

THE STUDENT PERSONNEL POINT OF VIEW

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FORWARD

IN 1937 THE AMERICAN COUNCIL ON EDUCATION held a two-day conference on problems related to the clarification of the field of student personnel work, the relationship of student personnel work to other phases of institutional programs, and the need for research and special studies to determine the nature and direction of future developments in student personnel work. The report of this conference was published under the title *The Student Personnel Point of View*. For many years prior to this conference the Council had taken an active interest in the field of student personnel work, and as early as 1926 had published a report of a survey made by L. B. Hopkins. Special consideration had also been given to this area by several Council committees, among them the Committee on Personnel Methods and its successor, the Committee on Measurement and Guidance.

The Student Personnel Point of View constituted a distinct contribution in the personnel field (1) because it delimited personnel activities from other administrative and instructional functions more clearly than had any previous statement; (2) because it stressed the importance of coordinating various types of personnel services; (3) because it pointed the way for future studies and special brochures; and (4) because it led to the appointment by the Council of its Committee on Student Personnel Work, which has been responsible for the preparation of a number of important brochures. It was used widely by administrative officers and faculty committees, by faculty members teaching courses in personnel work, and by staff members performing designated functions in the personnel field.

The demand for *The Student Personnel Point of View* has been continuous and strong. Student personnel work has developed so markedly during the past twelve years that it seemed advisable to revise and bring up to date the original report. For this reason it was decided to ask the Council's Committee on Student Personnel Work to meet in Washington on June 1, 2, and 3, 1948 for that purpose. The revised brochure presents a new formulation of the philosophical basis for personnel work and details the elements in a comprehensive

institutional program. The Council is especially indebted to the committee for its thoroughgoing revision of the original brochure and to the chairman of the committee, Dean E. G. Williamson, for putting into final form the revised report. The Council hopes that this revised edition of *The Student Personnel Point of View* will serve as important a purpose in advancing the interests of student personnel work as did the original brochure.

George F. Zook
President

June 1, 1949

I. PHILOSOPHY AND OBJECTIVES

THE CENTRAL PURPOSE of higher education is the preservation, transmittal, and enrichment of culture by means of instruction, scholarly work, and scientific research. During the past few decades experience has pointed up the desirability of broadening this purpose to embrace additional emphases and objectives. Among these new goals, three stand out:

1. Education for a fuller realization of democracy in every phase of living;
2. Education directly and explicitly for international understanding and cooperation;
3. Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.¹

Although these added goals aim essentially at societal growth, they affect positively the education and development of each individual student. The development of students as whole persons interacting in social situations is the central concern of student personnel work and of other agencies of education. This emphasis in contemporary education is the essential part of the student personnel point of view.

The student personnel point of view encompasses the student as a whole. The concept of education is broadened to include attention to the student's well-rounded development-physically, socially, emotionally and spiritually,-as well as intellectually. The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted economic, political, or religious doctrine, or vocational skill. As a responsible participant in the societal processes of our American democracy, his full and balanced maturity is viewed as a major end-goal of education and, as well, a necessary means to the fullest development of his fellow citizens. From the personnel point of view any lesser goals fall short of the desired objective of democratic educational processes and is a real drain and strain upon the self-realization of other developing individuals in our society.

The realization of this objective-the full maturing of each student-cannot be attained without interest in and integrated efforts toward the development of each and every facet of his personality and potentialities. His deepening understanding of his world is not sacrificed to his emotional maturing. His physical well-being does not become a limited end in itself. His maturing sense of values, social and spiritual, is not sacrificed to his understanding of the world of man and nature. His need for developing sound philosophy of life to serve as the norm for his actions now and in adult life is not neglected in the college's emphasis on his need for intellectual and professional competence. Rather are all known aspects of the personality of each student viewed by the educator and personnel worker as an integrated whole -- as a human personality living, working, and growing in a democratic society of other human personalities.

A long and honorable history stands behind this point of view. From the Middle Ages until the beginning of the nineteenth century, European higher education and its American offshoots gave as much attention to the social, moral, and religious development of students as to their intellectual growth. But the rise of the modern research-centered German

university early in the nineteenth century led to the abandonment of this personal concern for students and centered on an intellectualistic concern. Influenced by German models, American educators steered American higher education toward intellectualism.

