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THE FRESHMAN DILEMMA: A NEED FOR SOMETHING UNIQUE

LYNN D. LUCKOW

The average American college and university has tended to forget about its most important, visible, and salable product--its students. Much time and effort has gone into developing new major areas of study for new outlets of employment, but comparatively less has been spent assisting the student in discovering which field(s) of concentration best coordinates with his personality, attitudes, expectations, and goals. This discovery could well be facilitated by the implementation of a student personnel service agency--a college agency broad enough in scope to keep abreast of curricular, occupational, and general career information trends on the college level, and yet small enough to pass this wealth of knowledge on to prospective college freshman on a personal basis, in addition to offering individual academic and personal counseling to the freshman once he is enrolled.

Because many high school students receive inappropriate or outdated information about what to expect at college, a source of information is necessary which presents many possible behaviors at college as well as discussions of what colleges do, what they are supposed to do, and what options students have. No single volume could ever depict all possible behaviors because of the great variation in students' personalities and in the colleges themselves. (Barclay, Crano, Thornton, & Warner, 1971)

High school counselors cannot be expected to keep as well informed of these changes as they would like. Even college counselors have difficulty digesting the curricular changes and current computer research printouts indicating the marketability of certain careers.

Career and occupational guidance in addition to assistance to the exploratory or undecided student is a problem of serious nature--socially and psychologically. A student not being able to realistically pinpoint his wants and desires is, according to his peer group, not demonstrating the ability to think clearly, to perceive, or to have a positive self-concept.

The subjective side of the sociological picture that has been described, centers about the importance of the choice of an occupation for a young person's perception of himself. Until he finds the place where he fits in the world of work, the young man often has not discovered the kind of person he is. 'In general it is the inability to settle on an occupational identity which disturbs young people.' It is little wonder that students flock to prestige majors in an effort to support their buffeted sense of self through the college years. (Beardsley & O'Dowd, 1960)

This trauma increases as the student prepares for college, considering specifically of course the undecided student, who constitutes approximately 20% of enrolling freshmen. (Beardsley & O'Dowd, 1960) At the student's onset in a university, he usually must choose a degree-granting area within the academic structure to which he will belong for at least four years, therefore obligating him to a specific area with

specific requirements. The only way to become unattached from this obligation is either self-dismissal, or a confrontation with the bureaucracy of red tape encountered when transferring to another area within a university. In other words, it becomes more obvious to a student of age 17, that he must choose his life's occupation in order to accommodate the university structure. How can he better know the alternatives before entering, and throughout the indecisive years of his college career?

Many universities rely on a counseling center to aid the student problems described. However, remedy seems available only for those that are ambitious or forlorn enough to seek assistance. In addition, most counseling centers are not oriented to academic advisement, nor do they have time to keep abreast of curricular changes. They are often more involved with emotionally related cases and the individual testing and analysis service--and rightfully so. In fact, such information provided by an efficient counseling center proves invaluable to an academic and career counselor. Even though career guidance is a vitality in a good counseling center, its reputation of involvement primarily with emotional cases tends to negate the students' utilization of the center. A referral source outside the counseling center must be activated, and created in a position valid enough to assess and relate to the student at the most timely juncture in his college career--as a freshman. This source would deal with freshman and indecisive upperclassmen.

The more complex the structure of a university, the more important it is to have an agency which a freshman can consider unique to him. This agency should be a reliable source of information and guidance from the time a student develops an interest in college until he actually makes some substantial decisions as to his field of concentration. In order to establish validity and a sound, productive base, this agency should have the authority of a college within the university structure. In other words, a college of entry for all students, a University College as it may be called, should exist in every university of any magnitude.

Such a division could make available information about different areas of study, and full-time University College counselors in cooperation with a Dean could encourage the student to consider patterns of interest unique to his individual personality. The prospective freshman would thus be afforded an opportunity to introspect and discover his talents and limitations, in addition to giving him a broader perspective of collegiate opportunities. A student might realize that several fields may interest him, and no specific decisions are necessary until these interests are further explored. In states where small, rural high schools exist, even the basic courses needed to introduce a student to a highly technical, specific major concentration are non-existent. The high school counseling staff, if available, has difficulty keeping abreast of new and various career choices. At this point it becomes the function of a University College to provide this information to the high school staff, and most importantly to the student.

At the same time this information is being offered, a student should become somewhat less anxious and frustrated with the demand for decision, or at least realize that he will have another year of exploration in a college environment before he decides his future.

Among experts in the study of vocational choice the importance of a self-concept in orienting the young person to the occupational world has been given much attention. Super (1957) has suggested that locating a place in the world of work represents in part an attempt to implement one's concept of self as well

as a means of refining and extending it. In Super's system the self-concept can be thought of as a series of hypotheses about the self, which are systematically tested and adjusted to the reality of an occupational role. Bordin (1943) proposed a similar theory of occupational choice in which beliefs about oneself are matched with stereotypes of the characteristics of various occupations in the process of selecting a career. Finally, Roe (1956) points to the fact that occupations are instrumental in the satisfaction of many physiological and psychological needs. They derive much of their importance from the vast range of satisfactions that are controlled by them. (Beardsley & O'Dowd, 1960)

A student who takes advantage of, and properly interprets his year or two of fluid exploration in a University College, should be less frustrated with his indecision and "fictitious" lack of self-concept.

