



Journal
of the
Indiana
University
Student
Personnel
Association

Spring
1972

I.U.S.P.A.

The Indiana University Student Personnel Association (IUSPA) was founded in February, 1970, to serve as a means of supplementing the course work in the Department of Student Personnel Administration through lectures, seminars, free university series, and open forums and as a vehicle for students to express their views on various aspects of the field. The Association was also developed to give students the opportunity to exchange ideas through informal social outings and to give students a way to keep up-to-date on professional developments in the field.

The Journal of the Indiana University Student Personnel Association with its student and faculty articles and its news about I.U. is for you. We would like to continue to publish the Journal, but we cannot without help.

Contributions for the Journal--and the Journal only--can be sent to the following address:

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Opinions expressed in the Journal are not necessarily those of IUSPA, the Department of Residence Hall Counseling or the Department of College Student Personnel Administration.

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CORRECTIONAL EDUCATION AND
THE STUDENT PERSONNEL ADMINISTRATOR
by Norm Davis

With the emerging awareness of the need for penal reform most recently evidenced by the uprisings at Attica State Prison, Attica, New York, student personnel administrators may find themselves in the unique and perhaps enviable position of effecting major changes on correctional campuses. Among the requests which inmates are making are the desires for revision of existing educational services and the opportunity for higher education programs. No longer are convicted felons content to perform the "institutional industries" of washing dishes in the cafeteria and making license plates. Rather, the old concept of "do your own time" is making way for a newer attitude of "find help in prison."

At the Purdy Treatment Center for Women, a new medium security facility located near Tacoma, Washington, experimental vocational classes have been included in the rehabilitation milieu. Residents may now take instruction in secretarial skills and key punch operations. For those women who desire training which cannot be offered at the Center, work release programs allow them to participate in classes at Tacoma Community College. Likewise, the Washington State Penitentiary at Walla Walla, a maximum security unit for men, offers a program in probation and parole officer training in conjunction with Walla Walla Community College.

Such programs place new burdens on the student personnel administrator. Old problems such as financial aid, discipline, and admissions require new defining in order to cope with students having criminal records. Also, in many cases societal and institutional rejection has been reinforced to the extent that this new breed of student will have a difficult time participating in the classroom experience. Case in point, these adults were often the kids who were expelled from high school or grade school and told never to return.

Correctional education presents two situations which bear examination by the student personnel administrator. The first concerns those residents who are eligible to temporarily leave the correctional setting to attend the college campus. The second situation deals with the extension of the college experience to the correctional campus, i.e., offering classes and training to those residents who are not eligible for work release or other such programs and therefore need the courses offered within the prison.

In the first approach, certain responsibilities are assumed by the prison officials. Screening procedures select those people who indicate that they will not be discipline problems. In fact, at the Purdy Treatment Center, work release regulations are so strict that only model prisoners can qualify. Any violations immediately revoke the work release privileges. Financial

assistance is also provided by the corrections system. Vocational rehabilitation programs receive financial assistance from the Department of Health, Education and Welfare specifically designated for reformatory education. Problems which the administrator will face, however, are more subtle and less definable than discipline and finance. The inmate attending classes on the college campus is faced with adjustment problems which are overwhelming. By the fact that he or she is serving time in prison, the resident is constantly reminded that his reason for being incarcerated is linked to his inability to appropriately deal in a socially acceptable manner with certain pressures and situations which he faced on the "outside". His imprisonment has necessitated a degree of institutionalization in that, within the prison setting, the resident has been compelled to re-identify himself and his self-worth in order to survive. Once inside the classroom, however, the prison coping techniques which he has developed are not adequate. The college administrator may find more than one irate faculty member complaining about the amount of foul language or sexual overtures which the new student contributes. The life of the "con" attending classes is a kind of neurotic balance of "playing the game" in both the classroom and behind the walls and yet struggling to maintain for himself a small degree of self integrity.

The second approach to correctional education consists of bringing the college to the prison. Difficulties which the administrator may face are such things as faculty recruitment, motivation, and attendance problems with the residents. Certain limitations with classroom facilities may alter the types of subjects taught. Botany and geology field trips for example will be a bit confined. The administrator will be constantly called upon to discover, present, and defend a curriculum which can both involve and be of benefit to the residents. If the administrator wishes to educate as well as train, he may well find himself establishing a student bookstore and student government, introducing educational policy committees, providing extra-curricular programs of concerts, speakers, and intramurals. In short, the college experience is not all classroom on the college campus and should not be intended to be so on the correctional campus.

That higher education has an extension responsibility is not in question. Where higher education chooses to extend itself, however, is the concern and responsibility of the student personnel administrator. A forward look to corrections shows at least one area of direction.

AN UNDERGRADUATE'S CONCERN ABOUT STUDENT PERSONNEL
by Margee Greenfield

The undergraduate who indicates any interest beyond the intention to enroll in Student Personnel after graduation is met with charges of impatience and narrow-mindedness. Student Personnel is not an academic discipline, he is told. Those with more varied backgrounds are being placed first and in the most prominent positions. In addition, an undergraduate, it seems, is too close to or too much a part of the nucleus of advisees with whom a student personnel worker comes into contact, and can only achieve the proper maturity and objectivity with the awarding of a diploma. In other words, interested undergraduates are being advised to, "Come back when you grow up." They are discouraged from attempting, in any way, to incorporate their interests into an academic program and are forced to look at graduate school as the only way to gain proper educational-vocational training. In Student Personnel, a department that by definition deals with the plight of the undergraduate, this philosophy seems highly inconsistent.