Prosecution of scientific research and the stimulation of the intellectual development of students became the dominant emphases in American higher education. The earlier concern of Colonial educators for the spiritual, social, and personal development of students was shunted aside for more than a half century in most universities and in some colleges. At the turn of the present century certain great social forces matured and converged to shift attention back to the student's broad development in all aspects of his personality.

The student personnel movement developed during the early twentieth century in part as a protest against German-born intellectualism and also as the result of the findings of the psychology of individual differences during the second decade of the present century. Its evolution was stimulated by the huge growth of American colleges and universities following the First World War. With hordes invading institutions of higher education, colleges sought means to maintain some personal and individual relationship with students.

Present-Day Objectives

The student personnel movement constitutes one of the most important efforts of American educators to treat the college and university students as individuals, rather than as entries in an impersonal roster. The movement, at the same time, expresses awareness of the significance of student group life in its manifold expressions from student residence to student mores, from problems of admission to problems of job placement. It has developed as the division of college and university administration concerned with students individually and students as groups. In a real sense this part of modern higher education is an individualized application of the research and clinical findings of modern psychology, sociology, cultural anthropology, and education to the task of aiding students to develop fully in the college environment.

The specific aspects of the student personnel program stemming from the above point of view will be discussed in a later section. In addition, however, certain fundamental issues in education are affected by the application of the personnel point of view.

The optimum development of the individual necessitates the recognition by teachers and administrators, as well as by professional personnel workers, of individual differences in backgrounds, abilities, interests, and goals. In the light of such individual variations each institution should define its educational purposes and then select its students in terms of these purposes. This concept of development demands flexibility in methods of teaching and in the shaping of content to fit the individual differences found in students. It also requires integration of various aspects of the curriculum.

The individual's full and balanced development involves the acquisition of a pattern of knowledge, skills, and attitudes consistent with his abilities, aptitudes, and interests. The range of acquisition is a broad one. Through his college experiences, he should acquire an appreciation of cultural values, the ability to adapt to changing social conditions, motivation to seek and to create desirable social changes, emotional control to direct his activities, moral and ethical values for himself and for his community, standards and habits of personal physical well-being, and the ability to choose a vocation which makes maximum use of his talents and enables him to make appropriate contributions to his society.

But such broad-gauge development of the individual should in no sense be considered as a sufficient and complete goal in itself. It is axiomatic today that no man lives in a social vacuum. Rather individual development is conditioned by the kind of society in which a person lives, and by the quality of interpersonal and group relationships which operate around him. He is constantly affecting society; and society is constantly shaping him. These relationships constitute the cultural patterns with which higher education must be concerned in its efforts to stimulate and guide the development of each of its students.

The cultural patterns of America have been, and will continue to be, deeply affected by the emergence of the United States as a world power. With the nation's new status in world affairs, the preservation of basic freedoms and responsibilities at home becomes increasingly important. Our way of life depends upon a renewed faith in, and extensive use of, democratic methods, upon the development of more citizens able to assume responsibilities in matters of social concern, and upon the active participation of millions of men and women in the enterprise of social improvement.

Such a social philosophy as that outlined above thrusts upon the college an urgent responsibility for providing experiences which develop in its students a firm and enlightened belief in democracy, a matured understanding of its problems and methods, and a deep sense of responsibility for individual and collective action to achieve its goals. Both classroom and out-of-class activities of the college should be related to these ends, and students' organizations should be incorporated in the institution's total educational program. In both the curricular and cocurricular program of the college the dynamic forces of society should be skillfully organized for the use of their learning values in furthering the development of students.

As educators, our attention should be focused upon the social forces on the institution itself, which also provides learning experiences for the student. For example, the relationship among the various groups on the campus affect such social development. If faculty and students and faculty and administration work closely together in achieving common objectives, curricular and cocurricular, the learning of socially desirable processes is thereby enhanced.

The college or university which accepts these broad responsibilities for aiding in the optimum development of the individual in his relations to society will need to evaluate carefully and periodically its curricular offerings, its method of instruction, and all other resources for assisting the individual to reach his personal goals. Among its important resources, it also will need to provide and strengthen the type of services, as outlined in the next section, encompassed within the field of student personnel work.

II. STUDENT NEEDS AND PERSONNEL SERVICES

DURING THEIR COLLEGE YEARS, students have opportunities for intensive classroom learning supplemented by many of the major elements of community living. Students live, work, make friends, have fun, make financial ends meet-all within the community of scholars. Since colleges seek to assist students to achieve optimum development of powers and usefulness, a comprehensive and explicit plan and program embracing many personnel services are necessary for this undertaking. The essential parts of such a plan and program are outlined the following sections.

