

A SURVEY OF THE PERSONNEL PROGRAMS
OF THE SEVEN BAPTIST COLLEGES OF NORTH CAROLINA

Archives
closed

LD

175

A404

TH

55

A Thesis

Presented to

the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

Fred Sandusky

August 1955

A SURVEY OF THE PERSONNEL PROGRAMS
OF THE SEVEN BAPTIST COLLEGES OF NORTH CAROLINA

by

Fred Sandusky

Approved by:

Wm. R. Raines
Chairman of Thesis Advisory Committee

Chapell Wilson
Director of Graduate Study

Major Professor

W. F. Smith
Major Professor

Lee F. Reynolds
Minor Professor

ACKNOWLEDGMENTS

The writer wishes to express his grateful appreciation to Dr. Lee Reynolds, Dr. Wiley F. Smith, and Dr. Max Raines, who as members of his Thesis Committee were of valuable help in the completion of this study.

He is especially indebted to Dr. Max Raines for the patience, insight, inspiration, and time given throughout the work on this project.

Grateful acknowledgment is due also Mr. Claude Gaddy, Secretary of the Council of Christian Education of the Baptist State Convention, and those at the colleges who helped in the gathering and checking of materials.

The writer also wishes to thank the typist, Mrs. Harold Hughes, for her patient help in the preparation of the manuscript.

F. S.

A SURVEY OF THE PERSONNEL PROGRAMS
OF THE SEVEN BAPTIST COLLEGES OF NORTH CAROLINA

An Abstract of a Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Fred Sandusky
August 1955

7

A SURVEY OF THE PERSONNEL PROGRAMS
OF THE SEVEN BAPTIST COLLEGES OF NORTH CAROLINA

It was the purpose of this study to survey the guidance and personnel programs in the seven Baptist colleges in North Carolina to determine the existing programs, to evaluate them in terms of commonly accepted standards, and on the basis of the evaluation, to suggest ways of improving and coordinating these services within these schools.

A personal visit was made to the campus of each of the schools, at which time personal interviews were held with the administrators, guidance directors and counselors, and, in some instances, with teachers and students. An inspection was also made of the campus buildings and facilities. It was felt that the personal visit would be more profitable than the use of questionnaires or other possible methods. At each college information was sought on the following topics: the history, philosophy and organizational setup in that college; the orientation program; the counseling and testing programs; the student government and activities; financial aid and part-time employment; library, church, housing, food, and health facilities; placement services; and in-service training and research.

The following recommendations are to be made:

1. Full-time personnel directors should be employed where

they do not now exist or someone trained for this position.

2. The philosophy, aims, and purposes should be defined for the over-all programs and for such special phases as the orientation program and testing.
3. An effort should be made to coordinate the work of the various colleges, especially as to testing.
4. A coordinated effort should be made to gather data, to establish norms, and to conduct needed research.
5. Cumulative records should be adopted to fit the needs of the individual colleges.
6. Fireproof cabinets should be provided for the vital records of the colleges.
7. Continuous efforts should be made to increase the library holdings in these fields.
8. Where there are community-college pastors, these men should be drawn into the work of the college to a greater extent.
9. The colleges could well make a combined study of the matter of student help and perhaps of the raising of money for this purpose.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	2
Statement of the problem	2
Importance of the study	3
Definitions of terms used	4
Personnel program	4
Counseling	5
Counselor	5
Procedures	5
Limitations of this study	6
II. REVIEW OF PRINCIPLES AND THE LITERATURE	8
Philosophical principles	8
Organization and administration	9
The testing program	10
Counseling	12
The librarian	13
Orientation	14
The director and the facilities	15
III. THE GUIDANCE AND PERSONNEL PROGRAM AT MEREDITH COLLEGE	18
Organization and administration	18
Orientation week	20
The counseling and testing program	21

CHAPTER

PAGE

The student government and activities	22
Financial aid and part-time employment	23
Housing and campus facilities	24
Food services	25
Health facilities and regulations	26
The library	27
Religious activities	27
Placement services	28
In-service training	28

IV. THE GUIDANCE AND PERSONNEL PROGRAM AT WAKE

FOREST COLLEGE	29
Organization and administration	29
Orientation week	31
The counseling and testing program	32
Student government and activities	34
Financial aid and part-time employment	36
Housing and campus facilities	36
Food services	38
Health facilities and regulations	38
The library	39
Religious activities	39
Placement services	39
In-service training	40

CHAPTER

PAGE

V. THE GUIDANCE AND PERSONNEL PROGRAM AT

CAMPBELL COLLEGE 41

Organization and administration 42

Orientation week 44

The counseling and testing program 45

The student government and activities 47

Financial aid and part-time employment 48

Housing facilities 49

Food services 51

Health facilities and regulations 51

The library 52

Religious activities 52

Placement services 53

In-service training 53

VI. THE GUIDANCE AND PERSONNEL PROGRAM AT

CHOWAN JUNIOR COLLEGE 54

Organization and administration 54

Orientation week 55

The counseling and testing program 56

Student government and activities 58

Financial aid and part-time employment 59

Housing and campus facilities 60

Food services 60

Health facilities 61

The library 62

CHAPTER	vii PAGE
Religious activities	62
Placement services	62
In-service training	62
VII. THE GUIDANCE AND PERSONNEL PROGRAM AT GARDNER- WEBB JUNIOR COLLEGE	63
Statement of principles	63
Organization and administration	63
Orientation week	65
The counseling and testing program	67
The student government and activities	68
Financial aid and part-time employment	70
Housing facilities	70
Food services	72
Health facilities and regulations	72
The library	73
Religious activities	73
Placement services	73
In-service training	73
VIII. THE GUIDANCE AND PERSONNEL PROGRAM AT MARS HILL COLLEGE	75
Organization and administration	75
Orientation week	77
The counseling and testing program	78
Student government and activities	79

WINGATE COLLEGE
COTTAGE EAST

CHAPTER	PAGE
Financial aid and part-time employment . . .	80
Housing and campus facilities	81
Food services	82
Health facilities and regulations	82
The library	83
Religious activities	83
Placement services	84
IX. THE GUIDANCE AND PERSONNEL PROGRAM AT WINGATE	
JUNIOR COLLEGE	85
Statement of principles	85
Organization and administration	86
Orientation week	88
The testing and counseling program	89
The student government and activities	91
Financial aid and part-time employment	93
Housing facilities	93
Food services	94
Health facilities and regulations	95
The library	96
Religious activities	96
Placement services	97
In-service training	97
X. SUMMARY AND RECOMMENDATIONS	98
BIBLIOGRAPHY	106
APPENDIX	110

CHAPTER I

INTRODUCTION

At the present time the Baptist State Convention of North Carolina operates five junior colleges and two senior colleges, which have a combined enrollment of approximately four thousand students. In these schools, and virtually all of the eighteen hundred colleges in the United States, personnel programs are in operation. The personnel program is a comparatively recent one, and it has not yet come to be widely understood. Many factors have led to this movement. Reed lists some of them as follows:

1. the influx of students from various cultural backgrounds and with widely divergent objectives,
2. the lack of predetermined vocational goals at a time when individual choice of electives was paralleled by wider opportunities for vocational choice,
3. the expansion of fraternity and other extra-curricular activities,
4. inadequate housing facilities,
5. subject departmentalization and faculty specialization which tended to lessen the value of faculty members as advisers, and
6. the increase in class size with sufficient divergence in interests and abilities of students to require concentration on their intellectual development to the neglect of their other qualities formerly deemed an essential part of education.¹

¹Anna Y. Reed, Guidance and Personnel Services in Education (Ithaca: Cornell University Press, 1944), p. 35.

Efforts to cope with these and other factors have constituted the beginning of the personnel program in our colleges.

In many instances this movement has come into being without careful planning. The institution of sound administrative practices has been slow as has been the forming of clear-cut objectives and goals. Far too often the guidance program has been kicked about within the college and looked upon as an unwanted stepchild. Leaders in guidance have been few, as have been training facilities for them.

At the beginning of the movement, emphasis was on vocational guidance, but with the coming of the first World War interests turned to psychological testing. In the ensuing years, drawing heavily from progressive education, the mental hygiene movement and psychology, student personnel work pretty well came into its own. In 1939 Lloyd-Jones and Smith wrote:

The personnel program should not be thought of as a fifth wheel of education. It is an integral part of higher education, bringing to bear the findings of psychology, biology, and sociology to help higher education actually realize its objectives by adapting them to the needs, capabilities, abilities, and potentialities of each student.²

I. THE PROBLEM

Statement of the problem. It was the purpose of this

²Esther M. Lloyd-Jones and Margaret R. Smith, A Student Personnel Program for Higher Education (New York: McGraw-Hill Book Co., 1938), p. 14.

study to survey the guidance and personnel programs in the seven Baptist colleges in North Carolina to determine the existing programs, to evaluate them in terms of commonly accepted standards, and on the basis of the evaluation to suggest ways of improving and coordinating the guidance services within these schools.

Importance of the study. As a student leaves home and goes to college, he is faced immediately with many problems, some of which may be quite perplexing. He does not have now the protection and sympathy of his home to the same degree, and he finds himself in a new world that is often quite hostile. He is now faced with the selection of a field of study, the purpose of which is to equip him for a profession or a life of work which he may not have even yet definitely determined. He is faced with a school and type of teaching that is of a different pattern from that he experienced in high school. He may quickly find that he is woefully unprepared to do the academic work that is required of him on this new level. His philosophy of life and his religious concepts, which are perhaps his because they are those of his parents, are possibly challenged now for the first time. Rare is the college student that does not have a problem of a serious nature while he is in college and perhaps in his first year.

Obviously if those working with these students are to have the necessary understanding, they will need to know all they can about these students. Some information can be obtained from the parents and the home community. Profitable and helpful information can be obtained from the academic and personnel records obtained from previous schools he has attended. But most of the needed information must be obtained from the student after he arrives at the college. Standardized tests will reveal much information of a helpful nature. In instances of personality disorders and maladjustments, help will be needed that can be supplied only by professionally trained and experienced personnel. It would be recognized that those engaged in guidance can only be at their best when there is a helpful and sympathetic attitude on the part of the family, the college administration, and those composing the college community.

II. DEFINITIONS OF TERMS USED

Personnel program. "A personnel program may be defined as a program of services which is specifically implemented to improve the adjustment of the individuals for whom it was organized."³ Again, according to Jones, "The purpose of guidance is to assist the individual through counsel to make

³Raymond N. Hatch and Paul L. Dressel, Guidance Services in the Secondary School (Dubuque: Wm. C. Brown Co., 1953), p. 19.

his choices, adjustments and interpretations in connection with critical situations in his life in such a way as to insure continual growth in ability for self direction."⁴

Counseling. "A purposeful, reciprocal relationship between two people in which one, a trained person, helps the other to change himself or his environment"⁵ is termed counseling.

Counselor. A counselor is one who assists persons in life planning or in the solution of problems.

III. PROCEDURES

During this study contact was made with, and suggestions invited from, Mr. Claude Gaddy, the Executive Secretary of the Council of Christian Education. This Council is an agency of the Baptist State Convention and was established in 1947 to coordinate the work of the seven Baptist colleges in North Carolina. A personal visit was made to the campus of each of the schools. A letter was sent to the administration of each school prior to the visit advising them of the study and the forthcoming visit. Personal

⁴A. J. Jones, Principles of Guidance (New York: McGraw-Hill Book Co., 1943), frontispiece.

⁵Everett L. Shostrom and Lawrence M. Brammer, Dynamics of the Counseling Process (New York: McGraw-Hill Book Co., 1952), p. 1.

interviews were held with the administrators, guidance directors and counselors, and, in some instances, with teachers and students. It was felt that the personal visit would be much more profitable than the use of questionnaires and other possible methods. At each college information was sought on the following topics: the history of the movement in that college, the organizational setup, the training and duties of those engaged in counseling activities, library materials, the orientation program, the physical setup, interviewing, student government and activities, the religious life, the in-service training, and the follow-up activities.

Very few survey and evaluation studies have been made on the college level, and, as far as can be determined, none have been made of the colleges of North Carolina as a whole nor as a particular group of colleges. The newness of the movement perhaps accounts for the slowness of evaluation.

IV. LIMITATIONS OF THIS STUDY

At the best one can spend only a short time on each campus in making an evaluation, and he is almost certain to miss some important items, to overemphasize some, and to misinterpret others.

So many of the finer aspects of college life are intangible and are hard to evaluate; therefore, it is most difficult to measure and describe such elements as school

spirit, religious fervor, discipline, and fulfillment of responsibilities. To feel and understand these items fully would require an intimate acquaintance with the institutions, which under the circumstances was not possible.

Students come and go from schools such as these, and it is most difficult to get an exact picture of the enrollment at any one time.

Since most of the income for the colleges comes from student fees and donations, and since all colleges must operate upon long as well as short term spending, it is difficult to get an exact financial picture at any one time. Differences in record systems make comparisons from college to college difficult.

The personnel of these schools have sacrificed so much for the schools that they have developed an almost intense patriotism toward them. They hold so dear the principles upon which the schools are founded and face such keen competition that it is difficult for them to be critical, and it is likewise difficult for an outsider as he attempts to make an evaluation.

CHAPTER II

REVIEW OF PRINCIPLES AND THE LITERATURE

The purpose of this chapter is to set forth briefly some of the cardinal principles of guidance and to list some of the more prominent contributions in the field of guidance literature.

Philosophical principles. It is doubtful if any personnel system will ever be much stronger than its basic underlying philosophy. Lloyd-Jones and Smith have set forth the following basic beliefs as being worthy of consideration:

- (1) A belief in the worth of the individual; that human values are of the greatest importance; that the common good can be promoted best by helping each individual to develop to the utmost in accordance with his abilities.
- (2) The belief in the equal dignity of thinking and feeling and working; that these aspects are inseparable.
- (3) The belief that the world has a place for everybody; a place in the social world, the civic world, in family life, in the vocational world, that it is education's task to offer youth not only an invitation but also positive stimulation carefully adapted to his needs to help him grow to full stature in all his roles.
- (4) The belief that what an individual gathers from his experiences continues on in time; it is not what is imposed, but what is absorbed that persists.¹

¹ Esther M. Lloyd-Jones and Margaret R. Smith, Student Personnel Work as Deeper Teaching (New York: Harper and Brothers, 1954), p. 5.