In defense of Student Personnel and its related opportunities, it must be mentioned that forty junior and senior students were hired this year by the Dean of Students office in the position of Undergraduate Resident Assistants (URA). This does, however, contradict the previously-mentioned "age-maturity-objectivity" contention. Ideally, one would expect URAs to be working with and observing the older and more experienced Resident Assistants. In reality, undergraduates have been dealt, and in most cases have readily accepted and skillfully carried out, equal work loads in both counseling situations and program advisorships, despite the distinction in title and remuneration. Age and situational proximity, expected to be major problems, have in many instances proven to be notable advantages. Other assets include their knowledge of the campus, as well as the unique aspects of residence hall living at Indiana University. They are also acquainted with the administrative red tape that can be avoided or must be endured, and, because of shared academic and social experiences, can offer special insight and empathy to fellow students, especially freshmen. These qualifications, often not held by a graduate student from another campus, when combined with a degree of maturity, which Undergraduate Resident Assistants are assured was a major factor in their selection, offer a valuable and promising contribution to the residence hall program. Only graduate students, however, are offered an academic curriculum and coordinated studies to bolster their residence hall experience.

Student Personnel is not an extremely visible option. A number of students are floundering in psychology, sociology and altogether unrelated fields, wondering where to channel their knowledge, experience, and interest in working with students. Many have a general idea regarding their vocational plans, but are unaware that Student Personnel exists, or that it encompasses such a wide variety of student services. Even academic counselors

seem to overlook the entire area, or, at best, refer to it in terms of future administrative training. With no specific undergraduate requirement for admission to the Student Personnel program, and no available undergraduate course work in the field, students are, in many cases, choosing majors in order to get through their four undergraduate years as painlessly and quickly as possible, so that in graduate school they can continue to pursue the necessary training and exposure in their area of interest.

Ideally, Indiana University could offer a limited undergraduate internship program for those students who are finding their interests and experiences unfulfilling in their major areas, or who merely desire a more challenging, informative exposure to Student Personnel. Interested undergraduates on this campus are, in some cases, willing to offer their services to the Dean of Students office with no request for monetary or curriculum reward, but merely for the opportunity to observe more closely the many areas which it comprises. It is significant that there are not great numbers of undergraduates interested in Student Personnel, but only a few who are anxious to get involved and explore now. They are willing to present their past academic records and experiences, and be exposed to any number of selection processes, in order to gain more exposure.

If in Student Personnel, "the professional personnel worker's chief concern is with creating a campus environment which facilitates the individual's behavioral development,"¹ it seems that the lack of concern shown to sincerely interested undergraduates, indicates a definite inconsistency in their philosophy. In addition, if "the emphasis is to a greater extent on meaningful involvement of students in those activities and concerns which affect their living and learning experiences,"² is it then unreasonable for undergraduates to request a minimum of information and academic experience concerning their future field of study? Is it presumptuous to suggest that the Department of Student Personnel might benefit from its association with informed and concerned undergraduates who have the ability to add a new dimension to the field?

EDITOR'S NOTE: It is of extreme importance to the Student Personnel profession that the voice of undergraduates be heard. Reactions to this or any other articles should be sent to: Editor c/o Dr. Elizabeth Greenleaf, School of Education Room 319, Indiana University, Bloomington, Indiana 47401.

¹Walter F. Johnson, "Student Personnel Work in Higher Education: Philosophy and Framework," in College Student Personnel, ed. by Laurine E. Fitzgerald, Walter F. Johnson, and Willa Norris. (Boston, 1970), p. 10.

²Ibid. p. 10.

I.U.'S NEW ASSISTANT DEAN OF STUDENTS
FOR RESIDENTIAL PROGRAMS
by Les Bennett

"In the broadest terms, the Department of Residence Halls Counseling and Activities is primarily concerned with the interpersonal environment within our eleven residential communities," stated Dr. David A. DeCoster, Indiana University's new Assistant Dean of Students for Residential Programs and Services. Dr. DeCoster added that the basic assumptions for an educational role within college student housing are (1) the influence of environment upon behavior, and (2) that learning is a total process which includes non-classroom as well as classroom experiences. Essentially, his department works with students to establish living environments which support the formal educational process, as well as offering enriching experiences that make a substantial contribution to the total growth and development of college students.

Dr. DeCoster went on to say that there are several problems facing the residence hall educator as he attempts to develop an environment for learning within the residence halls. One problem is the role conflict that residence hall staff members face as they relate to student residents on a day to day basis. The Resident Assistant, for example, must fulfill a number of managerial tasks as well as serve in the capacity of teacher and counselor. "We often talk in terms of developing a 'sense of community' within the living unit, of helping to solve interpersonal problems, and of the various living-learning experiences that are so important to us as educators...but there are also administrative tasks that must be fulfilled with accuracy and efficiency if we hope to meet the total needs of students within a residential community."

Concern regarding student conduct is also viewed by some residence staff members to be in conflict with their educational roles. Dr. DeCoster stressed that "we must do an even better job than we have been in helping staff members to understand...how their concern for the interpersonal environment within each living unit will, of necessity, include the job of providing some guidelines for cooperative community living. If we do not satisfy the basic needs for enjoyable and compatible human relationships, we will hamper our success in meeting other educational objectives."

Dr. DeCoster came to Indiana University from the University of Georgia, where he served as Associate Director of Housing for Residence Education and as an Assistant Professor of Education in the Department of Counselor Education and Student Personnel. Dr. DeCoster has held a wide range of residence hall positions dating from his undergraduate days at the University of Michigan where he was a Resident Advisor. He received his B.A. in Education in 1962 and his M.A. in Guidance and Counseling in 1963 from the University of Michigan.

The University of Florida was Dr. DeCoster's next home; there he began work on his Ed.D. in Counselor Education which he received in 1970. While at the University of Florida, Dr. DeCoster served as a Counselor for the Division of Housing, then as a graduate assistant in the Department of Counselor Education, and finally as Assistant to the Director in the Division of Housing.

Dr. DeCoster's scholarly writings and presentations have been primarily in the area of the educational roles of residence halls. Some of his works include "The Effects of Homogeneous Housing Assignments for High Ability Students," in The Journal of College Student Personnel, 1968, "Some Effects of Coordinating Classroom and Residence Hall Assignments for College Freshmen," presented to the American Personnel and Guidance Association at Las Vegas in 1969, "The Educational Role of College Housing," in the July, 1971, Journal of College and University Student Housing, and "The New Morality," Journal of College Student Personnel, 1970.

