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ABSTRACT

This report analyzes the literature related to student services in higher education for the period January - July, 1970. Significant documents are reviewed, major developments discussed, and implications and applications for practice drawn. The paper is divided into four sections: (1) Student Behavior; (2) Student Services; (3) Personnel; and (4) Support Services. The Student Behavior section deals with minority groups, drugs, sexuality and family life, the educational environment, learning and motivation, educational politics, vocational development, and attitudes and characteristics. Student Service areas covered include admissions, financial aid, orientation, health services, housing, counseling centers, student activities and organizations, religious programing, and placement. The Personnel section is concerned with the student personnel worker himself and discusses matters such as training, function, and role. The Support section contains information about testing, media, facilities and technology. (Author)

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COUNSELING & PERSONNEL SERVICES INFORMATION CENTER

# INFORMATION ANALYSIS FOR

## Student Services In Higher Education

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ERIC  
Counseling and Personnel Services Information Center

Information Analysis Report  
for  
STUDENT SERVICES IN HIGHER EDUCATION

January - July, 1970

Thomas A. Butts

- Trend Analysis
- Significant Documents
- Analysis and Review of Major Developments
- Implications and Applications

Research Draft - Not For General Distribution

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December 1970

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## FINAL CONTENT ANALYSIS AND SUMMARY:

An examination of the 358 documents on higher education generated during the first half of 1970 suggest a number of trends in the field of counseling and student personnel services. Without question the point that comes through strongest is continued change and a real need to do things differently in almost all areas.

While we treated the higher education section from four points of view - behavior, service, personnel and support - the same themes appeared in each area.

Clearly the most active service category presently is admissions, around which much of the change taking place in higher education is focused. Many of the other service areas have gone through their adjustments to the early student power movement and have moved to the background while the curriculum and teaching take the lime\*light.

Many of the documents dealt with blacks - their admission and survival. Emphasis was placed on supportive services for the culturally different with a continued need for an effective workable model to be developed.

Also noted in the documents regarding various minority groups was the lack of a system to continually identify emerging minorities - such as the counter-culture - and through planning anticipate and prepare to serve their needs. One might begin to see agencies established to deal with cross-cultural issues.

The attention given to admissions is also reflected in changing the educational environment to fit more of the students enrolling and altering

curriculum and grading practices. The question of faculty role and involvement in these issues is significant as students demand greater teaching accountability from their professors. This is reflected in the number of documents related to teacher evaluation by students.

Drugs received considerable attention in the behavior area, but many dealt only with a definition of the problem and not with suggestions about how and in what way schools should respond to the issue.

The question of changing life styles is reflected also in the vocational aspirations of college students. The interest in careers that respond to the social concerns of graduates is of interest to many, including businesses hoping to attract talented people. Coupled with the desire for many to have careers in social action fields is the issue of the college dropout and whether or not the traditional four year college expectation following high school is indeed a sensible notion for everyone.

Many of the documents relating to the political climate on campuses offered suggestions as to how violence can be avoided and change brought about in a peaceful fashion. The trend may be toward a greater degree of quiet but not at the expense of change.

With this point in mind, we saw many documents suggesting that the role of the student personnel worker would continue to change and become increasingly that of an advocate, change agent or mediator. This change will be reflected in the nature of counseling centers which are likely to take a more aggressive, outreaching role, finding new ways to relate to students.

Finally, there was considerable interest in knowing what is happening, a concern for what the clientele desires. To that end there may be a trend

toward the development of action research programs designed to provide continuous feedback to the institution which will then be translated into needed changes.

AREA: Student Behavior

Higher Education (except items related only to community colleges).

Documents included in this area relate broadly to student behavior in higher education including academic, personal attitudinal, political and family.

I. Number of Documents: 266

A. Position Paper or Theoretical Statement or Model	45
B. Research Report	162
C. Review Paper	22
D. Program Description	12
E. Guideline, Handbook, Manual	15
F. Conference Report	5
G. Bibliography	1
H. Other	4

II. Objective Description of Documents:

Many of the documents in this area relate to more than one of the sub-areas of focus and consequently the total number of documents in this area will exceed the total number of actual documents processed. The specific categories in this area are:

A. Ethnic and Minority Groups.

This category consists of documents concerned with all identifiable ethnic and minority groups. There were 34 reports in this category broken as follows: Blacks--17; women--1; youth culture or alienated youth--8; handicapped--1; homosexuals--0; disadvantaged--4; and others--3.



B. Behavior Issues.

There were 47 documents in this category broken as follows: drug abuse (including alcohol and smoking)--20; emotional problems--14; intellectual problems--2; sex education--6; and other behavior issues--5.

C. Marriage and Family Environment.

Included in this category were 13 documents related to student-parent relationships (10) and student marriages (3).

D. Educational Environment.

The 43 documents in this category focused on student behavior in the educational climate and setting and deal with performance and satisfaction as it relates to environment.

E. Learning, Motivation and Achievement.

The 53 documents in this category, predominantly research reports, describe efforts to improve the learning process and measure the impact of curriculum on achievement and motivation. Many of these documents relate to attrition and persistence.

F. Political Environment.

This category which contains 57 documents is concerned with the political aspects of student behavior and deals with student power issues, activism and student involvement in governance and decision making.

G. Vocational Behavior.

The documents in this category (20) deal with career or vocational choice and factors which effect choice.

H. Student Attitudes and Characteristics.

This was the area of greatest activity, 90 documents, many of which are included in the previous categories but consist of descriptive research on student characteristics and attitudes.

III. Significant Documents:

A. Ethnic and Minority Groups:

ED 035 032 Baker, Norma J. EVIDENCE FOR INCREASING LEVELS OF CYNICISM AND ANXIETY IN COLLEGE FRESHMAN CLASSES. Nashville: George Peabody College for Teachers, May 1969. MF-\$0.65 HC-\$3.29 30 p.

To determine whether there has been a deterioration of idealism and a growth of anxiety and cynicism in college students, seven of the ten freshman classes entering the same college between 1959 and 1968 were administered either the Philosophies of Human Nature Scale (PHN), the Taylor Manifest Anxiety Scale (TMA), or both during the first week on campus. Separate analysis of males and females in five classes between 1962-1968 indicated significant increases in more recent classes in regard to cynicism and distrust of human nature. Another major finding was an increase in overt anxiety. Explanations for these changes include: (1) greater exposure to impoverished environments, (2) increasing competition for grades to get into college, (3) schools possible emphasis on critical thinking, (4) television, and (5) accelerated rate of innovation.

B. Behavior Issues:

1. Drug Abuse

ED 035 899 Hogan, Robert; And Others PERSONALITY CORRELATES OF UNDERGRADUATE MARIJUANA USE. Baltimore: Johns Hopkins University, April 1970. MF-\$0.65 HC-\$3.29 15 p.

The objective of this study was to investigate the personological factors underlying marijuana use in the college population. Under anonymous conditions, 148 students at two universities completed the California Psychological Inventory and a biographical questionnaire concerning drug usage. Four conclusions were reached: (1) marijuana use at two universities can be predicted with fair accuracy, (2) users and non-users are indistinguishable with regard to their secondary education, extracurricular activities, or athletic participation. They differ, however, in fraternity membership, academic major, year in school, and scholastic achievement. (3) Users show a personality pattern somewhat at variance with many stereotypes, while they are in some ways anti-social, they are characterized by valuable traits as well, and (4) the character structure of non-users is not necessarily superior to that of users. Marijuana use is perhaps more properly classified as amoral than immoral, and current disapproval of its use may reflect a cultural emphasis rather than a truly "moral" judgment.

2. Emotional and Mental Health -- None

3. Intellectual Problems

Garner, William Chadwick. THE CRISIS INTERVENTION TECHNIQUE WITH POTENTIAL COLLEGE DROPOUTS. Personnel and Guidance Journal, Mar 1970 48(7), 552-560.

A controlled experiment using students ranked in lower 40 percent of their secondary school graduating class showed that the use of the crisis intervention technique was effective in reducing numbers of dropouts and in improving the academic performance of the experimental group. Case studies are presented and the results of a follow-up study are reported.

4. Sex Education - None

C. Family and Marriage:

Berdie, Ralph F.; and Others. INTERGENERATION COMMUNICATION. Journal of college Student Personnel, Sept 1970, 2(5), 348-354.

This study reveals how communication might help explain the Generation Gap. Four inventories were used: one for sons, complementary one for fathers, and corresponding inventories for daughters and mothers.

Bloom, Ellen; Kennedy, C.E. THE STUDENT AND HIS PARENTS. Journal of National Association of Women Deans and Counselors, Spring 1970, 33(3), 98-105.

Responses to questionnaire to parents indicate that they want to know what is happening in the lives of their students, and students want them to know and understand. It is conceivable that the arena of personnel work may well extend to include more work with parents.

Bordin, Edward S.; And Others. ENTERING COLLEGE STUDENT'S PREPARATION FOR SELF-REGULATION. Journal of Counseling Psychology, Jul 1970, 17(4), 291-298.

Parents of entering freshmen were queried by questionnaire regarding areas in which they gave their children experience in self regulation prior to college and their expectations about controls the college would exercise. Results revealed an interaction of sex of child and area of behavior with regard to experience at home and expectations regarding campus controls.

#### D. Educational Environment:

Warner, Richard W.; Hansen, James C. ALIENATED YOUTH: THE COUNSELOR'S TASK. Personnel and Guidance Journal, Feb 1970, 48(6), 443-48.

Article contends alienation stems from school structure. Theoretical background and cases of alienation in youth are discussed. Implications for counselors and schools are presented along with recommendations for courses of action.

Apostal, Robert A. PERSONALITY TYPE AND PREFERRED COLLEGE SUBCULTURE. Journal of College Student Personnel, May 1970, 11(3), 206-209.

Use of Holland's personality types proposed in his theory of vocational choice (1966) and the Clark-Trow Typology of College Student Subcultures indicates general agreement with literature findings - that relationship does exist between student characteristics and types of college environment. Results have implications for design of programs to assist students.

E. Learning, Motivation and Achievement - None

F. Political Environment:

ED 034 478 Hodgkinson, Harold. STUDENT PARTICIPATION IN CAMPUS GOVERNANCE. Berkeley: Center for Research and Development in Higher Education, California University, Feb 1969. MF-\$0.65 HC-\$3.29 6 p.

The concept underlying the research discussed in this paper is that governance has to do with the perceptions of campus problems held by different groups and the perceptions of those who are knowledgeable and influential in dealing with these problems.

Shoben, Edward. THE CAMPUS COMMUNITY AND THE FUTURELESS GENERATION. Counseling Psychologist, Fall 1969, 1(3), 1-13.

Discusses discontent of students in light of ideological differences concerning Viet Nam, pollution, overpopulation, racial strife. First of two in depth articles, in same issue, on college students.

Shoben, Edward J. STUDENT UNREST: THE CLIMATE OF PROTEST. Counseling Psychologist, Fall 1969, 1(3), 14-32.

Second article by same author in this issue on student activism. Notes philosophical differences regarding power structure, decision making,

at the college level which are probably manifestations of deeper discontent over social issues which students cannot directly control. Followed by seven critical reviews.