The philosophy of student personnel work is also stated most forcibly and effectively by Wren² and Brouwer.³

Organization and administration. A master blue print of organization for student personnel work does not exist. In many of the small colleges the academic dean has been given the responsibility for the student personnel program. As a rule it is most unwise to have this responsibility connected this closely with the administration. Some colleges are able to employ a Dean of Students, or a Director of Personnel, and perhaps a small staff and center these functions in his office. At times, control can be centered in a council or committee composed of the heads of the various single functions.

There are certain criteria that are of importance if the program is to succeed. Erickson lists the following principles:

1. The school administration must take the leadership in the development of the guidance program and must assume the responsibility for improving it.
2. The objectives and functions should harmonize with those of the total educational program of the school.
3. The entire staff must think its way through the role and the organization of the guidance program.

²C. Gilbert Wrenn, Student Personnel Work in College (New York: Ronald Press, 1951), pp. 4-7.

³Paul J. Brouwer, Student Personnel Services in General Education (Washington: American Council on Education, 1949), pp. 274-283.

4. The purposes and activities of the guidance program should be clearly defined, and ample attention should be given to its place in the school's education program.
5. The program should not take over the functions and activities of other departments of the school program.
6. Faculty members selected to do work as counselors should be competent to do that kind of work.
7. Adequate resources must be provided (time, materials, tests, occupational files, films, records, etc.).
8. Counselors should strive to enrich pupil-teacher contacts.
9. The guidance program should encompass all levels of the school.⁴

Wolf⁵ and Wrenn⁶ have also made significant contributions in regard to the organization and administration of the guidance program.

The testing program. Psychological testing procedures can be quite valuable in helping determine levels of ability, special aptitudes, occupational interest patterns, achievement levels, and personality characteristics. It must

⁴Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Co., 1947), pp. 23-24.

⁵Maurice D. Wolf and Jeanne A. Wolf, The Student Personnel Program, Its Development and Integration in the High School and College (New York: McGraw-Hill Book Co., 1953), 416 pp.

⁶Wrenn, op. cit., 589 pp.

be emphasized that a test to be of worth must fill a definite need or purpose, and it must be interpreted once it has been given. Greene lists the qualities of a good examiner as follows:

1. A good examiner must know why and how to build up a clear set of concepts.
2. A good examiner must be familiar with the best testing instruments.
3. A good examiner must know when he has obtained a good sample of performance.
4. A good examiner must have the ability to judge and use available norms.
5. A good examiner must have the ability to report and interpret correctly test findings.⁷

Greene,⁸ Goodenough,⁹ and Gulliksen¹⁰ have written very fine books in the field of testing, and Dixon and Massey¹¹ have written a worthy book in the field of introductory statistics.

⁷Edward B. Greene, Measurements of Human Behavior (New York: The Odyssey Press, 1952), pp. 13-16.

⁸Ibid., 790 pp.

⁹Florence L. Goodenough, Mental Testing (New York: Rinehart and Co., 1949), 609 pp.

¹⁰Harold Gulliksen, Theory of Mental Tests (New York: John Wiley and Sons, 1950), 486 pp.

¹¹Wilfred J. Dixon and Frank J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, 1951), 370 pp.

Counseling. Rogers defines counseling as "a purposeful, reciprocal relationship between two people in which one, a trained person, helps the other change himself or his environment."¹² Shostrom defines counseling as "an attempt by a counselor to create a permissive situation in which the client may reevaluate his experience and so bring the self into closer harmony with experience."¹³ Thorne defines counseling as "an attempt to improve adaptation by providing the conditions for more efficient learning and problem solving behavior."¹⁴ Brouwer lists the following as being basic personality needs:

1. To be accepted as a unique individual, different from every person in the world, yet sharing with others a common human nature.
2. To receive and give affection.
3. A feeling of adequacy on the basis of satisfactory accomplishment.
4. To develop a consistent and all embracing philosophy of life.¹⁵

Brouwer in view of these concepts suggests that the counselor should help the student clarify his thinking by "(1) helping

¹²Everett L. Shostrom and Lawrence M. Brammer, Dynamics of the Counseling Process (New York: McGraw-Hill Book Co., 1952), p. 1.

¹³Ibid., p. 13.

¹⁴Frederick C. Thorne, Principles of Personality Counseling (Brandon, Vermont: Journal of Clinical Psychology, 1950), p. 28.

¹⁵Brouwer, op. cit., p. 233.

him to see relations; (2) helping him to establish goals; (3) helping him to see himself realistically; and (4) helping him to evaluate experiences constantly."¹⁶

Brouwer¹⁷ in his adaptive counseling, Shostrom¹⁸ in his self-adjustive counseling, Rogers¹⁹ in his ideas on client centered therapy, Snygg and Combs²⁰ in their efforts to establish an internal frame of reference, and Thorne²¹ in his views on the eclectic approach, have made distinctive contributions in the field of counseling.

The librarian. The librarian should be familiar with the functions and objectives of the guidance program. The library should be second only to the counselor's office as a facility of the guidance program. The librarian should arrange attractively the materials and keep those involved informed about new materials. Special attention should be given to the vocational field, and there should be a special file for unbound occupational and training information.

¹⁶Ibid., p. 200.

¹⁷Loc. cit.

¹⁸Shostrom, loc. cit.

¹⁹C. R. Rogers, Client Centered Therapy (Boston: Houghton Mifflin Co., 1951), 560 pp.

²⁰Donald Snygg and Arthur W. Combs, Individual Behavior (New York: Harper and Brothers, 1949), 374 pp.

²¹Thorne, op. cit., 491 pp.

There should be space for college, university, trade, and business school catalogues. The librarian should be able to make the library a workshop for those who are in need of information about occupational, educational, and training information. He should be able to guide in the selection of books on study habits, personality development, job getting, courtship, and marriage, and other similar subjects. Erickson²² and Miss Mary Cairoli²³ have expressed the duties of the librarian in a quite appropriate way.

Orientation. Gardner made a study of the freshman week programs of forty-seven North Central schools and summarized the general objectives for these programs as follows:

1. To make the new student feel welcome to the campus.
2. To perform the details of admission.
3. To acquaint the students with the objectives, rules, regulations, and the campus of the institution.
4. To offer initial advice relative to collegiate methods and problems.
5. To establish definite relations between students and counselors for later guidance.²⁴

²² Erickson, op. cit., p. 61.

²³ Mary W. Cairoli, "The Place of the Librarian in the Guidance Program," School Activities, 25:162-3, January, 1954.

²⁴ Donfield H. Gardner, Student Personnel Services (Chicago: University of Chicago Press, 1936), p. 41.

Gladys Bookman made a survey of one hundred forty-three institutions with enrollments from one to three thousand students that had orientation programs and found that the following units were included in the majority of the programs.

1. How to Study
2. College Life
3. Vocations
4. Social Development
5. Use of the Library
6. Recreational and Extra-Curricular Activities
7. Personality Development²⁵

The freshman week and orientation program can be a most profitable venture for the school if it is carefully planned and executed. Paul H. Landis,²⁶ Margaret E. McCaul,²⁷ and Herbert Popenoe²⁸ have written books that are especially good in this field.

The director and the facilities. Woolf suggests that the following criteria stated by the American Psychological Association for the selection of clinical psychologists might apply to the selection of personnel workers:

²⁵Gladys Bookman, "Freshman Orientation Techniques in Colleges and Universities," Occupations, 27:163-66, December, 1948.

²⁶Paul H. Landis, So This Is College (New York: McGraw-Hill Book Co., 1954), 205 pp.

²⁷Margaret E. McCaul, Guidance for College Students (Scranton, Pa.: International Textbook Co., 1939), 231 pp.

²⁸Herbert Popenoe, Now You Are in College (California: Stanford University Press, 1947), 100 pp.

1. Superior intellectual ability and judgment.
2. Originality, resourcefulness and versatility.
3. "Fresh and insatiable" curiosity; "self-learner."
4. Interest in persons as individuals rather than as material for manipulation--a regard for the integrity of other persons.
5. Insight into own personality characteristics; sense of humor.
6. Sensitivity to the complexities of motivation.
7. Tolerance: "unarrogance."
8. Ability to establish warm and effective relationships with others.
9. Industry; methodical work habits; ability to tolerate pressure.
10. Acceptance of responsibility.
11. Tact and cooperativeness.
12. Integrity, self-control, and stability.
13. Discriminating sense of ethical values.
14. Breadth of cultural background.
15. Deep interest in psychology, especially in its clinical aspects.²⁹

No matter how well selected and trained the personnel director might be, he can never reach his maximum effectiveness if he does not have sufficient clerical and technical assistance and proper facilities. He should have sufficient clerical assistance to enable him to keep all the records that

²⁹Woolf, op. cit., pp. 346-47.

are necessary and to keep them up to date. It is difficult to say how many counselors are needed on the college level, but there should certainly be enough that the student can receive prompt attention to his needs and problems.

The personnel office should be near the other administrative offices and in a place where easy access could be had to the permanent records. The office should be well lighted, attractive, and comfortably furnished, and should have a waiting room. There should be adequate storage area and movable filing cabinets. Counseling rooms should also be provided that will provide a maximum of privacy.

There is no one plan of organization and administration that will work for any school, and no one school has come to a perfect personnel program over night. Programs usually assume form slowly and need almost constant modification. The changing world will not only make modification necessary but desirable.

CHAPTER III

THE GUIDANCE AND PERSONNEL PROGRAM AT MEREDITH COLLEGE

Meredith College, a four year college for women, was first opened to students in 1899. It has an approximate enrollment of six hundred students, with five hundred of these residing in the campus dormitories. The college offers two degrees, Bachelor of Arts and Bachelor of Music. By the statement of Dean Peacock the majority of the students are preparing for the teaching profession or for various kinds of church work.

Organization and Administration. The line organization at Meredith might be pictured as follows:

Trustees

President

<u>Librarian</u>	<u>Dean of Students</u>	<u>Dean</u>	<u>Business Manager</u>	<u>Doctor</u>
	Assistant Dean Personal Guidance	Registrar Faculty Academic Guidance		Dining Hall Maintenance Grounds Farm Horses House Director Book Room Snack Bar

There is an academic council presided over by the President, composed of the Dean, Dean of Students, Registrar, and the fifteen department heads. Policies of an academic nature

are usually determined by this body. There are thirteen faculty committees, and many matters of policy originate in these committees. There is no direct faculty committee on guidance, but the faculty committees on orientation week, vocational information, social functions, student government, and student health perform many of the functions such a committee would perform.

Guidance at Meredith is not centralized under one director but is carried on by several different individuals. The Academic Dean supervises the counseling of an academic nature and draws upon various members of the faculty for assistance. The Dean and Mr. H. K. Dorsett, professor of Education, lead in the field of vocational counseling, and the Dean of Women and her assistant in counseling of a personal and social nature. The Dean has a doctor's degree, the Dean of Students has the master's degree and work on a doctor's degree in Sociology, and the Assistant Dean of Students holds a master's degree in Sociology. Both the Dean of Students and the Assistant Dean of Students have had extensive training in interviewing and case study work.

The private office of the Dean is spacious and comfortable and serves as a very fine consultation room. It is separated from the Registrar's office by a large room which is used as office space for the secretaries and as a reception room. The offices occupied by the Dean of Students are well

appointed, afford privacy, and have adequate equipment such as files and desks.

Orientation Week. Thursday through Tuesday of the opening week of school are devoted to orientation, and all new students are required to participate in the activities of the week. General assembly periods are held at the beginning of each day and on three evenings. The students are divided into twenty-four groups, and each individual is given a detailed agenda for the week, from which she can tell what her individual and group schedule will be. She is also given a map of the campus showing the location of the campus buildings and facilities. During this time the student takes the required battery of tests, has a physical examination, is given library training, participates in two guidance sessions and three periods of student government training. She is also formally registered. Provisions are made for the social life during the first week in the form of hall parties, picnics, an open house by the sophomore class, a bus tour of the city, receptions, etc. The students are also given a program of guidance activities to be held during the first two weeks and are notified that the counseling groups will meet the first Tuesday night of each month. All students are required to attend chapel exercises five days each week, and much of a general nature is accomplished here.

The Counseling and Testing Program. Each student is given the following tests:

- American Council on Education Psychological
- Cooperative English
- Cooperative General Culture
- California Test of Personality
- Thurstone Interest Inventory
- Cooperative Foreign Language

The first three tests mentioned above, along with a contemporary affairs test, are the tests given in the National Freshman Testing Program. All music students take the Seashore music test in addition to these tests. The results of all these tests are on file in the office of the Academic Dean for use in counseling, and the result of each test of each of the general tests is quickly accessible.

The Dean of Students assembles all this test data on the American Council on Education cumulative record folder, which is filed for all students permanently in her office. The following information is entered on this record:

- A summary of each year's academic work
- Special academic honors
- Activities of high school years
- Activities of college years
- Educational plans
- Health and physical characteristics
- Any discipline actions
- Family history
- All results of all tests given in the testing program
- Ratings by three teachers
- A summary statement by the Dean of Women

The A. C. E. rating scale is used, and an instruction sheet is given all teachers as they are requested to fill it

out that they might score on the same basis. Investigation of the files would indicate that these records are well kept and that adequate clerical assistance is available.

The Assistant Dean of Women has a thirty-minute interview with all new students. The Dean of Students helps with any needed follow-up interviews, but her work is more with the upperclassmen. Each English teacher has two thirty-minute interviews per month with each student. Each year there is a week of special vocational emphasis.

The Student Government and Activities. The Student Government Council consists of the following:

- The officers of the Student Government Association
- The chief counselor
- The president of each dormitory
- Three vice-presidents of each dormitory
- A president and three vice-presidents from the non-resident students
- Two representatives from the sophomore class
- One representative from the freshman class

The Council has executive, legislative, and judicial duties.

