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A COMPARATIVE STUDY OF COUNSELING
PROGRAMS IN MEN'S RESIDENCE HALLS

has been approved for the

Henry Mindius Helgen, Jr.

B.A., St. Olaf College, 1941

by

Clarence L. Taylor

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Date July 24, 1950

A Report submitted to the Faculty of
the Graduate School of the University
of Colorado in partial fulfillment of
the requirements for the Degree

Master of Personnel Service

1950

Helgen, Henry Mindius, Jr. (M. P. S., Personnel Service)

This Report for the M.P.S. degree, by
A Comparative Study of Counseling Programs in Men's

Henry Mindius Helgen, Jr.

Residence Halls

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Report directed by Clarence W. Failor
Master of Personnel Service

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Date July 24, 1950

This abstract of about 100 words is approved as to
form and content. I recommend its publication.

signed

Clarence W. Failor

Instructor in charge of report

Helgen, Henry Mindius, Jr. (M. P. S., Personnel Service)

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Report directed by Clarence W. Failor

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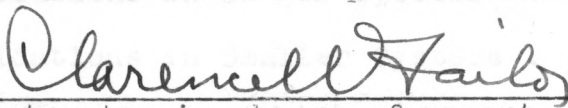

Instructor in charge of report

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CHAPTER I

INTRODUCTION

In any field of endeavor, it is essential to pause frequently and evaluate the progress made, the degree of goal attainment, the various methods employed in that achievement. The counseling program in a men's residence hall is no exception and it is the purpose of this report to make a comparative study of such programs and policies.

Few people realize the importance of the housing program in the general personnel plan of the college or university. Formerly, the obligation of the institution was considered discharged if three meals and a room were provided for the student and some are not yet consciously trying to utilize their housing units for educational purposes.¹ However, the educative value of a good housing program has become more generally recognized and

Educators are increasingly recognizing the opportunities that a good housing program affords.... Through the housing program the college or university has a method of controlling experiences and influences that affect all phases of student's development and

¹ Esther M. D. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education (New York: McGraw-Hill Book Company, Inc., 1938), p. 190.

that can be so well controlled by no other method.²

Housing then is no longer a necessary evil but a vital segment of campus life.

School life should provide a time and place for acquiring self-development, self-enrichment, and self-control. To the extent that supervision of the dormitory helps in the attainment of these ends, the dormitory may be regarded as an important factor in school life.³

Walker has found that dormitories affect the scholastic achievement of the students:

A definite relation exists between student academic success and the place of dwelling during attendance at college. Residence halls had the most successful students, students living at home ranked second, students living at fraternity houses third, and students living in rooming houses fourth....Students living at residence halls made grades higher than those predicted for University students. Home groups approximated predicted grades and chapter houses and rooming houses made grades below predicted grades....If a person holds that higher education is democratic in aim and directed toward social development of the many, he will recognize student housing as a vital factor. He will hold that the college has a custodial function and is as responsible for securing proper student housing as for providing proper classroom instruction.⁴

On some campuses the dormitory counseling program is non-existent; on others it is in an embryonic stage;

² Loc. cit.

³ Carrie Alberta Lyford, The School Dormitory (Boston: M. Barrows & Company, 1932), pp. 8-9.

⁴ Ernest T. Walker, The Relation of the Housing of Students to Success in a University (Chicago: University of Chicago Press, 1935), p. 49.

on some it is an integral and successful part of the general personnel program. This report, then, serves as a means of surveying the various programs throughout the country, to form a yardstick, as it were, for measuring the University of Colorado program or any other such program.

This study has been made because there is a need for such a study on this campus. It is also hoped that it might lead the way to improvements locally and that it might serve as a helpful evaluative device for other institutions.

CHAPTER II

METHODS OF INVESTIGATION

This report has been compiled from data received from a questionnaire⁵ sent to colleges and universities with enrollments exceeding 5000 and which were believed to have men's residence halls.

It was learned that several studies of men's residence hall counseling programs had been made but these differed from this report. In July, 1947, Calvin S. Sifferd, Supervisor of Counseling in Residence Halls at the University of Illinois, conducted a study germane to this report in which he summarized replies of 215 colleges and universities.⁶ This included programs in women's dormitories as well as in men's dormitories, making no distinction between the two groups. He found little uniformity in the various colleges and stated that the average counseling program has "just sort of grown like Topsy, with no special thought and planning as to the philosophy and objectives which should be behind the program."⁷

⁵ Appendix A.