ED 039 565 Williamson, E. G. THE ROLES OF SPW IN RECONSTRUCTION OF HUMANE SOCIETY. Duluth: Minnesota University, [1970]. MF-\$0.65 HC-\$3.29 18 p.

Societal reconstruction is necessary for the easing of forces destructive to human development. This is the task which each Student Personnel Worker (SPW) faces. We must seek to do our part in eliminating these forces and to replace them with constructive ones. SPW was developed to meet this challenge and was innovated as an effort to individualize mass education in an effort to humanize personal development. We need to induce each student to strive for individual values within mass society. This has been the historic mission of SPW. Today, however, as we face new problems and stresses, we need to explore what forms of SPW need to be reorganized and what new services need to be developed. Some needed changes include: (1) research on human development; (2) a new emphasis on learning to think clearly; (3) a realization that violence is not a panacea for inequality; (4) the establishment of new forms of orientation (loyalty and moral commitment) to school and college; (5) the implementation of a joint faculty, administration, student redelineation of the functions, privileges, and authority, and relationships of all three components; and (6) a restructuring of service relationships to enhance the worth and dignity of all.

G. Vocational Behavior - None

H. Attitudes and Characteristics - None

#### IV. Important Documents:

A. Ethnic and Minority Groups:

ED 038 707 Davis, William G.; Welty, Gordon A. THE OLD SYSTEM AND THE NEW COLLEGE STUDENTS. Princeton: Princeton University, New Jersey, Mar 1970. MF-\$0.65 HC-\$3.29 10 p.

A combination of events has moved various colleges and universities to grant admission to minority group students. With this change, problems have developed: mainly that of admissions criteria as related to academic achievement. The trend has become, therefore, toward either random selection or an open door policy. No matter what the process of selection may be, if black students differ socially and culturally from traditional students, they will continue to have difficulties once admitted to a traditional collegiate program. Therefore, if new criteria can be developed to select those who have the greatest chance to succeed in the hostile environment, chances for academic success would increase. Oberlin College has set about developing such criteria. They interviewed black applicants and in addition to regular admissions criteria, the students were rated on "hipness." This concept includes competitiveness, high motivation, and self reliance. A total of three groups were admitted: 18 were not "hip" but met regular criteria; 14 were both "hip" and met regular criteria and seven were "hip" but did not meet regular criteria. At the end of the first semester, there was no appreciable difference in the distribution of grade point average between the three groups.

Elton, Charles F. PERSONALITY OF LOW INCOME MALES: COLLEGE VERSUS NONCOLLEGE. Journal of College Student Personnel, May 1970, 11(3), 210-212.

Study results extend conclusions of Berdie and Hood (1966) that personality test scores are relatively unimportant in predicting college attendance.

ED 034 236 Gold, David; and Others. HIGH SCHOOL CHARACTERISTICS AND EDUCATIONAL OPPORTUNITY: A CONTEXTUAL AND CAREER ANALYSIS. FINAL REPORT. Washington, D. C.: Office of Education (DHEW), Bureau of Research, Sep 1968. MF-\$0.65 HC-\$3.29

These data indicate that with equal manifest ability and aspiration indications, rates of college entry tend to be more or less equal among those from differing socio-economic contexts. However, these data also indicate that differing socio-economic contexts are associated with differing distributions on ability manifestations and college aspirations, which in turn is associated with differing rates of college entry.

Jensen, Kenneth D.; Jensen, Shirley. FACTORS IN COLLEGE EDUCATION FOR INDIAN STUDENTS. Improving College and University Teaching, Winter 1970, 18(1), 52-54.

Workable ways to correct the lack of communication and isolation of many American Indian students on campuses.

Massad, Carolyn Emrick; And Others. STIMULUS MODES AND LANGUAGE MEDIA: A STUDY OF BILINGUALS. Psychology in the Schools, Jan 1970, 7(1), 38-41.

Small sample is unable to clarify problems, and suggests need for replication. Trend is noted, however, indicating that words evoke more sensory reactions than pictures and that Spanish evokes more sense impression responses than English. Suggests further investigation for use in foreign language study.

ED 035 923 Maloney, Joseph F. COMMUNICATING WITH YOUTH. Louisville: Urban Studies Center, Louisville University, Nov 1969. MF-\$0.65 HC-\$3.29 14p.

Our main difficulty in bridging the generation gap and establishing and maintaining effective communication with youth is our failure to recognize that the accelerated pace of change has resulted in young people being members of a culture substantially different from our own.



Bachner, Burton L.; Lewis Beckenstein. Journal of Human Resources, Winter 1970, 5(1), 117-127.

A survey of educationally disadvantaged Negro and Puerto Rican college students enrolled in a special baccalaureate program. At first, students accepted the program with no reservations but over time they became more reflective and critical and dependence on the special program lessened.

Banks, William M. THE CHANGING ATTITUDES OF BLACK STUDENTS. Personnel and Guidance Journal, May 1970, 48(9), 739-745.

Racial attitudes of black college students were examined to determine changes in acceptance or rejection of negative racial stereotypes. Results indicate black students accept more anti-white ideology and less anti-Negro ideology than a comparable group of students sampled in 1957. Students sampled in 1968 were significantly less authoritarian than the earlier group.

Thomas, Charles W. BLACK-WHITE CAMPUS AND THE FUNCTION OF COUNSELING. Counseling Psychologist, Fall 1969, 1(3), 70-73.

Universities are poorly equipped to educate growing numbers of blacks, and counselors try to fit them into existing molds rather than attempt to change institutions to accommodate student needs. Personnel have not adapted to change, and cannot deal with culturally different students. Speech presented at American Psychological Association, Sept, 1969.

B. Behavior Issues:

1. Drug Abuse:

ED 038 689 Crookston, Burns B. IMPLICATIONS OF DRUG USAGE FOR HIGHER EDUCATION. STUDENT DEVELOPMENT STAFF PAPERS NUMBER ONE, Jul. 1968. Fort Collins: Colorado State University, Office of Dean of Students. MF-\$0.65 HC-\$3.29 19p.

This paper discusses the implications of drug usage for higher education. Drug use is not new. However, today there are several problems associated with drug usage: (1) ignorance, (2) semantics, (3) communication, and (4) change as a constant in the world. The reasons for student drug use are discussed. Students use drugs because: (1) they are preconditioned to the legitimacy of drug usage; (2) they want to rebel; (3) they want to escape; (4) they are encouraged by peer group influence; and (5) they are searching for spiritual discovery. Some of the cultural contextual factors include: (1) the generation gap; (2) the educational level of students; (3) the effect of mass communication media; and (4) the awareness of poverty and injustice. Recognizing the various factors, institutions can respond by: (1) creating a climate of openness and trust; (2) making sure information is available; (3) providing source credibility; (4) assisting in the dissemination of alternatives; and (5) attacking the basic problem.

Hogan, Robert; And Others. PERSONALITY CORRELATES OF UNDERGRADUATE MARIJUANA USE, Aug 1970. Journal of Consulting and Clinical Psychology, Aug 1970, 35(1), 58-63.

Data from the California Psychological Inventory suggested that users were socially poised, open to experience, and concerned with the feelings of others. Conversely, they also seemed impulsive, pleasure seeking, and rebellious. Nonusers were responsible and rule abiding; however, they also tended to be inflexible, conventional, and narrow in their interests.

ED 035 909 Jones, Allan P. SELF-REPORTED AND JUDGED PERSONALITY, VALUE, AND ATTITUDINAL PATTERNS: A COMPARISON OF USERS AND NON-USERS OF LSD-25. , May 1969. Boulder: Institute of Behavioral Science, Colorado University, MF-\$0.65 HC-\$3.29 18p.

The user was characterized by an alienation from conventional society and its values, a lack of committment to a formal organized religion, a searching for values, a lack of clear goals, and a certain psychological ineffectiveness.

King, Francis W. USERS AND NONUSERS OF MARIJUANA: SOME ATTITUDINAL AND BEHAVIROAL CORRELATES. Journal of American College Health Association, Feb 1970, 18(3), 213-217.

Users tend to: oppose external control; view marihuana as relaxing agent; favor legalization of the drug; and feel they are better informed on effects of the drug than nonusers. Presented at American College Health Association, Oklahoma City, April 1969.

## 2. Emotional and Mental Health

Hedquist, Francis J.; Weinhold, Barry K. BEHAVIORAL GROUP COUNSELING WITH SOCIALLY ANXIOUS AND UNASSERTIVE COLLEGE STUDENTS. Journal of Counseling Psychology, May 1970, 17(3), 237-242.

Compared effectiveness of two counseling approaches in increasing the frequency of verbal assertive responses. A homogeneous sample of students was divided into matched pairs and randomly assigned to the social learning and behavior rehearsal treatments and to a control group. Results indicated that the treatment groups produced significantly more verbal assertive responses than did the control group.

McCall, Thomas. THE 1969 COLLEGE FRESHMAN LEARNS TO LIVE WITH TENSION. National Catholic Guidance Conference Journal, Summer 1970, 14(4), 248-253.

Surveys literature to report on studies which shed light on the campus subculture with which the freshman must contend and how the anxieties this subculture produces manifest themselves.

## 3. Intellectual Problems: None

## 4. Sex Education: None

## C. Family and Marriage:

Billings, Julia E. ARE PARENTS IRRELEVANT? Journal of National Association of Women Deans and Counselors, Spring 1970, 33(3), 112-117.

Lessening of college "in loco parentis" role demands greater parent responsibility. Need exists for colleges to make parents more aware of spheres of responsibility.

ED 038 699 Brown, Robert D. PARENTAL PERCEPTIONS OF UNIVERSITY LIFE AND THEIR CHARACTERIZATIONS OF THEIR COLLEGE SONS AND DAUGHTERS. Lincoln; Nebraska University, [1970]. MF-\$0.65 HC-\$3.29 17p.

The purpose of this investigation was to: (1) assess parental perceptions of a university environment and compare them with those of students; (2) compare the perceptions of parents of entering freshmen and upperclassmen; and (3) investigate whether or not parental perceptions of the university were independent of how they characterize their own college sons or daughters. Parents completed the College and University Environment Scales and the Adjective Check List on which they described their children. There were wide discrepancies between the environmental perceptions of parents and students, but few differences between parents of entering freshmen and upperclassmen. There were a number of significant relationships between campus perceptions and college son or daughter characterizations for parents of upperclassmen, but only one for freshmen parents. A number of possible reasons are suggested for these results, including selective reporting by students to parents, and reduction of cognitive dissonance on the part of parents.

Croake, James W.; Knox, Frances Hayes. CHANGING ATTITUDES TOWARD PARENTS AND UNIVERSITY PERSONNEL. College Student Survey, Fall 1970, 4(2), 60-62.

Responses by college students to a Likert type scale designed to assess attitudes indicate that the generation gap is a reality, with both males and females holding only moderately favorable attitudes toward both their parents and university personnel. Attitudes toward parents become somewhat more positive with age, but attitudes toward college personnel remain constant.

Gust, Tim. CONCERN FOR COLLEGE STUDENTS AMONG PARENTS OF HANDICAPPED AND ABLE-BODIED STUDENTS. Rehabilitation Counseling Bulletin, June 1970. 13(4), 343-348.