Coupled with the liaison activities in the high schools, a successful University College must provide individualized academic advising and counseling to its incoming patrons. Whether or not this is done during the summer months and/or in conjunction with an orientation program, each university should provide this personalized service before the bulk of upperclassmen appear on campus. Recognizing the diverse profiles of incoming students and the nationwide acceptance and participation in CEEB's (College Entrance Examination Board) advanced placement program known as CLEP (College Level Examination Program), it becomes even more mandatory for individualized program planning. Complete counseling and registration of the new student should occur before the upperclassmen return to campus. This private counseling period would allow each freshman an opportunity to visit extensively with an academic counselor about individual goals and interests, and would make the student feel more a part in the decision making of his destiny and future coursework. It would also give the counselor a chance to deviate from recalling and referring only to test scores, and be more indicative to the student about the importance of the self-concept, attitudes, etc. As William Ambler of Haverford says, "Promise as a student and promise as a person involves much more than scores. Motivation, drive, strength of character, maturity. . . we find important." (Fitzgerald, Johnson, & Norris, 1970)

Once the student is somewhat settled in a university environment, a University College should keep abreast of a student's progress. All undecided and exploratory students should be advised by the University College counselors and given special attention and vocational testing. This should help the student determine a worth and an awareness as he progresses toward a career goal. Feedback to the high schools concerning these and other students will also enable the high schools and the university to better evaluate curriculum, procedures, and changes necessary to improve the transitional stage.

Of course a University College system cannot disregard the existence of the student who already has goals and plans in mind. This student, however, should be assigned an adviser in the specific chosen discipline, with the knowledge that he can alter that decision at any given time. Faculty advisers are not necessarily innately gifted in counseling techniques, which creates the need for a University College and the counseling center to combine talents and provide in-service training programs for such advisers. Such a program should consist primarily of informational sessions, describing and promoting the availability and location of career information. Additional stress should be placed on a follow through of the exploratory theory of "no obligation" for at least a year, thus discouraging faculty from overly promoting their own area of academics.

Closer contact with deficient students would also be a prime responsibility of a University College through its advisement program. The crux is not being placed in any one area of a university, but because a freshman finds himself confronted with a variety of choices and the necessity to eventually make a decision, it becomes exceedingly important to him that he have able and sympathetic advisers available to him--in the faculty, in the University College, and in the counseling center. The responsibility for promoting such activity, however, should be in the University College, if for no other reason than its position within the university hierarchy.

The primary goal of a University College is to provide one central location where freshman students know they can go for assistance or referral for any problem. Many students become lost in the educational riff-raff and don't realize their malady until graduation.

A University College should provide a base for a student entering the university as a freshman until he has chosen the degree college, earned a satisfactory grade point average for admission to the college of the major, and/or met whatever prerequisites the degree college wished to require before admission. A University College could also consider the probability of becoming degree granting for students involved in individualized Honor's Program work, and the two year associate degrees.

The author believes that today's college freshmen do not wish to be persuaded into any career field until they have personally explored and assessed the situation. They desire informational assistance, but they themselves want to determine their marketability as a product and make certain they can be sold to an employer. They want the choices to be their own and not those of a given bureaucracy. A University College provides this flexible framework in which today's college student can initially begin to discover, to generate, and to create situations that will help him find his self-concept.

According to traditional definitions of a student personnel agency, a University College may appear too academic for consideration, but the realization exists that

Another purpose of student personnel work is to individualize higher education. We recognize the presence and significance of individual differences and hope to structure the education of each individual accordingly. Many educational patterns are required if the needs of most students are to be met and the student personnel worker is concerned not only with helping each student discover what his needs are and make appropriate choices but also with helping the college develop the alternatives and resources from which students can make wise choices. We are doing this when we discuss with students their abilities and interests and attitudes, and help them select from the many available resources. We are doing this when we encourage the development of new educational programs. (Berdie, 1966)

A University College would provide a sound, professional, resource center, strategically located in the university hierarchy to promote the total development of the student, and assist in the on-going process of curricular change and institutional definition.

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SUMMER INTERNSHIPS

More and more students are finding it valuable to acquire as much practical experience as possible while they are completing a Masters in College Student Personnel. A year ago in the IUSPA Journal an opportunity was given for persons to volunteer their campuses as off-campus internship sites. This summer, thanks to some of the Alumni, we had five off-campus sites. Students served as Assistant to the President, on the Dean's staff, working with Summer Orientation, and in working with total housing programs.

If you can provide an hourly wage, can provide a room, (a residence hall room is usually free in the summer!) and are willing to have an observer at staff meetings, Indiana can provide you with an Intern for the summer. You will be given basic references of those indicating an interest in your campus, every attempt will be made to provide an opportunity for interviews, and you make the final selection of an Intern. It can and should mean some excellent staff assistance for six, eight or ten weeks. Check your budgets and contact Dr. Elizabeth Greenleaf if you are able to consider a Summer Intern or if you have further questions.