There is also a house council for each dormitory composed of the dormitory president, three dormitory vice-presidents, and three assistant hall proctors. It is the duty of this body to maintain order and enforce quiet regulations in each dormitory, to assign penalties for violations of house rules, and to submit a weekly written report to the Student Government Council.

There is an Advisory Committee consisting of the Dean

of Students and two other members of the faculty elected by the Student Government Council which advises the council upon reports received from it and confers with the council whenever occasion may demand. There is also a faculty committee on student government consisting of five members, three of whom are elected by the faculty. This committee reviews all disciplinary actions and approves constitutions and changes of regulations. The various officers of administration were of the opinion that the student government operated in a wonderful fashion.

The clubs and special activities to be found at Meredith are as follows:

- The Athletic Association
- The Baptist Student Union
- Two Literary Societies
- The Publications
 - The Annual
 - The Newspaper
 - The Magazine
- The Play House
- The College Chorus
- Five Honor Societies
- Seventeen Special Interest Clubs

There is a point system which distributes and evaluates the responsibilities and work of campus activities.

Financial Aid and Part-Time Employment. Meredith College has loan funds totaling \$28,336.16. Ninety-six students were helped with various kinds of scholarships this past year for a total amount of \$12,677.50.

The college helped two hundred twenty students this year by giving them various kinds of work jobs. The total amount of money paid the students for this work by the college was \$18,570.95.

Housing and Campus Facilities. There are four residence halls at Meredith College: Brewer, Faircloth, Vann, and Stringfield. Each dormitory houses one hundred and twenty-five students. The freshmen live in Stringfield and a section of Vann, but there is no further sectioning of students. These buildings are of fireproof construction with wood floors. Regular fire drills are held.

The rooms are arranged in two-room suites, and there is a bath for each suite. Two girls occupy each room, and there are single beds, a closet for each girl, bookcases, and two-way study tables. There are kitchenettes, pressing rooms, and launderettes in each dormitory and a social room on each floor in each dormitory. There are maids to clean the halls and individual rooms. There are general parlor facilities in Johnson Hall that are used by the entire student body.

Recreation facilities include the Hut, an outdoor swimming pool, tennis courts, and a gymnasium. In the Bee Hive there is a soda fountain and a snack bar, and general toilet articles are sold and laundry and dry cleaning handled.

There are some ping pong tables in the dormitories, but the main recreation facilities are separate from the dormitories.

The dormitories are under the supervision of the student government. There is a house president in each dormitory and a hall proctor on each floor. There is a house council whose duties include the maintaining of order and the enforcing of regulations in each dormitory, the assignment of penalties for violations of house rules, and the submitting of weekly reports to the Student Government Council. The Student Government Council handles matters of college policy and violations of the honor code. The Deans of Students advise and assist the proctors and student government officers as they are called upon or deem it wise. While there are faculty members living in the dormitory, they have no responsibilities toward the supervision of the dormitory

Food Services. The dining hall is located at one end of the Quadrangle and is easily accessible to all the dormitories. It will seat a maximum of six hundred, and all boarding students are required to eat here. At breakfast and lunch the service is cafeteria style, and colored helpers are used in preparing and serving the meal. At the evening meal all students eat together with student helpers serving. The dietitian was trained at Rex Hospital in Raleigh and served in this capacity there before coming to Meredith. The

unit is inspected by the State Health Department and has a grade A rating. The employees undergo regular health examinations. A number of local and state groups meet at the college each year and use these facilities.

Health Facilities and Regulations. The infirmary is located on the fourth floor of Faircloth Hall and has twenty-six beds. Since the infirmary is rarely full at any one time, this would be judged to be an adequate number of beds. The infirmary is under the direction of two graduate nurses. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours at the college at which time students may see him. Resident students are not charged for the ordinary services of the college physician and nurses. These services are provided for by health fees included in the resident fee.

A detailed questionnaire is filled out by the student's family physician in advance of her coming and is available to the college physician as he makes the physical examination required of all students. A chest x-ray and a urinalysis are made for all students, and all immunization requirements are completed by the college physician. It is the purpose of the physician and nurses to prevent illness by means of the knowledge and observance of general laws of health. Health ratings based on a positive health program are recorded annually.

The Library. There are volumes in the library covering the major phases of guidance. The volumes concerning courtship and marriage, special careers for women, personality development, and general guidance are standard works in these fields, and there were many recent volumes.

Religious Activities. Church attendance is required of all girls. While there is no church adjacent to the campus, good bus facilities greatly facilitate church attendance. These bus facilities are provided for by the churches of Raleigh and the college at no expense to the girls. Each girl is allowed eight unexcused absences from church per year. Chapel exercises are held five days a week, and attendance is required of all girls at these exercises.

The Baptist Student Union supervises the campus religious activities and among its features are the following: welcoming parties, daily vespers, mission study courses, chapel programs, enlistment in the Sunday schools of the Raleigh churches, the establishment of better and more personal faculty-student relationships, and opportunities to contribute to Christian projects and student needs all over the world.

The three professors of religion on the college faculty play a leading role in the formation of Christian principles and ideals.

Placement Services. The department of education takes an active part in the placement of teachers in teaching situations. A special information sheet is filled out by each student desiring these services. At times the teachers of the various subject fields are approached by prospective employers seeking the services of students. Churches often approach the professors in the Bible department about the services of the young women as church secretaries and assistants.

In-Service Training. Very little of a direct nature is done by way of guidance and personnel workshops. But the location of the college in the city of Raleigh and its close relationships with other nearby institutions of higher learning bring much to the college. Many fine speakers and programs come to the college through the chapel services.

CHAPTER IV

THE GUIDANCE AND PERSONNEL PROGRAM AT WAKE FOREST COLLEGE

Wake Forest College was established by the Baptist State Convention and was officially opened in 1834. It has approximately sixteen hundred students, with the boys outnumbering the girls about five to one. The college consists of the following divisions: the College of Liberal Arts, the School of Law, the School of Business Administration, the School of Religion, and the Bowman Gray School of Medicine. The fact that the college will move to an entirely new campus in 1956 has vitally affected not only the long-range plans but those from day to day.

Organization and Administration. The line organization at Wake Forest College might be pictured as follows:

Trustees

President

Deans of
the College
Bus. Ad.
Law
Medicine
Religion

Vice-Pres.
and
Controller
Bursar
Supt. Bldg.
Book Store
Infirmary

Vice-Pres.
Dir. Public Rel.
Dir. Alumni Affairs
Dir. News Bureau
Dir. Athletic Pub-
licity

Registrar
Dean of Women
Librarian
Dir. Placement
Dir. Athletics

There are twenty-three faculty committees, and matters of policy generally originate in these committees and go from there to the faculty and administration. The faculty executive committee is composed of sixteen members and plays a leading role in the formation of policies. This committee has the Dean of the College as its chairman and the Deans of the Schools among its members. There is no direct committee on guidance, but the following committees perform many of the functions that such a committee would perform: Advisory Council to Lower Division, Athletics, Literary Societies and Debates, Placement, Pre-college Guidance, Social and Scholarships.

The Deans of the Colleges lead in counseling of an academic nature, and each student has a faculty member as a personal advisor. The students receive their grades from the advisors and counsel with them in regard to their courses of study, academic difficulties, etc. The Placement Bureau leads in vocational counseling along with the Deans of the various Schools. The Dean of Women and her staff play a leading role in counseling with women students.

The quarters of the various staff members are somewhat inadequate from the standpoint of room and office equipment, but this condition will be alleviated when the move to the new campus is effected.

Orientation Week. All new students report to the campus on Friday, and the orientation period begins that afternoon. All students report first to the College Chapel, where they are issued identification badges, maps of the campus, and programs for the entire orientation program. The new students are divided into thirty groups, and each group has a faculty and student advisor. These advisors are selected the previous spring, and planned sessions are held then and before the students arrive in September. During the first afternoon session various members of the staff, faculty, and the Student Advisory Committee are presented and talks made on the following subjects:

The Wake Forest College Family
Wake Forest College Traditions
The Honor System at Wake Forest College

Later in the afternoon a guided tour of the campus is made.

Saturday morning is devoted to the testing program, at which time all students are given the short form of the Otis Mental Abilities Test, the Cooperative English, and the Cooperative Mathematics Test.

One session is devoted to a discussion of professional interests and vocational guidance. Another session is devoted to a discussion of student government.

The following subjects or organizations are also discussed:

The R. O. T. C. Program
Introduction to Reynolda
Wake Forest as a Christian Institution
Baptist Student Union
Publications
Wake Forest College Songs
Fraternities
Literary Societies
The Athletic Program

Registration takes place on Monday and Tuesday, and the formal opening and convocation takes place on Wednesday morning. As a continuation of the orientation program, chapel services are held on Tuesday of each week for six weeks.

Various social functions are held during this time, such as the Baptist Student Union party, the Student Government party, and the faculty reception.

The Counseling and Testing Program. During orientation week all students are given the following tests:

Otis Mental Ability
Cooperative English
Cooperative Mathematics

The results of the English and mathematics tests are used in sectioning and are handled by the individual departments. The results of the intelligence tests are given to the Dean, the Registrar, the Dean of Women, and are also kept on file in the Placement Office.

At the opening of school each student is assigned an advisor, and this teacher serves as his advisor during the year. He receives his grades from this advisor at the end of

the first three grading periods during the year. The upper-classmen counsel directly with their respective department major professors.

A cumulative record is kept for each of the women students, and information is entered each year on the following subjects:

- Residence
- Health
- Appearance
- Self control and good sense in social relations
- Sense of humor
- Common sense
- Honors
- Leadership
- Disciplinary record

An activities' sheet is also kept each year for each young woman on which is listed the following information:

- Roommate
- Major academic interest
- Membership and participation in campus activities
- Offices held
- College jobs
- Job experience outside of school
- Plans after graduation

The Placement Bureau gives the Kuder Interest Test to all those who are interested in taking it and helps them find specific information in the library about occupations in line with these interests. The Bureau also secures further information from all seniors and future teachers and has three teachers fill out rating scales for each.

It is the testimony of several present students and alumni that a very fine closeness exists between the faculty

and students, and that much counseling takes place in after class and office sessions. Because of insufficient dormitory space a majority of the men find it necessary to live in private off-campus homes, and in many instances a very warm-hearted situation has existed between the student and the family in whose home he has lived.

Student Government and Activities. The student government is divided into three parts: the executive, legislative, and judicial.

The executive cabinet is composed of the president, vice-president, secretary, and treasurer of the student body along with the various committee chairmen appointed by the president. The main function of the body is to formulate general school policy and carry out the proposals of the legislative branch.

The legislature consists of twenty members selected as follows: (1) five members from the senior class; (2) four members of the junior class, one of whom shall be the president of the class; (3) four members of the sophomore class, including the president; (4) two members elected at large from the School of Law; (5) one representative from the woman's government; (6) the vice-president of the student body; and (7) two representatives from the freshman class, including the president. The legislature has full responsibility for making all laws relative to student body activities

and has full authority to do what it will about campus affairs.

The Student Council consists of thirteen members as follows: (1) the secretary and the treasurer of the student body; (2) five members from the senior class, including the president; (3) three members of the junior class; (4) two members of the sophomore class; and (5) the president of the woman's government. The council meets monthly and has as its main functions the operation of the honor system and the conducting of student government elections. The faculty and administration evidently feel the greatest freedom in suggesting matters to the student government officials, and instances of faculty action on student government decisions or actions are rare. The faculty does not have sponsors or representatives for these three units.

There are eighteen honorary and professional organizations, including a chapter of Phi Beta Kappa, in existence on the campus representing fourteen different fields of interests and honors. There are two literary societies, whose purpose is the intellectual improvement of its members. There are nine Greek-letter social fraternities, whose work is greatly facilitated by the Inter-Fraternity Council and the faculty committee on fraternities.

There would seem to be good organization and wide student participation in the following fields:

Debating
Dramatics
Religion
Radio
Publications
Music
Intramural sports
Intercollegiate sports

Financial Aid and Part-Time Employment. Wake Forest College has twelve loan funds totaling \$121,347.75. The college helped approximately 485 different students during the 1953-54 fiscal year with scholarships totaling \$77,166.33. Scholarship concessions are extended to ministerial students, children of ministers, wives of students, and rehabilitation students.

The college also helps a number of students by providing helpers to teachers and assistants to various staff members. During the fiscal year 1953-54, approximately one hundred twenty students were helped in this way for a total of approximately \$10,218.23.

Housing and Campus Facilities. There are three housing units for men. Hunter Hall was erected in 1914 and accommodates seventy-five men. South Hall has been used by the college since 1948 and accommodates forty men. Simmons Hall was erected in 1936 and houses one hundred men. It is fire-proof and is built in sections. Only about one third of the men are housed on the campus, and the remaining men find accommodations in off-campus housing. The dormitories for

men have no proctors, nor is there a Dean of Men. The men are expected to govern themselves and maintain conduct becoming to Christian gentlemen and to respect the rights of others at all times. When the residents conduct themselves otherwise, the Dean of the College requires them to vacate their room, and disciplinary action is taken if advisable.

Jabez A. Bostwick Hall was erected in 1924 and houses one hundred young women. There are two girls living in each room. There are single beds, and each girl has a closet and a study table. There is a lavatory in each room and baths on each hall. There is a house office, a small lobby, two parlors, and a utility room. The Dean of Women and a house mother reside in this building.

The Lois Johnson Dormitory was erected in 1946 and houses one hundred fifty women students. Each girl has a single bed, an individual closet, and a study table. There is a large lobby and two small parlors. There are no lavatories in the individual rooms, but the baths are large. There are three utility rooms. There is a switchboard and a very fine communication system. There are no kitchen facilities. There is maid service for the building in general and partial service for the individual rooms.

The Executive Board of the Woman's Government Association has as its main duty the making and enforcing of any and all regulations, subject to the approval of the Dean of

Women, regarding the conduct of women students. This board has twelve members and there is one representative selected from the town girls.