This study compares a sample of parents of able-bodied (PAB) with parents of handicapped students (PHS) more directly with respect to concerns regarding

their children's college plans. Results indicate that counselors who work with parents of students planning for and attending college should be aware of differences in concern expressed by PAB and PHS.

Smith, Patrick B.; Kimmel, Ko. STUDENT-PARENT REACTIONS TO OFF-CAMPUS COHABITATION. Journal of College Student Personnel, May 1970, 11(3), 188-193.

Parents of both sons and daughters expected university to assume a protective role toward students, while both male and female students wished for more liberal policies, according to survey results.

Tautfest, Patricia B.; Young, F. Chandler. STUDENT-PARENT ATTITUDES TOWARD COLLEGE REGULATIONS. Journal of National Association of Women Deans and Counselors, Spring 1970, 33(3), 105-111.

Analysis of survey data suggests need for flexibility in responding to variation in student maturity, such as alternatives in student housing, personal development programs and parent orientation regarding realistic picture of student life.

#### D. Educational Environment:

ED 039 550 Buckley, Harold Donald. TRANSFER EXPECTATIONS. Mar 1970.  
MF-\$0.65 HC-\$3.29 20p.

This study investigated the nature of transfer student expectations of the college environment and how these expectations effect academic performance and satisfaction with the college experience. The sample consisted of 100 entering freshmen, 100 upperclassmen, 228 transfer students at a College of the State University of New York. The students responded to Stern's College Characteristics Index which measured what they thought was generally true of college life. At the conclusion of the first semester the grade point average and satisfaction score, determined by the Student Satisfaction Questionnaire, was ascertained for each student. It

was found that both freshmen and transfer students had unrealistic expectations of the college environment and anticipated a high intellectual and non-intellectual climate. The effect of the unrealistic expectations of transfer students on academic performance and satisfaction was somewhat unexpected and not altogether clear. Positive correlations were shown between grade point average and total disparity score for part of the sample, and small negative correlations were discovered between satisfaction and grade point average. Assimilation of the new students was accomplished early in the first semester and their perceptions became more realistic after approximately three months of classes.

ED 039 578 Alberti, Robert E. INFLUENCE OF THE FACULTY ON COLLEGE STUDENT ENVIRONMENT. San Luis Obispo: California State Polytechnic College, [1970]. MF-\$0.65 HC-\$3.29 18p.

This study assesses the effect of informal faculty-student interaction in small groups on college students. The central hypothesis states that behavioral development of college students is enhanced by informal contact with faculty beyond normal associations during regular classroom periods. The sample consisted of 60 volunteer men and women undergraduate students enrolled in the College of Engineering at Michigan State University. 10 groups of students were randomly formed from the volunteers. Six of these were experimental groups which met with a volunteer faculty member assigned to meet with them. Three similar groups served as control groups and met without a professor. Student participation behavior was pre-tested and post-tested by the Omnibus Personality Inventory and behavior differences between experimental and control subjects were assessed at the end of the experimental treatment. The results of this study corroborate the findings of prior research that faculty members do not significantly influence student behavior development. One important exception however, was that contact with a professor under these experimental conditions may have produced in students a greater concern for others and a greater tendency toward personal trusting relationships. Implications of these findings for higher education are suggested.

ED 035 937 Alsobrook, James M. EFFECTS OF COLLEGE STUDENT INTERACTION UPON LEARNING AND ADJUSTMENT. FINAL REPORT. Athens: Georgia University, Sep 1969. MF-\$0.65 HC-\$13.16 354p.

This study is concerned with three major problem areas which confront college students, especially new freshmen. These problem areas are social adjustment, study problems, and values or standards of conduct. Conclusions drawn from various aspects of the study include: (1) students who are considerate of others, warm, and have positive expectations of others can insulate other

students from becoming dropouts; (2) the "responsibility" variable which includes dependability, self-control, and industriousness, has a strong relationship with academic achievement; (3) appropriate study atmosphere is one of the most frequently expressed concerns of students; and (4) many students feel alienated from the administration.

ED 039 625 Berdie, Ralph; And Others. URBANIZATION AND THE COLLEGE STUDENT. SOCIAL PSYCHOLOGY OF THE FUTURE STATE METROPOLITAN CAMPUS. Minneapolis: Minnesota University, Sep 66. MF-\$0.65 HC-\$3.29 79p.

It is assumed that a greater understanding of the complex interrelationship between the individual student and his environment will result in more intelligent and effective use of institutional resources in total educational programing. The first of four articles calls for increased research on students because it is felt that the adequacy of institutional programs depends on the extent they conform to students' abilities, achievements, socioeconomic backgrounds, cultural and vocational interests, values, and expectations. The second article discusses the growing pluralism in American universities and suggests that an understanding of the developmental processes of students will provide a basis for the development within the institution of a multiplicity of educational environments which will enable students to find educational conditions best suited to their potential and intellectual aspirations. The third article is concerned with the student's attainment of a personal identity and proposes that colleges should assist the student in breaking his dependency on parents, developing self reliance, and gaining personal freedom and individuality. The last paper focuses on students' strong reaction to bureaucratic universities and suggests ways to make college more personal.

Chesin, Sorrell E. EFFECTS OF DIFFERENTIAL HOUSING ON ATTITUDES AND VALUES. College Student Survey, Winter 1969, 3(3), 62-65.

Pre-and post-testing, using Inventory of Beliefs, indicates that freshmen regardless of contact with upper-classmen become more emergent in value structure as academic year progressed.

70-1238 Curtis, George William, Jr. INTERRELATIONSHIPS AMONG ACADEMIC ACHIEVEMENT, ACADEMIC ABILITY, AND ATTITUDE TOWARD RESIDENCE HALL LIVING OF COLLEGE FRESHMEN. United States International University, 1969 120p. 3316-A

The analysis of variance tests resulted in significant F-ratios indicating that academic achievement, academic ability, and attitude toward residence hall living were significantly interrelated. Perhaps the most important finding was that among students at any particular achievement level, those with a more positive attitude tended to have lower ability scores. This suggests that less academic ability may be needed for achievement at any particular level if a student's attitude toward residence hall living is more positive.

70-5129 Rago, James J. THE INFLUENCE OF UNDERGRADUATE RESIDENCE UPON STUDENT PERSONAL DEVELOPMENT. Case Western Reserve University, 1969. 176p. 3798-A, 3799-A

The principal result of this research indicates that a campus residence does exert a significant influence upon the development of its residents. Fraternity residents change in attitude towards increased approval of interpersonally-oriented norms and decreased approval of autonomy-oriented norms as compared to dormitory residents. Residence peer groups are very potent environmental influences affecting these attitude changes. The hotel-like structure of the dormitory also exerts a significant influence upon changes experienced by dormitory residents. This structure acts to discourage interpersonal contact and encourages the individual to isolate himself from surroundings.

Richardson, Thomas E. SATISFACTION WITH COLLEGE: ITS RELATIONSHIP TO STUDENT-COLLEGE FIT. College Student Survey, Spring 1970, 4(1), 19-23.



The Clark-Trow (1960) schema of student orientations and the Pace (1963) model of the effective college environment were instruments used to examine 1,866 students in six institutions. Data analysis support hypothesis that student college fit is related to college satisfaction.

Schein, Leon A. INSTITUTIONAL CHARACTERISTICS AND STUDENT ATTITUDES. College Student Survey, Winter 1969, 3(3), 67-69.

Evaluation of attitudes of students (943) from Catholic, military, and Negro institutions indicates that college climate may attract and influence specific clientele. Expresses concern that need-press be considered to develop appropriate environmental guidelines to insure effective growth and learning.

ED 038 935 Bayer, Alan E.; And Others. THE FIRST YEAR OF COLLEGE: A FOLLOW-UP NORMATIVE REPORT. ACE RESEARCH REPORTS. VOLUME 5. NUMBER ONE. Washington, D.C.: Office of Research, American Council of Education, Feb, 1970. MF-\$0.65 HC-\$3.29 72p.

This report is another of a series which covers the results of an ongoing research program. The purpose of the entire program is to determine how students are affected by the colleges they attend. Consequently, subsamples of the original sample of entering freshmen have participated in annual followup studies. These reports represent an effort to make the results of these studies available to participating students and administrative representatives through normative and institutional reports. Because of the large number of possible comparisons, a comprehensive summary of the normative data would be impossible in the report. As a result, the summary is based on some of the highlights from the first series of normative data. The items are grouped into the following four categories: (1) first year performance and outcomes; (2) plans and aspirations; (3) freshman year experiences; and (4) evaluation of the first year of college. Complete sets of norms are included in the second section of this report.

Posthuma, Allan B.; Navran, Leslie. RELATION OF CONGRUENCE IN STUDENT-FACULTY INTERESTS TO ACHIEVEMENT IN COLLEGE. Journal of Counseling Psychology, Jul 1970, 17(4), 352-356.

It was hypothesized that success as measured by academic achievement, was positively related to the congruence of the students' interests and personality traits with those of their instructors. Results indicated gross support for congruency hypothesis on the EPPS and the personality type code profiles on the VPI. This paper was presented at the Western Psychological Convention, Vancouver, B.C., June 1969.

E. Learning, Motivation and Achievement:

Biggs, Donald A.; And Others. SELF-MADE ACADEMIC PREDICTIONS AND ACADEMIC PERFORMANCE. Measurement and Evaluation in Guidance, Summer 1970, 3(2), 81-85.

Scores on the College Opinion Survey (COS) were related to high school rank (HSR), first quarter grades (GPA), MSAT scores, and scores on the Academic Achievement Scale of the SVIB (A Ach). COS scores were significantly related to past performance (HSR) but self-made predictions did not increase multiple correlation predictions of GPA beyond that obtained with MSAT, HSR, and AAch.

70-4235 Grady, William Ellis. SELECTED VARIABLES RELATED TO ACADEMIC ACHIEVEMENT OF AMERICAN AND CANADIAN MALE FRESHMEN AT THE UNIVERSITY OF NORTH DAKOTA. The University of North Dakota, 1969. 111p. 3725-A

It was concluded that the American College Test and high school grade point average provided the best prediction of college achievement for the American freshmen. These variables were not useful in the prediction of college achievement for the Canadian freshmen.

ED 032 852 Mock, Kathleen Ranlett; Yonge, George. STUDENTS' INTELLECTUAL ATTITUDES, APTITUDE, AND PERSISTENCE AT THE UNIVERSITY OF CALIFORNIA. Berkeley: Center for Research and Development in Higher Education, California University, 1969. MF-\$0.65 180p.

Reasons for leaving were related to the types of students. The campus environments were distinct in that different reasons applied to the same types of students at different campuses. Forty percent of all the students had left by Fall 1967. Evidence presented in this report indicates that if administrators and faculty wish to retain the most students possible, particularly those who are highly intellectually oriented, they must more fully accommodate the educational and developmental needs of their students. Extensive tables and copies of the questionnaires document the text.

70-4448 Henry, Raymond Steven, Jr. ACADEMIC BEHAVIOR OF STUDENTS WHO TRANSFERRED FROM A BACCALAUREATE COLLEGE TO A COMMUNITY BECAUSE OF LOW ACADEMIC RECORDS. The University of Toledo, 1969. 172p. 3747-A

Findings included the following information: (1) GPA after transfer to the Community and Technical College was higher than GPA before transfer, quite significantly so for the "successful" group; (2) GPA in vocationally oriented courses in the Community and Technical College was higher than the GPA in general education courses, and (3) before transfer, GPA in general in professional baccalaureate colleges courses was higher than the GPA in those courses constituting general education courses in the baccalaureate college.