ORIENTATION--IT CAN HAVE AN IMPACT ON STUDENTS

EDMOND F. ANZALONE

AND

CANDIS L. BRUNK

What would happen if college students moved into the residence halls on Sunday night and started classes Monday morning? Without any prior warning or preparation, would they be prepared for the culture shock of college life? Would a week of dances and movies give them a realistic preview of college, or does an institution of higher education have the responsibility to the student for providing a better transition between living at home and living on his own? It is the contention of these authors that each student does, in fact, need a period of transition, and it is the obligation of the institution to provide such a transition period.

"Orientation" is the vehicle most frequently utilized to provide this transition for the student, but at many institutions the programs labeled "orientation" do little to orient the student to college. Because orientation is, in many cases, the first contact the student has with higher education, it is important that that contact is indicative of college life. It would seem, then, that orientation is important enough to warrant a solid commitment from the institution. It is the intent of this paper to discuss methods of making orientation a fruitful learning experience, representative of college life.

It seems necessary, at this point, to define orientation, as it is viewed by the authors. Orientation is any effort made by the institution to acclimate the student to college living, other than the registration process. This definition has several implications. First, orientation needs to acclimate the student to college living throughout his entire four years. Second, it needs to provide programs for all students, not just for freshmen. Third, orientation needs to provide insight into all facets of college life, not just the social aspects.

In the authors' work with orientation at Indiana University, it was discovered that there are some major problems facing orientation, and these problems need to be recognized before orientation can be realized to its fullest potential at Indiana and probably at other institutions. (1) There seems to be a lack of definition of orientation. That is, administrators, faculty, and students have not taken the time to decide exactly what they want to accomplish with orientation. For example, at Indiana University, one office views orientation as a registration process for freshmen, while another views it as a social and student development process. (2) It is not clear whether orientation should be directed by students or by staff. The authors' experience indicates that it has not been determined if orientation should be left predominantly to the students or if staff should take an active leadership role. (3) Orientation presently is not centralized within one office. Problems exist at Indiana because two major campus agencies share orientation responsibilities. Such a structure brings about problems of accountability, communication, and coordination. (4) Faculty is a valuable resource which has not been utilized fully in the planning and implementation of orientation. Little effort has been made to include them on planning committees or as orientation speakers. (5) An adequate budget has not been allocated to those persons who are responsible for orientation; therefore, innovative programming becomes difficult to institute. (6) Too frequently,

orientation is limited to one week at the beginning of the school year. After that week, the student suddenly is left on his own. (7) As with most programs, evaluation is essential for determining whether or not goals have been achieved and whether change is indicated. As yet, no systematic evaluation of orientation has been utilized. (8) Getting people to accept change is difficult. The most innovative, well-prepared orientation program is no good at all if the persons involved in carrying it out are not convinced of its worth.

Several suggestions have been considered as solutions to these problems. While these suggestions have not been proven, it seems that they do deserve consideration. In defining orientation, four areas need to be addressed; *social*--providing entertainment; *student development*--focusing on the student as he learns about himself and his peers and facilitation of that process; *educational*--designing programs to arouse the intellectual interest of the student; and *academic*--advising students about curriculum. All of these areas need to be dealt with during orientation, but it is at the discretion of the institution to determine the amount of emphasis on each area. By operationally defining the goals in terms of type, number, and frequency of programs needed in each area, the institution will be able to see if it has covered each area as was originally intended.

Another important decision that needs to be made by the institution is whether orientation should be staff-directed or student-directed. There are advantages to each. A student-directed orientation provides a valuable learning experience for those students involved and generally elicits more commitment from students. However, if the students are to direct orientation, it is the institution's responsibility to motivate, train, and reward them. A problem of having a student-directed orientation is that the student leaders graduate, and there is little carry-over of expertise and planning. A staff-directed orientation provides this necessary carry-over. A staff-directed orientation also insures a good program for new students who may need it very much. Staff tend to have more authority and more expertise for accomplishing things. If staff is to direct orientation, however, it is essential that they assess student needs and seek student support for their programs. Problems arise when students feel that they are not having a part of the programming operation. Regardless of which group is given the responsibility for orientation, there should be one administrative person accountable for orientation planning and implementation. Working with him should be a committee of students, staff, and faculty, the latter being equally important to the planning process because of the expertise they could offer in educational and academic programming. If orientation is to be student-directed, then a student should chair the committee. Likewise, if it is to be staff-directed, then a staff person should chair the committee. In either case, the committee should be accountable to the administrator in charge of orientation.

This orientation committee, by the nature of its composition, could greatly facilitate communication throughout the campus. Since administrators, students, and faculty would be represented, they would be responsible for keeping their respective groups informed and for obtaining input of ideas from those groups. It would also be important for this committee to meet consistently throughout the year so that orientation would be an on-going process. Besides providing a concentrated program initially, it could be beneficial for orientation to offer occasional sessions during the school year, recognizing the continual change in the growth of the student. For example, programs at midterm on how to take tests or how to prepare for tests might aid the test-anxious student. Another example might be a program in the late spring designed to make students aware of summer employment opportunities.