⁶ Calvin S. Sifferd, "Summary of Residence Hall Counseling Programs in 215 American Colleges and Universities," (unpublished report, The University of Illinois, Urbana, Illinois, 1948), p. 57.

⁷ Ibid.

Reference was made in correspondence to a report prepared by Max Raines entitled "Counseling and Activity Programs in Men's Residence Halls in the Big Nine and Related Institutions" but attempts to obtain this report were unsuccessful. It dealt only with mid-Western universities and presented the picture for that geographical area.

There are numerous studies made of head residents in women's residence halls and the counseling programs for women yet these are dissimilar to the following report.

For this study, the author constructed a questionnaire consisting of five mimeographed pages of short-answer type questions.⁸ Questions were divided into five general areas, namely, general information; the supervisor of the men's residence hall counseling program; the person in direct charge of a men's residence hall or dormitory; the assistants to the person in direct charge of a residence hall; upperclass advisors, big brothers, etc.; dormitory activities. The questionnaires were sent to the head of the personnel department in seventy-eight colleges and universities with enrollments over 5000 and which were believed to have men's dormitories. The 5000 enrollment figure was chosen so that a comparison with the University of Colorado's program would be more realistic.

⁸ See Appendix A.

The names of the person in charge of personnel programs were obtained from the government publication, "Higher Education", part 3 of the Education Directory, 1948-1949. Published by the Federal Security Agency, Office of Education, this document lists alphabetically by states all institutions of higher learning in the forty-eight states and the District of Columbia. It gives information regarding the location of the school, whether or not it is coeducational, if it is state supported or private, by what accrediting agencies it is approved, the enrollment, and the names of the institution's administrators. Whenever possible, the questionnaire was addressed to the Director of Personnel or to a similar official. When no such title appeared in the Education Directory, the questionnaire was addressed to the Dean of Men.

Selection of Institutions

The enrollments as given in the Education Directory were used in this study. Then the College Blue Book, a directory and statistical survey of each institution, was consulted in an effort to determine which colleges and universities provided housing facilities for men. It was assumed if the College Blue Book indicated a number of men living on campus, then that college or university provided housing facilities. Either the interpretation of the material was erroneous or the source was not accurate for