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Contributions for next fall's Journal are still being accepted.

Indiana University Student Personnel Association
1972

The Student Personnel Association at Indiana University is designed to supplement the curricular offerings and resulting classroom discussions of the academic department. With our field being as broad-based as it is today, it becomes exceedingly difficult to examine in depth the various aspects of Student Personnel Administration.

Association meetings focus and shed additional light on subjects first touched on in the classroom and, likewise, serve as opportunities to come to grips with previously unaddressed concepts, problems, and theories. Meeting topics this year have ranged from "Sexism in Higher Education," and "Contracting With Professional Entertainment Groups" to pre-convention information and interviewing demonstrations for people planning to attend the national meetings.

The Association also serves as a means of bringing to the I.U. campus distinguished individuals in the field of Student Personnel Administration with whom the students in the department can interact on an informal basis.

Not to be overlooked, the organization also provides various social functions designed to further the cohesiveness of the students within the department.

Joel M. Marlin
Acting President
Indiana University
Student Personnel Association

ALUMNAE BREAKFAST, NAWDC

For those attending NAWDC, Indiana Alumnae and Friends will have a breakfast meeting, Friday, 8:00 a.m., March 24, 1972. It was felt best to return to a morning meeting because of evening convention programs and theatre plans. To save you time and a place at breakfast send the reservation form below to Miss Wanda Deutsch, Residence Halls Counseling and Activities Office, 205 Maxwell Hall, Indiana University, Bloomington, Indiana (47401) not later than March 8. Price will be approximately \$3.50 and will be collected at the door. If you fail to return your reservation be sure to find the sign-up sheet near the reservation area before 4:00 p.m. Thursday, March 23, 1972.

Name _____ Address _____

Please make _____ reservations for the I.U. Alumnae Breakfast,
March 24th. Besides myself this includes _____

Signature

COMPARISON OF STUDENT PERSONNEL ADMINISTRATORS
AND STUDENT PERSONNEL INTERNS AT INDIANA UNIVERSITY
CONCERNING PROBLEMS FACING WOMEN ADMINISTRATORS
by Corinne Colantonio

A questionnaire developed from current readings and research in the area of women's concerns was sent to sixteen women administrators and thirteen women student personnel interns at Indiana University.

The questionnaire consisted of 23 items which could be answered by selecting one of the following responses: strongly agree, generally agree, no opinion, generally disagree, and strongly disagree. Two additional questions inquired as to who had been most influential in career decision and areas in which discrimination had been experienced. Respondents were also given the opportunity to react to an open ended question stating the concerns they perceive the woman student personnel administrator as facing.

Findings indicated the following:

1. Women currently in administrative positions and student personnel interns agreed in seven areas:
 - a. A woman's physical or psychological make-up is not a handicap in student personnel administration.
 - b. Women are not encouraged to examine the possibility of non-traditional careers.
 - c. A career does not interfere with family life.
 - d. Maternal leave provisions and university sponsored child care facilities should be made available to women staff members.
 - e. Women do not have adequate opportunity to develop their potential.
 - f. There should not be special counseling services for women.
 - g. Women in student personnel administration have difficulty in dealing with people in other administrative positions.
2. Administrators indicated that parents, friends, relatives, and advisers all had a minimal amount of influence on their career decision. Interns responded that a friend, relative, or other person had been influential in their career decision.

3. When administrators were questioned regarding areas of discrimination, it was found that hiring practices and salaries ranked among the highest areas. Surprisingly, 50 per cent responded that they had not experienced discrimination in any of the areas listed. Six students reported discrimination in hiring practices while only five of the sixteen administrators did. Thirty per cent of the students reported no discrimination.
4. The major concerns mentioned most often by administrators in response to the question dealing with issues a female student personnel administrator faces, dealt with the lack of opportunity to advance and also acceptance and respect of female opinion. It was also pointed out that problems in balancing home and career are not unique to the student personnel field, nor are other problems, i.e. discrimination. The student personnel interns' responses to the question expressed more certitude centering around women's rights and women's liberation. They felt one of the prime concerns facing women was that of expressing themselves and taking the initiative to achieve and advance. Other concerns were restricted to lack of promotional opportunities, lack of respect and acceptance, and discriminatory hiring practices.
5. Disagreement between women holding administrative positions and student personnel interns was found in the following areas:
 - a. Administrators felt that it was not difficult to combine a career with a household, as compared to the interns' responses which were distributed equally among the answer options.
 - b. Administrators indicated a strong need for a Bureau of Women's Affairs at Indiana University, while the interns did not.
 - c. Sixty-two per cent of the administrators agreed with the statement that women have adequate opportunities to develop their potential while 53 per cent of the interns disagreed.
 - d. Interns strongly disagreed (76%) that women in supervisory positions have difficulty in dealing with women in subordinate positions while only 37 per cent of the administrators felt this way.

Thus, the findings from this study show that the two response groups on the whole do not differ too greatly in the way they perceive issues, concerns, and problems related to women in student personnel administration. This reveals that Indiana University female student personnel interns do anticipate some of the problems and concerns experienced by present female administrators. One must not fail to consider, however, the time at

which this questionnaire was administered in regard to the current women's liberation issue. Women's liberation has been instrumental in affecting attitudes, opinions, and values in many fields.

About the Authors

Norm Davis received his B.A. degree in English at Washington State University at Pullman. He was employed with the Department of Social and Health Services, Office of Mental Health, as a drug abuse program coordinator for state institutions and worked with correctional pre-release post-release programs for heroin addicts. He is presently working on his Masters in Student Personnel and serving as a Resident Assistant at McNutt Quadrangle at Indiana University.

Margee Greenfield is a junior in the School of Education at Indiana University, majoring in Speech. She is an Undergraduate Resident Assistant at McNutt Quadrangle, and a member of the University Division Freshman Advisory Commission.