It is essential to allocate funds specifically for orientation. This money could be used to research trends and achievements in orientation, to train orientation

personnel, and to provide centralized coordinated programming. Even on campuses where orientation programming is decentralized, some centralized programming is needed to meet the special interests of students.

If orientation is operationally defined, evaluation would become more easily systematized. That is, it readily can be determined if all the goals were achieved. In addition, student feedback would be essential in assessing quality. Evaluations should be conducted during and after the initial orientation program and occasionally throughout the school year. The information obtained from the evaluation should be analyzed and used as a justification for change; however, although the evaluation may be the basis for change, it is still essential that the chief student personnel administrator on the campus set the tone and provide the impetus for this change.

Some specific programs with which the authors experienced varying degrees of success should demonstrate the types of programs that may be created during orientation. In order to meet the needs of all students, programs should be aimed at all stages of development. For example, career planning might be of interest to seniors. Interest group programming should cater to specific groups such as women, minority groups, foreign students, handicapped students and veterans. Programs, such as slide presentations, should be planned to introduce students to the institution and to help instill pride in it. A summer mailing should be used to acquaint students with orientation and give them an idea of what to expect. Finally, a handbook from a student's point of view could express some unique thoughts of students. These programs suggest areas which other institutions should explore and elaborate upon.

Orientation can and should be a rewarding experience for all students throughout their college careers. However, it does require strong commitment, an openness to change, and careful planning. If administrators, faculty, and students take time to define orientation and provide some conscientious leadership, they can make orientation a process that will have impact on the student for many years.

CONVENTION BREAKFAST

Make plans to attend the I.U. Breakfast during A.C.P.A., N.A.W.D.A.C. and A.A.S.P.A. in Chicago on Tuesday morning, April 16, 1974. A social hour is in the planning for Monday afternoon.

STUDENT PERSONNEL WORK AND ACADEMIC ADVISING: SOME PHILOSOPHICAL CONCERNS

FRANK P. ARDAIOLO

... being educated ... is like setting off on an expedition into the jungle. Gradually most of the things you know disappear. The old birds fly out of the sky and new ones fly in which you've never seen before. And everything surprises you. Trees you expected to be just a few feet high grow right up over you. I think education is simply the process of being taken by surprise, don't you see? (Shaffer, 1958, p.33).

Having once lived in a jungle, I feel particularly competent in elaborating on this inciteful passage quoted by Hardee and Mayhew (1970). The analogy of comparing college to a jungle is not inappropriate. There is no pejorative connotation, rather, there is a comparison based on mystery, surprise and fulfillment. Going through a jungle can be a wonderful experience. There is so much to be learned not only about the jungle, but also about yourself as you move through it. The deeper you penetrate the jungle the more it thickens with a corresponding increase in complexity. There are countless wonders and magnificent sights to be seen and understood. A jungle however, is also full of dangers. Indeed the mysteries, beauty and danger of a jungle oftentimes combine in such a way that one becomes so enraptured or lost that one may lose touch not only with one's own identity, but also with the reality of the world that surrounds the jungle. In most instances a guide is needed for the uninitiated in traveling through it. This guide not only helps in avoiding the jungle's many dangers and pitfalls in reaching the destination, but if he is a good one, he also points out and explains its mysteries as one goes along. Generally speaking, he facilitates the continuing sequences of surprises along the way. Of course there are the exceptional few who can get through a jungle on their own without being harmed and who also come to understand it; most people however need a guide. It should also be noted that going through a jungle can be an onerous journey, but there is usually a sense of accomplishment (even if it is only one of survival) when one reaches his destination. In most cases the experience also rewards the traveler with a fuller understanding not only of the jungle but also himself. Traveling through a jungle changes the person not only for having learned and experienced new things, but also for developing a feeling of competence in many ways to live in and cope with the world beyond.

The college experience is quite similar to the jungle experience. The student enters college not really knowing what to expect. From the very beginning he is awed by the surprises of increasing complexity. And if he is not careful, not only will he miss much of what is happening to him and around him, but he may also fall to one of the dangers or pitfalls. Thus a guide is called for to facilitate his travel through the world of academia. This guide is the academic advisor, who not only sees that the student fulfills the requirements for graduation, but if he is a good advisor, stimulates and lends to a fuller education for the student.

This paper is concerned with academic advising as it relates to the student and college. Just as there are reasons that a person needs a guide through a jungle, there are reasons that a student needs a guide through college, and this

paper addresses this need for academic advisors. The relationship between academic advising and teaching will also be examined. This will then be related to the purposes and goals of the institution and the role that academic advising plays in helping the institution reach its educational mission. The significance of this for the student personnel worker, I trust, will become obvious. Before we can touch on these questions, though, it will be necessary to present a descriptive analysis of academic advising followed by a presentation of predominant philosophies which guide institutions in their educational endeavor.