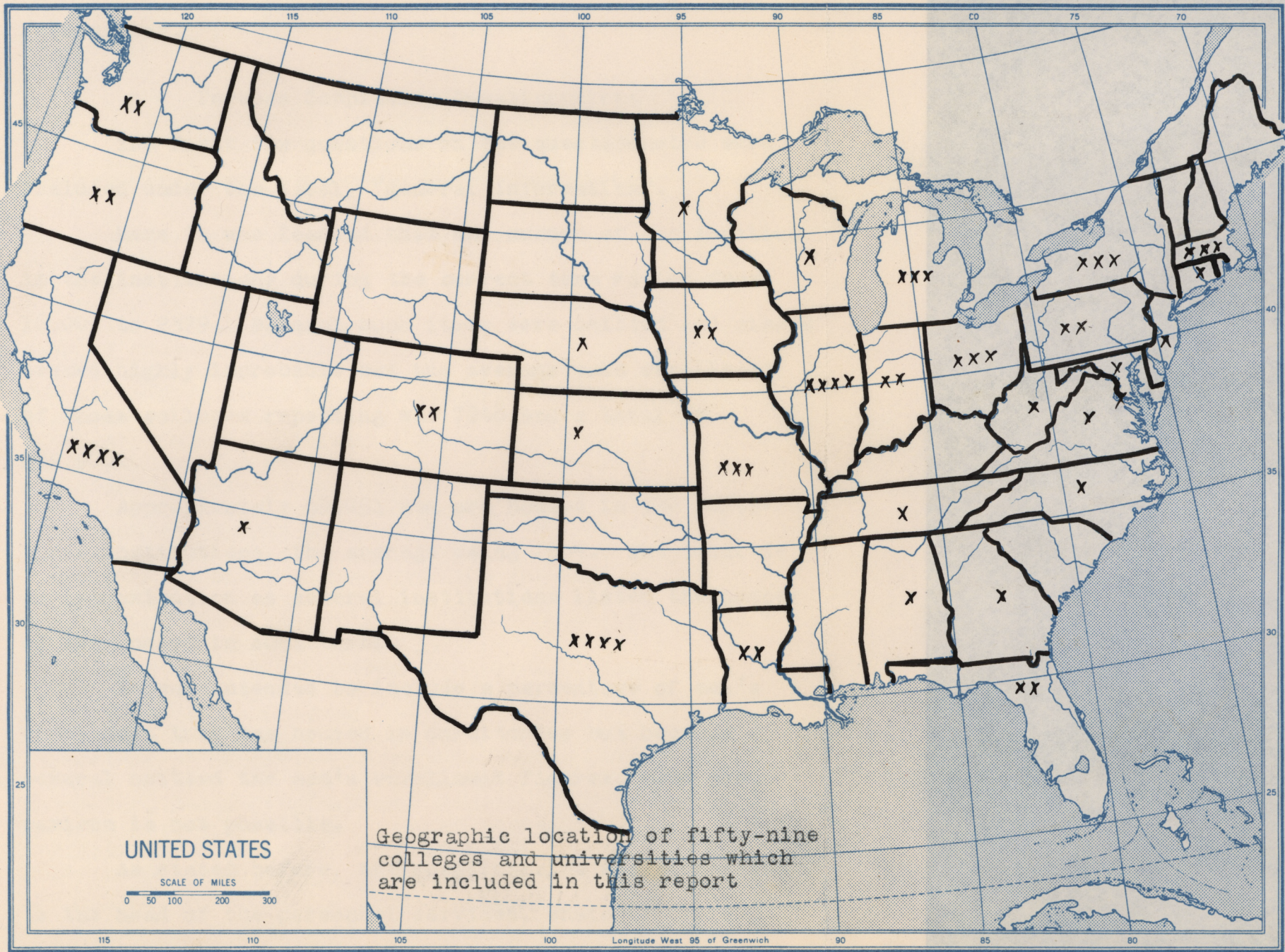
many institutions listed in the College Blue Book as having men's housing on campus later replied by letter that they had no dormitory system.

Seventy-eight colleges and institutions were then selected on this basis and explanatory letters and the actual questionnaires mailed to them. In response to these seventy-eight requests for information, fifty-six replies were received, giving a seventy-two per cent return. Instead of the completed questionnaire, one college sent several mimeographed pages of dormitory rules and regulations.

Included in the seventy-two per cent returns were twelve negative replies. Two stated they had no dormitories, four announced that they had no counseling programs in their dormitories, three commented that they had a program completely different from the one outlined in the questionnaire or else had programs which were being revised, and three flatly said they had no time to complete questionnaires. The study, then, consists of the data from forty-three, or fifty-five per cent, of the institutions contacted.

The replies came from thirty-one states as may be noted from the map on the following page and a wide geographical distribution is evident.

as was promised in the letters accompanying the



As was promised in the letters accompanying the questionnaire,⁹ great care has been exercised to conceal the identity of the colleges and universities supplying information.

Persons Completing Questionnaires

The first few questions on the questionnaire were included under the label, "general information".

Here it was learned that the number of men enrolled in the institutions during the current term varied from 18,000 to 2379. Several such items were omitted and others seemed highly improbable but the average male enrollment of those colleges reporting was 7248 and a total of 289,900.

Approximately 69,051 men are housed in the forty-three institutions, the average being 1644. The total is an approximation as several institutions listed the number of men housed in such terms.

It was intended to include a percentage of men's enrollment that was housed in dormitories but because several omitted the men's enrollment figures, such comparison is not possible.

As stated before, the questionnaire was addressed to the head of the personnel services, whatever title

⁹ See Appendix A.

might be used, and in some cases to the dean of men. However, there was wide variety in the titles of those completing the questionnaire as will be noted in Table I.