The student personnel point of view holds that the major responsibility for a student's growth in personal and social wisdom rests with the student himself. Necessarily, however, his development is conditioned by many factors. It is influenced by the background, the abilities, attitudes, and expectancies that he brings with him to college, by his college classroom experiences, and by his reactions to these experiences. A student's growth in personal and social wisdom will also be conditioned by the extent to which the following conditions are attained:

The student achieves orientation to his college environment. Individuals are freer to learn, are under less strain, suffer less confusion, and have more consistent and favorable self-concepts if they feel at home and oriented in relation to their environment. The personnel worker attempts to help students feel at home in their college environment through:

1. Interpreting institutional objectives and opportunities to prospective students, to

- their parents, and to high school faculties;
2. Selecting students who seem, after study, to be able to achieve in relation to the college offerings and requirements;
 3. Orienting students to the many phases of their college lives through a carefully designed program that involves such methods and experiences as personnel records, tests, group instruction, counseling, and group life.

The student succeeds in his studies. The college or university has primary responsibility in selecting for admission students who have basic qualities of intelligence and aptitudes necessary for success in a given institution. However, many otherwise able students fail, or do not achieve up to the maximum capacity, because they lack proficiency or personal motivation for the tasks set by the college, because of deficiency in reading or study skills, because they do not budget their time properly, have emotional conflicts resulting from family or other pressures, have generally immature attitudes, are not wisely counseled in relation to curricular choices, or because of a number of other factors. In order that each student may develop effective work habits and thereby achieve at his optimum potential, the college or university should provide services through which the student may require the skills and techniques for efficient utilization of his ability. In addition to the contribution of counseling and removing blockages from his path toward good achievement, the student may also need remedial reading and speech services, training in effective study habits, remediation of physical conditions, counseling concerning his personal motivations, and similar related services.

He finds satisfactory living facilities. Comfortable and congenial living arrangements contribute to the peace of mind and efficiency of the student. If effectively organized and supervised, the facilities that provide for food and shelter can also contribute to his social development and to his adjustments to group opportunities and restraints.

The student achieves a sense of belonging to the college. To a large extent the social adjustment of an individual consists of finding a role in relation to others which will make him feel valued, will contribute to his feeling of self-worth, and will contribute to a feeling of kinship with an increasing number of persons. The student personnel program will help him achieve these goals through:

1. Stimulating the development of many small groups;
2. Fostering the development of a program of student-initiated activities;
3. Encouraging the development of a diversified social program;
4. Developing opportunities for participation in college-community cooperative activities;
5. Fostering teacher-student intellectual and social relationships outside of the classroom.

The student learns balanced use of his physical capacities. It is not enough to conceive of a health service as an agency only for the treatment of illness in order to keep the student operating in the classroom at regular maximum efficiency. To be broadly effective, the health program should also aggressively promote a program of health education designed to equip each student with self-understanding and self-acceptance at his optimum personal level of physical competence. The adjustment of the individual to his physical potentialities as well as to his irremediable limitations is a basic element in his full development of personality.

The student progressively understands himself. This is the process of self-discovery and rediscovery which, progressively over a period of time, must unfold for the student in terms of his individual readiness for it. Through a rich program of experiences and skilful [sic] counseling, the student may acquire an understanding of himself, his abilities, interests, motivations, and limitations. With such understanding the student becomes ready to make long-range life plans; he acquires the understandings and skills necessary to cope with life problems; he learns to face and solve his own personal problems; he grows personally and, in the process, makes constructive social contributions. To aid in this development, the college or university provides:

1. Adequate services for testing and appraisal;
2. Skilled counselors trained in the art of stimulating self-understanding without directing decisions;
3. Useful records available for study so that the student may inform himself of his present status and be apprised of whatever growth and development he has thus far achieved;
4. Other services which will help the student acquire such specialized knowledge as the individual should have concerning himself in order to make reasoned and reasonable choices and decisions.