DEFINITIONS AND ANALYSIS

The role of academic advising is viewed in the context of what the contemporary college is: a complex organization of social structures and processes called a college or university in which diverse students enter to be developed in such a way that they will come to possess qualities that are desired by those who support and those who operate the organization. There is some theory, implicit and explicit, which guides the activities of the college in the way students are to be changed (Sanford, 1962). This definition relates to the purpose of this paper, to examine the relationship between the guiding theory of the college or university and academic advising.

In the interest of definitional clarity the difference between faculty advising and counseling should be pointed out. The differentiation used by Hardee and Mayhew (1970) is the most concise. Faculty advising is defined as that activity carried out by members of the teaching faculty in assisting students with their educational, vocational, and personal concerns at a defined level of competence. Counseling on the other hand consists of the utilization of specifically trained and experienced persons in the areas of educational, psychological or clinical counseling procedures. The former emphasizes facilitation or assistance while the latter primarily deals with therapeutic concerns. While this elucidation should be kept in mind, it is possible to talk of academic advising in a general nature without making reference to this differentiation.

It is argued that on an analytical level academic advising can be viewed as a tri-dimensional activity as put forth by Hardee and Mayhew (1970) without emphasizing faculty advising as those authors do.

1) The first dimension: Discovering the purposes of the institution in its teaching-learning mission. An understanding of the goals of general and professional education can be achieved within these purposes. Requisites for the advisors' understanding of these include knowledge of departments and their inter-relationships, knowledge of inter-disciplinary endeavor, information about introductory, intermediate, and advanced courses, and productive inquiry. Basically what must be understood is how the content of the individual courses and the method for their teaching come to produce the desired end.

2) The second dimension: Understanding the purposes of the student, that his goals are a blend of interests, needs, abilities, family expectations, and cultural influence.

3) The third dimension: Fostering the growth of the student by a review of possibilities for facilitating the student's learning and the promotion of these in cooperation with him.

These three dimensions are necessary if academic advising is to facilitate the students' growth in wisdom, in the appreciation for, exercise of, and integration of knowledge.

PHILOSOPHICAL CONSIDERATION

As stated in our definition of a college, there is always some theory of education, implicit or explicit, which guides the activities of the institution in the way students are to be changed. To fully understand the college and the activities which go on in it, such as academic advising, these theories must be elucidated. These philosophies can be classified on a continuum ranging from rationalism at the conservative end through neo-humanism to instrumentalism at the liberal end (Hardee, 1959). Figure I is included as a descriptive aid in understanding the relative position of each philosophy.

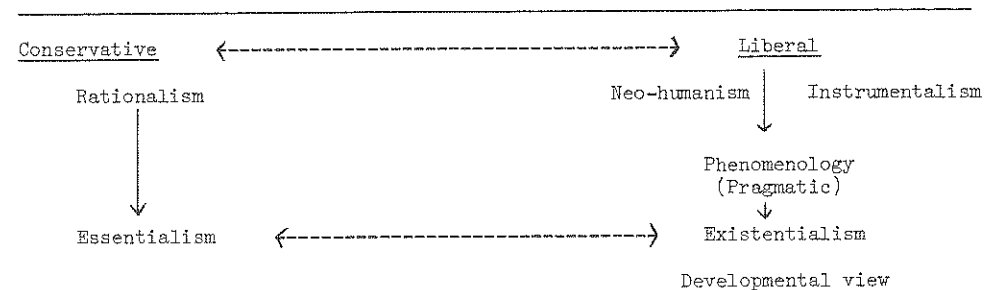


Figure I. Relationships of philosophies.

The rationalist program seeks to develop its intellectual virtues through a set of first principles including the good, the beautiful and the true. A prescribed curriculum is thus designated dealing with that referred to as metaphysics. The prototype of rationalism is the Great Books curriculum.

The neo-humanist program is based on a unity found in the cultural heritage of western civilization. With a dual recognition of the importance of mind and body, the curriculum is divided into the natural sciences, social sciences, and humanities. While primary orientation is towards subject-matter content, some interest in personal development exists.

The unity of the third program, instrumentalism, is centered upon the individual student. This philosophy of individualism is concerned with the full development of the individual in the development of society. The curricula, in attempting to provide for individual differences, consists of broad electives, experimental in nature, which have a relativist orientation, pragmatic in aspects of operation. An institution which is instrumentalist in nature provides not only subject-matter content but also personal, social, and vocational guidance for its

students. In short, the overriding consideration is that everything should render the fullest possible benefit to students.

A philosophical position which appears to draw from both the neo-humanist and the instrumentalist approaches is phenomenology. This position originated in an effort to deal with the inabilities of scientism. Its emphasis is on the subjective world of experience as the ultimate ground of reality. In essence, each individual must be viewed in his totality as he exists within his unique world. Individual worth, freedom, and humane concerns are stressed. This lends itself to a pragmatic view which holds that truth is modified as discoveries are made and is relative to the time, place, and purpose of inquiry (Penney, 1972).