Les Bennett graduated from Hiram College in 1969 with a B.A. in Religion. He is presently on leave from his position as Admission Counselor at Hiram to work on a Masters in College Student Personnel Administration at Indiana University.

Corinne Colantonio graduated from Indiana University in 1971 with an A.B. in Sociology. She is presently an R.A. at M.R.C. working on a M.S. in Education with specialization in College Student Personnel Administration.

Guest Author

Dr. Phyllis A. Montgomery is presently Dean of Student Life Programs at La Salle College in Philadelphia, Pennsylvania. Dr. Montgomery received her doctorate in Higher Education at Indiana University in 1971. While at I.U. she was the Associate Head Counselor at Read Center.

AN EVALUATION OF THE INDIANA UNIVERSITY MASTER'S
DEGREE PROGRAM IN COLLEGE STUDENT PERSONNEL ADMINISTRATION
FROM 1959 TO 1969
by Dr. Phyllis Montgomery

Introduction

A study of the Indiana University College Student Personnel Master's degree program was undertaken to evaluate the contributions of the professional core, practicum experiences, practical experiences, and outside electives to the preparation of the program's graduates. Need for the study was evidenced by the changes in higher education which have affected the roles and functions of student personnel administrators. Two major questions were studied to understand change as it relates to the preparation of student personnel administrators: First, were student personnel administrators prepared to meet the needs of the changing university; and second, what types of training will best prepare personnel workers for the roles and functions that will be demanded by higher education in the future?

A questionnaire designed to evaluate professional courses, practicum areas, internships, assistantships, and course requirements outside the Departments of Higher Education, College Student Personnel Administration, and Counseling and Guidance were sent to 356 graduates. A total of 280 (78.3 per cent) graduates participated in the study. Further, over 60.0 per cent of the population responded for each of the eleven years under investigation for the study.

General Findings

Background of the population. The male to female ratio of the population was almost evenly distributed; 49.6 per cent were male and 50.4 per cent were female.

Approximately 90.0 per cent of all graduates acquired some type of comprehensive practical experience within the Dean of Students Division during the two year Master's degree program, 75.4 per cent held residence hall internships and 13.9 per cent held assistantships in other areas. Assistantships were more frequently held by men than women; four of 39 assistantships were held by women.

One-fourth of the graduates, 24.6 per cent, were currently working toward a doctorate, while 8.6 per cent held a doctorate. The general area of doctoral study was in higher education and student personnel administration.

Approximately 50.0 per cent of the graduates were employed as residence hall and housing personnel or deans with generalists functions, counseling, student activities, and admissions were cited as areas of responsibility by approximately 20.0 per cent, and ten per cent of the population indicated they were no longer in student personnel administration.

Professional courses. The strength of the professional course preparation was in subject matter areas related to the general principles and functions of student personnel and the historical development of higher education and student personnel. Graduates tended to evaluate preparation in the general principles and functions of student personnel work better than any other subject matter area. More than 70.0 per cent of the 280 graduates responding cited preparation in the general introduction to student personnel work as very well or well; 36.4 per cent considered themselves very well prepared and less than 5.0 per cent evaluated themselves as either not very well prepared or not at all prepared by the introductory course material.

Professional preparation in the historical development of higher education and student personnel was evaluated slightly lower than the general principles and functions. Of the total graduates responding, 64.0 per cent were very well and well prepared in history, 25.4 per cent were very well prepared to professionally utilize historical information, 38.6 per cent graduates were well prepared in professional courses relating to history and less than 8.0 per cent were not very well or not at all prepared.

In comparison, professional preparation in work with groups and the types and techniques of individual counseling were assessed much lower than the general principles and functions of student personnel work and the historical development of higher education and student personnel. Although the majority of graduates responding were at least adequately or better than adequately prepared in group work and individual counseling, only 14.3 per cent of the graduates were very well prepared to work with groups through professional coursework and as few as 10.0 per cent were very well prepared in the types and techniques of individual counseling. Moreover, the data revealed that more than 25.0 per cent of the graduates were not very well or not at all prepared by professional coursework pertaining to group work and counseling.

Practicum classes. Generally, the majority of graduates were not adequately prepared to develop, and evaluate specialized programs in admission, foreign student advising, and reading and study skills from practicum experience and over 40.0 per cent were not at all prepared to assume responsibility in the areas of specialization. Further, more than 60.0 per cent of the total population were not very well or not at all prepared to work in financial aids, college union activities or sorority and fraternity affairs.

On the other hand, graduates tended to assess professional preparation to develop, supervise, and evaluate programs related to residence hall management better than any other practicum area. Almost half of the population cited preparation in residence hall practicum as very well, while 21.8 per cent graduates were well prepared. Less than 14.0 per cent of the population was not very well or not at all prepared in residence hall management.

Practicums in new student orientation and counseling were evaluated second and third respectively. However, in comparison with residence hall practicums, there was a sharp decline in the frequency of very well responses in new student orientation and counseling.

Professional development. The majority of graduates were well prepared to pursue activities appropriate for continuing professional development in student personnel administration. Of the total population, 38.9 per cent were very well informed about professional organizations and as few as 5.7 per cent graduates were not very well or not at all informed. Of the graduates 33.2 per cent thought the program had very well provided a basis for developing a personal philosophy of student personnel, only 7.1 per cent had not very well or not at all developed a philosophical foundation. In contrast to the development of a philosophy and information about professional organizations, 13.9 per cent of the graduates were very well provided with skills and knowledge for developing in-service training programs. It was indicated by 21.1 per cent that the program had not very well or not at all provided a basis for developing in-service training programs.

Practical experience. Residence hall interns evaluated practical experience as it related to the internship experience in the residence halls. On the other hand, non-residence hall interns based their evaluation on practicum and professional course work. Seventeen functions, those most frequently related to all areas of student personnel administration, were selected from the current literature as criteria for evaluating the practical experience preparation. Graduates were at least well prepared in most of the practical experience areas considered essential to the student personnel administrator.