Stordahl, Kalmer. EVALUATION OF A PROGRAM FOR THE POOR COLLEGE RISK. College and University, Fall 1969, 45(1), 88-94.

Report on the Early Entry Institute at Northern Michigan University, a special 8-week summer program for high school graduates considered to be poor academic risks as college students. Institute students earned high average GPA during summer which declined in the fall to a level not significantly different from the average of fall entrants.

70-6653 Cherry, Lou. A COMPARISON OF SELECTED CHARACTERISTICS OF GRADUATED STUDENTS AND ACADEMICALLY UNQUALIFIED STUDENTS WHO WERE ADMITTED WITH WARNING TO BALL STATE UNIVERSITY. Ball State University, 1969. 159p. 4217-A

The main purpose of this investigation was to determine if certain characteristics differentiated between students who were graduated and who academically disqualified after having been Admitted with Warning to Ball State University.

MacKay, William R.; Nelson, Larry W. DORMITORY CLOSING HOURS AND ACADEMIC ACHIEVEMENT. Journal of College Student Personnel, Sept 1970, 2(5), 385-387.

The present study concerns sophomore women and revealed that no appreciable change in achievement occurred when closing hours were removed and academic aptitude was controlled.

#### F. Political Environment:

ED 037 177 Bayer, Alan E.; And Others. SOCIAL ISSUES AND PROTEST ACTIVITY: RECENT STUDENT TRENDS. ACE RESEARCH REPORTS. Vol. 5, No. 2. Washington D.C.: Office of Research, American Council of Education, Feb 1970. MF-\$0.65 HC-\$3.29 39p.

This paper reports the analysis of data obtained from the Cooperative Institute Research Program (CIRP). The Student Information Forms (SIF), administered annually to college freshmen, contains questions regarding student attitudes toward various campus and social issues. Analysis of the data is intended to enable one to identify current areas of concern and to assess the potential magnitude of

student activism directed toward effecting change in the academic community and the society at large. Results show that students now entering higher education are more concerned with effecting social change, more oriented toward activism and more likely to exhibit characteristics which incline them to protest against the status quo. Of the national issues that could unify virtually the entire college community, pollution control and crime prevention are by far the most dominant. On the campus, greater student power in decision making continues to engross the vast majority of students.

ED 035 926 Crookston, Burns B.; Blaesser, Willard W. AN APPROACH TO PLANNED CHANGE IN A COLLEGE SETTING. Fort Collins: Colorado State University, [1969] MF-\$0.65 9p.

The elements of planned change outlined in this article, while directed toward a student personnel program, may also prove useful if applied to other aspects of the college program. One useful scheme for thinking about change describes it as a level or phase of behavior within an institutional setting, not as a static "habit" or "custom," but as a dynamic balance of the institution. Driving forces or those raising the level of production are listed. Those tending to lower the level of production are also given. When these forces balance each other a level of production is established which is a quasi-stationary equilibrium. Change takes place when an imbalance occurs and continues until the equilibrium is achieved again. The application of this theory to student personnel work is explained through a diagram of degree of identification of student activities with institutional intellectual objectives. The three major strategies for achieving change in a given situation are: (a) increasing the driving forces, (b) decreasing the restraining forces, or (c) a combination of the two. A case illustration presents an example of a force field situation on a state university campus as an example of the use of such a model as a way of analyzing and effecting change.

French, Arden O. WHO LEADS ON YOUR CAMPUS? National Association of Student Personnel Administrators, Jul 1970, 8(1), 69-72.

One of the greatest challenges of the personnel profession is identifying good leaders and then releasing their leadership abilities. The author lists his criteria for selecting leaders, gives some aids such as personality tests, lists some hindrances to the process, and also gives the attitudes and means necessary for training leaders.

Henderson, Algo D. BRICK THROWING AT THE COLLEGES. National Association of Student Personnel Administrators, Jul 1970, 8(1), 17-28.

This paper discusses the forces acting for change in higher education and the reasons behind these forces.

ED 035 384 CONSTRUCTIVE CHANGES TO EASE CAMPUS TENSIONS. Washington, D.C.: Office of Institutional Research, National Association of State Universities and Land Grant Colleges, Jan 1970 MF-\$0.50 HC-\$1.15 6lp.

This compilation documents steps taken by approximately 90% of the state universities and land-grant colleges to involve students in governance, and to develop policies and procedures aimed at handling disruption. Part I, dealing with student participation in university policy making, is subdivided into: participation in governance, membership on committees, participation on search and screening committees, self-studies and evaluation, communication and consultation with students, involvement with boards of trustees, ombudsmen, and adoption of student suggestions. Part II contains policies on obstruction and disruption, student codes, preparedness for disruption, policies and practices regarding police, and policies on firearms. The survey strongly indicates that universities have "been making diligent efforts to deal with legitimate concerns."

70-4512 Kennedy, Sister Mary Francesca, C.S.C. RELATIONSHIPS BETWEEN COLLEGE POLICY CHANGES AND CHANGES IN STUDENT CHARACTERISTICS AND THEIR IMPLICATIONS FOR ADMINISTRATORS. Columbia University, 1969. 152 p. 3686,87-A  
The findings permit the generalization that data on students gathered regularly in trend studies provides valuable background for administrative and faculty decisions in student-related areas. The study also shows that information

on the trends in student characteristics related to institutional policies gives an administrator a picture of the direction in which the institution is moving, suggests questions an administrator needs to ask, and points to areas in which he needs to initiate institutional research.

ED 039 603 Knock, Gary H. PREPARING THE ACADEMIC COMMUNITY FOR NEW FORMS OF STUDENT PARTICIPATION. Oxford, Ohio: Miami University, Mar 1970 MF-\$0.65 HC-\$3.29 10p.

Because student participation in the affairs of higher education has metamorphosed from a discussion level of expression to one of overt activity, the author expresses various ways in which student personnel workers may assist in preparing other segments of the academic community for the new forms of student participation. Current and historical manifestations of the phenomenon are briefly reiterated. The unique need today is for institutionalizing student participation. The students' right to participate in the total life of an institution is considered basic to the educational experience. The student personnel division is viewed as the primary instrument in effecting this necessary reality. Five specific ways in which the student personnel worker can assist in preparing the academic community for new forms of student participation are given: (1) calling attention to old, well-institutionalized examples of student participation; (2) drawing attention to local, regional, and national examples of constructive student participation; (3) helping reinstate trust into the academic community; (4) disavowing responsibility for injurious forms of student participation; and (5) becoming involved in areas traditionally outside the scope of student personnel work.

ED 039 539 Ohlsen, Merle M. DISSIDENT YOUTH'S APPEAL. Terre Haute, Indiana State University, [1970] MF-\$0.65 HC-\$3.29 18p.

This paper is designed to help youth's significant others harness dissident youth's energy into the reins of society's problems. Included is a comparison between healthy rebellion (arising out of love for something) and neurotic rebellion (having no purpose except to fight conformity or the establishment). The author classifies secondary and college students as adolescents who are briefly described and then compared to dissident youths. He notes that few student movements have occurred without faculty participation and enumerates three types of students who join in campus violence: (1) a group largely represented by Students for a

Democratic Society; (2) an unorganized group concerned with such issues as the American foreign policy in Vietnam, our defense commitments and justice for the black community; and (3) a large group of college students demanding more liberal curriculum goals and improvement in instruction. Listed are several recommendations to channel the energy of dissident youth: (1) the need for institutional change; (2) increased parental responsibility for their children; and (3) administrators who deal with real issues and genuine student involvement. Techniques used to achieve these goals are identified.

ED 041 310 Parker, Clyde; And Others. ASHES, ASHES. COMMENTS ON CLYDE PARKER'S PAPER. THE STUDENT DEVELOPMENT MODEL AND SOME UNPLEASANT REALITIES. WHO'S MINDING THE STORE? Boston: Boston University, Oct 1969. MF-\$0.65 HC-\$3.29 47p.

Present difficulties of student personnel work on college campuses are outlined as the impetus for the reconceptualization of student needs. Drawing from the behavioral sciences made it possible to conceptualize higher education as a developmental community with available "power factors" for promoting desirable changes in students. The necessary information to construct and revitalize such a community is outlined and leads to a general model of behavioral intervention. The central unit of the community would be an "operational research" unit called a Center for Student Development. Three kinds of staff would be included: (1) behavioral scientists; (2) staff skilled in behavioral intervention; and (3) staff concerned with interpreting the accumulating knowledge to the college. The key to successful functioning of such a unit would be its administrative tie to both academic and student affairs offices.

ED 034 498 Schwartz, Edward JOINT STATEMENT ON THE ACADEMIC FREEDOM OF STUDENTS. A SUMMARY AND AN ANALYSIS. Washington, D.C.: United States National Student Association, Jul 1970 MF-\$0.65 HC-\$3.29 68p.

Contributions to this statement on the academic freedom of students were made in 1967 by representatives of the American Association of University Professors, the Association of American Colleges, the National Student Association, the National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors. The statement



proposes that US colleges and universities adopt an open admissions policy so that students from racial minority groups may also have equal access to higher education, and that students be allowed to: express their views in the classroom and in student publication; organize and join associations to promote their common interests; participate in the formulation and application of institutional policy; and exercise their rights as citizens both on and off campus. The separation of students' academic and disciplinary records by their institutions and the confidentiality of these records are also dealt with. A lengthy section that deals with institutional procedures for the administration of student discipline is followed by a 3-point resolution on the implementation of the statement. Two previous drafts of this joint statement are appended, together with another statement by the American Council on Education on the confidentiality of student records.

Truex, Dorothy. FOCUS ON FEMININE FERMENT. Journal of College Student Personnel, Sept 1970, 2(5), 323-331.

A discussion of the traditional role of college student personnel in oppressing college women and how this might be changed. Prepared for the Thirteenth Annual Conference of the Southwest Association of Student Personnel Administrators.

G. Vocational Behavior:

Crossland, Fred E. STUDENTS, CAREERS, AND THE '70s. Journal of College Placement, Feb-Mar 1970, 30(3), 30-34.

Reviews educational and social change, and suggests need for reexamination of old social premises and new educational promises. First of three articles on the '70s, all in this issue.

Manschauer, John L. THE ANATOMY OF A CAREER. Journal of College Placement, Feb-Mar 1970, 30(3), 35-38.

Second of two articles on the '70s, all in this issue. Stresses need to consider the human factors and attitudes when discussing career choices.

McBee, Mary Louise. A CAREER DEVELOPMENT PROGRAM FOR SELECT FRESHMEN: A PILOT PROJECT. Journal of National Association of Women Deans and Counselors, Spring 1970, 33(3) 131-133.

Program objectives were to give undecided students chance for self exploration as well as familiarization with academic program and vocational possibilities.

#### H. Attitudes and Characteristics:

ED 035 370 Creager, John A.; And Others. NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN - FALL 1969. Washington, D.C.: Office of Research, American Council on Education, 1969. MF-\$0.65 HC-\$3.29 90p.