There is a campus book store and coke shop, a gymnasium, a golf course, eleven tennis courts, handball courts, an athletic field, and nearby community house and swimming pool.

Food Services. The cafeteria is located across the street from the main campus and is under private management, although the college owns the building and equipment. There are two cafeteria lines, and more than three hundred can be served at one time. Many college banquets and community functions are held here each year. The students are not required to eat here, and a majority of the students eat all or part of their meals in off-campus restaurants or homes.

Health Facilities and Regulations. The hospital was completed in 1906 and contains now seventeen beds with wards and semi-private rooms for both young men and women. There are two examination rooms, an x-ray, and private quarters for nurses. There are three registered nurses living in the building. A local physician observes office hours here from two until five each afternoon.

Each student has a physical examination before he reports to the college, and the report is filed here. When a student is admitted to the hospital, full records are kept.

A hospital charge of three dollars a day is made all patients, and this covers normal drugs, nursing, and meals. A general fee is charged each student at the beginning of the year for the general operation of the hospital and for health services. There are facilities for the giving of many treatments here, but serious emergencies and surgical cases are carried to Raleigh.

The Library. There are 270 career monographs and many recent volumes of an occupational nature which provide up-to-date information on the various professions and careers. There are also available some very good books on how to study, marriage, the family, and such other fields of general interest.

Religious Activities. The Wake Forest Baptist Church is located on the college campus, and a great number of the college organizations use the facilities. The pastor of the church is a graduate of the college and also serves as the college chaplain. It is the general opinion that the pastor and church have a profound influence upon the campus life. The Baptist Student Union directs student religious activities on the campus and has a full-time director.

Placement Services. The college operates a Placement Department, which is under the direction of Professor

J. L. Memory, Jr. Each senior is asked to fill out a general information sheet on which he is asked to furnish data as to family and personal background, physical condition, educational qualifications, hobbies and activities, work experience, and future plans. Two professors are asked to fill out confidential rating scales for all students. Those interested in becoming teachers are asked to fill out special sheets and are given the Iowa High School Content Examination. While the major work of the department is with teachers, its services are not limited to this field. Many different interests come to the college each year seeking the services of the graduates of the college.

In-Service Training. Looking to the removal of the college to Winston-Salem, a special study is being made of the academic and organizational functions of the college. The study is divided among committees.

CHAPTER V

THE GUIDANCE AND PERSONNEL PROGRAM AT CAMPBELL COLLEGE

Campbell Junior College is a co-educational institution, with a student body of approximately five hundred students. It offers two years of college and two of high school, with the college students outnumbering the high school students about five to one. Terminal work is offered in the fields of business, religion, and at times music and home economics, with eighty per cent of all terminal work being done in the field of business. A majority of the graduates of the college continue their studies in senior college.

The first efforts at a guidance program came during the late twenties or early thirties when Professor Leslie Campbell was Dean. In 1951 Mrs. Gene Floyd was employed as Director of Guidance, and a complete guidance program was set up. During the 1952-53 session Dean Burkot acted as director of the program, and in 1953 Jack Howard came to serve in this capacity. Professor Howard has the master's degree in education from East Carolina College. The testing program had its beginning in 1941, when the A. C. E. Psychological and Cooperative English Tests were given for the first time. From 1948 through 1951 the college participated in the National Sophomore Testing Program.

No formal statement of aims or principles has been

drafted, but a statement as to the nature and extent of the program appears on page 65 of the college catalogue.

Organization and Administration. The line organization of the college would be pictured as follows:

Trustees

President

Executive Council

Director of Public
Relations

Dean

Business Manager

Librarian
Dept. Chairman
Instructors

Registrar
Guidance
Director
Counselors

Bursar
Buildings
Grounds
Dining Hall
Book room
Farm
Memography
Laundry

Dean of Men
Director of
Religious
Activities

Dean of Women
Chaplain
Director of
Health
Services

The duties of the various officers of administration and faculty have been defined in detail. Matters of policy originate on the greatest part in the executive committee composed of the President, the Dean, the Business Manager, and the Director of Public Relations; this group might be classed as a steering committee. At times matters of policy originate with the faculty as a group or with faculty committees. Dean Burkot serves both as Academic Dean and Dean of Students.

There is a guidance committee headed by the Director of Guidance and composed of eight members. The Dean of the college is a member of this committee, and his presence on the committee helps coordinate the work of the committee with other activities of the school. The Deans of Men and Women, the college physician, the dietitian, and the head of the business department are further members of the committee. The Director of Guidance has both the bachelor's and master's degree in the field of education, and in addition to his duties as Director of Guidance teaches from six to ten hours in the field of psychology. As a clerical assistant, he has the services of a student for approximately two hours each day. The guidance director does not normally participate in the discipline functions of the school.

The office of the guidance director is separated from the other administrative offices and is easily accessible to the students. The room is spacious in size, but not generally attractive. The addition of some tables and chairs would enable the director to give tests in his office. The size of the room would warrant the establishment of several small conference rooms which could be accomplished by the erection of some partitions. The filing space is adequate, and there are some shelves for storage space.

The budget appropriation allows \$175. for student help, postage, tests, and supplies, and the salary of the director is \$3600.

Orientation Week. The orientation week in 1954 began on Tuesday afternoon at one o'clock, with a meeting of all the students of the college in the college auditorium. At this time the sophomores were divided into two and the freshmen into four groups, and these groups were maintained during the orientation period. At this first meeting a diagram of the administration and Kivett building and a complete schedule of the orientation week were presented to each student. On Tuesday and Wednesday the various tests were given and curriculum and campus life orientation programs were carried out. Sophomore registration began on Wednesday afternoon and freshman registration on Thursday, and classes were started on Friday. The formal opening exercises were held at the ten o'clock hour on Friday.

One period of the week is given to curriculum orientation at which time matters of an academic nature are discussed, such as the various courses of study, terminal work, and graduation and attendance requirements. Special orientation lectures were also given, at which time the President of the school talked about the history and philosophy of the school, the chaplain and pastor on the importance of spiritual development, and Professor Tripp on good study habits. Another period was devoted to campus life orientation, at which time student personnel services such as mail, telephone, laundry, banking, etc., were explained. The general dormitory and campus regulations were also explained.

All college students are given the Cooperative English Tests, and these are graded immediately in order that the results might be had for registration. In addition to the English tests, all freshmen are given the A. C. E. Psychological and the Otis Quick Scoring Mental Abilities Tests. The high school students are also given the five G. E. D. tests and Otis test. No further tests are given the entire student body. There is no formal orientation course, but many subjects pertinent to college life are discussed at the daily chapel periods throughout the year.

The Counseling and Testing Program. At the beginning of the school year the entire student body is divided into groups and assigned to individual faculty members, who serve as advisors throughout the year. The advisors are expected to have initial interviews with the students and to counsel with them through the year. This guidance and counseling is largely academic in nature. All college students are given the A. C. E. Psychological and the Otis Mental Abilities Tests, but no other tests are given the entire student body. The guidance director records on one sheet the test scores given during orientation week and at the end of the year the sheets are transferred to the students' folders in the Dean's office. The guidance director only deals with those students that come individually to the department. As the students come to the guidance director, he counsels with them and gives such

tests as the cases might warrant. About sixty per cent of those coming to the guidance director come for occupational purposes. Each individual student coming to the guidance director for counseling is given a sentence completion test and is asked to fill out personal data blanks, the results of which are filed in a folder for the individual. There is also recorded here all special honors the individual might have received, but no attempt is made to list the organizations to which he has belonged. The guidance director also interviews all students failing two or more courses and endeavors to confer with the teacher prior to the conference as to possible causes of the failure. The following tests were given most frequently:

- The Kuder Interest
- The Bell Adjustment
- The Minnesota Multiphasic
- The Differential Aptitude

The results of these tests are kept on file in the guidance department.

The following information is on file in the Registrar's office for each individual student:

- The high school transcript
- A picture
- The results from the tests given during freshman week
- A temporary record card
- A permanent record card
- An absence record
- A dormitory report

There is no special personal data sheet for the listing of such items as extra-curricular activities, participation in student

organizations, special talents or work experience.

The Student Government and Activities. The aims and purposes of the student government have been defined and are stated in the student handbook. The Student Council is composed of thirteen members, and the basis of selection is as follows: four each from the freshman and sophomore classes, one each from the high school and day student groups, and the presidents of the Student Council and the men's and women's house councils. At least two members of the faculty advisory committee must be present at each meeting of the council. The faculty advisory committee acts in an advisory and consultant fashion and has no voting power. At times the council is asked to reconsider or to think further in regard to a matter. All nominations for membership on the Student Council must be approved by the faculty student government committee.

There is a men's house council composed of nine members selected by a nominating committee composed of three students and the Dean of Men. The purpose of this group is to represent and promote the welfare of the male boarding students. Meetings are held every two weeks, and the records and minutes are kept in permanent form. The women's house council meets weekly and is composed of eight members from Treat, nine from the New Dormitory, and two from Day Dormitory. The house council exercises authority in minor discipline matters and can

give up to fifteen demerits. The Student Council passes on all demerits given by the house councils and handles cases of a more serious nature.

The student organizations in existence at Campbell are as follows:

- Student Council
- Men's House Council
- Women's House Council
- Epsilon Pi Eta
- Baptist Student Union
- Pine Burr
- Creek Pebbles
- International Relations Club
- Delta Psi Omega
- Eta Pi Home Economics Club
- Ministerial Conference
- Future Teachers of America
- Phi Rho Pi
- Campbell Citizenship Club
- Business Club
- C Club

Financial Aid and Part-Time Employment. The college has approximately fifteen loan funds totaling in excess of two thousand dollars. The college gives financial assistance to ministerial students, volunteers for Christian service, ministers' wives and children, faculty children, and high school valedictorians. During the 1954-55 school year, approximately eighty-seven students were given scholarships amounting to \$9,120. The college also uses a number of students in part-time campus employment. During the 1954-55 session one hundred and twenty-nine students were given campus work jobs for a total of approximately \$18,500. The student files an

application for work, and his application is acted upon by a faculty committee. The students are paid from forty to sixty cents per hour and are supervised by the heads of the departments. The maximum amount any one student can earn is three hundred dollars.

Housing Facilities. There are three resident halls for women, which, while they are apart from the rest of the campus, are yet within a convenient distance of the main campus buildings.

The new girls' dormitory was finished in 1954, has housing facilities for seventy-two young women, and is completely fireproof. The parlor facilities are spacious and quite attractive, and there is a kitchen for the use of the residents. There is a water cooler on each floor as well as a laundry room. A telephone and coca cola and nab dispensers are located in the building. Each bedroom has two closets, twin beds, and study space for each girl. There are connecting baths between the bedrooms.

Treat Dormitory was erected in 1913 and has accommodations for sixty young women. It is not a fireproof building and would constitute a rather poor fire risk. There is located within the building a telephone, a coca cola dispenser, and there are also water coolers and attractive parlors. There is a recreation room in the basement which both the girls and boys are allowed to use. There is a television

set in the lobby.

The Day Dormitory was erected in 1937, is fireproof, and will accommodate thirty girls. The building in general is comfortable and attractive and has the same general facilities as the other buildings.

Supervisors live in each building, and private quarters are provided in each dormitory. There are no student proctors nor hostesses.

There are four dormitories for men that house approximately two hundred men. Layton Dormitory was erected in 1923 and an annex was added in 1928. This building is not fireproof and does not have lobby or recreational facilities within the building. There are toilet and lavatory facilities on each floor and one shower room for the building. In the annex there is a room used for a lobby, and there is running water in each room.

Britt Dormitory was erected in 1948 and has twenty-seven bedrooms. It is a fireproof building and has two baths on each floor. There are two closets, single beds, and double place study tables in each room. While there is no lounge, there is a central hall in which there has been placed a television set.

Pearson Hall was erected in 1915 and, while it has been closed as a dormitory for seven years, is used only as an emergency measure. It houses twenty-one men, is not fireproof,

and offers poor facilities. The residents evidently recognize the situation and have apparently developed a wholesome hall spirit.

The buildings are under the general supervision of the Dean of Men, who is assisted by proctors and the house council. There is a telephone and a coca cola and nab dispenser in each building. There is a trailer park with bath facilities for the use of married students.

Food Services. The B. F. Marshbanks Dining Hall will accommodate approximately four hundred people at one time, and the service is family style. Regular inspection is made by the State Health Department, and all employees are given regular health examinations. These facilities are used by a number of different groups each year.

Health Facilities and Regulations. The building used for an infirmary is a frame building and serves both boys and girls. The apartment for the nurse and the examination room are in the center of the building. There is a five-bed ward and a two-bed ward for boys, and like facilities for girls. There are fourteen beds, and the total number of beds seems to be quite adequate. While there is an examination table, there are no further examination facilities. The nurse is a registered nurse and dispenses normal medicines and treats as the doctor directs. The doctor's office is

adjacent to the campus, and the students go to his office as they need to do so. Regular physical examinations are required of all students before coming to the school, and the college has blanks upon which the physician makes his report. The nurse keeps a record through the year of all treatments and services rendered each individual student. The physical education program has been greatly helped with the recent addition to the campus facilities of a new gymnasium, which has modern facilities for both men and women. This has made possible the use of an older building as a skating rink.

The Library. The books pertaining to the general field of love, courtship, and marriage seem to have wide circulation, and it would seem wise to increase the holdings in this field yearly. There were approximately twenty-five occupational monographs, and it would be of benefit to bring these up to date and to perhaps add some others pertaining to more recently developed fields of work.

Religious Activities. The community Baptist church has a fine location in that it is in view of almost all of the campus and is yet across the street. The pastor is a seminary graduate. By the statement of the pastor, many students and oftentimes faculty members come to him for counseling when they would not feel free to seek it on the campus. The Baptist Student Union is fully organized and plays a

leading role in the campus religious life. The college Sunday school classes meet on the campus because of inadequate space in the church building.