There were two functions in which over 60.0 per cent of the graduates were at least well prepared, 66.1 per cent indicated they were either well or very well prepared to delegate and accept responsibilities related to staff and 63.6 per cent were at least well prepared to communicate and interpret university policy to students.

There was a second cluster of five functions in which over 50.0 per cent of the graduates were either well or very well prepared. The function receiving the highest evaluation within this cluster was advising student groups. Of the total, 58.6 per cent were at least well prepared, 27.5 per cent were adequately prepared, and 13.5 per cent were not very well or not at all prepared. The ability to represent student opinion to other administrators and faculty received the lowest evaluation within this cluster.

Four items can be identified within a third cluster. Over 40.0 per cent of the respondents felt that they were either very well or well prepared to select and train staff, to utilize the technique of problem-solving and decision-making, to evaluate staff performance, and formulate policies related to the personnel services. Although the percentage of graduates evaluating

these four functions as very well or well fluctuated from 46.3 per cent to 41.4 per cent, approximately one-fourth of the respondents were not very well or not at all prepared in three of the four functions. The ability to utilize the techniques of problem-solving and decision-making was the exception with 18.1 per cent of the respondents indicating that they were not very well or not at all prepared; slightly more than one-third of the population indicated they were adequately prepared.

Administering programs in leadership training, work with legal and judicial processes related to student personnel work, and evaluating the total student services operation comprised the fourth cluster of functions. Although the majority of graduates were at least adequately prepared in the three functions, there was a rather significant decrease in the number of graduates who were either well or very well prepared in the three functions. The data also revealed a greater percentage of graduates who were not very well or not at all prepared in the three functions. For example, 43.3 per cent of the respondents were less than adequately prepared.

Preparation in managing physical facilities, in developing and administering a budget, and in planning physical facilities comprise the final cluster of functions. At least 50.0 per cent or more of the graduates were not very well or not at all prepared to plan physical facilities. In total, graduates were least prepared to develop and administer a budget.

Basic courses in education and outside electives. The data revealed that approximately one-third of the population cited the relationship between basic education courses in philosophy, statistics, and educational psychology and professional work as well related, about one-third felt the courses were adequately related and one-third thought the courses were less than adequately related. By and large, most graduates took outside electives in psychology, sociology, and business. The three academic disciplines were cited by the majority of graduates as at least well related to all aspects of professional work.

Future preparation of student personnel administrators. Graduates were asked to determine areas of study essential for training future student personnel administrators. At least 50.0 per cent or more of the population felt the following areas of study should be required: counseling principles, psychology, the opportunity for practicum experience in several areas of student personnel services, group dynamics and human relations skills, the study of the University as a social community, a practicum in counseling, and an overview and history of student personnel services in higher education.

As a required course, counseling was cited as the most essential area of study by the largest number of graduates. Specifically, 80.0 per cent felt counseling should be a required course, an additional 15.7 per cent cited counseling as a recommended elective.

The second most essential area of study was psychology. For example, 69.6 per cent of all graduates felt that the study of psychology should be required. Another 25.0 per cent indicated that psychology should be a recommended elective. No graduates believed that psychology was not necessary.

The opportunity for practicum experience in several areas of student personnel services was third in terms of the number of graduates who thought it should be required, 69.3 per cent. Approximately another fourth indicated that several practicum areas should be recommended electives.

Group dynamics and human relations skills were considered important enough to be required areas of study by 63.6 per cent of the graduates. Slightly more than 30.0 per cent of the population felt the area of study should be a recommended elective. Important to note, there were no graduates who believed group dynamics and human relations skills were not necessary.

Of the total graduates, 58.6 per cent felt the study of the university as a social community should be a recommended elective. About 9.0 per cent of the respondents indicated the area of study should be an available elective.

The majority of graduates indicated that a practicum in counseling should be required. Fifty-seven per cent felt counseling practicum should be required, almost 30.0 per cent felt that a counseling practicum should be a recommended elective, and slightly more than 12.0 per cent believed it should be an available elective.

There were three areas which 40.0 per cent or more of the graduates believed should be required areas of study; legal aspects of higher education (47.1 per cent), the administrative principles of higher education (44.6 per cent), and an understanding of the nature of change and the ability to work for its accommodation (40.4 per cent).

In summary, future preparation should emphasize courses in psychology, counseling, the sociology of the university, group dynamics and human relations skills, and practicum experiences in several student personnel service areas. More than 55.0 per cent of the respondents felt that each of these should be required areas of study.

Moreover, the data indicate that the curriculum should be flexible enough to at least provide recommended electives in the following areas of study or practical experience: business administration, research oriented courses; legal aspects of higher education, fiscal management, the planning and management of physical facilities; an understanding of the nature of change and the ability to work for its accommodation, sociology, and psychology.

Significant differences between interns and non-interns of both sexes in evaluating professional courses, practicum classes

and practical experience. Analysis of variance and Duncan's New Multiple Range Test were applied to the data to determine whether female interns, male interns, female non-interns, and male non-interns differentiated significantly in evaluating the program. When analysis of variance was applied to the data, the F ratio was considered significant at the 0.01 level of confidence. Duncan's test provided information regarding specific differences between the four groups.

There was only one area of preparation in which the residence hall internship made a significant difference. Interns, male and female, differed significantly from their non-intern counterparts in evaluating preparation in the practicum experience and residence hall management. Specifically, interns as a group tended to be significantly more prepared to assume responsibilities related to residence hall management.

By comparison, there was not a significant relationship between internship status and the evaluation of the practical experience areas. However, interns of both sexes, when compared to non-interns of both sexes, tended to report better preparation in most of the practical experience areas. For example, in 10 of the 17 practical experience areas, interns of both sexes were better prepared than non-interns of both sexes.