The program's major objective is to determine how students are affected by the colleges they attend. The survey instrument, the Student Information Form, is designed to elicit a wide range of biographic and demographic data, and expressions of career plans, student behaviors, and attitudes. There are 40 pages of normative data.

Prediger, Dale. BIOGRAPHICAL DATA DIFFERENTIATING COLLEGE ATTENDERS FROM NONATTENDERS AT VARIOUS ABILITY LEVELS. Measurement and Evaluation in Guidance, Winter 1970, 2(4), 217-224.

Subjects were 20,367 high school senior males who participated in the 1960 data collection phase of Project TALENT and who responded to a 1961 followup questionnaire. Biodata obtained from a 394 item inventory were categorized in 14 areas revealing that the categories do not differentiate attenders from nonattenders according to ability levels.

70-9427 Easton, William Michael. A COMPARATIVE STUDY OF THE EDUCATIONAL VALUES OF TWO-YEAR AND FOUR-YEAR COLLEGE STUDENTS. University of Oregon, 1969. 112p. 4770-A

The educational values of two-year and four-year college students are quite similar with only minor differences. Such differences, however, are important and should not be ignored by the institutions in planning educational and student personnel programs which are designed to meet the special needs of their students.

#### V. Trend Analysis: Behavior

Because of the need to deal with the large number of documents in this section in an orderly fashion we will attempt to comment on trends by the sub-areas previously indicated.

##### A. Ethnic and Minority Groups:

Most documents in this area dealt with blacks and the "disadvantaged." The populations in the "disadvantaged" area tended to be those in the predominantly black, urban setting. There were four documents on the youth culture and very few on other areas of increasing interest: Chicanos, American Indians, women, and homosexuals.

The material available on the youth culture seems to be of an awareness nature, i.e., there is a counter culture and its needs cannot be met with traditional responses. The need for improved cross-generational communication with youth is stressed but the "how" and "what works" aspects are not covered. Essentially the same is true of other minority groups becoming politically visible, except that our body of literature, in higher education, at least, contains very little awareness or need identification type information. The trend is clear, even without a supportive body of research: the groups-

Chicanos, American Indians, women, homosexuals, rural poor, etc., - want better (different) service from education, particularly counselors and personnel workers. Perhaps what is required in the long run in a changing society is a system of early identification, leadership, planning, and coordination of services in new minorities as they emerge.

The implications of the above are many, the grandest of which would be to systematically anticipate the development of new minorities and develop action materials which will help others to meet the needs of these groups.

The literature related to blacks seems to have moved from the "awareness" stage to one of research attempting to identify differences between whites and blacks and suggesting possible models of practice to meet the unique needs of black students. The need for a workable model - one that responds to demands for black separatism and the requirement for togetherness - is still sought and unmet. One article described the counseling service in a black college with implications for predominantly white universities. It looked like the description of any good counseling service. While there is an emerging literature on the needs of blacks in a culturally different setting, they are not clearly identified or agreed upon. Until they are, program planning will be controversial.

There is a definite need now for workable models of practice and the documents reviewed in higher education for this reporting period were not particularly helpful.

#### B. Behavior Issues:

In the area of behavioral issues drugs clearly out distance other matters such as sex education, homosexuality, and intellectual and emotional problems in the number of documents available.

Unfortunately, most of the documents on drugs helped to identify the matter as a problem requiring attention and documenting the extent of drug use among young people. This is significant because we hear demands for information on how to deal with the problem they know quite well exists. It seems that when we do not know how to solve a problem we simply talk about it until it goes away.

The number of documents on sex education seemed small, perhaps because the controversy in higher education over "in loco parentis" and housing is subsiding and no longer a political issue. These documents are beginning to describe programs and report on their evaluation. The one area, however, receiving no attention and likely to receive considerable quite soon (in terms of client demand) is homosexuality.

#### C. Marriage and Family Environment:

Documents in this category were concerned primarily with parents and their relationship to students and institutions. The few remaining documents discussed married students and programs to serve their needs. Clearly the most significant trend in this area is the increasing recognition that the family plays an important and on-going role in the success of a student in college. The research again in this area tended to be of an awareness nature, stressing the need for "intergenerational communication," institutional public relations efforts and parent involvement in decision making. As institutions have increasingly declined to play the role of parent, the need to transfer that responsibility back home is stressed. Several studies showed differences between parent and student attitudes and expectations about college and behavior at college.

No significant trends were identified in the married student category.

#### D. Educational Environment:

The thrust of the documents relating to the educational environment support the view that the schools and the people do not fit as nicely as they once did. Some contend that alienation among young people stems from the structure of schools. Others are less general and study the characteristics of particular schools and those of the students who attend, finding that the most satisfied are students in schools or programs most like themselves.

Within the area of behavior, educational environment received considerable attention as reported during the first six months of 1970. There continues to be substantial interest in cluster placement and colleges and concern over whether efforts to have an impact on smaller educational environments make any real difference in learning or contentment. Many of the documents in this category focus on housing as a learning environment, and support some housing officers' dreams of being more than innkeepers. The living situation can make a difference. The kind of difference and its quality requires additional support in the literature, however. There also seems to be an increasing concern for building the educational environment in such a way that it encourages positive human interaction, understanding and growth.

Although many documents dealt with peer influence, an emerging (although years overdue) area of study is the impact of faculty on students. The few documents on this subject would indicate that faculty are an expensive cover for students to "get it together" to learn. However, the matching of student and teacher personality profiles holds some hope for the future.

Continued research and evaluation in the areas discussed above would seem to be indicated changing the environment to improve the quality

of life in higher education appears to be warranted and continuous specific research in this area should be encouraged.

E. Learning, Motivation, and Achievement:

Many of the documents in this category relate to the issue of attrition or persistence vs. non-persistence of undergraduates. The change in common terminology from attrition to persistence may be significant for to drop out of college may not necessarily be bad. Some of the documents are beginning to support this point of view and add credibility to the recent Carnegie Commission recommendation on this matter. The notion that every person needs to graduate from college in order to achieve and be a worthwhile person is beginning to be challenged.

Some of the documents in this area relate achievement closely to curriculum and environment, but several point out that to encourage people to learn the course of study must relate to the student's interests and "here and now" needs. The point of some of the research is that faculty must plan study around where the student is, not where they think he should be. This point has to some extent been learned at the elementary level but the transfer of knowledge to higher education has been somewhat retarded.

Two other items of modest activity in this category are data on grading systems, especially pass/fail and self-predictions of academic performance. These are areas which will be of continuing interest, the first because of its impact on the entire competitive reward system in higher education and the other as a perhaps useful means of prediction and aid to counseling.

Supportive academic services for students who do not meet "regular" probability for success criteria for admission also received attention in this category and was discussed in greater detail earlier in this report.

The trend which has the greatest interest relates to educating counselors that all people need not go to college. Skills and information which will help counselors correct this frequent bias and educate parents and the public to this fact is important. A bigger bag of handy counselor alternatives would be helpful!

#### F. Political Environment:

It is not surprising that the largest number of documents during the first six months of 1970 for any category, written by some of the most important names in higher education and counseling, occurred in the political area. Included in this category are documents related to student activism, campus unrest, governance and conflict management. The frustration of those responsible for operating and advising the operators of colleges is reflected in the large number of position statements ("A" category) that appeared during this period. The collective wisdom of the key men in the field is being heard. Much of it, however, is not documented by substantial action research.

A number of points come through quite clearly. First, no one is writing about how good it would be if things remained the same. Change is accepted in the literature as necessary and desirable. Second, in the documents ERIC/CAPS covers at least, violence is not condoned and the emphasis is on bringing about change through non-violent means.

Among the suggestions made to improve the political climate on campuses include new models of governance that take into account a wider range of constituencies, especially students. Along with this is a new awareness of the importance of leadership training for students so that they have a more diverse number of techniques available to them for use in problem solving. Confrontation has been reinforced as a quick, effective technique



for so long that there is an underclass population with little success in or desire to use other approaches.

This last point suggests the need to focus on the faculty also in teaching change skills and reinforcing non-confrontive behavior in students. Several documents dealt obliquely with this issue, reflecting the interest in faculty as targets for change.

Two other points come through from an examination of the political literature. Several writers speak of Student Personnel Workers as change agents, something that needs to be reflected in their training if this is to be their role. Finally, the use of continuous feedback evaluation systems needs to be established - "Operational Research Units" - staffed with Change Agents, to analyze data and, based on it, help to make needed adaptations.

#### G. Vocational Behavior:

Two trends emerge from the limited number of documents on vocational behavior and career choice. The first is concerned with meeting the career interests of students interested in social issues and action. As far as the professional is concerned, the discussion currently centers around the need for a reexamination of placement services. Nothing appeared in the documents reviewed regarding career development for those in the counter culture.

The second area of interest has to do with changing the role of placement and employment from job matching to more complex and sophisticated centers for career development and goal achievement. I may be reading more into the few documents available than is there, but these came through to me as two possible areas of new activity.

#### H. Attitudes and Characteristics:

Although there were 30 documents in this category of the behavior area that do not fall into one of those treated previously, the topics covered treat so many different subjects it is difficult to discern trends other than a more politically aware, open and liberal attitude among college students about almost everything. The big national studies of a longitudinal nature, such as the ACE one, provide the most comprehensive data. Many of the documents in this section are treated in the "Service" area and do contribute to trend development in those categories.

AREA: Student Services

The documents in this area relate to specific, operational level student service functions or agencies in higher education, not including community colleges although some documents have implications for both two and four year schools.

I. Number of Documents: 184

A. Position Paper or Theoretical Statement or Model	18
B. Research Report	107
C. Review Paper	10
D. Program Description	25
E. Guideline, Handbook, Manual	16
F. Conference Report	1
G. Bibliography	0
H. Other	3

II. Objective Description of Documents:

The documents are broken down by the following operational categories and include documents that deal directly with the category or research that has implications for it: admissions--32; financial aid--8; orientation--27; housing--20; counseling, including peer--45; health services--4; student activities, organizations and centers--7; religion and values--8; placement--35; student-community relations--0; others--5; consultant--0 and curriculum program and development--2.

## II. Significant Documents:

### A. Admissions:

ED 038 707 Davis William G.; Welty, Gordon A. THE OLD SYSTEM AND THE NEW COLLEGE STUDENTS. Princeton, New Jersey: Princeton University, 16 Mar 1970. MF-\$0.65 HC-\$3.29 10p.

A combination of events has moved various colleges and universities to grant admissions to minority group students. With this change, problems have developed: mainly that of admissions criteria as related to academic achievement. The trend has become, therefore, toward either random selection or an open door policy. No matter what the process of selection may be, if black students differ socially and culturally from traditional students, they will continue to have difficulties once admitted to a traditional collegiate program.

Mitchell, Horace. THE BLACK EXPERIENCE IN HIGHER EDUCATION. Counseling Psychologist, Summer 1970, 2(1), 30-36.

Discusses admission policies regarding blacks, speaks to need for new approaches to orient them to campus community, describes a structured program approach used at Washington University which individualizes counseling experiences.

Sjogren, Clifford. SHOULD WE CONTINUE TO HELP FOREIGN STUDENTS? Journal of National Association of College Admissions Counselors, 15(1), 22-24.

