5
<b>Development of</b>			3.00	6.00	1.88			10.88
<b>Physical Essentials for</b>			1.9					1.9
<b>Types of</b>			2.	6.5	6.00		7.35	21.85
<b>Choosing Roommate</b>			1.					1.
<b>Personal Development     Through</b>			3.77					3.77
<b>House Council</b>			4.63		2.00			6.63
<b>Head of Residence</b>			3.00		2.00			5.00
<b>Off-Campus Residences</b>			3.53					3.53
<b>Administration of</b>			3.76	3.37			7.75	14.88
<b>Conclusions</b>			.5					.5
<b>Dining Services</b>				2.75	1.25			4.00
<b>Residence Hall     Counseling</b>				3.13				3.13

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Foreign Students and					1.00			1.00
Graduate Students and				21.75	.5			.5
Married Students and					1.00			1.00
Living at Home					1.12			1.12
Objectives of							6.4	6.4
Emphasis in Objectives and Procedures							4.92	4.92
Ideal Philosophy of							2.50	2.50
Description: Instruc- tor's Guidance Clinic	17.00							17.00
Analytic Techniques	53.25							53.25
General Counseling	13.38		4.2					17.58
Other Areas of Counseling:								
Financial	6.75				1.00			7.75
Educational	15.00							15.00
Social-Emotional- Personal	3.55							3.55
Vocational	10.58			9.75	10.88			31.21
Family	5.31							5.31
Physical		5.13						5.13
Preventive		4.00						4.00

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Illustrative Case History		15.13						15.13
Summary		1.5						1.5
Counseling defined			2.50	3.90				6.40
Aims and Methods			1.70					1.70
Two Kinds of Counseling								
Permissive			5.93					5.93
Prescriptive			1.37					1.37
Basic Differences			8.50					8.50
Counseling Personnel			5.80					5.80
Materials Needed for			5.30					5.30
Ethical Standards			1.70					1.70
Counseling by Students			7.20					7.20
Personality Gestalt				2.90				2.90
Performance of				8.00				8.00
Nature of Diagnosis			9.75					9.75
Obtaining and Using Information			13.70					13.70
Essentials for Interpreting Information			11.50	8.67				20.17
Principles of Diagnosis			30.50					30.50
Need for Diagnosis			8.00					8.00

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Responsibility of Student			5.00					5.00
Interview: Tool in Counseling			10.00					10.00
Environmental Resources			8.88					8.88
Terminology of				8.70				8.70
Placement and Follow-up				8.70				8.70
Philosophy of Client-Centered Counseling				6.45				6.45
Principles of Counseling					3.25			3.25
Helping Student Gain Self-Understanding					11.75			11.75
<b>Campus Student Government</b>								
Student Participation in					4.00		6.62	11.62
Community Government			6.75					6.75
Groups Participating in			.25					.25
Student Leadership and				6.00				
Skills and Attitudes in Democracy					1.00			1.00
Means for Teaching Democratic Skills and Attitudes					7.50		6.00	7.50
Functions and Patterns of					6.50			6.50

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Development of						3.20		3.20
Students' Perceptions of						1.80		1.80
New Forms of Relationships						2.00		2.00
Legality of Supervision						1.50		1.50
Fiduciary Relationships						1.80		1.80
Accountability: Content pf						1.50		1.50
Unreasonable Regulations						3.20		3.20
Administrative Procedure and						1.50		1.50
Illustrative Case and Implications						34.95		34.95
Objectives							2.25	2.25
Foundations of Good Citizenship							1.87	1.87
Nature of Authority Vested in							2.78	2.78
Students and College Policy							3.60	3.60
Counselor's Problems in							2.00	2.00
Women's Governing Association							5.50	5.50

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
National Student Association							3.50	3.50
Campus Publications and Orientation							7.63	7.63
Orientation Service	2.00			15.00			4.00	21.00
Precollege			4.88					4.88
Freshman Days			4.46					4.46
Courses in			5.00					5.00
Student Assistants			2.33	1.00	2.00			5.33
Conclusion			.83		.50			1.33
Types of Programs				3.00				3.00
Background					1.50			1.50
Educators' Concern of					1.70			1.70
Function of					8.30			8.30
Religious Service								
History of				3.75				3.75
Questions Concerning				3.13	3.50		2.13	8.76
Program of and Student Organization for				6.37			3.25	9.62
Religious Counseling				7.38				7.38
Administration of				3.75				3.75

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Need for					9.50			9.50
Place in Education							5.67	5.67
Functions on Campus							4.08	4.08
Problems of							4.38	4.38
Role of Personnel Worker							3.50	3.50
Financial Aid and Placement								
Placement	1.00						1.50	2.50
Need for Financial Aid			2.33				1.40	4.93
Appeal of			3.33					3.33
Growing Importance of			3.34					3.34
Types of			3.00	12.81	3.48		1.75	21.04
Choosing Recipients of			4.00	5.70				9.70
Organization and Ad- ministration of			4.62	3.00	1.63		4.40	13.65
Part-time Employment Office Functions			6.25					6.25
Significant Principles in			4.63					4.63
Counseling in			1.75					1.75
Placements Changed Emphasis			2.88					2.88
Relation to Other Services			5.77					5.77