TABLE I
TITLES OF INDIVIDUALS RETURNING QUESTIONNAIRES
IN FORTY-THREE COLLEGES AND UNIVERSITIES
WITH ENROLLMENTS OF 5000 OR ABOVE

Title	Frequencies
Dean of Men	5
Assistant Dean of Men	4
Counselor to Men	3
Assistant Counselor to Men	2
Dean of Student Personnel	1
Dean of Students	3
Executive Officer of Student Affairs	1
Director of Student Life	1
Director, Student Affairs	2
Assistant to Dean of College	1
Assistant to Dean of Students	3
Assistant Dean of Student Affairs	1
Vice Dean of Student Affairs	1
Assistant Director of Student Affairs	1
Assistant Director, Student Affairs for Men	1
Director of Men's Activities	1
Director of Men's Counseling	1
Director, Men's Residence Halls	2
University Housing Counselor	1
Director of Residence	2
Director of Men's Housing	1
Assistant to Director of Housing	1
Supervisor of Counseling, Men's Residence Halls	1
Counselor, Counseling Office	1
Administrative Assistant, Dean of Students Office	1
Resident Director, _____ Quadrangle	1
Total	43

It should be noted here that a one hundred per cent response for the various questions cannot be recorded since a particular program differed greatly from the rest, the policies were unique, or the college administrator was rushed and many questions were left unanswered. Several noted such a situation with comments that the replies were a bit sketchy. The following are excerpts:

"As such we do not have plan as outlined. I have answered as well as I can."

"_____ University does not maintain a counseling program in connection with our residence halls for men.... however, we have proceeded to answer those questions pertinent to our method of operation and leaving blank those which refer directly to a counseling program."

"Many of your questions are difficult to answer as applied to our organization."

"It is somewhat difficult to answer some of your questions because of the unusual nature of our dormitory program."

Of the forty-three institutions reporting, thirty-eight were coeducational, four were for men only, and one stated that there was an adjacent women's college. No appreciable difference between these groups was noted.

Counselor for CHAPTER III

RELATIONSHIP TO CAMPUS PERSONNEL PROGRAM

A large majority reported that their counseling program was connected with the student personnel office or the counseling office. Twenty-nine indicated such a relationship although two did not follow through and explain just how this was accomplished. There were seven colleges whose dormitory counseling programs had no relationship with the higher echelon, and seven who reported in the negative. Among the latter were two who qualified their answers by adding that the program was in the process of reorganization in one case and that the relationship was connected indirectly only, with a close correlation between the dormitory program and the over-all policies.

The degree of coordination with the office of Dean of Students or the Counseling office varied greatly--from specific supervision by a staff member to a vague interchange of information when necessary. It is interesting to note the various responses to this question:

"Interchange of ideas, in service training, referrals".

"Direction and supervision provided by office of student affairs, through Counselor to Men".

"Dean of Students supervises the program."

with Asst. Director and Director of Housing, Dean of

"Counselor for Men plus constant availability of Dean of Men and his staff."

"Co-directed--student counselors are responsible to Residence Halls for mechanical operation of dorms and to Dean of Men for problems of student life."

"Dean of Men and Director of Housing share this responsibility--both are part of Student Personnel Office."

"Headmaster of Men's Halls is responsible to Director of Counseling."

"By direct supervision."

"Under our supervision (Counselor of Men)."

"Director of Men's Housing is an assistant director in Division of Student Personnel."

"Through Dean of Students only."

"Dean of Men as head of Personnel Office."

"Under direction of Dean of Students; considered an essential part of Student Personnel program."

"Not exactly; we work together."

"Director of Men's Counseling, in charge of program, is on Dean of Men's staff."

"Dean of Students is over-all head of counseling."

"Counselors are responsible to Dean of Men."

"May cooperate on a given case when necessary."

"Under office of Dean of Men for personal matters."

"From advisory standpoint--problem cases discussed with Asst. Director and Director of Housing, Dean of

Students, Director of Counseling."

"Student Personnel Office."

"Student Affairs Office acts as advisory capacity in employment of personnel; directly concerned with personal problems."

For purposes of comparison, the forty-three replies have been divided into two sub-groups according to the number of men housed in the institutions concerned. In one group were twenty-seven colleges and universities which had housing facilities for more than 1000 men and the second group consisted of sixteen colleges and institutions which housed 1000 or less.

Only one college official in each group felt that the title used in his college or university was

inappropriate and one in each group declined to answer.