The foregoing philosophical positions are all part of a fundamental issue: essentialism versus existentialism. Essentialists are concerned with what is permanent, rational, certain, which go on beyond time and place. A standard exists by which all is judged. This may be a divine being, nature, or humanity, but it is never the solitary being of individual man. The existentialists, however, center their attention on man qua man. They view the vitality in philosophy or education as efforts to give rational form to a vision which must be intensely personal. Unlike the essentialists who view the ends as crucial, the existentialists emphasize means (Penney, 1972).

With regard to pedagogy, the essentialists contend that there is a specific body of knowledge to be taught and learned. Since human nature is viewed as essentially the same in every epoch, tradition, history, and experience become worthy teachers. As a consequence, they emphasize the disciplines and protect the departmentalization in college organizations. Subject-matter and standards are prerequisites which are maintained and pursued in set sequences. Essentialist pedagogy thus stresses the accumulative side.

The existentialists, on the other hand, stress the affective side. That which is to be learned is coupled with how the learner takes the learning. What is heard, rather than what is told, takes on the most significance. The end for students to which knowledge is a means is the finding of identity and the capacity for good judgment (Penney, 1972). It will be shown later how this fits the development view.

ADVISING AND TEACHING

The central activities of a college are teaching and learning. These two activities carried on by the teacher and the student are the reasons that colleges exist. While some may view that teaching is nothing more than the implantation of facts; I believe it is more, in the words of Nathan Pusey:

...the teacher's task is not to implant facts but to place the subject to be learned in front of the learner and through sympathy, emotion, imagination, and patience, to awaken in the learner the restless drive for answers and insights which enlarge the personal life and give it meaning (Hardee, 1961, p. 114).

This role of teaching is without a doubt in harmony with our previously cited definition of faculty advising, the activity carried on by teaching faculty in assisting students with their educational, vocational, and personal concerns. If

one accepts that college is centrally concerned with the growth of each student towards wisdom and intellectual maturity, academic advising is simply an extension of teaching. Academic advising is thus viewed in support of this main effort for it is a conscious concern for the academic and educational questions that most students have about the importance of their studies, the proper direction of their educational development, and the practical value of their educational objective (Robinson, 1958).

Some may question why this is important. Indeed some may feel it is a given that teaching and advising are in harmony. The answer is impersonalization. This has come to be a main characteristic of higher education in America. In fact this has been a characteristic for years in the history of higher education, especially since the German model of research has been predominant in the growth of large state universities. In 1910, the greatest weakness of American higher education was referred to in Williamson (1961) as the loss of the personal relationship between student and institution.

Impersonalization can be overcome by the integrating effort of academic advising. The hypothesis here is that if integration takes place, then impersonalization will decline. Through academic advising as the integrating factor between guidance, instruction, and administration, these main aspects of a college will become focused jointly on the aims of education. This is because the goals of the institution could be better reached when the objectives of administrators, faculty members, and personnel workers merge into singleness of purpose (Brunson, 1959). It has been assumed here that a goal of any institution would be to minimize impersonalization.

ADVISING AND THE INSTITUTION

The point of this discussion is that academic advising is an essential part of the activity of colleges and universities. It is a central aspect of the educational process that involves the teacher and the learner.

An underlying assumption of the paper has been that if a college or university is to have an effective advisory program then it must have a clear guiding philosophy. In other words, the philosophy that guides the institution in its educational function must be properly understood so that an advisory program can exist which will be consistent with and reflective of that philosophy in the attainment of the institution's educational goals. Thus preliminary questions of what responsibilities towards its students the institution is and is not willing to assume must be asked and answered. Without a clear formulation of philosophy, the advising program (not to mention the whole of the institution) will determine policy through expedience. Without a basic philosophy, the climate for an effective and intelligent advisory program cannot exist. Only when an institution is fully cognizant and genuinely committed to the underlying principles of its existence can an advisory program and the institution as a whole function properly to fulfill its educational mission.

PRESCRIPTIVE VERSUS DEVELOPMENTAL ADVISING

This author firmly believes that there are developmental tasks which most students face upon entering college and that these tasks must receive the utmost attention of the college teacher. The Committee on the Student in Higher Education

(1968) outlined the following three developmental tasks: 1) each student needs to acquire a positive and realistic conception of his own abilities in the world at large, 2) each student needs to reach the point of being able to see the structures and interrelations of knowledge so that he may begin the process of forming judgments on his own, and 3) each student needs to see the relevance of higher learning to the quality of his own life and to see that life in relation to the new kinds of judgments he now makes.

As has been previously stated in an implicit and explicit manner, the academic advising program of an institution is related to the overriding philosophy of that institution. It appears that the traditional relationship that exists between the academic advisor and the student on most campuses has been an essentialist one in nature. Since there are essential sequences to be met the relationship between academic advisor and student has been of a prescriptive nature. The relationship is based on authority resting in the advisor who tells the student to do certain things to overcome certain problems.

As has been stated, each student entering college faces certain developmental tasks. Facing these is what education is all about. This is an existentialist position which views the numbers of lectures given, the procedures and arrangements employed, the amount of material covered, the statement of rules and procedures are significant only to the extent that they help students find an identity and develop a capacity for good judgment.