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Extent of Centraliza- tion			6.38					6.38
Procedures Used			6.38					6.38
Placement Follow-up			4.64					4.64
Development of					1.50		1.13	2.63
Costs to Students					.80			.80
Planning Vocationally					7.50			7.50
Public Opinion About							2.67	2.67
Goals of							1.60	1.60
Advantages-Disadvantages							1.55	1.55
Teaching and Teacher Responsibility								
Teacher Function in Personnel Work	1.00							1.00
Classroom--A Personnel Service		8.37						8.37
Student-Teacher Relations		7.62						7.62
Nature of Learning		5.88						5.88
Behavior and Needs		4.33						4.33
Background of				1.70				1.70
Student Group				5.30				5.30
Student-Centered Course				7.00				7.00

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
College Teacher				2.00			2.87	4.87
General Structure of College							2.07	2.07
Faculty Academic Advisor							7.61	7.61
Faculty and Extra- curriculum							6.33	6.33
Faculty-Personnel Relations							2.12	2.12
<b>Married Students</b>								
Background					2.00			2.00
Marriage Among Students					1.32		13.51	14.83
Emotional Maturity					3.41			3.41
Special Needs of					2.27			2.27
Dating							8.49	8.49
<b>Fraternalities and Sororities</b>								
Groups on Campus							4.25	4.25
Advantages-Disadvantages							12.86	12.86
Personnel Work With							4.89	4.89
<b>Foreign Students</b>								
Students From Abroad					2.12		3.10	5.22
Needs and Meeting Them					11.13			11.13

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Conclusion					.75			.75
Individual Differences Among							.90	.90
Areas of Counseling							5.50	5.50
Counselor of							4.50	4.50
Discipline								
Concepts of			1.90		3.00			4.23
As Punishment			2.35					2.35
Positive Approaches to			1.00					1.00
Principles of			1.85				3.75	5.60
Major Procedures			5.65				1.75	7.40
Changing Behavior			2.75					2.75
Administration of			8.50		4.83		1.00	14.33
Conclusions							1.00	1.00
As Deeper Teaching					3.34			3.34
Background of							1.00	1.00
Sociological Aspects of							2.00	2.00
Psychological Aspects of							3.50	3.50
Counselor and							7.00	7.00
Theory of							8.52	8.52
Process of Counseling in							2.98	2.98

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Objectives of							3.30	3.30
Misbehavior Sources							1.55	1.55
Morale Maintenance							4.38	4.38
Current Misbehavior							2.37	2.37
Disciplinary Action							1.15	1.15
Program Costs							.75	.75
Organization and Admin- istration of Program Services								
Basic Principles		9.12						9.12
Development of Services			8.45					8.45
Organizational Pat- terns							4.40	4.40
Leadership					1.25			1.25
Structure and Organi- zation	5.00		12.34		13.00		7.23	37.57
Description and Function						23.00		23.00
Changing Concept of Administration				13.30				13.30
Implications from Other Fields						31.00	3.90	34.90
Trends in Campus Administration							1.40	1.40

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Problem of Integration		6.88						6.88
Establishing Policy			4.33					4.33
What is to be Organized and Structured						15.00		15.00
Criteria for Grouping Services						5.00		5.00
Administrative Agents						15.25		15.25
Administrative Pro- cedures						31.00		31.00
Administration of Dis- cipline and Judiciary Functions						38.00		38.00
Admin. Aspects of Counseling						32.00		32.00
Staff Consulting Functions						41.50		41.50
Procedures in Policy Making						27.00		27.00
Maintaining Students' Rights and Freedoms						36.00		36.00
Illustrative Case of Students' Rights and Freedoms						20.25		20.25
Hazards for Adminis- trators							2.90	2.90
Function and Methods of Admin.							3.85	3.85

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Faculty and Student Cooperation							2.17	2.17
Evaluation of Personnel Worker							.85	.85
Role in Curriculum Readjustment	4.00							4.00
Role of Counselor			5.00					5.00
Psychological Problems of			5.00					5.00
Mental Hygiene for			2.90					2.90
Selection and Training of			8.95					8.95
Summary			1.15		1.00			2.15
Responsibility and Ethics					4.00		4.00	4.00
Legal Opinions, Practices, Trends					19.00			19.00
Future Needs					1.00			1.00
Hazards to Mental Health of							4.90	4.90
Circumventing Mental Hazards							4.60	4.60
Professional Status							6.90	6.90
Nature of a Profession							20.10	20.10
Professional Progress							5.75	5.75

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Research and Evaluation								
Follow-up and Evaluation	24.00							24.00
Evaluation		1.00						1.00
Criteria and Method			9.54	6.17			4.33	20.04
Control of Sampling			2.96					2.96
Nature of			3.25					3.25
Typical Illustrations of			2.88					2.88
Useful Approaches in			13.00					13.00
Summary (Of Principles)			1.37					1.37
Needs for				9.73	2.00			11.73
Improving Methods				3.10				3.10
Procedures in					7.25			7.25
As Continuous Process					.75			.75
Definition of							5.00	5.00
Training Student for							3.17	3.17
Future Research							5.00	5.00
Student Personnel Records								
Gathering and Disseminating Information			14.00	8.10				22.10

	Williamson and Darley 1937	Brouwer 1949	Wrenn 1951	Arbuckle 1953	Lloyd-Jones and Smith 1954	Williamson 1961	Mueller 1961	Totals
Development of					7.33			7.33
Learning via					9.25			9.25
Purpose of					2.00			2.00
Summary					1.33			1.33
Other Areas								
Resources	7.00							7.00
Specialized Clinics		12.00						12.00
Appraising Students Personal Social Relations		46.00						46.00
Utilizing Every Resource					10.00			10.00
Totals:	260.00	299.00	473.00	265.00	323.00	446.00	534.00	2600