CHAPTER IV

Hence, it might be assumed that despite the variance in

nomenclature THE SUPERVISOR OF THE MEN'S RESIDENCE HALL

are adequately described COUNSELING PROGRAM

The title of the person who acts as supervisor of the residence hall counseling program varies almost as widely as the geographic areas represented. In the colleges with the higher dormitory enrollments, director is the title most often used and this in only six institutions, including the University of Colorado. Supervisor was the designation of three colleges, while Counselor to Men, and Assistant to the Dean of Students were each listed twice. Two indicated that there was no difference between the over-all supervisor and the actual person in charge of a dormitory. Since director was most often used, that term will be employed in this report. Table II shows the various titles used for this job.

For the group of colleges with dormitory enrollments less than 1000, the term "director" is also the most popular, with three using that title. Two said there was no such position. Other titles are enumerated in Table III.

Only one college official in each group felt that the title used in his college or university was

inappropriate and one in each group declined to answer. Hence, it might be assumed that despite the variance in nomenclature, the institutions concerned feel the terms are adequately descriptive.

TABLE II

TITLES GIVEN DIRECTORS OF COUNSELING PROGRAMS IN TWENTY-SEVEN INSTITUTIONS HOUSING MORE THAN 1000 MEN

Titles	Frequencies
Director	6
Supervisor	3
Counselor to Men	2
Assistant to Dean of Students	2
Associate Dean of Students	1
Assistant Dean of Men	1
Chief Counselor for Men	1
Assistant Counselor to Men	1
Director, Men's Housing	1
Assistant Director of Housing	1
Assistant to Director	1
Head Resident	1
Resident Director	1
Headmaster	1
Superintendent of Dormitory	1
None	3
Total	27

conditions when more trained personnel became available. Specific items such as marital status, age, experience, and education were included in the question.¹⁰

¹⁰ See Appendix A.

Exact tabulation was impossible as several merely checked the various items in the "actual" and the "ideal" columns, giving no specific information but indicating that those qualities were taken into consideration.

As to marital status of directors in the larger dormitory programs, three omitted the question entirely, four claimed it was irrelevant, seven noted no difference and completed only one of the two columns; one claimed no difference except in experience which under ideal conditions would be more extensive; another made the distinction that the ideal situation differed from the actual only in degree; and in one case, the actual qualifications exceeded the ideal! The great majority of directors were married and only one single person was listed. A married man was considered more desirable for such a position, according to replies.

Regarding age, there was less uniformity. One college simply designated "maturity" as an age qualification while another said there was no age limit. Only four directors were under thirty years of age and the greatest number were listed between thirty-five and forty. One director was only twenty-three and another was fifty-five but there were both isolated cases. This information is given in Table IV.

TABLE IV

ACTUAL AGES OF DORMITORY DIRECTORS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Age	Frequencies
23	1
25	1
26	1
29	1
30	2
31	2
32	1
35	1
36	1
37	1
38	4
40	2
47	1
55	1
maturity	1
no limits	1
no answer	5
Total	27

The ideal age was lower than the actual age as indicated by the following replies: 25, 25, 25-55, 26-50, 30 plus, 30-40, 30-50, 30-60, 45 up. These are indeed vague limits and do not necessarily reflect much serious consideration.

In studying the educational qualifications of the directors in the larger programs, one finds two Ph. D. degrees, two "almost Ph. D.'s", eight with master's degrees, and the balance with bachelor of arts or bachelor of science degrees. One merely stated that a graduate or

post graduate degree was necessary. In an ideal situation, the education desired ranged from an undesignated master of science or master of arts to a doctor of philosophy in guidance. Master's degrees in personnel or graduate degree in philosophy, education, or psychology were the more specific comments.

As would be expected, the experience of the directors covered a wide range of activities. Some replies were worded in number of years experience and others mentioned particular types of experience. The number of years experience ranged from two years to twenty-five years with four, six, ten and fifteen years listed once. Other actual experience included such items as former counselor, five years as assistant director, veteran counselor, army and student advisor, dormitory advisor for two years, ten years of personnel work, assistant director of admissions, former director of personnel at smaller institution, housefellow, and high school teacher, teaching and part-time faculty, teaching and personnel work.

Under ideal circumstances, desired experience listed included such items as these: three years and up, five years, five years of personnel work, training in personnel, counseling, institution background, twenty-five years or "broad", five to ten years in guidance.

In colleges with men's dormitory enrollment under 1000, the qualifications were fundamentally the same.