Placement Services. Since most of the students continue their education by attending senior college, there is very little placement work to be done. The commercial department takes the lead in the placement of the terminal graduates in their department.

In-Service Training. Very little has been done by way of guidance through workshops or special courses. While no surveys have been made of drop-outs, special attention is given to failures. The daily chapel services are used for the discussion of various topics throughout the year.

CHAPTER VI

THE GUIDANCE AND PERSONNEL PROGRAM OF CHOWAN JUNIOR COLLEGE

Chowan College is co-educational and has approximately 225 students. It was founded October 11, 1848, and has operated continuously except for a period during World War II. It receives support from and is controlled by the Baptist State Convention. The college offers regular liberal arts courses and has terminal work in the following fields: agriculture, business, medical technology, and graphic arts.

Organization and Administration. The line organization at Chowan would be pictured as follows:

Trustees

President

<u>Dean</u>	<u>Bursar</u>	<u>Associate to President</u>	<u>Vice-President</u>	<u>Dean of Men</u> <u>Dean of Women</u>
	Registration Guidance Dean of Men Dean of Women			Public Relations

There are fourteen faculty committees which play an active role in the life of the school. While many matters of policy originate and are dealt with here, it would be judged that the administration plays the leading role in policy making.

The curriculum committee has guidance and the guidance program as its direct responsibility. This committee is composed of five members, including the Dean of the college, the Dean of Women, and the head of the business department. This committee considers and determines matters concerning testing, orientation, counseling, etc.

The Academic Dean has a master's degree in education with a minor in guidance. He has had courses in the administration of guidance, testing, interviewing, and statistical training. He heads the counseling program and has specific charge of academic counseling. The Deans of Men and Women lead in personal counseling and social guidance. The Dean of Women has the B. A. degree and has done graduate work in religious education. The Dean of Men has the B. A., B. D., and Th. M. degrees.

The office of the Academic Dean is large enough from the standpoint of size and seems to have adequate office equipment. There is, however, no private office in which private interviews or consultations can be held. There is secretarial help for the Dean. The Deans of Men and Women live in the dormitories and have quarters easily accessible to the students.

Orientation Week. The orientation week is under the general direction of the Academic Dean. The students are scheduled to arrive on Thursday, and the first general session

is on Thursday afternoon. At the first meeting each member of the faculty and student body is introduced, the plans for the entire orientation period are reviewed, and tours are made of the campus. One session is devoted to vocational guidance, at which time the heritage of the school and the opportunities offered are reviewed and the opportunities and training needed in the various fields set forth. At another session the Deans of Men and Women review the rules and regulations, and the handbook is discussed with the students. The Dean reviews all academic regulations such as those pertaining to absences, changing of courses, and grades at another session. At one session the representatives of the various organizations are introduced, and the nature and purpose of their organizations are stated. Two days are devoted to the testing program and two days to registration. Social activities are planned for three nights and two afternoons during the orientation period.

The chapel hour for the first six Tuesdays is also devoted to guidance activities, and such matters as dating and social adjustments and study habits and methods are discussed.

The Counseling and Testing Program. Each week the Dean of Women has a meeting with the women students which is called "Date with the Dean." At this meeting various matters pertaining to young women are discussed and specific problems

handled. The Dean of Men also holds frequent house meetings. The Deans are encouraged to refer any special personality difficulties with which they need help to the Academic Dean for counseling.

All students are given the following tests during orientation week:

The American Council on Education Psychological
The Cooperative English
The Cooperative Mathematics
Science
Social Studies

In instances where it might seem advisable, the California Tests for occupations and various social adjustment tests are given as an aid to counseling. The Dean gave either the Detroit or Bell Adjustment Test to every student coming for special counseling and to all students placed on probation. The Kuder Interest Test was given to every graduating senior and in special instances to freshmen.

Since the Dean serves as Registrar and Guidance Director, there is filed in a single office all information of an academic and personal nature. Grades, class attendance records, descriptive actions, and test results are all found here. There is one record sheet on which is entered the results of all the tests. There are rating scales on hand also, filled out by the teachers and listing special interests or abilities and any significant limitations.

Student Government and Activities. The student government at Chowan College is composed of three divisions: the Men's Judiciary, the Women's Judiciary, and the Student Council. The Men's Judiciary has as its purpose that of representing and promoting the interests of all male students. It has a membership of fourteen members, including representatives from the boys' dormitory, the houses, and the day students. The members of this body are selected from two student tickets selected by a committee composed of the president of the Judiciary, the president and sophomore representatives of the Student Council, and the Dean of Men. The Dean of Men or someone designated by him must attend all meetings, and records and minutes of all meetings are kept in permanent form in the office of the Dean of Men.

The Women's Judiciary has the same organizational set-up as that of the Men's Judiciary and has the following objectives: (1) to aid in better living conditions for the boarding women; (2) to aid in developing the women as leaders and followers; and (3) to aid in the improvement of the college as a whole.

The Student Council is composed of thirteen members, who are distributed as follows: the four officers, the president and two representatives of the freshman class, the president and one representative of the sophomore class, the president of the Men's and Women's Judiciary, and one representative

from the day student group.

There is a faculty advisory committee, composed of the President of the college, the Dean, and the Deans of Men and Women; this committee handles cases of moral conduct and instances of drinking, gambling, or cheating.

The following organizations or activities play an active role in campus life:

- Two Literary Societies
- The Baptist Student Union
- The Y. W. A.
- The Ministerial Association
- The Spanish Club
- The French Club
- The Monogram Club
- The Woman's Athletic Association
- The Publications

Financial Aid and Part-Time Employment. The college has a student loan fund of one thousand dollars, and there are a number of individuals who make personal loans to students. The college offers a number of scholarships, and this year thirty-nine individual students were granted such help for a total amount of \$2,374.26. Students studying to be ministers and missionaries are given special considerations and are among those receiving scholarship help.

Thirty-six students were given employment about the school and were paid for their work \$3,049.98. The students are paid forty to fifty cents an hour, and a monthly report as to the hours worked is made by the teacher or staff member for whom the student works.

Housing and Campus Facilities. The third floor of the administration building serves as the girls' dormitory, and sixty-seven young women are housed here. Most of the rooms are occupied by two girls, and there is new matched furniture in pastel colors, with single beds and individual study tables. There are hall baths, two utility rooms, and an available diet kitchen. There are two parlors, one of which has a television set, and a recreation room, in which there is a ping pong table available to the girls. The building has fire escapes and a sprinkler system, and there are regular fire drills. The dormitory is under the supervision of the Dean of Women, a house mother, and the house judiciary.

The boys' dormitory was erected in 1954 and houses one hundred men. The rooms are equipped with double decker beds, double study tables, and while there are no closets, there are provisions for the clothes of the men. There are hall baths, a game room and parlor, and a private apartment for the Dean of Men. The building is completely fireproof and has concrete floors throughout. There are four cottages of four rooms each in which men are housed. The men are under the supervision of the Dean of Men and the house judiciary.

There is a gymnasium that was erected in 1954; a swimming pool, athletic field, tennis courts, a student store and a post office are also in existence.

Food Services. The college cafeteria is located on

the first floor of the East building. It has one serving line and table space sufficient for the accommodation of one hundred twenty-five students at one time. The tables, chairs, and cafeteria unit are new, and plans are underway to re-decorate the dining room itself. The dietitian has had wide experience in school and restaurant work, but does not have special college training in this field. Regular health examinations are had by all employees.

Health Facilities. The girls' infirmary, located on the second floor of the main college building has six beds and is attractively and adequately furnished. The boys' infirmary, located in the basement of the administration building, has four beds.

Each student pays a health fee of one dollar for the school year, and this provides for normal infirmary services. Normal household drugs are kept in the infirmary and are dispensed with no further charge. This basic health fee does not cover the services of the physician nor the administration of major drugs.

A trained nurse observes office hours in the morning and afternoon and is on emergency call at all times. Local physicians are consulted in cases of sickness which need the attention of a physician. The nearest hospital facilities are eighteen miles away.

The Library. The college is making an effort now to meet the requirements of the Southern Association of Colleges and Secondary Schools, and some books on guidance will be purchased during this effort. There are very few books in the library now pertaining to guidance or that set forth occupational information.

Religious Activities. The students of the college attend the services of the churches of Murfreesboro, and the Murfreesboro Baptist Church has a supper for the college students each Sunday night before the training union hour. The Baptist Student Union takes the lead in the campus religious life and acts as a connecting link between the community churches and the college. Chapel services add greatly to the worship experience of the students.

Placement Services. Those that take terminal work are usually placed in advance of the completion of their work. The heads of the various departments lead in this work. Over fifty per cent of the students continue their education in senior colleges and are not interested in securing immediate employment.

In-Service Training. Chapel speakers and special faculty studies bring some very helpful information to the students and faculty about academic, social, personal, and vocational guidance. Very little has been done by way of workshops, faculty survey courses, and other in-service training.

CHAPTER VII

THE GUIDANCE AND PERSONNEL PROGRAM AT GARDNER-WEBB JUNIOR COLLEGE

Gardner-Webb Junior College has approximately four hundred students and is co-educational in nature. It is primarily a liberal arts college and offers the first two years of regular college work; it also offers terminal work in the commercial field. About forty per cent of its students are day students.

The first efforts toward the formation of a guidance program came in 1946 with the coming of Dr. Robert Dyer to the faculty. Under his direction this work has come to have departmental status and to play a vital role in the campus life.

Statement of Principles. The aims of the guidance program are stated by the director for the benefit of the students at the beginning of each school year and are reviewed for the faculty. No formal written statement of these aims and principles has been made, and none has been submitted for formal adoption by the faculty.

Organization and Administration. The line organization of the college might be pictured as follows:

CHAPTER VI

THE GUIDANCE AND PERSONNEL PROGRAM OF CHOWAN JUNIOR COLLEGE

Chowan College is co-educational and has approximately 225 students. It was founded October 11, 1848, and has operated continuously except for a period during World War II. It receives support from and is controlled by the Baptist State Convention. The college offers regular liberal arts courses and has terminal work in the following fields: agriculture, business, medical technology, and graphic arts.

Organization and Administration. The line organization at Chowan would be pictured as follows:

Trustees

President

<u>Dean</u>	<u>Bursar</u>	<u>Associate to President</u>	<u>Vice-President</u>	<u>Dean of Men</u> <u>Dean of Women</u>
Registration Guidance Dean of Men Dean of Women			Public Relations	

There are fourteen faculty committees which play an active role in the life of the school. While many matters of policy originate and are dealt with here, it would be judged that the administration plays the leading role in policy making.

a major in English, special business training, and has had experience in several lines of work. Two students serve the department on a part-time basis. Approximately eight of the faculty members have had courses in guidance. The separation of the Guidance Director from general administrative and discipline functions is recognized as good administrative procedure and is to be commended.

The offices of the department have a very fine location in that they are in the Student Union Building and are separated completely from the administrative and classroom buildings. The large reception room has three double place tables, which can be used for the giving of tests or for the holding of counseling interviews; it also has an office desk, a magazine rack, and a book and pamphlet table. The private office of the director is spacious, and the filing and storage space adequate for the present needs. More office space could be used and will be necessary in the future. The quarters are generally attractive and pleasant.

The budget appropriation allows \$450. for tests and supplies for the department and approximately \$3,000 for salaries. This amount was judged adequate for tests and supplies, but more assistance of a technical nature would be greatly desired.

Orientation Week. At the first group meeting of orientation week the students are divided into groups according to

a prearranged schedule. Each group has a faculty member as an advisor and maintains the same membership throughout the year. The orientation activities begin on Monday and continue through Thursday, with a convocation being held at the beginning of each day at which time the day's activities are set forth and explained. Registration is held on Friday. A system of rotation brings all the students by groups to each of the week's activities.

One of the first efforts of the week is campus orientation, at which time the students become familiar with the buildings and the history and ideals of the college. Student government is discussed, as well as dormitory rules and regulations. At another time the students are given preliminary library instructions, which includes a tour of the library and instructions as to the use of the card catalogue and the checking out of books. During the week a physical examination is given each student by the college physician. One period is devoted to a discussion of good study habits, and at that time selected materials on how to study are presented to each student. The only tests given the entire student body during the orientation week are the tests comprising the National Freshman Testing Program.

There is no formal orientation course, but many subjects pertaining to college life are discussed informally at chapel exercises throughout the year.

The Counseling and Testing Program. The guidance activities are divided into four fields: academic, social, vocational, and counseling.

Academic guidance is carried on throughout the year and is the responsibility of the faculty. At the beginning of the school year the Academic Dean, the Registrar, and the Guidance Director divide the incoming students into groups averaging about fifteen in number. These assignments are made on the basis of interest fields and personal compatibility. During the year the teachers consult with the students in regard to their academic work, and at the end of each grading period interviews are held with all students making deficiencies in their studies.

There is no definite program of social guidance, and such a program was considered by the Guidance Director to be one of the greatest needs of the school. There is an activity calendar, and approval is expected to be secured for all social functions before they are held. The high percentage of students going home on weekends makes it difficult to plan weekend activities.

Vocational guidance is carried on by the guidance department. In this phase of guidance there is close cooperation with the teachers of the various subject fields and especially with those of the commercial department.

Counseling is the major activity of the guidance

department, and most of the counseling of a formal and therapeutic nature carried out at the school is by the director.

No testing or guidance other than that of orientation week is normally given the students unless they come voluntarily to the guidance department. As the student comes for guidance, the normal procedure is for him to be interviewed by the director, who recommends a series of tests in line with the felt need of the individual. The assistant then arranges a schedule for the student and gives him the recommended tests. When these have been given, the profile and score sheets are placed in a folder, and the director conducts further interviews with the student. Examination of some of the folders would indicate that the Kuder Interest Test, the Minnesota Multiphasic Inventory, and the Otis Quick Scoring Mental Abilities Test are given quite frequently. A wide variety of tests seems to be available for use in the department. No cumulative record is kept in any of the offices of the campus activities and accomplishments of the students. Approximately fifty per cent of the students avail themselves of these facilities, as well as many of the teachers.