The student understands and uses his emotions. As mainsprings of action, emotions either may lead to disorganized and random behavior or to concerted, directed, worthwhile accomplishment. Directed emotions may enrich and strengthen action which is otherwise sterile and terminal. A human being is a creature of emotions as well as intellect. Effective personal counseling will help the student to understand and use his emotional powers for maximum, directed action. Without such understanding and self-direction, the student may soon find himself not only ineffective, but also socially inept and unacceptable. The counseling service, psychiatric services, and organized group activities are among the parts of the student personnel services which may assist the student in this area of achievement.

The student develops lively and significant interests. Many aspects of personality directly related to attractiveness, alertness, and forcefulness are conditioned by the number and depth of interests an individual is able to cultivate. The effective college will recognize this by:

1. Helping the student to discover his basic interests; and,
2. Fostering a program of recreational and discussional activities that is diversified.

The student achieves understanding and control of his financial resources. Learning how to live within his income, how to increase that income, how to find financial aids that are available are part of an understanding of the student's economic life. Such an understanding of money values must be achieved in balanced relationships to physical energy, curricular, and social demands.

Counseling students on financial matters and administering financial aids in such a way as to help the most worthy and most needy are important parts of the student personnel program.

The student progresses toward appropriate vocational goals. Some students enroll in college with a definite plan of preparation for a career. Others will modify their plans as they acquire new interests or gain clearer understanding of their own capacities and of requirements for certain occupations in relation to the needs of society. But many men and women who come to college do so without any plans or understanding of themselves in relation to the world of work. The college has a responsibility to see that these students have access to accurate, usable information about opportunities, requirements, and training for various occupations appropriate to their possible levels of vocational preparation. Vocational counseling given on a basis of insight, information, and vision can help students to relate their future work to their life goals. When conducted with social imagination, such counseling can help to develop these leaders who will pioneer in new professions and in the extension of needed services for the country's welfare.

The student develops individuality and responsibility. Progressive emancipation from the restrictions of childhood is a major challenge to every adolescent. Reveling in his new-found freedoms, for which he may not yet be prepared by adequate self-discipline, the college student may find himself in conflict with accepted social patterns and standards. Other students, whose domination by their families may extend to the college campus, may voice their rebellion in actions offensive to their fellow students or embarrassing to the college family to which they now belong. In such situations, preventive therapy may be accomplished by enlisting parental cooperation in counseling in such personal problems when they are discovered and diagnosed. When the need for social discipline does arise, the college should approach the problem as a special phase of counseling in the development of self-

responsibility for behavior rather than in a spirit of punishment of misbehavior.

The student discovers ethical and spiritual meaning in life. For many students the introduction to scientific understandings and meanings in the classroom may necessitate a drastic reorientation of religious ideology at a new level of objectivity. The time-honored teachings of organized religion may lose their effectiveness both as explanatory and guiding principles. The resultant disturbance may have deep and far-reaching ramifications into personal as well as family, and even broader, social conflicts. In his new search for values which are worthy of personal allegiance in a time of social conflict, the student needs mature guidance. The religious counselor and the religious-activities program with a broad social reference may assist the student in developing an understanding of proper concepts of behavior, ethical standards, and spiritual values consistent with his broadened horizons resulting from newly acquired scientific and technical knowledge.

The student learns to live with others. The maintenance of individual integrity within a framework of cooperative living and working with others in a spirit of mutual services is the highest expression of democracy. By intelligent followership as well as by permissive leadership the student prepares himself for his social obligations beyond the college. By means of special-interest groups, student government, dormitory and house councils, and other guided group activities, the student personnel program can provide opportunities for developing in the student his capacities for both leadership and followership. The counseling service will also use such activities as may be appropriate for individual therapy and development as the needs may be revealed through suitable diagnostic procedures.

The student progresses toward satisfying and socially acceptable sexual adjustments. During the years when young people are in college, they are normally deeply, although perhaps covertly, concerned with finding congenial marriage partners. This concern may produce anxieties which eventuate in behavior that may be either acceptable or unacceptable to society, and satisfying or unsatisfying to the individuals. Since marriage adjustment is basic to family stability, and since the family is our most important social institution, colleges should help students to effect satisfying, socially acceptable, and ethically sound sexual adjustments by (1) encouraging the development of a rich and diversified social and recreational program, and (2) providing counseling on relationship and marriage problems.

The student prepares for satisfying, constructive postcollege activity. For most students, the activities of postcollege years will be a combination of the practice of a profession, progression in an occupation, marriage and family life, and service as a community and world citizen.