In this paper delivered at the National ACAC Conference in Chicago, October 1969, specific suggestions are outlined to show how the foreign student experience may be applied to minority groups indigenous to the United States.

ED 035 910 Spuck, Dennis W.; Stout, Robert T. PREDICTING COLLEGE SUCCESS AMONG MINORITY YOUTH: AN ANALYSIS IN HIGHLY SELECTIVE COLLEGES. Claremont, California: Claremont Graduate School and University Center, 20 June 1969. MF-\$0.65 HC-\$3.29

This study is concerned with the prediction of college success in a group of primarily low soci-economic status (SES) Mexican-American youth.

- B. Financial Aid: None
- C. Orientation: None
- D. Housing: None
- E. Counseling: None
- F. Health Services: None
- G. Student Activities: None
- H. Religion and Values: None
- I. Placement: None

#### IV. Important Documents:

##### A. Admissions:

Menacker, Julius; And Others. ARE JUNIOR-COLLEGE TRANSFERS SECOND-CLASS CITIZENS? Journal of National Association of College Admissions Counselors, Feb 1970, 14(3), 4-9.

Indicates need for continued updating of current programs, particularly in areas of specialized orientation, program coordination between junior and senior institutions, financial aid, increased communication between high school college counselors and admissions officers at both junior and senior college level.

ED 038 681 Bowers, John FACTOR STRUCTURES AND PREDICTIVE VALIDITIES OF COLLEGE ABILITY TESTS FOR REGULARLY ADMITTED AND DISADVANTAGED BEGINNING FRESHMEN AT THE UNIVERSITY OF ILLINOIS. Urbana: Special Educational Opportunities Program, Illinois University, [1970] MF-\$0.65 HC-\$3.29 14 p.

Factor structures and first semester grade point average validities for several college ability test scores are compared for regularly admitted freshmen and for freshmen admitted to the Special Educational Opportunities Program (SEOP) at the University of Illinois in September, 1968. Most students in the special program were Negro, averaged much below the mean test score levels of regularly admitted freshmen, and carried courseloads half comprised of special courses developed by several departments. Two factors, verbal and quantitative, described the test score relationships for both the SEOP and regularly admitted freshmen. Multiple correlations predicting first term grade point average from high school percentile rank, SCAT Verbal and SCAT Quantitative scores were .4 for regularly admitted freshmen and .3 for SEOP freshmen. Multiple correlations for SEOP freshmen rose to .4 when the number of special credits was added to the prediction equation.

Brazziel, William F. GETTING BLACK KIDS INTO COLLEGE. Personnel and Guidance Journal, May 1970, 48(9), 747-751.

The gap between black and white in college enrollment is widening. Comparability in enrollment means 850,000 black students on college campuses; about 400,000 are there now. Comparability in 1976 means a million black students enrolled. Master Counselors are required, both to work with children and press for more federal aid.

Oberteuffer, Margaret. COLLEGE REACTION TO A PASS/FAIL THREAT. Journal of National Association of College Admissions Counselors, May 1970, 15(1), 8-9.

This study was conducted to determine reactions of 213 colleges and universities to an experimental program modifying existing letter grade evaluations given for all courses.

70-3859 Bredemeier, Richard Alan. AN EXPLORATION OF FACTORS ASSOCIATED WITH STUDENTS WHO ARE SUCCESSFUL FOLLOWING THEIR READMISSION TO PURDUE UNIVERSITY. Purdue University, 1969. 144p.

This study was designed to identify factors associated with students who are successful after readmission and to develop a method by which those factors can be readily used to make decisions regarding the readmission of students.

Prediger, Dale. BIOGRAPHICAL DATA DIFFERENTIATING COLLEGE ATTENDERS FROM NONATTENDERS AT VARIOUS ABILITY LEVELS. Measurement and Evaluation in Guidance, Winter 1970, 2(4), 217-224.

Subjects were 20,367 high school senior males who participated in the 1960 data collection phase of Project TALENT and who responded to a 1961 followup questionnaire. Biodata obtained from a 394 item inventory were categorized in 14 areas revealing that the categories do not differentiate attenders from nonattenders according to ability levels.

Elton, Charles F. PERSONALITY OF LOW INCOME MALES: COLLEGE VERSUS NONCOLLEGE. Journal of College Student Personnel, May 1970, 11(3), 210-212.

Study results extend conclusions of Berdie and Hood (1966) that personality test scores are relatively unimportant in predicting college attendance.

Jensen, Kenneth D. FACTORS IN COLLEGE EDUCATION FOR INDIAN STUDENTS. Improving College University Teaching, Winter 1970, 18(1), 52-54.

Workable ways to correct the lack of communication and isolation of many American Indian students on campuses.

B. Financial Aid: None

C. Orientation:

ED 039 550 Buckley, Harold Donald. TRANSFER EXPECTATIONS.  
16 March 1970. MF-\$0.65 HC-\$3.29 20p.

This study investigated the nature of transfer student expectations of the college environment and how these expectations effect academic performance and satisfaction with the college experience. The sample consisted of 100 entering freshmen, 100 upperclassmen, 228 transfer students at a College of the State University of New York. The students responded to Stern's College Characteristics Index which measured what they thought was generally true of college life. At the conclusion of the first semester the grade point average and satisfaction score, determined by the Student Satisfaction Questionnaire, was ascertained for each student. It was found that both freshmen and transfer students had unrealistic expectations of the college environment and anticipated a high intellectual and non-intellectual climate. The effect of the unrealistic expectations of transfer students on academic performance and satisfaction was somewhat unexpected and not altogether clear. Positive correlations were shown between grade point average and total disparity score for part of the sample, and small negative correlations were discovered between satisfaction and grade point average. Assimilation of the new students was accomplished early in the first semester and their perceptions became more realistic after approximately three months of classes.

Lynch, Ann Q. PERCEPTION OF PEER LEADERSHIP INFLUENCE. Journal of College Student Personnel, May 1970, 11(3), 203-205.



Describes program wherein upperclassmen volunteers act as "big sisters" to small groups of incoming freshmen women. Freshmen evaluation of program indicates that those who rate their advisers highly make the better social and academic adjustment during first year.

Robinson, John D., II. EFFECTS OF SUMMER ORIENTATION ON THE ADJUSTMENT OF FRESHMEN. Journal of National Association of Women Deans and Counselors, Spring 1970, 33(3), 134-138.

Data showed that students who attended summer orientation had higher rate of adjustment and took their personal problems to individuals rather than to counseling center.

Snider, Patricia A. A STUDENT COMES TO US. Journal of National Association of Women Deans and Counselors, Spring 1970, 33(3), 138-141.

Presents case for establishment of an orientation course to help new student in search for self realization and motivation.

#### D. Housing:

70-1238 Curtis, George William, Jr. INTERRELATIONSHIPS AMONG ACADEMIC ACHIEVEMENT, ACADEMIC ABILITY, AND ATTITUDE TOWARD RESIDENCE HALL LIVING OF COLLEGE FRESHMEN. U.S. International University, 1969 3316-A 120p.

The analysis of variance tests resulted in significant F-ratios indicating that academic achievement, academic ability, and attitude toward residence hall living were significantly interrelated. Perhaps the most important finding was that among students at any particular achievement level, those with a more positive attitude tended to have lower ability scores. This suggests that less academic ability may be needed for achievement at any particular level if a student's attitude toward residence hall living is more positive.

70-5129 Rago, James J., Jr. THE INFLUENCE OF UNDERGRADUATE RESIDENCE UPON STUDENT PERSONAL DEVELOPMENT. Case Western Reserve University, 1969 137p. 3798-A , -3799-A

The principal result of this research indicates that a campus residence does exert a significant influence upon the development of its residents. Fraternity residents change in attitude towards increased approval of interpersonal oriented norms and decreased approval of autonomy-oriented norms as compared to dormitory residents. Residence peer groups are very potent environmental influences affecting these attitude changes. The hotel-like structure of the dormitory also exerts a significant influence upon changes experienced by dormitory residents. This structure acts to discourage interpersonal contact and encourages the individual to isolate himself from his surroundings.

Treadwell, Thomas W. COMPARING AUTOCRATIC AND DEMOCRATIC LEADERSHIP TECHNIQUES FOR COLLEGE WOMEN. College Student Survey, Fall 1970, 4(2), 46-51.

Questionnaires assessed attitudes of women living in an apartment building off campus, in regard to feelings of freedom and responsibility when they created their own group norms, and subsequently when the administration imposed its authority upon them. Responses support contention that housing is an educational facility which through its environment may enhance intellectual activity.

#### E. Counseling:

ED 041 178 (no author) Peer Counseling. CAPS Capsule. Volume 3, Number 3. Ann Arbor, Michigan: ERIC Clearinghouse on Counseling and Personnel Services, 1970. MF-\$0.65 HC-\$3.29

This issue features the area of peer counseling in the two main articles and a bibliography. Two programs are described -- one at the college level, and one in a high school setting.

Foulds, Melvin L.; Guinan, James F. ON BECOMING A GROWTH CENTER. Journal of College Student Personnel, May 1970, 11(3), 177-181.

Describes several types of "growth groups"; established at Bowling Green University in effort to maximize personal development of interested students and staff.

Garner, William Chadwick. THE CRISIS INTERVENTION TECHNIQUE WITH POTENTIAL COLLEGE DROPOUTS. Personnel and Guidance Journal, March 1970, 48(7), 552-560.

A controlled experiment using students ranked in lower 40 percent of their secondary school graduating class showed that the use of the crisis intervention technique was effective in reducing numbers of dropouts and in improving the academic performance of the experimental group. Case studies are presented and the results of a follow-up study are reported.

Meskill, Victor P.; Sheffield, Wesley A NEW SPECIALITY: FULL TIME ACADEMIC COUNSELORS. Personnel and Guidance Journal, Sept 1970, 49(1), 55-58.

Describes an attempt by C.W. Post Center of Long Island University to solve problems associated with the competent academic advising of undergraduates.

Merrill, Weston H.; Oetting, E. R. OUTREACH PROGRAMS IN COLLEGE COUNSELING. Journal of College Student Personnel, Jan 1970, 11(1), 50-52.

Growth of institutions, paucity of personnel, suggest need for counselors to engage in activities aimed at prevention of student difficulties. Results of survey of counseling center administrators (sixty percent response) indicate need for even more involvement to assist students in meeting pressures of the times.

Nidorf, Louis J. COMMUNITY MENTAL HEALTH MODEL APPLIED TO STUDENT PERSONNEL WORK. Journal of College Student Personnel, Jan 1970, 11(1) 19-27.

Describes establishment and operation of a Student Service Center at San Fernando Valley State College, the intention of which is to assist students through active intervention to make a better adjustment to college environment. Center activities focus on research, community organization (campus), intervention, social action projects on campus, consultation.

Pate, Robert H.; And Others. A PILOT PROGRAM FOR GROUP COUNSELING. Journal of College Placement, Dec-Jan 1970, 30(2), 79-83.

Esso Education Foundation feasibility study using subprofessional counselors (graduate students) and group techniques to provide more counseling to placement registrants than is available with professionals doing individual counseling.