There were no significant differences based on sex in evaluating professional core and practical experience. However, non-intern males tended not to evaluate their total preparation as well as female interns, male interns, and female non-interns. In general, women evaluated their preparation better than their male counterparts. By and large, female interns as a group were more prepared in practical experience and professional core areas than intern males, and non-interns of both sexes.

Summary of Major Findings

1. In general, the practical experience preparation surpassed the academic preparation of professional course work and practicum classes.
2. The program was excellent preparation for residence hall administrators and generalists in student personnel administration.
3. In most cases, except for residence hall administration, the program did not provide adequate preparation in the specialized areas of student personnel administration.
4. By and large, counseling preparation acquired through practical experience aspects of the program was superior to counseling preparation received in professional courses and practicum classes.
5. Although interns of both sexes generally evaluated the overall preparation better than non-interns of both sexes, internship experience did not make a significant difference in total preparation.

6. Graduates were most frequently employed as residence hall and housing personnel or deans with generalist functions.

7. Although the sample population was evenly distributed between men and women, it was found that a greater proportion of men held assistantships during their tenure at Indiana University. On the other hand, women more often than men held residence hall internships.

8. Of the total experiences available, women were more apt to be satisfied with professional core and practical experience preparation than men.

Acknowledgment

The writer gratefully acknowledges the 280 participants who made the study possible. Appreciation is also extended to Miss Becky Britt, Mr. Dana Burnett, Dr. Philip C. Chamberlain, Mr. Roger Crafts, Dr. Elizabeth A. Greenleaf, Dr. August Eberle, Dr. Thomas N. Elliott, Miss Ruth Hitchcock, Miss Penni Johnson, Miss Nancy Meacham, Miss Barbara Phillips, Mr. Eric Riedel, Dr. Robert Shaffer, Dr. Barbara M. Varchol, and Mr. Dave Walling for their assistance.

P.A.M.

"The roots of student activism lie in unresolved conflicts in our national life, but the many defects of the universities have also fueled campus unrest. Universities have not adequately prepared themselves to respond to disruption. They have been without suitable plans, rules, or sanctions. Some administrators and faculty members have responded irresolutely. Frequently, announced sanctions have not been applied. Even more frequently the lack of appropriate organization within the university has rendered its response ineffective. The university's own house must be placed in order."

....The Report of the President's
Commission on Campus Unrest

"Recommendations." The Report of the President's Commission on Campus Unrest. (Washington D.C.: U.S. Government Printing Office, 1970). p. 7-8.

INDIANA UNIVERSITY
CANDIDATES FOR PLACEMENT - 1972

Note: Internship implies part-time position in related student personnel areas and completing of Internship Seminars; Practicums include a semester's work in the designated student personnel service at Indiana University. All experiences are after Bachelor's degree.

ANTHONY, PEGGY: B.A., Baldwin-Wallace College, Government
Internships: Indiana University Residence Halls; off-campus at Manchester College
Practicums: Human Relations Office, University Division, Afro-American Tutorial Office

ARSENEAULT, DAVID: B.S., Mount Saint Mary's College, Maryland, History Education
Internship: I.U. Residence Halls
Admissions Counselor at Mount Saint Mary's College - 2 years

ATKINSON, SUE: B.S., Ohio University, Business
Graduate Assistant in Office of Counseling and Activities and for the Department of Student Personnel Administration
Practicum: YWCA

BAUM, DIANA: B.A., University of Arizona, Speech
Internship: I.U. Residence Halls
Practicum: YWCA

BODOFSKY, IRVIN: B.A., Rutgers, Sociology
Practicums: Veterans Affairs and Traffic Division, and Education Student Services

BRITT, BECKY: A.B., Indiana University, Sociology
Practicum: Education Student Services
Graduate Student Advisory Board for School of Education

BRODZINSKI, FRED: A.B., Saint Joseph's College, Pennsylvania, English
Internships: I.U. Residence Halls and off-campus at Manchester College
Practicum: Student Activities Office

CAMICIA, KATHY: B.A., University of Kentucky, Sociology
Internships: I.U. Residence Halls and off-campus at the University of Evansville
Practicum: Student Activities Office

CARPENTER, DARRELYN: A.B., Indiana University, Psychology
Graduate Assistant with Project METRO
Practicum: Student Union

CRAWFORD, KATHY: B.A., Mary Baldwin College, Sociology
Graduate Assistant for the Department of Student Personnel Administration
Internship: Admissions Counselor, Mary Baldwin College
Practicums: Education Student Services and Residence Halls
President of I.U. Student Personnel Association

CROUCH, JIM: B.A., Franklin College, English Literature
Internship: off-campus at the University of South Florida
Practicum: Student Union, Financial Aids

DARBY, MCARTHUR: B.A., University of Wisconsin-Madison, History
Vocational Placement Counselor, Admissions Counselor at University of Wisconsin
Internship: I.U. Residence Halls

DEHAVEN, RICHARD: B.A., Evangel College, Religion/Philosophy
Internship: Coordinator of Career Planning and Placement, Franklin College
Practicum: Education Placement Bureau

DINEEN, BARBARA: B.S., University of Cincinnati, English
Internships: I.U. Residence Halls and off-campus at the University of South Florida
Practicums: Student Activities Office, University Division

DOUGHERTY, SHARON: B.A., University of West Florida, Psychology
Internships: I.U. Residence Hall and off-campus at Franklin College

ECONOMAS, FAYE: B.A., Southampton College, Sociology
Internship: I.U. Residence Halls

EDWARDS, ALLEN: B.A., Bucknell University, Economics
U.S. Army Records Specialist
Practicum: University Division

FRASER, ROSS: B.A., Union College, Political Science
Internship: I.U. Residence Halls
Practicums: Student Activities Office, Dean of Students Office
Chairman of Student Personnel Curricular Advisory Committee

FREEMAN, AL: B.A., Simpson College, Sociology
Admissions Counselor, Simpson College
Practicums: Education Student Services, International Student Services