The Student Government and Activities. The government is faculty-student in nature, with very definite controls being held by the faculty. Student elections are held at the beginning of the second semester. Nominations for two tickets

are made by a committee composed of the presidents of nineteen organizations and are approved by the faculty committee on student activities.

The legislative body is composed of the president, the vice-president, and the secretary-treasurer of the government association, the house presidents, and the presidents of the freshman and sophomore classes. The executive committee of the faculty must approve all legislation. The house councils, composed of the house proctors and presided over by the house president, are responsible for order in the particular houses and administer penalties for the infractions of house regulations. All cases of discipline not delegated to other authorities and involving probation, suspension, or expulsion are handled by the judicial body. The executive committee of the faculty must approve all decisions of the judicial body, all legislation, and nominations to student offices.

The various officers of administration considered the number of campus clubs to be sufficient and to be generally effective in operation. The clubs to be found at Gardner-Webb are as follows:

- The Marshall Club
- Y. W. A.
- B. S. U.
- Ministerial Association
- Glee Club
- The College Choir
- Sigma Pi Alpha
- Woman's Athletic Association
- Monogram Club

Mental Hygiene Society
Radio Club
Future Teachers
Art Club
Science Club
Delta Psi Omega

Financial Aid and Part-Time Employment. The college has approximately twenty-five loan funds, totaling approximately \$18,500 for the use of the students. Last year the college awarded seventy-one scholarships for a total of \$4,200. Licensed ministerial and missionary students are granted fifty dollar scholarships, high school valedictorians scholarships of \$56. each, and salutatorians scholarships of \$28. each.

The college also makes available a number of work scholarships, and this year seventy-one students were helped in this way for a total of approximately \$13,000. These work jobs are allotted by the faculty scholarship committee. The workers are paid forty cents per hour, and each department head turns in to the bursar a report listing the number of hours each student has worked. The maximum amount any student can earn in one year is two hundred dollars. The students are expected to maintain a C average to keep these work jobs.

Housing Facilities. The Huggins-Curtis Memorial Building was erected in 1908 and at the present time houses six teachers and twelve young women. This building is also used

in several other ways. It is a very poor fire risk and will be discontinued at the earliest possible date.

The dormitory for women was constructed in 1946, and wings were added in 1948. It houses ninety-four young women and is fireproof throughout. The central reception room is quite attractively furnished and would accommodate approximately twenty-two couples. There are two smaller parlors. The bedrooms are equipped with twin beds and individual study tables. This building is supervised by a Dean of Women, who has faculty status, and an assistant to the Dean, who divides her time between the dormitory and the student store. The Dean is a college graduate and has done some graduate work. There are four student proctors who help in the supervision of the building.

The James Webb Gardner Building, known as Decker Hall, houses one hundred thirty young men. The rooms have twin beds, double place study tables, and two closets. The building has five central and four private baths and is completely fireproof. The parlor facilities are inadequate, and there are no recreational facilities within the building. The dormitory is under the immediate supervision of a house mother and four proctors, who live within the building. The men are under the general supervision of the Dean of Men, who lives off the campus.

There are no special groupings within the dormitories,

and no single students are permitted to live off-campus. The college owns twelve apartments, which are occupied by married students and veterans.

Food Services. The college cafeteria is located on the first floor of the O. Max Gardner Memorial Student Center and can accommodate three hundred people at one time. The room and equipment are most attractive. The unit is inspected regularly by the State Health Department and has a grade A rating. Regular health examinations are had by all employees. The community Lions, Executive, Progressive, and Woman's Clubs meet here regularly. An average of two community banquets and meals are served here each week.

Health Facilities and Regulations. The college is most fortunate in having the S. S. Royster Memorial Clinic and Health Center. This building has eighteen beds and six private examination rooms, and is used by both the college and the community. Two doctors have offices in the infirmary, and one graduate nurse is in attendance at all times. There are also practical nurses, a receptionist, and assistants to the doctors. There is an x-ray, a delivery room, and an operating room, where minor operations are performed. Each student pays a health fee of ten dollars, which provides for the physical examination given at the opening of school, influenza shots, normal services of the doctor, and normal

infirmary care. There is a dispensary which handles commonly used drugs and a town drug store nearby. Cases which require special attention are referred to Shelby, Charlotte, and Winston-Salem.

The Library. Inspection revealed that there were virtually no books pertaining to guidance in the library. It was stated that these were in the guidance department and were circulated from that point. It would be assumed that more material of an occupational nature would be useful.

Religious Activities. The church building is commodious and attractive and is located adjacent to the campus. The college students attend Sunday school and training union at the church, together with the members of the community. The Baptist Student Union takes the lead in the campus religious life, and sponsors morning watch and vespers, which are held daily.

Placement Services. Most of the students transfer to senior colleges, and very few enter directly into employment. The departments lead in the placement of students in their various fields, and the college as a whole does very little along these lines.

In-Service Training. From time to time speakers are brought to the campus for single or a series of services to

speaking on guidance. Very little has been done by way of guidance workshops or courses. Special attention is given to failures, but no surveys have been made of drop-outs.

CHAPTER VIII

THE GUIDANCE AND PERSONNEL PROGRAM AT MARS HILL COLLEGE

Mars Hill College has approximately nine hundred students, is co-educational, and offers two years of college work. It is primarily a liberal arts college, and the only terminal work offered is in the field of business.

The guidance program was given a decided impetus in the early 1940's when Professor Spencer King came to the college, and when, under his influence, the present advisory system was begun. In 1946 Professor Daughtry came to the college as Personnel Director and served in this capacity until 1950. Since 1950 the Academic Dean has supervised these services.

Organization and Administration. The line organization at Mars Hill College would be pictured as follows:

Trustees

President

Vice-President

<u>Dean</u>	<u>Librarian</u>	<u>Registrar</u>	<u>Dean of Men</u>	<u>Dean of Women</u>	<u>Bursar</u>
Librarian	Dean of Men	Dean of Women	Publicity	Publications	Alumni
					Health
					Bldgs & Grnds
					Maintenance
					Cafeteria
					Student Center

There are fourteen faculty committees, and three of these, the administrative, the executive, and the promotional, relate themselves to executive functions primarily. In general matters of policy originate in committees and are passed on then to the administrative council or to the President. Policies often originate, however, directly in the administrative council. There is no Personnel Director, nor is there a specific guidance or personnel committee, but the following committees carry out the function such a committee would normally perform:

- Religious Life and Training
- Public and Social Functions
- Health and Athletics
- Forensics
- Publications
- Young Ministers
- Classes, Clubs and Societies
- Radio and Television

Since the college does not have a Personnel Director, several individuals carry out the functions normally performed by such a director. The Academic Dean supervises counseling of an academic nature and is assisted by a carefully selected group of faculty members. The general office of the Dean is attractive, adequately equipped and furnished, and is large enough for the holding of group and committee meetings. Some occupational information is available in the Dean's office in the form of booklets, such as Careers in Teaching and Can I Be an Engineer. The private office of the Dean affords the necessary privacy for personal consultations and conferences.

The Deans of Men and Women and the house mother in each dormitory counsel extensively with the students in regard to personal matters. The heads of the departments have the gathering of occupational information and occupational counseling as specific responsibilities. Many teachers other than the regularly assigned advisors are called into counseling situations because the closeness of the student and faculty relationships leads the students to them.

Orientation Week. Before the student arrives he is sent a copy of the college handbook and is furnished the following information: his room assignment, what to bring, his post office box number, and the name of his faculty advisor. The Baptist Student Union also writes a personal letter to each student and sends him a copy of the student handbook. The orientation program starts on Monday and continues through Sunday, and each student is given at the first session a mimeographed schedule of events. As the student applies for admission, he checks one course out of nineteen possible courses of study as being the one he wishes to pursue while at Mars Hill College. One of the first activities of the orientation program is a consultation with the previously named advisor for this course of study. The first interview affords the advisor with both an opportunity to become personally acquainted with the advisee and the opportunity to map out his course of study. Normally the students

are with the same advisors during their two years at Mars Hill. The advisors are furnished grades and other data by the Registrar's office for the sophomores and old students.

One of the first activities of the orientation week is a group meeting of all the students who have campus work jobs. At this time they are told what is expected of them and the school procedures and policies in regard to work jobs are explained. One session of orientation week is devoted to occupational guidance, and such subjects as opportunities in dramatics, home economics, music, journalism, and business are discussed. Another session is devoted to personal adjustments on the college level, and the scholastic, social, religious, and moral adjustments of the students are discussed.

The only test given is the English Placement, and it is given to all freshmen during the orientation program. Registration is also completed for all students during this time.

There are a number of scheduled social activities, some of which are as follows: a church reception for first-year students, a home economics department open house, Baptist Student Union get-acquainted parties, society parties, and the President's tea and movies.

The Counseling and Testing Program. The college testing program has been greatly curtailed since the college has been without the services of a Personnel Director. The college

does not give tests in the interest, personality or mental abilities fields but does give an English Placement Test and usually one in mathematics. The placement tests are used to determine the various levels of ability and the membership of the various sections. No one administrative office keeps a cumulative record of the student.

Student Government and Activities. While there is no general over-all student government at Mars Hill, there is a house council in each dormitory. There is in each dormitory a group of officers--house president, vice-president, secretary, chaplain, and two monitors--and these officers comprise the house council. These officers, with the exception of the monitors, must be sophomores and are elected by the residents of the dormitory. The monitors are selected by a committee composed of the Dean, the Dean of Men or Women, the house mother, and the house president. The house councils have constitutions. The house mothers are not expected to exercise disciplinary functions. The house council has the general responsibility for the behavior and moral tone of the dormitory. This body cannot expel a student but can levy general penalties, such as the assigning of an offender a campus work assignment. The various classes also elect officers. The faculty executive committee handles major discipline offenses such as cheating, drinking, or gambling.

The clubs and special activities to be found at Mars Hill are as follows:

Four Literary Societies
 Publications
 The Catalogue
 The Handbook
 The Bluebook
 The Annual
 The Newspaper
 Music
 Glee Club
 Band
 Orchestra
 Honor Scholarship Clubs
 International Relations
 Science Club
 Scriblerus
 Business
 Spanish
 French
 German
 Music
 Classics
 Baptist Student Union
 Sunday School
 Training Union
 Y. W. A.
 Y. T. C.
 Ministerial Band
 Volunteer Band
 Brotherhood
 Dramatics
 Forensics
 Regional
 Home Economics
 M. Club
 M Blem
 Women's Athletic Association

Financial Aid and Part-Time Employment. The college has fifty-nine loan funds totaling \$159,319.04. A number of scholarships are granted each year, and during the academic year 1954-55, 226 young people were helped in varying amounts

for a total of \$19,720. Some of those helped were orphans, ministers, and ministers' children. The college also makes available a number of work jobs, and this academic year 208 students were helped in this fashion for a total of \$27,653. The students are paid at a rate of forty-five to fifty cents per hour.

Housing and Campus Facilities. There are four residence halls in which young women are housed: Huffman, Stroup, Edna Moore, and Spillman. Huffman, Stroup, and Moore are completely fireproof and house a total of four hundred. The college is quite fortunate in having buildings of this type.

The parlors are spacious and beautifully furnished and arranged. Wise planning has provided in each building recreation rooms adequate in size and well equipped with games, such as carroms, ping pong, etc. There are laundry and ironing rooms and facilities for cooking in each building. There is a buzzing or communications system in each dormitory and also a supervisor in residence.

There are three dormitories for men: Melrose, Brown, and Treat. Young men are also housed in four cottages and in a limited extent in the science building. A new dormitory is under construction and will be ready for occupancy by September, 1955. In general there are double decker beds, single study tables, hall baths, and adequate parlors. There are house mothers living in the dormitories, and the Dean of

Men is on continuous call. The night watchman checks all buildings at intervals each night.

The college has a very fine student center, which is located in the Coyte Bridges Memorial Dining Hall. There is a well equipped sandwich and coke bar, a book store, and a general items counter, where general drugs, toilet articles, and small clothing items are sold. There is also in this building a post office with lock boxes for the individual students as well as recreation facilities. A very happy spirit seems to prevail throughout the building.

Athletic facilities include a gymnasium, an indoor swimming pool, six tennis courts, a football field, a baseball diamond, softball areas, and several picnic grounds.

Food Services. The Coyte Bridges Memorial Dining Hall has a seating capacity of twelve hundred. The style of service is cafeteria, and there are two serving lines. It has a grade A rating. The cafeteria and student center are managed by one person who had wide experience in the business world before coming to this position. A college trained dietitian will assume the now vacant post of dietitian on June 1. Many activities are held in the dining hall each year.

Health Facilities and Regulations. The W. F. Robinson Infirmary has twenty-one beds, quarters for the nurse, and two examination rooms. The nurse has a degree in nursing,

has had training in the field of religion, and resides in the building. The doctor observes regular hours at the infirmary and at other times receives students at his clinic located in the village of Mars Hill. The doctor has a communications system connecting his car, the clinic, and the hospital, and he can be reached at almost any time. Surgical and emergency cases are usually handled in Asheville, which is eighteen miles away. There are no x-ray facilities in the infirmary.

The students pay a health fee of four dollars for the year which takes care of normal health services, including those of the physician. All students are required to have physical examinations before they come to the college, and this information is available to the doctor and nurse.

The Library. There are several hundred career monographs and an effort is made to keep these up to date. The library has some very fine general works setting forth occupational information. There are also attractive and standard works in the fields of love, courtship, marriage, homemaking, and personality development.

Religious Activities. The Mars Hill Baptist Church is located adjacent to the college campus and serves a very vital part in the life of the college. The minister has wide training and apparently is quite well accepted by both students and faculty. The Baptist Student Union is most

active and serves as a connecting link between the church and the college. The daily chapel services also contribute to the general religious tone of the campus.

Placement Services. Perhaps more than ninety per cent of the graduates of Mars Hill go on for further college training, and there is very little demand for placement services. Those students that do terminal work in the field of business find very ready employment.