Personnel services of the college appropriate to these attainments may include job placement, information about jobs, internships, graduate training programs, or opportunities for volunteer service. Some colleges include also some periodic follow-up contacts to determine the success of their graduates.

Elements of a Student Personnel Program

The achievement of the foregoing objectives requires the cooperative and integrated functioning of classroom and extraclass activities with the growth and development of the student as the focal point of all that is implied in the educational process. To be sure, not every student will need or make use of all the student personnel services just as, by the same token, not every student studies courses in every academic department. But the college should make optimum provision for the development of the individual and his place in society through its provisions for:

1. The process of admissions, not as a credit-counting service, but rather as a first step in the counseling procedure designed to interpret the institution to the student, his family, and his high school teachers in terms of its requirements for success, its services, and its ability to satisfy his educational and personal needs.

2. The keeping of personnel records and their use in the improved understanding of, and service to, the individual student as he has contact not only with the classroom, but also in all phases of his college or university life.
3. The service to the student of trained, sympathetic counselors to assist him in thinking through his educational, vocational, and personal adjustment problems. Such a service should be so designed as to be in effect a cohesive agency drawing together all in the institution's resources in the process of facilitating the student's efforts to achieve the objectives of higher education. This service will have access, either through direct association or as a supplementary service, to psychological testing and other special diagnostic services as may be necessary to achieve better and more objective appraisal and understanding of the individual. Resources for adequate vocational information needed by the student in the process of his orientation should be closely correlated with the counseling program. Special attention should be given to the educational importance of supplementing the efforts of counseling specialists by the use of carefully selected, specially trained faculty members serving as advisors and counselors.
4. Physical and mental health services whose orientation is not only the treatment of illness, but also, and even primarily, an educational program of preventive medicine and personal-hygiene counseling.
5. Remedial services in the areas of speech, reading, and study habits, recognizing that the presence of defects in these areas may seriously impede the functioning of many able students and also restrict the contributions which may be made by otherwise adequate personalities.
6. Supervision and integration of housing and food services to the end that they shall not only provide for the physical comforts of students, but also shall contribute positively to education in group living and social graces.
7. A program of activities designed to induct the student into his new life and environment as a member of the college or university family.
8. The encouragement and supervision of significant group activities arising from the natural interests of students.
9. A program of recreational activities designed to promote lifetime interests and skills appropriate to the individual student.
10. The treatment of discipline as an educational function designed to modify personal behavior patterns and to substitute socially acceptable attitudes for those which have precipitated unacceptable behavior.
11. Financial aid to worthy students, not as a dole, but as an educational experience in personal budgeting and responsibility.
12. Opportunities for self-help through part-time and summer employment, geared as nearly as possible to the defined vocational objectives of the student.
13. Assistance to the student in finding appropriate employment after leaving college and subsequently assisting alumni in further professional development.
14. The proper induction, orientation, and counseling of students from abroad.
15. The enrichment of a college and postcollege life through a well-integrated program of religious activities, including interfaith programs and individual religious counseling.
16. Counseling for married students and for those contemplating marriage to prepare them for broadening family and social responsibilities.
17. A continuing program of evaluation of student personnel services and of the educational program to ensure the achievement by students of the objectives for which this program is designed.

III. THE ADMINISTRATION OF STUDENT PERSONNEL WORK

THE ADMINISTRATIVE PATTERN of student personnel work in any one college or university will necessarily be adapted to the local resources and personnel. Although no definitive and evaluative studies of different types of administrative organizations are available, yet in the last decade of student personnel work, the following generalizations have evolved.

Interrelation of Campus Resources

Everyone on a campus, from the students to the president, participates in some phase of the student personnel program. But certain personnel functions are usually the direct responsibility of designated staff members. Interested teachers devote time to counseling and the guidance of student organizations. Dormitory directors organize recreational and hobby activities. Such specialists as counselors, medical officers, psychiatrists, and psychometrists assist students in various ways. Many other examples of the range and types of personnel workers will be identified by the interested observer.

The nature of student personnel work is such that certain aspects of most activities may involve the interrelationship of a number of individuals in varying ways. For example, the operation of an effective orientation program for new students draws on many different persons. The teacher-counselor, the admissions officer, the doctor, other students, the administrative heads of the institution, the housing officer, recreational leaders, and others must contribute to an effective orientation program. Such interrelation of resources makes coordination necessary.