GARY, CHARLES: B.S., Missouri Valley College, Business Education
Internship: off-campus at Vincennes University in Placement and Adult Education
Practicums: Education Student Services, Financial Aids

GERMANN, RANDALL: B.S., Ball State, English
Practicum: Education Student Services

GRIBBEN, HOWARD: B.A., Kutztown State College, Political Science
Internship: I.U. Residence Halls
Practicum: Dean of Students Office

HAMMER, STEWART: B.S., Carroll College, Biology/Chemistry
Admission Counselor, Lakeland College, Wisconsin
Internship: I.U. Residence Halls
Practicum: Dean of Students Office

HAYWOOD, PEGGY: B.A., University of Alabama, History
Internship: I.U. Residence Halls and off-campus at IUPUI
Dean of Students Office

HERSKOVIC, EUGENE: B.A., Purdue University, Social Studies
Education
Secondary School Teacher
Internship: I.U. Residence Halls
Practicum: University Division

HIKSON, HENRY (CHIP): A.B., Hanover College, Psychology
Assistant Director of Admissions, Hanover College
Research Assistant, Bureau of Educational Studies and
Testing

HULL, JIM: B.A., Muskingum College, Psychology
Internship: I.U. Residence Halls

JUNGERBERG, BRUCE: A.B., Gustavus Adolphus College, Psychology
Internship: I.U. Residence Halls
Practicum: Counseling and Psychological Services Center

KAPLAN, KERRY: B.S., Indiana University, Business Administration
Practicum: Student Activities Office

KEPLER, TERRY: A.B., Indiana University, Sociology
Peace Corps volunteer in Micronesia
Practicum: International Student Services

KOCHENOUR, BETH: B.A., Ithaca College, Music
Internship: I.U. Residence Halls
Practicum: Counseling in Indianapolis

LARSEN, KAREN: B.S., Northwestern University, Art History
Practicum: Student Activities Office

LINDSAY, DAVID: B.A., Franklin College, Philosophy; S.T.B.,
Boston University, Theology
Minister in Coatesville, Indiana, involving counseling

LUNDAHL, JANE: B.A., University of California at Davis, History
Peace Corps volunteer in the West Indies
Internship: I.U. Residence Halls
Practicum: Education Student Services
Editor, IUSPA Journal

MARLIN, JOEL: B.A., Coe College, Psychology
Admissions Counselor, Coe College
Internship: I.U. Residence Halls
Practicums: Education Student Services, Student
Activities
Editor, I.U. School of Education Alumni Bulletin
Vice-president and acting president of IUSPA

MATEJKA, ED: B.A., Carroll College, History
Internship: off-campus at Manchester College -
full year
Practicum: Education Student Services

METZGER, JIM: B.A., Heidelberg College, Sociology
Internship: I.U. Residence Halls
Practicum: Center for Human Growth

MIKULAK, RICH: B.A., Rutgers, Psychology
Internship: I.U. Residence Halls
Practicums: University Division, Student Activities
Office

MILLER, TOM: B.S., Muhlenberg College, Pre-Med
Internships: I.U. Residence Halls and off-campus at the
University of Evansville

MORRIS, STEPHEN: B.S., Indiana University, Marketing
Practicums: Admissions, Financial Aids

O'NEAL, GARRY: B.S., Indiana University, Social Studies
Assistant Dean of Students, Franklin College (1969-70)
Internship: I.U. Residence Halls

PELLEGRINON, JIM: A.B., Eastern Kentucky University, Political
Science
Internship: I.U. Residence Halls

PRIGG, BLAIR: B.S., Indiana University, Management and
Administration
Accounting disbursement specialist for U.S. Air Force
Full time job at R.C.A.
Practicums: Education Student Services, Financial Aids

READING, ROBERT: B.A., Hiram College, History
Internship: off-campus at the University of Evansville -
full year

ROTH, BARBARA: B.A., Lindenwood College, English
Internship: I.U. Residence Halls

SCHUSTER, RICHARD: B.A., Colgate University, History
Practicum: Student Health Service
Graduate Student Advisory Board in School of Education

SENZIK, SHARON: B.S., Allegheny College, Geology
Internship: I.U. Residence Halls
Practicums: Afro-American Tutorial Office, Education
Student Services Secretary, IUSPA

SIEMSEN, KAREN: B.S., Ohio State University, Physical Therapy
Internships: I.U. Residence Halls, off-campus at
Manchester College

STEWART, JOYCE: B.S., Carroll College, Sociology
Internship: I.U. Residence Halls

STITZEL, STEPHEN: B.S., Western Michigan, Psychology
Personnel Specialist in U.S. Army

TAYLOR, BOB: B.S., State University of New York, Fredonia,
Music Education
Practicum: Education Student Services

TRAGER, ADRIAN: B.A., University of South Florida, Elementary
Education
Internship: I.U. Residence Halls
Practicum: Education Student Services

TSUI, HOSEA: B.A., Arizona State, Political Science
Internships: I.U. Residence Halls, off-campus at
University of Evansville
Practicums: Student Union, Financial Aids

TULLGREN, KAREN: B.A., University of Arizona, Speech Arts
Internship: I.U. Residence Halls

VATER, VINCENT: B.B.A., St. John Fisher College, Rochester,
Business
Director of Financial Aid, Admissions Counseling,
Freshmen Programming at St. John Fisher
College

WRIGHT, JAMES: B.A., Belhaven College, Latin
Internship: I.U. Residence Halls
Practicum: International Student Services

For further information concerning any of the above candidates either write the School of Education Placement Office for credentials, and/or contact Dr. Greenleaf or Dr. Shaffer. Some of these people have had excellent experiences during their program and are ready to, and capable of, making some very fine contributions on your campuses.

ALUMNI: As we all know, placement in all professional areas in Higher Education has been, is, and is expected to be "tight". Those of you who wish to make placement changes should send a note to either Dr. Greenleaf or Dr. Shaffer indicating interest in types of changes. This list will not be published but will be available as prospective employers contact us.