CHAPTER IX

THE GUIDANCE AND PERSONNEL PROGRAM AT WINGATE JUNIOR COLLEGE

Wingate Junior College is a co-educational institution of about three hundred students, with the boys outnumbering the girls two or three to one. Two years of college and two of high school are offered, and approximately eighty per cent of the students are registered in the college. It is a liberal arts college, and most of its graduates do further work in college. The only terminal work offered is in the fields of business and religious education.

The beginning of the guidance program would probably be said to have come in the early 1940's. At that time Dr. Roberta Lovelace, professor of biology and psychology, began a testing program. The first efforts, confined primarily to her classes, were in intelligence testing. The first school-wide efforts at guidance came in 1949. At that time Professor A. C. Lovelace was brought to the faculty to act in the dual capacity of Academic Dean and Personnel Director. Improvement and progress have been made each year since that time.

Statement of Principles. Realizing the importance of a statement of aims and principles, the following have been agreed upon and accepted:

1. Every individual has intrinsic worth as a person.
2. Each student should be helped to the greatest possible understanding of himself.
3. Each individual should be helped to know his abilities and potentialities and should be helped to achieve the maximum effective use of them.
4. Each student should be led to analyze his environment and his general and local social setting.
5. The overall growth of the individual must receive attention as well as immediate problems. First consideration must be given to prevention.
6. The administration and faculty must be constantly in the learning process and must continually endeavor to adapt to the times, society and its patrons.

These aims were formulated and approved by the guidance committee, which has as one of its responsibilities the continuous study of these principles.

Organization and Administration. The line organization at Wingate might be pictured as follows:

Trustees

President

<u>Dean</u>	<u>Registrar</u>	<u>Faculty</u>	<u>Business Office</u>
Counseling Services			Food Services
Nurse	Dean of Men		Maintenance
Dean of Women	Counselors		

As the school grows it is hoped that a Business Manager can be secured and perhaps in time a full-time Personnel Director.

It is not recognized as good administration procedure to have the guidance facilities directed by the Dean or one connected this closely with the administration. But the smallness of the Wingate student body and the school's limited income make it very nearly necessary to combine these functions. The present Dean has the B. A. degree, a master's degree in theology, and is well advanced in the study leading toward a master's degree with a major in counseling. He has also had some special clinical training. In view of this training of the Dean, the understanding between the various administrative officers and the general division of duties, this combination of duties might be more acceptable here than in other institutions.

Of the seventeen faculty members, five have had at least one graduate course in guidance, and four have had two or more courses. The faculty committee on guidance is composed of four faculty members and two members of the student body. This group leads in the determination of policies and procedures.

The budget appropriation seems to be sufficient and provides for the present testing program and necessary office supplies. While there is a sufficient number of files and somewhat adequate student clerical help, there is a shortage of office space.

As the college grows, organizational changes will probably have to be made if proper progress is made.

Orientation Week. The freshmen and all other new students are asked to report to the campus ahead of those that have been in attendance previously, and a group of second-year students are asked to help with these pre-school activities. An effort is made to have some of the old students meet the buses, trains, and cars, and greet the students as they arrive. In addition to helping the new arrivals locate and get settled in their rooms, they conduct them on preliminary surveys of the campus. The plans for opening week activities are completed during faculty-student planning sessions held before the new students arrive. At the beginning of the opening week the faculty, administration, parents, and students meet together and discuss such subjects as the following:

What can the school expect of the students and of the parents?

What can the parents expect of the students and of the school?

What can the students expect of the teachers, the administration, and the school?

During the freshman week the new students meet the student body officers and become acquainted with the various activities, duties, and functions of the student government. The student body constitution is read in its entirety to the assembled student body at the beginning of each semester. Handbooks are furnished each student, and every effort is made to familiarize him with the campus organizations and

activities. Four days are given to orientation activities, and during the first quarter orientation classes are held with the entire student body one period per week. At this time subjects pertinent to student life are discussed. No academic credit is given for this work. The following list of subjects was discussed in the classes in 1954:

- College Courting
- Emotional Honesty
- Good Study Habits
- Good Reading Habits
- What the students can expect of the faculty
- What the faculty can expect of the students
- Choosing a Vocation
- Democracy

In these orientation classes the aim was not to exhaust the subject, but to merely present some of the major problems involved. The orientation week is a comparatively new endeavor at Wingate and will undoubtedly widen its scope as more experience is gained.

The Testing and Counseling Program. Wingate participates in the National Freshman Testing Program and in addition gives to all students the Kuder Interest Test, the California Test of Personality, and the Otis Quick Scoring Mental Ability Test. Records of the students are kept in three different offices. The student financial records are kept in the Business Manager's office, the transcripts and permanent academic records in the Registrar's office, and the personnel records in the Dean's office. These offices

are adjacent to each other and are easily accessible to all. The Registrar has a fireproof record cabinet, while the other offices do not. The business office has a fireproof safe.

The following information is filed in the Dean's office for each student:

The scores for the
Psychological Test
Intelligence Test
English, Reading, and Comprehension Tests
Mathematics, Social Studies, and Science Tests

Profile Sheets for the
Kuder Interest Test
California Test of Personality

Attendance records
Health records
Rating scales from three teachers
Personal data sheets

In special instances autobiographies are secured, various projective techniques used, or the Minnesota Multiphasic Personality Inventory given. As soon as possible after the opening of school, the Academic Dean holds an initial interview with each student. The test results are used as aids in these interviews. Those who might evidence emotional difficulties or problems of a serious nature are scheduled for further interviews. The Deans of Men and Women are also quite actively engaged in the counseling activities. The faculty in general is evidently counseling minded and through regularly scheduled conference periods help many students.

The fact that most of the faculty members live on or adjacent to the campus, and all faculty members sponsor one

or more extra-curricular activities seemingly leads to the development of a very fine closeness between the faculty and students. The teachers are in a position to recognize many emotional difficulties early in the school year or when the difficulty is at an early stage. The students have almost immediate access to a trained counselor or faculty member. There are referral services available in Charlotte, Columbia, and Winston-Salem.

There are four grading periods during the regular nine-months session; and after the first three grading periods all students making an unsatisfactory grade in any subject are interviewed, and an attempt is made to determine the reason and to secure a better adjustment.

It is the general opinion of the faculty that the testing program is adequate and that the students have a good attitude toward the tests. In view of the limited staff it would hardly be advisable to undertake a larger testing program. Any further available staff time could be spent to a better advantage on counseling of a therapeutic nature.

The Student Government and Activities. Each spring the Student Council selects two tickets on which they have nominees selected from the student body for the offices of president, vice-president, and secretary. These two tickets are submitted to the faculty for their approval, and after election the new officers hold office approximately a month

before the session ends. During the first two weeks of the new session the Student Council members are elected. The Student Council is composed of the officers of the student body, the presidents of the respective classes, the president of the day students, the presidents of the respective dormitories, representative of the ministerial band, representative of foreign students, representative of the Baptist Student Union, and representative of the "W" Club.

The constitution of the student body is read and discussed with the assembled student body at the very beginning of each semester. The greater emphasis is laid on positive functions, and the student government is charged with the responsibility of the establishment of good campus morale. The student government normally has jurisdiction over cases of cheating, stealing, drinking, and cases of general campus disorder.

The following is a list of the student organizations and clubs:

- International Relations
- Kitchen
- Commercial
- Masque and Wig
- The Debaters
- B. S. U.
- Y. W. A.
- The Ministerial Band
- Volunteer Band
- The W Club
- The Glee Club
- The A Capella Choir
- Boys' Quartets

Girls' Sextettes
Phi Theta Kappa
The Triangle
The Gate
The Veterans' Club

Each organization has a faculty sponsor, and its finances are controlled by the college.

Financial Aid and Part-Time Employment. The college has several small loan funds totaling \$1,145. There seems to be very little demand for loans by Wingate students, as quite often at the end of the school year a portion of this amount has been unused. There is an emergency loan fund of \$300, which must be repaid during the following summer by the student borrowing money. This amount could well be increased. A request was made at the business office for information concerning the number of students receiving scholarships and work jobs, and the total amounts of such help; this information was not supplied. Almost all the students, however, who sought work jobs were able to secure them. The work was evaluated at so much per hour, and each student had his supervisor approve his weekly time blank, which is then turned in to the Business Manager. A student's work is curtailed or his academic load reduced if this should be advisable.

Housing Facilities. There are three residence halls on the campus. The dormitory for boys is a new, completely fireproof building with accommodations for eighty-eight

students. This building has adequate heating, plumbing, lighting, and study facilities. It is supervised by the Dean of Men and a house mother. There is also a recently remodeled auxiliary housing unit that houses thirty men. This is not a fireproof building, but is comfortable from the standpoint of heat and general facilities. There are no provisions for special groups in these buildings. There are two residence halls for the girls. The Stewart Home houses twenty-six sophomore girls on the second floor and eight teachers on the first. The school book store and recreation hall are located in the basement of this building. The bath and parlor facilities are most inadequate, and the building is a decidedly poor fire risk. The Girls' Dormitory houses forty first-year college and high school girls and has parlors and the school cafeteria on the first floor. Bath and parlor facilities in this building are most inadequate. Both of these buildings are supervised by the Dean of Women. There are eighteen apartments on the campus for married students, as well as a number of off-campus apartments. There is no supervision of off-campus housing by the school.

Food Services. The school has a cafeteria which can handle adequately the present student body. There are new tables and chairs and stainless steel cafeteria equipment. The person in charge has had twenty years of experience in

this work, but has had no formal training as a dietitian. Regular health examinations are had by all employees. The unit is regularly inspected by the State Health Department and has had continuously an A rating. The local Civic Club holds its regular meetings here, and many other organizations use its facilities for special meals and banquets. The present location of the dining hall in the girls' dormitory is most unsatisfactory, and a separate building is badly needed.

Health Facilities and Regulations. The school requires physical examinations of all students before they come to the school. A special blank is furnished the physician, listing the information wanted from this examination. Health records are kept of all sickness occurring during the school year and treatments rendered. There is an infirmary room in Stewart Hall for girls, and one in the Alumni Dormitory for men. Each room has two hospital beds. A new infirmary building will be erected in the near future. A graduate nurse holds regular infirmary hours and is on constant call. A physician in nearby Monroe treats all students at his office and comes to the college when called. These services are provided for from health fees paid by the students, and no charge is made during the year for normal services. A one hundred bed hospital is located within three miles of the school and affords very fine facilities for surgical and

emergency treatment. Regular inspections are made of all college buildings by both college and health officials.

The Library. Increasing emphasis has been placed during the past several years on the securing of library books, articles, and materials pertaining to guidance. Recently, booklets have been purchased supplying information relative to about one hundred different occupational fields, and the purchase of more is planned for the near future. There are some very good books of a general nature pertaining to guidance, sex education, courtship and marriage, college life and work, etc. The librarian is quite interested in guidance and is seemingly most cooperative. An emphasis might well be placed on the collection of free pamphlets and materials.

Religious Activities. The Wingate Baptist Church and parsonage are located across the street from the school and play a very vital role in the life of the college. The office of the pastor is well situated, and the pastor is widely sought as a counselor by both faculty members and students. The pastor has shown a vital interest in student activities and organizations. It is the general opinion that the pastor exerts a positive and invaluable influence upon the life of the college. The Baptist Student Union is very active and serves as a connecting link between

the college and the church.

Placement Services. The placement services of the college are not under the direction of any one individual or department. Most of the students enroll for further college work and hence do not seek permanent employment until after the completion of senior college work. Most of the placement work is carried out by the teachers of the respective subject fields, and this especially true in the fields of Bible, music, and commerce. The opportunities in Wingate for part-time student employment are most limited. There is a very fine cooperation with nearby employment agencies. Follow-up services are not systematic and are largely incidental.

In-Service Training. Regular surveys are made from within the faculty of drop-outs and failures. Each year an educator from another institution is brought to the campus for an informal survey, and many fine suggestions have been made by these visitors. In 1954 and 1955 extension centers were established on the campus by Appalachian State Teachers College, and about one half of the members of the college faculty took courses in guidance and related subjects. The pre-school planning sessions have been most profitable.

CHAPTER X

SUMMARY AND RECOMMENDATIONS

The student enrollment, dormitory, dining hall, and infirmary facilities of the seven Baptist colleges of North Carolina are summarized as follows:

College	Enrollment	Dormitory Space		Dining Room seating capacity	Infirmary beds
		<u>Girls</u>	<u>Boys</u>		
Wake Forest	1,457	250	215	500	17
Meredith	642	500		650	26
Mars Hill	953	400	325	1,200	21
Gardner-Webb	400	112	130	300	18
Wingate	300	60	120	125	4
Campbell	641	162	200	500	14
Chowan	251	65	132	125	10
Totals	4,644	1,549	1,122	3,400	110

These colleges in view of present and foreseeable future increases in enrollment are faced with serious shortages in dormitory space and other inadequacies in physical facilities. New dormitories and other physical improvements are underway or are being planned for the near future at each of these schools. As these schools experience increases in enrollment and enlargement of physical facilities, there is a danger that the academic and student life on these campuses may not keep pace and may thereby

be seriously upset. Each of these colleges would do well in view of the impending tidal wave of students to consider the appointment of a full-time Personnel Director or a Director of Student Services. A well trained Personnel Director could lead in the creation and maintenance of a happy college environmental setting that would in turn make a better setting for the academic life. By helping the teacher to a better and more thorough understanding of the individual student, many failures could be eliminated and better instruction effected. From his freedom from academic and instructional details, he could come to know the student life so intimately that he could detect many elements of antagonism, discontent, and misunderstanding in the early stages and prevent them from developing into harmful situations.

In some instances the Dean is handling these functions. The Deans have such a multitude of duties that they cannot handle these functions in a satisfactory manner. If the employment of a full-time director should be impossible, perhaps some member of the faculty could be encouraged to train himself for this responsibility, or someone could be employed as a part-time teacher and director.