Administrative Structure

Experience indicates that specialized functions performed by trained personnel staff members should be organized with the customary definiteness found in instructional departments and colleges. For example, functions related to counseling need to be organized in a department, bureau, or center manned by the staff performing such functions. In similar manner, the functions of admissions, supervision of extracurricular activities, and many others of those discussed in the previous section need to be assigned to designated persons and departments.

This is not to say, however, that each personnel function needs to be organized in a separate bureau or assigned to a different individual or that each bureau or individual has a monopolistic control over its special functions. In smaller institutions, where the volume of work and the number of available staff members are limited, the form of organization can be simpler. But the principle of definiteness of assigned responsibility for each personnel function should be clearly established, even though only one member of a staff may be available to perform the function. In larger institutions, the volume of work permits, and sometimes compels, more formal organization and greater degrees of specialization.

As volume of services and size of staff increase, the necessity for centralization of administrative responsibility of an over-all nature becomes more readily apparent. The experience of the past decade indicates the desirability of assigning responsibility for personnel work to an administrator. This generalization follows the pattern clearly established historically of designating instructional responsibility in the dean of a faculty or in the president in a small institution. When volume of work and other factors warrant it, a personnel administrator should be free from responsibility for any one function or service in order that he may be able to deal effectively with over-all program development and coordination on a college-wide basis. As in the case of the instructional program of a college, the major personnel administrator, working with and through a staff council of personnel

workers, should be held responsible for such administrative functions as budget-making and distribution; recruitment of staff; appointment and induction of staff members; stimulation of professional growth of personnel staff members; planning the continuous development of cooperation and coordination among the personnel specialists and between personnel work and the instructional program of the institution; and evaluation of the effectiveness of the total program.

The advocacy of a single administrative head for personnel work does not imply the assignment to such a person of complete and arbitrary authority. Instructional administrators have developed modifications of this centralization of authority in the form of program and policy committees composed of deans and faculty members and students. Indeed, the president of a college leans heavily upon his council of deans for aid in administration. In turn, each dean shares his administrative responsibilities with an executive committee of his faculty. In similar manner, personnel administrators must enlist the help of specialists and of members of the instructional staff in determining policies and in planning personnel programs. Policy committees and coordinating councils should assist in administration and in continuous development of more effective services to education.

Decentralization of functions, as opposed to centralization in one person or one department, actually may increase the direct effectiveness of these services to students, provided that coordination produces the exchange of information and leads to the avoidance of conflict of services. Each institution must develop its own coordinating mechanisms for bringing together these decentralized services into a balanced, institution-wide program. Coordinating councils, informal meetings, exchange of memorandums, the maintenance of friendly work relationships – these and many other administrative devices need to be developed and maintained at a high level of effectiveness.

Process in Program Administration

Preoccupation with problems of administrative structure should not lead to neglect of process. Personnel literature to date is full of discussions of structure, of line and staff relationships, the points at which various responsibilities should rest, assignments of responsibility to various points of the structure, the ways in which parts should fit together, how they may be expected to work in relation to each other, and related topics.

Equal attention should be given to process. In a simple line and staff structure, for example, communication involves sharing information through organizational lines -- down from the top in a relay pattern and sometimes up from the bottom along the established lines. Personnel administrators recognize that even two-way communication, however efficiently carried out, is not adequate for personnel work, and further experience is needed with respect to alternative forms of communication and administrative relationships. For example, personnel workers of all types need to meet regularly for discussions of common problems and for planning of interrelated programs or services. Experience indicates that not only information, but also feelings, always important in cooperative undertakings and other types of human relations, can best be transmitted in such face-to-face situations, and in well-planned and executed staff discussions of common problems and cooperative enterprises. Similarly, group planning of programs and discussions of issues and problems may produce better results than are obtained through the efforts of any single staff member. Furthermore, although each group will almost always create a leader role and ask someone to take this role, full participation of all members is best achieved when the role is passed from person to person within the group in terms of the differing competencies and experiences of the members in relation to the varying needs of the total program.

Participation in Institutional Administration

Personnel workers at all levels of specialization and administrative responsibility should be given appropriate opportunity and responsibility for participating in planning and policy making for all phases of the institution's instructional and public-relations program.

Students' Participation in Administration

Students can make significant contributions to the development and maintenance of effective personnel programs through contributing evaluations of the quality of the services, new ideas for changes in the services, and fresh impetus to staff members who may become immersed in techniques and the technicalities of the professional side of personnel work.