Indiana University
Placement Summary
Student Personnel Administration
1971

Out of 42 graduates, 29 accepted positions in student personnel in higher education. The remainder either continued graduate work at Indiana University (2), became a high school counselor (1), are still seeking employment (3), married and are with spouses (3). The mean remuneration for the positions accepted by the 1971 Student Personnel Interns was \$10,044. All appointments have been computed on a 12 month equivalent basis. Where room and board has been mentioned as a benefit the value has been estimated at \$1,200 for room and \$800 for board.

While placement for last year's graduates was "slow", by September 1st all but five had been placed. There were still positions available after school began but for one reason or another jobs, personal desires and skills did not match. Placement was more diverse in 1971, a smaller percentage placed in residence hall positions. The mean remuneration was down \$476.00 from last year. Data indicated the following:

Cash range: \$3,600 - \$15,000
Mean: \$8,680

Adjusted income range: \$ 5,600 - \$15,000
Mean: \$10,044

TYPES OF POSITIONS

I. Those who accepted positions with at least some responsibility in Residence Hall Personnel Work are classified into three groups:

A. Full-time residence hall responsibility: salary plus room and board.

Cash range: \$3,600 - \$8,640
Mean: \$7,546

Total including benefits: \$5,600 - \$10,640
Mean: \$9,371

(4 men, 4 women)

B. Responsibility divided between residence halls and some other campus student personnel function: salary plus room and board. Only one student for the year 1971 was placed in this category:

Cash range: \$11,760
Total including benefits: \$13,760

(1 man)

C. Major residence halls responsibility: salary only.

Cash range: \$ 9,000 - \$12,000
Mean: \$10,433

(2 men, 1 woman)

II. Those who accepted student personnel positions, which do not include any residence hall responsibility: salary only (admissions, asst. dean of students, counselor, etc.).

Cash range: \$ 6,800 - \$15,000
Mean: \$11,536

(13 men, 7 women)

"We have vastly underestimated the amount of education and consciousness that is required to meet the demands of organization and technology. Most of our 'education' has taught us how to operate the technology; how to function as a human component of an organization. What we need is education that will enable us to make use of technology, control it and give it direction, cause it to serve values which we have chosen."

....Charles A. Reich

The Greening of America. (New York: Bantam Books, 1970).
p. 391.

"It would be a mistake to assume that the present-day educational system is unchanging. On the contrary, it is undergoing rapid change. But much of this change is no more than an attempt to refine the existent machinery, making it even more efficient in pursuit of obsolete goals. The rest is a kind of Brownian motion, self-canceling, incoherent, directionless. What has been lacking is a consistent direction and a logical starting point."

....Alvin Toffler

"Education in the Future Tense." *Future Shock.* (New York: Bantam Books, 1970). p. 405.

PLACEMENT OF 1970-71 MAJORS

<u>NAME</u>	<u>TITLE</u>
Sue Atkinson	Graduate Assistant Indiana University Bloomington, Indiana
Cynthia Bailey	Financial Aids Counselor Adelphi University Garden City, New York
Richard Blum	Assistant Director of Activities and Organizations Eastern Kentucky University Richmond, Kentucky
Linda Branding	Counselor, Evening College University of Missouri St. Louis, Missouri
Paul Braun	Resident Advisor Grinnell College Grinnell, Iowa
Linda Brewster	Assistant to the Dean of Students Quincy College Quincy, Illinois
Velvet Bush	Resident Director Illinois State University Normal, Illinois
Walter Ciecko	Complex Director University of Delaware Newark, Delaware
Ruth (Johnson) Connaughton	Associate Head Counselor Indiana University Bloomington, Indiana
George Dehne	Staff Associate in Public Relations Wittenberg University Springfield, Ohio
Jim Dodson	C.P.A. Lexington, Kentucky
Rebecca Drury	Resident Counselor DePauw University Greencastle, Indiana

Rebecca Ganyard	Adviser of Students University of Akron Akron, Ohio
William Geller	Coordinator of Student Activities Lyndon Community College Lyndonville, Vermont
Dale Grant	Assistant Dean of Students and Director of Student Activities Maryville College St. Louis, Missouri
James Hamilton	Assistant to the Dean of Student Affairs Research Director and Instructor Venango Campus Clarion State College Oil City, Pennsylvania
Larry Krueger	Assistant Director of Residence Halls University of Akron Akron, Ohio
Eleanor Loewen	Counselor and Teacher American High School Kinshosa, Congo, Africa
Steve McCullen	Admissions Office Indiana University at South Bend South Bend, Indiana
Sharon McEachern	Counselor in Student Development Brook Dale Community College Lincroft, New Jersey
Jackie Nahrwold	Assistant Coordinator of Student Activities Catonsville Community College Catonsville, Maryland
Charlie Nelms	Counselor Herbert T. Lehman College Bronx, New York
Daniel Newland	Adviser of Students University of Akron Akron, Ohio

Sam Nuccio	Counselor Northwestern University Evanston, Illinois
Jim Peterson	Director of Student Affairs Suffolk University Boston, Massachusetts
David Prather	Assistant Director of Admissions and Records Division of Student Services Sinclair Community College Dayton, Ohio
Susan Ramsay	Resident Advisor University of California Riverside, California
Eric Riedel	Assistant Dean of Students St. Lawrence University Canton, New York
Terry Ryan	Dean for Student Development Missouri Valley College Marshall, Missouri
Elizabeth Schmidt	Doctoral Student Indiana University Bloomington, Indiana
Stephen Schreiber	Coordinator for Living- Learning Development Wake Forest Winston-Salem, South Carolina
Harry Steinway	Residence Coordinator Alfred University Alfred, New York
Jeanie Stokes	Associate Dean for Student Development Missouri Valley College Marshall, Missouri
Paul Sutcliffe	Administrative Counselor Wheaton College Wheaton, Illinois
Jon Swanson	Area Coordinator of Residence Eastern Michigan University Ypsilanti, Michigan