Each college would do well to make a basic statement of philosophy and to formulate aims and objectives for the personnel services and department on its campus. This would establish limits or bounds for the director and would prevent

misunderstandings. Duplications of effort could thereby be eliminated, and important services delegated where they had previously been overlooked. Such a statement would bring a new understanding of the worth of these services by both the teachers and the students.

The total number of students helped and the money involved in the scholarship and work programs of these colleges is summarized in the following table:

College	Loan Fund Principals	Scholarships Granted	Total Amount	Work Jobs	Total Amount
Wake Forest	\$121,347.75	485	\$77,166.33	120	\$10,218.23
Mars Hill	159,319.04	226	19,720.00	208	27,653.00
Meredith	28,336.16	96	12,677.50	220	18,570.95
Gardner-Webb	18,500.00	71	4,200.00	77	13,000.00
Wingate*	1,145.00				
Campbell	2,000.00	87	9,120.00	129	18,500.00
Chowan	1,000.00	39	2,374.26	36	3,049.98
Totals	\$331,647.95	1,004	\$125,258.09	790	\$90,992.16

*No totals were received for Wingate Junior College.

This program of student help is placing a tremendous burden upon these colleges. An effort could well be made to

alleviate this condition by a joint effort in the raising of scholarship money and the presenting of this common problem to the Baptist State Convention and the public in general.

The Baptist Church of the community is located either on or adjacent to the campus of five of these colleges, and the colleges would do well to employ the services of these pastors to a greater extent as college chaplains. Should the pastor play the role of the divine in regular chapel services, in committee and faculty meetings, in regularly scheduled counseling periods, in informal dormitory visits, and in attendance at student functions, a finer Christian spirit would almost certainly result in the various phases of student and faculty life, and many sources of conflict would be removed. The religious atmosphere of these colleges is a most priceless heritage, and ways must be continually sought to further this heritage.

There is a great lack of gifted and trained counselors in these schools. Those gifted in determining the basic difficulties behind personality and behavior problems are assets to any school and should be widely sought.

The testing programs of the schools are summarized in the table on the following page.

Name of test	Wake Forest	Meredith	Mars Hill	Gardner- Webb	Wingate	Campbell	Chowan
A. C. E. Psychological		A*		A	A	A	A
Cooperative English Test	A	A		A	A	A	A
Other English			A				
Cooperative Social Studies		A		A	A		A
Science		A		A	A		A
Mathematics	A	A		A	A		A
Interest Tests	P***	A		P	A	P	P
California Personality		A		P	A	P	P
Otis Mental Abilities	A			P	A	A	
Cooperative Foreign Language		P					
Rating Scales	P	A			A	P	

*These tests are given to all students.

***These tests are given to only part of the students

It would serve a good purpose if all seven schools could give the A. C. E. Psychological, the Cooperative English Test, and participate in the National Freshman Testing Program. It would seem advisable for these schools to also administer tests in the interest and personality fields, and further gain could

be had if the colleges could use the same tests in these fields. If there should be such a standardization of tests, comparisons could be made between those entering the various junior colleges, between those entering the senior colleges, and between those on the junior college and the senior college levels. Comparisons could also be made with other colleges of the area and nation. The nature of the task of these colleges could thereby be more nearly understood and appreciated. This and other statistical information could possibly be collected, and much research carried on through the office of the Secretary of the Council on Christian Education.

Each college would do well, perhaps with the help of outside assistance, to plan a positive mental health program. The positive benefits of such aspects of mental health programs as good work habits, wholesome recreation, sound religious principles, and wholesome family life should be presented and stressed in every possible way. This could be done in many of the classes, organizational meetings, and chapel programs, and deserves careful planning on the part of the administration, faculty, and students.

The colleges have created in many instances a definite homelike atmosphere in the dormitories and other facilities. In view of the nature of the students of these colleges, this would be desired rather than life of a more regimented fashion.

Every effort should be made to provide the best possible food and living conditions, for these alone would very nearly result in happier students.

Much constructive thinking needs to be done in regard to student government in these colleges, and there is a definite contribution to be made. Such experiences in the processes of democracy should be a vital part of the education of our youth.

Meredith College keeps quite a detailed cumulative record for each student. While the keeping of such a record might be difficult for some schools, it is highly advisable for each school to adopt a cumulative record in line with its own needs.

It is an easy matter for the orientation program to be largely a testing-registering time and for the student a time of bewilderment and uncertainty. The students should enter and proceed into the program with sufficient understanding. This should be as well a time of social adaptation and adjustment, and sufficient activities such as socials and parties should be planned to accomplish this end.

In these uncertain times the students will read on their own initiative books that will help them face their problems. The library holdings in guidance and related fields must not only be continuously increased but also presented to the students. Such books should be made easily

accessible, and they could be introduced to the students by such means as live book displays, bulletin board presentations, and chapel programs.

Five of the colleges do not have fireproof cabinets or vaults for the permanent academic records. Fire in each instance could easily totally destroy or seriously damage these records. This should be a constant source of anxiety, and it would be urged that fireproof record cabinets or vaults be provided for at least the permanent academic records.

BIBLIOGRAPHY

MILITARY TALKS

OMINO SKIN

COTTON CONTENT

BIBLIOGRAPHY

- Blaesser, Willard W., et. al. Student Personnel Work in the Postwar College. Washington, D. C.: American Council on Education, 1945. 95 pp.
- Bookman, Gladys. "Freshman Orientation Techniques in Colleges and Universities," Occupations, 27:163-66, December, 1948.
- Brouwer, Paul. Student Personnel Services in General Education. Washington, D. C.: American Council on Education, 1949. 317 pp.
- Cairolì, Mary W. "The Place of the Librarian in the Guidance Program," School Activities, 25:162-63, January, 1954.
- Dixon, Wilfred J., and Frank J. Massey. Introduction to Statistical Analysis. New York: McGraw-Hill Book Company, 1951. 370 pp.
- Erickson, Clifford E. A Basic Text for Guidance Workers. New York: Prentice Hall, Inc., 1947. 566 pp.
- Erickson, Clifford E., and Marion Crosley Happ. Guidance Practices at Work. New York: McGraw-Hill Book Co., 1946. 325 pp.
- Erickson, Clifford E., and Glenn E. Smith. Organization and Administration of Guidance Services. New York: McGraw-Hill Book Co., 1947. 276 pp.
- Froehlich, Clifford P., and John G. Darley. Studying Students. Chicago: Science Research Associates, Inc., 1952. 411 pp.
- Gardner, Donfred Huber. Student Personnel Service. Chicago: University of Chicago Press, 1936. 235 pp.
- Goodenough, Florence L. Mental Testing. New York: Rinehart and Company, 1949. 609 pp.
- Greene, Edward B. Measurements of Human Behavior. New York: The Odyssey Press, 1952. 790 pp.

- Gulliksen, Harold. Theory of Mental Tests. New York: John Wiley and Sons, 1950. 486 pp.
- Hatch, Raymond N., and Paul L. Dressel. Guidance Services in the Secondary School. Dubuque, Iowa: Wm. C. Brown Company, 1953. 179 pp.
- Jones, Arthur J. Principles of Guidance. New York: McGraw-Hill Book Co., 1945. 592 pp.
- Kefauver, G. N. Appraising Guidance in Secondary Schools. New York: The Macmillan Company, 1941. 257 pp.
- Landis, Paul H. So This Is College. New York: McGraw-Hill Book Co., 1954. 205 pp.
- Lefever, D. Wetty, Archie M. Furrell, and Henry Weitzel. Principles and Techniques of Guidance. New York: The Ronald Press Company, 1941. 516 pp.
- Lloyd-Jones, Esther, and Margaret Ruth Smith. A Student Personnel Program for Higher Education. New York: McGraw-Hill Book Company, 1938. 322 pp.
- Lloyd-Jones, Esther, and Margaret Ruth Smith. Student Personnel Work as Deeper Teaching. New York: Harper and Brothers Publishers, 1954. 361 pp.
- McCaul, Margaret E. Guidance for College Students. Scranton: International Textbook Company, 1939. 231 pp.
- Paterson, Donald G. Student Guidance Techniques--A Handbook for Counselors in High Schools and Colleges. New York: McGraw-Hill Book Co., 1938. 316 pp.
- Popenoe, Herbert. Now You Are in College. California: Stanford University Press, 1947. 100 pp.
- Reed, Anna Y. Guidance and Personnel Services in Education. Ithaca, New York: Cornell University Press, 1944. 496 pp.
- Rogers, Carl Ransom. Client-Centered Therapy. Boston: Houghton Mifflin Company, 1951. 560 pp.
- Shank, Donald J. The Teacher As Counselor. Washington, D. C.: American Council on Education, 1948. 48 pp.

- Shostrom, Everett L., and Lawrence M. Brammer. Dynamics of the Counseling Process. New York: McGraw-Hill Book Co., 1952. 213 pp.
- Snygg, Donald, and Arthur W. Combs. Individual Behavior. New York: Harper and Brothers, 1949. 374 pp.
- Thorne, Frederick Charles. Principles of Personality Counseling. Brandon, Vermont: Journal of Clinical Psychology, 1950. 491 pp.
- Wolf, Maurice D., and Jeanne A. Wolf. The Student Personnel Program; Its Development and Integration in the High School and College. New York: McGraw-Hill Book Company, 1953. 416 pp.
- Wrenn, Charles Gilbert. Student Personnel Work in College. New York: The Ronald Press Company, 1951. 589 pp.
- Porter, Elias Hull. An Introduction to Therapeutic Counseling. Boston: Houghton Mifflin Company, 1950. 223 pp.

APPENDIX

MILLERS FALLS
MICHIGAN
TOWN CONTENT

APPENDIX

A CHECK LIST FOR SCHOOLS STUDIED IN A SURVEY OF THE GUIDANCE
AND PERSONNEL FACILITIES OF THE SEVEN
BAPTIST COLLEGES OF NORTH CAROLINA

I. Philosophy of the program:

1. Has a basic statement of ideas, aims, objectives, and beliefs been made?
2. How formulated?

II. Organization and Administration:

1. How are policies formulated?
2. Who is the final authority?
3. Is there a guidance committee?
4. What is the training of the director?
5. Is the budget appropriation deemed adequate?
6. What is the general nature of the physical facilities?
7. Is there adequate clerical help and are there sufficient tools?

III. The Orientation Program:

1. How much time is spent on the program?
2. Are all new and transfer students included?
3. Are group conferences held?
4. Does the program provide for religious and social activities?
5. Does the program acquaint the student with the campus and buildings?
6. Are the students informed of the various student activities and clubs in existence on the campus?
7. Is an effort made to present and familiarize the students with the student government, its function, and its constitution?
8. Is there an orientation course?
9. What subjects are included in orientation discussions?

IV. The Counseling Program:

1. How many counselors are there?
2. What training have the counselors had?
3. What is the student-counselor ratio?
4. Are pupil files generally available to counselors and teachers?
5. What is the nature of the occupational counseling?

6. What referral services are available?
7. Do counselors carry on placement functions?
8. In what areas is counseling conducted?
9. What is included in the guidance file?

V. The Testing Program:

1. What tests are given?
2. How are these tests used and interpreted?
3. What records are kept?
4. What studies and research have been made?

VI. Student Government and Activities:

1. What is the nature of the student government?
 - a. Does it have a constitution?
 - b. How is its membership made up?
 - c. What are its major responsibilities?
2. Are there representative and sufficient student organizations?
 - a. Social
 - b. Religious
 - c. Ability: athletic, music, etc.
 - d. Special Interest (departmental, hobby, etc.)
 - e. Political
 - f. Honorary
 - g. Publications
3. Is there proper control and supervision?
 - a. Are there faculty sponsors?
 - b. Are the finances of the organization controlled by the college?

VII. Financial Aid and Part-Time Employment:

1. What loan funds are available?
2. What scholarships and fellowships are available?
3. What are the opportunities for work jobs and part-time employment?
4. How is the aid program administered?
5. Is the aid program coordinated with the academic program?

VIII. Housing Facilities:

1. How many residence halls are there?
2. How many accommodations are there?
3. What is the nature of the parlor and recreational facilities?
4. What is the nature of the heating, plumbing, and lighting facilities?

5. Are there proper study facilities?
6. Have fire protection and safety measures been taken?
7. How are these halls supervised?
8. Are provisions made for special groups: foreign students, freshmen, etc.?
9. Is there available housing for married students?
10. Is there supervision of off-campus housing?
11. What responsibilities, if any, does the student government take toward hall supervision?
12. Are there any coordinated guidance services in dormitories?

IX. Food Services:

1. What is the style of service?
2. How many students can be handled?
3. What is the training of the person in charge?
4. Are regular health examinations had by the employees?
5. What special services are rendered by the unit?

X. Health Facilities and Regulations:

1. Are physical examinations made for all students on entrance?
2. Are health records kept throughout the year?
3. Are there dispensary services?
4. What is the nature of the infirmary services?
 - a. What is the nature the building?
 - b. How is it administered?
 - c. How many beds are there?
5. What is the nature of the medical and nursing care?
6. What facilities are there for surgical and emergency treatment?
7. What is done by way of health education?
8. Is student health information available to the faculty?
9. Are regular sanitation inspections made?
10. Are there referral services available for the more serious physical and emotional ailments?

XI. Library:

1. What is the general nature and availability of materials?
2. What in general is the place of the library in the overall guidance program?
3. What are the library needs and future plans for the guidance program?

XII. The Religious Life of the College:

1. What is the location of the Baptist Church of the community in relation to the college?

2. What role does the pastor play in the life of the college?
3. What are the campus religious organizations?
4. What connecting links are there between the college and church?

XIII. Placement Services:

1. Are placement services available to all students?
2. Are regular surveys made of job opportunities?
3. Is there cooperation with other agencies?
 - a. Employment agencies
 - b. Placement bureaus
4. Are there follow-up services?

XIV. In-Service Training and Research:

1. Are the objectives of the program clearly stated?
2. What is the nature of the training program?
3. Are surveys made of:
 - a. Drop-outs?
 - b. Failures?
 - c. Student needs?
4. Are there workshops and courses directed by outsiders?
5. What evaluation and special studies have been made?