In addition to the use of advisory student councils and committees for reviewing programs and policies, personnel administrators and specialists should avail themselves frequently of opportunities for informal consultation with many individual students.

A Balanced Staff

Personnel specialists as well as personnel administrators should be chosen for their personal and professional competence to discharge their responsibilities. Personnel specialists and administrators, both men and women, should be available in all of the personnel departments. That is, competent men counselors should be available for those students who prefer to consult a man. In like manner, competent women counselors should be available for those men and women who prefer to consult a woman about scholastic or personal adjustments. Both men and women administrators should be members of top policy-making councils.

Special attention needs to be given to the maintenance of balance in another respect, namely, narrow specialization in one type of technique, adjustment problem, or school of thought. Each personnel staff should be maintained in a balanced manner with respect to desirably varied professional points of view and professional backgrounds of specialists.

Criteria for Evaluating Program

The principal responsibility of all personnel workers lies in the area of progressive program development. Essentially this means that each worker must devote a large part of his time to the formulation of new plans and to the continuous evaluation and improvement of current programs. The test of effectiveness of any personnel service lies in the differences it makes in the development of individual students, and every worker must develop his own workaday yardsticks for evaluation. The following suggest themselves as possible criteria for a continuing day-by-day appraisal of the program. No single criterion, alone and independent of others, would probably have much validity, but, taken together they may provide an effective working relationship among staff members with respect to their program responsibilities.

These criteria are:

1. Students' expression of satisfaction and dissatisfaction with services received. These expressions may be informally collected or may be gathered systematically. Obviously, such expressions need to be critically evaluated in terms of the total situation.
2. Expression of satisfaction and dissatisfaction with the program by members of the teaching staff. Again, such expressions need to be evaluated.
3. The extent of students' uses of the personnel services. Again, this criterion must be applied with full cognizance of the limitations of financial resources and other institutional factors balanced against the needs of the personnel departments.

4. The continuance of improvement in the professional training and professional status of members of the personnel staff through additional formal training, experiences, committee assignments, and other local, regional, and national recognition.
5. The quality of the interpersonal relationships and cooperation between personnel workers and members of the instructional and noninstructional staffs, and among personnel specialists themselves.

Institutional Mores and Policies

The effectiveness of a student personnel program is determined not solely by either its technical quality or its administrative and financial structure, but even more by its institutional setting. In an institution where conditions are favorable to the maintenance of friendly, informal working relationships between teachers and students, and where the institutional leaders explicitly support such relationships, effective counseling may be developed far more readily and effectively than would be the case in institutions burdened with an antifaculty attitude established among student leaders.

Personnel workers of all types, particularly those involved in group work functions, need to give continuous attention to the development of positive relationships in their work with student leaders. But, essentially, the institutional leader, the president, must set the standard of such mores. He can accomplish this by making clear his own basic attitudes toward students, teachers, and personnel workers, and the interrelated contributions of each group to the total institutional program of assistance to each student in his efforts to achieve full and broad development.

IV. THE IMPORTANCE OF THE RESEARCH EMPHASIS

THE PRESENT-DAY PRACTICES in student personnel work have been profoundly influenced by and, in many instances, have developed out of basic and applied research in psychology, education, anthropology, and psychiatry. Indeed, the interplay of research and practice is a dominant characteristic of modern personnel work. Much of the content of this pamphlet has been derived directly from research or from the application of the findings of research. In this present formulation of our current thinking of the nature of personnel work, we wish to close with an emphasis upon the developmental character of this part of higher education. And this means that we stress the ever-improving quality of personnel work achieved by means of the application to its processes, tools, techniques, and organization of the critical, experimental, and evaluative methods of science. Without such a stress upon critical and experimental self-study, student personnel work will deteriorate into ritual observance which yields little assistance to growing students. It follows, then, that personnel workers must be thoroughly trained in research methods as a part of their professional preparation. Adequate time and facilities for research must be made an integrated part of each institution's personnel program. With such an emphasis and such provisions, the increasing effectiveness of a personnel program may be maintained.

¹ Adapted from *Higher Education for American Democracy: The Report of the President's commission on Higher Education, I. Establishing the Goals* (Washington: Government Printing Office, 1947; New York: Harper & Bros., 1948).