To help face these developmental tasks, a developmental relationship of academic advising as teaching should be followed. This developmental relationship is according to Crookston (1972) based upon "the belief that the relationship itself is one which the academic advisor and the student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties (p. 13)."

An essentialist philosophy, as has been noted, underlies the prescriptive relationship in academic advising while an existentialist philosophy underlies the developmental relationship. To aid in the comparison of these two relationships, Table I has been included. This table compares the central components of the relationship between the academic advisor and the student that differentiates prescriptive and developmental approaches to advising.

CONCLUSION

It has been shown that academic advising is intricately involved with the overall philosophy of the college and university. Indeed it is linked with the central activities on campus, teaching and learning.

The compatibility of student personnel work with an existentialist philosophy of academic advising is, I believe, quite obvious. The underlying assumption is that college student personnel administration includes any person in the college applying knowledge and skills derived from the behavioral and social sciences to further the education of students. The implication derived from this, since the roles are compatible, is that a student personnel worker should become directly involved with existential academic advising. In this way a vital linkage could be constructed which could help bridge the gap between teaching, learning and student personnel work on today's college campus.

TABLE I

Contrasting Dimensions of Prescriptive and Developmental Approaches
to Advising

In terms of	Prescriptive	Developmental
Abilities	Focus on limitations	Focus on potentialities
Motivation	Students are lazy, need prodding	Students are active, striving
Rewards	Grades, credit, income	Achievement, mastery, acceptance, status, recognition, fulfillment
Maturity	Immature, irrespon- sible, must be closely supervised and carefully checked	Growing, maturing, responsible, capable of self-direction
Initiative	Advisor takes initiative on ful- filling requirements; rest up to student	Either or both may take initiative
Control	By advisor	Negotiated
Responsibility	By advisor to advise By student to act	Negotiated
Learning output	Primarily in student	Shared
Evaluation	By advisor to student	Collaborative
Relationship	Based on status, strategies, games, low trust	Based on nature of task, competencies, situation, high trust

Source: Burns B. Crookston, "A Developmental View of Academic Advising As Teaching," p. 14.

In our opening analogy college was viewed as a jungle. This paper contends that a student needs an academic advisor as he moves through college just as one needs a guide to travel through the jungle. This guide could be of an essentialist philosophy viewing advising as a prescriptive function in avoiding the dangers and pitfalls of college. On the other hand, this advisor could be of an existentialist philosophy attempting to help the student move through college by establishing a developmental task relationship. Similarly a guide could just get one through the jungle safely or a guide could not only do this, but hopefully also help the traveler in coming to understand the surprises along the way and to be a more fully rewarded person once his journey through the jungle is finished.

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ABOUT THE AUTHORS

Ed Anzalone and Candi Brunk are second year students in the masters program and are both Assistant Coordinators of Residence Life at MRC. They were Residence Life advisors to orientation, as independent study, last year. Ed completed his undergraduate work in psychology at the University of Delaware, and Candi attended Indiana University and majored in English education as an undergraduate.

Frank P. Ardaiolo holds a B.A. degree in Foreign Affairs from Assumption College in Worcester, Massachusetts, and is now working on a M.S. at Indiana University in College Student Personnel Administration. Having lived a number of years in Africa, he is also currently completing the requirements for a M.A. in Political Science and African Studies. At present, Mr. Ardaiolo is an Assistant Coordinator in an I.U. Residence Center.

Lynn D. Luckow was graduated from the University of North Dakota, Grand Forks, in 1971 with a B.A. degree in German and English. For the past two years he was employed by UND as an academic advisor in the University's freshman division, and also received experience in financial aid, registrar, and admissions counseling. He is presently working on his masters in College Student Personnel Administration and serving as a fraternity graduate scholarship advisor for the Indiana chapter of Delta Upsilon Fraternity.

PLACEMENT REPORT FOR INDIANA UNIVERSITY 1972-73 GRADUATES IN COLLEGE STUDENT PERSONNEL ADMINISTRATION

The student personnel job market was not as tight this year as it appeared to be last spring. Jobs were available; in fact, many candidates had choices to make in accepting a position. Of the 52 graduates with a major in CSPA, 40 were employed in positions in institutions of higher education. Four more accepted positions in industrial or governmental agencies. Of the remainder of the graduates, four chose specific locations to be with their spouses, two rejected job offers, and one joined a family business. There were no reports from some of these persons; only three definitely reported non-placement.

Conventions aided most in job-finding this year leading to 15 graduates' obtaining positions. Other placements were made through personal contacts with schools (9), the department office and faculty (7), former acquaintances in student personnel positions (7), professional bulletins (3), and the Residence Life staff (3).

A majority of positions (22) included some residence hall responsibilities and provided remuneration in room and/or board as well as salary. Mean adjusted income for such positions was \$10,628.31, compared with mean incomes of \$11,003.50 for government positions and \$10,112.94 for positions without hall responsibilities. The mean income for all positions was \$10,459.00, which is in line with former years' incomes, \$10,645.00 for 1972 and \$10,044.00 for 1971.