ED 034 226 Rickabaugh, Karl EFFECTING ACADEMIC RECOVERY: AN EFFICIENT STUDY PROGRAM PILOT STUDY. Salt Lake City: Utah University, 1969. MF-\$0.65 HC-\$3.29

The primary purpose of this study was to begin evaluating the effectiveness of the University of Utah counseling center's integrated didactic-experiential

Efficient Study group treatment. It was also an attempt to provide further evidence concerning the questions of the efficacy of short-term group counseling procedures with academic underachievers or low achievers and the effect of probationary status on students subsequent academic performance. A total of 120 students on academic probation were screened for desire to participate in Efficient Study groups. A group of 25 students were then assigned to an Efficient Study Group and 14 to a control group. Results included: (1) a greater percentage of non-counseled probationary students withdrew from school or received failing grades than those in the study group; (2) study group students showed a higher significant improvement than no-treatment groups; and (3) the efficacy of probationary status is questionable as a "treatment" procedure.

ED 040 409 Schneider, Lawrence J.; Boylin, E. Robert. PRELIMINARY EXPERIENCES WITH THE COMPANION PROGRAM: THE STUDENT HELPER. DEVELOPMENT OF THE COMPANION PROGRAM. Carbondale: Counseling and Testing Center, Southern Illinois University, 16 March 1970. MF-\$0.65 HC-\$3.29

The development, enactment, evaluation and implications of the Companion Program at Southern Illinois University are discussed. The limited effectiveness of the campus counseling service due to spatio-temporal boundaries and, consequently, the growing need for the use of supervised non-professionals to extend effectiveness gave rise to the development of this program.

#### F. Health Services:

Du Bois, Donald M. EVALUATION OF HEALTH SERVICE SYSTEMS WITH SPECIAL EMPHASIS ON COLLEGE HEALTH SERVICES. Journal of American College Health Association, Feb 1970, 18(3), 182-191.

Clarifies concept of evaluation as inherent part of all purposeful activity, briefly analyzes health service processes, and constructs evaluative model applicable to health service systems in general.

G. Student Activities: None

H. Religion and Values:

ED 041 338 Drew, David E. A PROFILE OF THE JEWISH FRESHMAN. ACE RESEARCH REPORTS. VOLUME FIVE, NUMBER FOUR. Washington, D.C.: Office of Research, American Council on Education, June 1970. MF-\$0.65 HC-\$3.29 54p.

The focus of this report is a normative profile of Jewish freshmen entering college in the fall of 1969. Using data obtained from the Cooperative Institutional Research Program (CIRP), information was secured on Jewish freshmen. This data was compared with data collected in previous years. The basic approach in this report was to include the responses of both Jewish students and non-Jewish students.

I. Placement:

Crossland, Fred E. STUDENTS, CAREERS, AND THE '70s. Journal of College Placement, Feb-Mar 1970, 30(3)

Reviews educational and social change, and suggests need for reexamination of old social premises and new educational promises. First of three articles on the '70s, all in this issue.

ED 041 317 Hall, Samuel M., Jr.; And Others. DEVELOPING CAREER COUNSELING SERVICES AT A PREDOMINANTLY BLACK COLLEGE: IMPLICATIONS FOR MORE EFFECTIVE PROGRAMS FOR BLACK STUDENTS AT "WHITE" COLLEGES OR UNIVERSITIES. 16 March 1970 MF-\$0.65 HC-\$3.29

The document presents a brief historical background leading to the development of career counseling services at Delaware State College. It includes the philosophy of career planning at the college which encourages the black student to investigate career opportunities during his freshman year so that four years of career exploration leads to meaningful job placement. Also investigated are current business and industrial trends to steer black students toward a usable career. Mechanisms of vocational counseling are discussed and five methods are listed: (1) a career conference workshop; (2) an individual counseling interview; (3) a testing program; (4) an occupational information library; and (5) followup of recent graduates' job experiences. The final section of the paper deals with the development of specific career educational programs (such as an interview workshop, student on and off campus employment service, on campus government testing) to increase career awareness, stimulate motivation and increase sophistication in the interview situation.

Lieber, Donald E. CAN PLACEMENT AND RECRUITING SURVIVE? Journal of College Placement, Feb-Mar 1970, 30(3), 41-44

Third article in series of three, all in this issue, discussing how placement field will be affected in the '70s by more students, less counseling, small staffs, and student attitudes.

McBee, Mary Louise. A CAREER DEVELOPMENT PROGRAM FOR SELECT FRESHMEN: A PILOT PROJECT. Journal of National Association of Women Deans and Counselors, Spring 1970, 33(3), 131-133.

Program objectives were to give undecided students chance for self-exploration as well as familiarization with academic program and vocational possibilities.

Sprague, Douglas G.; Strong, Donald J. VOCATIONAL CHOICE GROUP COUNSELING. Journal of College Student Personnel, Jan 1970, 11(1), 35-36, 45.

Describes approach evolved from Hewer's (1959) case-centered group counseling, wherein each group member aimed at: (1) becoming expert in

applying problem-solving method to process of vocational choice; (2) examining himself realistically; (3) interacting with other group members for information exchange and support.

V. Trend Analysis:

A. Admissions:

The documents regarding admission emphasized the challenge of responding to the demands for increased enrollment of minority group service and the implications of this for the majority and the nature of the institution.

Davis, and Welty, "The Old System and the New College Students" (CG 005 268). Suggests that colleges and universities are moving rapidly to accommodate in their student bodies those with social and cultural backgrounds distinct from the predominant population on campus. It is expected that minority students, particularly blacks, can benefit as individuals from higher education and, at the same time, enrich the educational experience of the entire student body. The recruitment, selection and retention of black students, however, presents an educational challenge, since in many cases the "Old System" is not prepared to serve the "New Student."

The cultural bias in traditional selection criteria - tests, grades, interviews - has been well documented. Astin suggests a trend toward random selection and an open door policy. Blacks have questioned the validity of traditional admission criteria since the early 1960's. Institutions will have to change if they wish to serve black students. The lack of well defined and administered programs of supportive services has created problems and the "compensatory" approach runs a high risk of destroying the self-image of the participating student.



Oberlin College attempted a creative approach to the admission process. It tried to assess the students' ability to survive in an alien culture by determining his degree of "hipness". While this skill may not reflect itself in the quality of his schoolwork, it might in his ability to compete for the scarce resources within the black community. To determine the "hipness" variable, people familiar with both black culture and the academic community interviewed black applicants. Each was also screened in the traditional manner. Some students were admitted under traditional criteria and were not considered "hip". Others met both criteria, and some were admitted who only were "hip". At the end of the first term, no significant difference was noted in the academic performance of the three groups.

The report suggests the need for further study of this practice. However, there is no mention of the need to examine student satisfaction with his experience as well as academic performance. The paper further indicates the need for rigorous evaluation of innovative new techniques utilized in programs to increase minority enrollments. The model utilized at Oberlin might well be useful at other institutions dealing with the challenge of admitting black students to a hostile environment before the environment can be changed.

Spuck, and Stout reported on "Predicting College Success Among Minority Youth: An Analysis in Highly Selective Colleges," (CG 004 915) Using both cognitive and personality measures, an attempt was made to predict the success of students admitted to the Claremont College through the Program of Special Directed Students. The 32 students generally were poor, Chicanos with academic records for the most part below the average of the entering class.

A high religious orientation among Chicanos tended to be found among those with higher grade point averages. The traditional academic predictions of academic success were found to be highly questionable, however, personality variables may prove to be useful.

The small sample based on one institution may raise questions about the desirability of generalizing to other schools. This report made no attempt to do this, however. The significant result, nevertheless,

was that there may be different personality variables among minority groups which help to predict academic success.

Sjorgren (CG 501 592) draws parallels between the ways in which admissions officers responded to the need to develop special selection techniques to meet the requirements of foreign students and the situation in the United States now to respond to the educational aspirations of indigenous, culturally distinct groups.

"...my case is this--if we have been able to increase our expertise in the admission and placement of foreign students to the point where we can now claim administrative and humanistic respectability, why with a similar set of conditions and a similar set of tools with which to work, can we not apply similar techniques in the admission and placement of disadvantaged students? Why must we say as many did in the 1950's about foreign students, that "we would like more of them but the good ones are hard to find?" Why must we constantly deny the black student because he has a low verbal score or inadequate finances, or he is from an inferior school system? Incidentally, there have been a lot of successful foreign students from countries where the educational systems are not at the qualitative level of some of our inner-city ghettos or rural areas. I think it should be quite obvious to all that if we are willing we can develop positive action programs that will work toward the elimination of the educational hypocrisy with which we are now associated." (p.23)

Mitchell (CG 501 895) describes "The Black Experience in Higher Education" and explains the Washington University response to that experience. He describes new approaches to orient them to the academic community and an individual approach to counseling.

The model utilized at Washington University follows a "regular admission with necessary supports" approach rather than the "college within a college" approach frequently seen. The Educational Opportunity Program staff serve as Exchange Agents, eliminating blocks in existing services and programs that interfere with the opportunity student's

chances for a successful and satisfying educational experience. In a more personal sense, students in the program can utilize the staff counselors or ombudsmen. The total approach is that of building in change and supports into the entire "system" with long term impact objectives.

Traditional selection criteria do not appear to be satisfactory bases for admissions decisions designed to relate to the crude academic success of minority students as measured by the more subtle issues of satisfaction, survival and career performance. The innovative approach to selection utilized by Oberlin and the "Change Agent" approach to supportive services at Washington University offer promise. Skills developed in the selection and support of foreign students clearly have implications to cross-cultural issues on the domestic scene. The significant variable found among Chicanos (religious attitudes) differ from other groups and, from a macro point of view, suggests a highly individualistic approach to the development of selection criteria and supportive services for culturally distinct groups on a given campus.

#### B. Financial Aid:

Of the eight documents related to Financial Aid, three dealt with work-study students and two were guides for students. No discernable trends were noted from the documents other than interest in maximizing the use of Federal Work-Study funds.

#### C. Orientation:

Several documents look to orientation to solve the problems of alienation, campus unrest and attrition, perhaps unrealistic expectations. Most of the issues covered in this category are dealt with adequately in the "Behavior" section under Educational Environment and Learning, Motivation and Achievement.

Several program descriptions and evaluations are included regarding specific institutions which are helpful. General satisfaction with summer orientation programs is noted. Areas receiving increasing interest but

little treatment are transfer students and parents. With the awareness of the importance of these areas along with the needs of the culturally different perhaps research will begin to appear.

#### D. Housing:

Without attempting to appear more cynical than usual, the number of documents relating achievement to closing hours, apartment living for women and coeducational living suggest that a good bit of research that occurred in 1970 relative to housing was conducted to justify decisions that had already been made. The trend toward the abolishment of parietal rules will no doubt spread to schools that have not already done so.

Another area of activity was off-campus housing. Attempts were made to examine the impact of apartment living on underclassmen in terms of academic performance and satisfaction. The interest in housing as a learning environment continued with some indications that different environments produce different results. Further activity in this area can be expected.

Finally there seems to be an interest in responding differently to the housing requirements of married and older students: how and in what way is not clear.

I am not especially familiar with the literature on housing but was surprised not to find data on housing and housing problems as they relate to the culturally different. This will continue to be an issue.

#### E. Counseling Centers:

Many of the documents in this category also were covered in the "Behavior" section and dealt with the effects of various counseling techniques. Our focus here, however, is on the operation of the counseling center and trends in its development and utilization.

One trend that comes through clearly is the use of peer counselors working in consultation with the professional staff to extend the area of coverage of a given center. While this is not new activity the degree of interest and its applications are increasing. It is not clear whether peer counseling effectiveness is being researched extensively as its use expands.

One also senses that counseling center personnel are beginning to move out of their offices and relate to students in different ways, e.g., consultants, advocates and community organizers.

In addition, centers are focusing on human development and growth while assisting students in academic recovery programs and attempting to prevent dropouts.

To some extent trends in the counseling center are linked to changes in the role of the student personnel worker which will be discussed later.

#### F. Health Services:

With the exception of a possible interest in building an evaluation system into the operation of the health service, no trends were noted in this area based on the few documents available.

#### G. Student Activities, Organizations and Centers:

There are no documents in this area pertaining to the services of offices concerned with this particular category. Several documents dealt with leadership which was discussed in the "Behavior" section on the Political Environment. Another document described the use of management skills within student groups.

There are no documents on Religious Centers during the first six months of 1970. Again the belief that there must be some would suggest a closer linkage with the professional organizations in that area. The few

descriptive documents on values were covered in the "Behavior" section. The only document on a specific religious group is listed as an important document because of its source, ACE, and the lack of competition.

I. Placement:

There is not much to add to this section over what was covered under Vocational Behavior in the first part of this report. The documents scattered over a wide range of "how to do it" topics from the Journal of College Placement.

However, placement officers seem to be concerned about their future in light of current attacks on recruiting. This political trend could have a significant impact on the type of service available. The combination of the computer, scarce university funds and students' attitudes could substantially change the role of the placement officer.

AREA: Support Services

Documents in this area include those related to testing, evaluation, legal aspects and legislation, physical working conditions, information systems and occupational information.

I. Number of Documents: 27

A. Position Paper or Theoretical Statement or Model	2
B. Research Report	19
C. Review Paper	4
D. Program Description	1
E. Guideline, Handbook, Manual	0
F. Conference Report	0
G. Bibliography	0
H. Other	1

II. Objective Description of Documents:

The documents in this area include 16 related to testing, six to evaluation procedures, and five to legal aspects and legislation. There were no documents in the other categories.

III. Significant Documents:

- A. Testing: None
- B. Evaluation Procedures: None
- C. Legal Aspects and Legislation: None

IV. Important Documents:

- A. Testing: None
- B. Evaluation Procedures: None
- C. Legal Aspects and Legislation:

ED 038 717 Kruschke, Earl R.; Gezi, Kalil I. LAW-ABIDINGNESS AMONG CONSERVATIVE AND LIBERAL STUDENTS. Sacramento: Sacramento State College, California, 2 March 1970. MF-\$0.65 HC-\$3.29 11p.

The results of several studies are discussed, initially to indicate that most students are not involved politically and do not perceive their problems as necessarily political in origin. The characteristics of those who do become active in campus political protests are listed, as well as the types of protest activities in which these students are likely to participate, and the types in which they have participated. From the evidence, it is concluded that most student protesters remain within the limits of the law.

Kirk, Barbara A. LEGAL COUNSELING FOR STUDENTS. Journal of College Student Personnel, Jan 1970, 11(1), 15-18.

In response to demand for counseling in areas of personal responsibility in family and community relationships, a legal counselor was hired by the Counseling Center at University of California, Berkeley, where counseling services are supported by student fees.

V. Trend Analysis:

- A. Testing:

The documents making heavy use of test instruments covered so many topics



that based on the literature available, no particular trends were observed other than several documents which dealt with reducing test anxiety in students. There were no documents on test interpretation or ethical issues regarding testing.

B. Evaluation Procedures:

Like the testing category there were too few documents in this category to note specific trends. Two of the documents were concerned with teacher evaluation, a low number considering the interest in this topic.

C. Legal Aspects:

The laws regarding student personnel work have changed so much during the last six months of 1970 as to negate anything that might have appeared in the first half. Fortunately, not many documents were available or acquired on this topic. However, one trend involves the employment of a legal advisor on the student services staff.

AREA: Personnel

Documents in this category pertain to the role, training and function of student personnel workers in higher education and cover those assigned to this writer.

I. Number of Documents: 14

A. Position Paper or Theoretical Statement or Model	10
B. Research Report	2
C. Review Paper	0
D. Program Description	1
E. Guideline, Handbook, Manual	0
F. Conference Report	1
G. Bibliography	0
H. Other	0

II. Objective Description of Documents:

Position papers dominate this category and these deal mainly with role.

One journal, however, had three articles on the ombudsman.

III. Significant Documents:

McConnell, T. R. STUDENT PERSONNEL SERVICES: CENTRAL OR PERIPHERAL? National Association of Student Personnel Administrators, July 1970, 8(1), 55-63.

To survive student personnel work must identify with the academic life of the university. Research on student problems and individual development will add status. Working toward academic freedom and toward continuous dialogue with students will improve student college relationships and give student personnel workers an active role. Presented NASPA Center conference in San Diego, 1969.

Schetlin, Eleanor M. THE PETER PRINCIPLE AND STUDENT PERSONNEL WORK. Journal of College Student Personnel, May 1970, 11(3), 167-168.

Student personnel workers must value highly those working directly and successfully with students, and place only their best workers in direct contact with students.

ED 037 756 Schmidt, Wesley I. THE COUNSELOR'S ROLE IN STUDENT UNREST. DeKalb: Northern Illinois University, 11 Aug 1969. MF-\$0.65 HC-\$3.29 17p.

In search for the causes of student unrest, it is difficult to separate basic causes from the spoken and rationalized causes. The informed counselors have begun to prepare their schools and students for a world of unease by: (1) listening carefully; (2) communicating the real issues; (3) being a sounding board; and (4) maintaining contact with students. When overt demonstration seems imminent, a counselor can: (1) establish trust on both sides; (2) define the problem or need; and (3) cause each side to sharpen their definition of goals and objectives.

#### IV. Important Documents:

Clifford, Earle W. SECOND THOUGHTS ON THE OMBUDSMAN IN HIGHER EDUCATION. Journal of Association of Deans and Administrators of Student Affairs, April 1970, 7(4), 202-207.

Author feels that ombudsman function should properly be performed by dean of students and his staff. If they are not, changes should be made in organization, personnel, and process of school - not by addition of another bureaucrat.

Kauffman, Joseph F. NEW CHALLENGES TO STUDENT PERSONNEL WORK.  
National Association of Student Personnel Administrators, July 1970,  
8(1), 12-16.

Student personnel workers work in an atmosphere where social authority is eroding, where the emphasis is on impulse release, and the dominant feeling is boredom. The author describes their role: (1) be an intruder; (2) be an anticipator; (3) make recommendations to the president; and (4) be a communicator. Presented New England regional meeting of National Association Student Personnel Administrators, Holy Cross College, 1969.

Stamatakos, Louis C.; Isachsen, Olaf. TOWARDS MAKING THE UNIVERSITY OMBUDSMAN A MORE EFFECTIVE FORCE IN HIGHER EDUCATION: A COMPARATIVE STUDY.  
Journal of Association of Deans and Administrators of Student Affairs, April 1970, 7(4), 190-194.

It is the writer's opinion that for the university ombudsman to be fully functioning, the parameters of his job must be quite similar to those constituted for his Scandinavian counterparts. They propose that although organizationally responsible to the president, he is accountable to the total university community.

ED 039 557 Williamson, E. G. THE ROLES OF SPW IN RECONSTRUCTION OF HUMANE SOCIETY. Minneapolis: Minnesota University, [1970]. MF-\$0.65  
HC-\$3.29 1lp.

We have indeed achieved considerable "good" for many youth; but of course as with every other social reconstruction effort, more remains to be achieved. While it is a small minority, efforts must be made to reduce even the small percentage of serious deviates who may well emerge as adults in serious need of complex therapy. Each member of the new generation

deserves and needs to experience an adult's efforts to help him cultivate self respect and aspiration to live the "good life."

V. Trend Analysis:

Survival through change would seem to be the substance of the documents on personnel. Like the political category in the "Behavior" section, the confrontation issues of the past few years have left the remaining student personnel workers (SPW) dazed as to their role, or whether they still have one. In few words, those redefining the role of the SPW are using such terms as advocate, change agent and mediator, none of the words used in training five years ago. In addition those in student personnel services are advised closer to the academic community (they haven't been worked over as badly, yet). Finally, one document suggests that the "Peter Principle" has been operating in student personnel services and some SPW ought not to be in contact with students.

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<input type="checkbox"/> TAX EXEMPT *				SUB-TOTAL		
<input type="checkbox"/> DEPOSIT ACCT. *				TAX		
<input type="checkbox"/> CHARGE (OVER \$10.00)						
<input type="checkbox"/> CHECK *				TOTAL		

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have supplied the correct numbers.



AUTHORIZATION \_\_\_\_\_

TITLE OR DEPT. \_\_\_\_\_

Microfiche Copy - Each Title	.65
Hard Copy - Each Title by 100 Page Increments	
Pages: 1 - 100	3.29
101 - 200	6.58
201 - 300	9.87
301 - 400	13.16
401 - 500	16.45
Each Additional 1-100 page Increment	3.29

## TERMS AND CONDITIONS

### 1. TERM OF CONTRACT

This order is not subject to cancellation.

### 2. PRICE CHANGES

Leasco Information Products Inc. (LIPCO) may at any time increase the price of any item by giving the customer thirty (30) days notice that there will be an increase. LIPCO will notify Customer of the amount of the increase not less than ten (10) days prior to the effective date. If the increase is not acceptable, Customer must terminate the affected portion of this Agreement notifying LIPCO prior to the effective date of the increase. If Customer does not so notify LIPCO the increase shall be deemed accepted and shall govern all shipments from the effective date.

### 3. SUBSCRIPTION PRICE AND PAYMENT

The Subscription Price paid by the standing order and special collection customers is based upon an estimate of the number of microfiche to be delivered to the Customer and the shipping cost. The Subscription Price shall be applied as a credit against the Actual Price of the microfiche. The Actual Price of the microfiche provided by LIPCO shall be determined by multiplying the actual number of microfiche delivered to the Customer by the applicable price listed in the Schedule of Prices. The Prices listed in the Schedule of Prices do not include any sales, use, excise or similar taxes which may apply to the sale of the microfiche to the Customer. The cost of such taxes, if any, shall be borne by the Customer and will be billed separately by LIPCO.

Statements will be provided periodically to inform the Customer of the number of microfiche shipped and the remaining dollar balance of the subscription.

Payment terms shall be net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

### 4. PROPRIETARY INFORMATION

All materials supplied hereunder are proprietary and may not be reproduced for resale without the prior written consent of LIPCO.

### 5. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

### 6. EXTENSION

The subscription packages ordered by the standing order and special collection customers shall be automatically extended at the expiration of the current designated year for successive one-year periods unless the customer shall notify LIPCO to the contrary at least 30 days prior to the commencement of each additional year.

### 7. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

### 8. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

### 9. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

### 10. DEFAULT AND WAIVER

A. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as scheduled, LIPCO may without prejudice to other remedies defer further shipments until the default is corrected or terminate this Agreement.

B. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

### 11. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.