Listed below are the 1972-73 graduates and their present positions:

<u>NAME</u>	<u>POSITION AND INSTITUTION</u>
Barnett, Deborah Ann	Head Coordinator Residence Life Indiana University Bloomington, Indiana
Browning, Pamela	Assistant for Student Development Florida Tech. Orlando, Florida
Burrows, Dan	Director of Student Activities Southwest Community College Chicago, Illinois
Colantonio, Corinne	Panhellenic Adviser Iowa State University Ames, Iowa
Dean, Diane	Area Coordinator University of Miami Coral Gables, Florida
Dean, Judith	Counselor Indiana Rehabilitation Services Indianapolis, Indiana

Fisk, Sally	Management Assistant Atomic Energy Commission
Flanagan, Michael	Director of Student Employment Old Dominican University Norfolk, Virginia
Givens, Douglas	Assistant to Vice President for Development Kenyon College Gambier, Ohio
Givens, Susan Tuttle	Dean of the Residential College Kenyon College Gambier, Ohio
Godley, Linda	Student Development Specialist University of Texas Austin, Texas
Gordon, Nancy Pratt	System Factors Analyst U.S. Congress Washington, D.C.
Green, Elaine	Residence Hall Director University of Kansas Lawrence, Kansas
Grein, Clare	Counselor to New Students MacMurray College Jacksonville, Illinois
Hagberg, Kay	Assistant Dean of Women Ripon College Ripon, Wisconsin
Henry, Michael	Counselor to New Students MacMurray College Jacksonville, Illinois
Hess, Jonathan	Associate Dean of Students Dir. Student Activities Westmont College Santa Barbara, California
Hinman, Brian	Resident Counselor University of Cincinnati Cincinnati, Ohio
Holmes, John	Director of Residence Life Ohio Wesleyan Delaware, Ohio
Howse, Patricia	Counselor with Special Services Tennessee State University Nashville, Tennessee

Jenkins, Alvin	Coordinator for Residence Life Indiana University Bloomington, Indiana
Jensen, Lee	Training Specialist Monsanto Co. St. Peters, Missouri
Jones, Greg	Resident Director Georgetown University Washington, D.C.
Jones, Lesley	Coordinator of Residence Hall Programs Ohio Wesleyan University Delaware, Ohio
Kjellberg, Connie	Head Resident and Counselor in Counseling Center Seattle Pacific College Seattle, Washington
Kravinsky, Steven	Coordinator of Cooperative Education Drexel University Philadelphia, Pennsylvania
Lang, Sue	Counselor Olivet College Olivet, Michigan
Larkin, William	Assistant to Dean of Student Life (Campus Judicial Programs, Fraternities and Residence Hall) Ohio Wesleyan University Delaware, Ohio
Mamarchev, Helen	Assistant Dean of Women Resident Director University of Kansas Lawrence, Kansas
Pernal, Claudia	Resident Director The University of Nebraska Lincoln, Nebraska
Raizor, William	Residence Counselor Wake Forest University Winston-Salem, North Carolina
Resnick, Frank	Residence Hall Director SUNY at Cortland Cortland, New York
Resnick, Judith Kursman	SUNY at Cortland Cortland, New York

Ronningen, Diane	Assistant Director of Academic and Personal Advising Center University of Pennsylvania Philadelphia, Pennsylvania
Schuster, Richard	Coordinator of Student Activities and Assistant to Dean of Student Affairs Newberry College Newberry, South Carolina
Silverberg, Ellen	Area Coordinator University of Miami Coral Gables, Florida
Sims, Johnnie Morrow	Developer of Residence Hall Programs Alabama State University Montgomery, Alabama
Stackhouse, Tom	Assistant Area Coordinator University of Georgia Athens, Georgia
Svrluga, Richard	Associate Dir. of W. Campus Boston University Boston, Massachusetts
Thomas, Robert	Assistant Dean of Students for Residence Halls Westmar College LeMars, Iowa
Weeks, Winnifred	Residence Counselor Wake Forest University Winston-Salem, North Carolina
Williams, Cherryetta	Supervisor, Multi-Media Resources Center Indiana University Bloomington, Indiana
Wolfson, Charles	Program Advisor University of Missouri Columbia, Missouri
Wunder, Nickolas	Adviser for Fraternity Affairs University of Tennessee Knoxville, Tennessee
Zietz, (Bucky) Wm.	Assistant Dean of Students Carleton College Northfield, Minnesota

CHANGES REPORTED OF FORMER GRADUATES

Arrowsmith, Kathy (Crawford)	to Bowling Green College Bowling Green, Ohio
Helms, Charles	to Admissions Director Earlham College Richmond, Indiana
Kelly, Carol (Bischoff)	to State University of N.Y. Binghamton, N.Y.
Loewen, Eleanor (Returned from Africa)	to Assistant Dean of Students Bluffton College Bluffton, Ohio
Phillips, Barbara	to Assistant Dean of Students Indiana State University Terre Haute, Indiana
Scully, Mike	to Western Illinois University Macomb, Illinois
Trager, Adrian	to Assistant Director of Housing SUNY at Buffalo Buffalo, New York

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