Here again, occasional check marks and omissions prevented an accurate tabulation. Four noted no difference in actual and ideal situations, one noted no difference except in degree of preparation. Fifty per cent of the directors were married, forty per cent were single, and ten per cent of the replies made no distinction. Three claimed the marital status made no difference and two thought married men would be preferable.

Colleges with smaller dormitory enrollment appeared to have younger directors, all except three of which were under forty years of age. The ages of these men are shown in Table V.

TABLE V

ACTUAL AGES OF DORMITORY DIRECTORS
IN COLLEGES HOUSING LESS THAN 1000 MEN

Age	Frequencies
20's	1
25-35	1
27	1
29	1
30	2
37	1
39	1
40	1
45	1
48	1
no answer	5
Total	16

Not a great difference is noted between the actual and ideal age qualifications except there is an indication of the desire for younger men in such positions. Ideal ages were listed as 20-30, 25-35, over 30, 35 or over.

In reply to the question on educational qualifications, five of the eleven noted a B. A. or B. S., two an M. A., one a Ph.D. and the three remaining were listed as graduate work, three years of graduate work, and a doctoral candidate. If possible, most colleges would like men with master's degrees, although two designated a bachelor's degree as the minimum.

Little difference was noted between the large and small enrollment groups in regard to experience. Some men now holding the job had experience which included ten years of student personnel work, college group work, teaching and counseling, two years student personnel work, and unspecified experience of five, eight, and fifteen years. Others labeled the experience as extensive, some, or general. Under ideal conditions, college group work and specific dormitory training, five years of student personnel work, and some work with students were those mentioned.

Selection

Various college officials and administrators appointed or selected these dormitory directors. The dean of students most often had this responsibility and the dean

of men was also frequently mentioned in this regard. In many cases, the appointment was made by two officials as is evident in Table VI.

TABLE VI

COLLEGE OFFICIALS WHO SELECT OR APPOINT THE DIRECTOR OF RESIDENCE HALLS IN COLLEGES HOUSING MORE THAN 1000 MEN

Titles	Frequencies
President	2
Dean of Students	6
Dean of Students and Dean of Men	1
Dean of Student Affairs	1
Director, Division of Student Personnel	1
Dean of Men	4
Dean of Men recommends, President appoints	2
Dean of Men, approved by Vice Chancellor	1
Dean of Men and Director of Housing	1
Administrative Committee	2
Director of Residence	1
Director of Residence Halls	1
Director of Men's Halls	1
Supervisor of Counseling, Men's Residence Halls	1
Total	25

It should be noted that three of the administrators listed at the end of the table used the term "director of residence" or closely related titles. In these cases, the duties of the person so designated was quite different from the directors as discussed in this report. They supervised a larger area of activity such as food, purchasing, maintenance, and the like.

Similarly, in the smaller group of colleges, it is

the Dean of Students who usually makes the appointment of the director. The president was mentioned three times in this capacity. Table VII tabulates the response to this question which only twelve of the sixteen colleges completed.

TABLE VII

COLLEGE OFFICIALS WHO SELECT OR APPOINT THE DIRECTOR OF RESIDENCE HALLS IN COLLEGES HOUSING LESS THAN 1000 MEN

Titles	Frequencies
Dean of Students	5
President	3
Dean of Students and Director of Housing	1
Dean of Men	1
Director of Men's Activities	1
Director of Service Enterprises and Dean of Students	1
Director of Student Affairs	1
Total	12

Reimbursement

Throughout the various colleges, there is no consistent pattern of reimbursement. In some instances, the director gets a salary, in other cases he gets a salary plus an apartment or suite and in places board and room are included as part of his remuneration.

In the larger dormitory systems, ten of the directors reside in the dormitories and of these, seven are on a twelve month basis. Of these, seven are on a work, two for ten and one-half months, one for ten, and

required to do so. In eight instances board or room are considered part of the reimbursement, in three colleges an apartment but no board was furnished, and in fifteen cases neither board nor housing was provided.

When asked about the type of living accommodations available for the director, seven replied an apartment, four mentioned a suite, one a room and ten said no housing was included.

All except one college paid its director a salary although one reply specifically labeled the salary "small". There were three listed as receiving less than \$2000 per year but one of these received additional salary for his teaching load and another received board and room in addition to the actual salary. In the \$2000-\$2500, there were also three colleges represented, and again it was learned that two of the three were given board and room. The bracket \$2500-\$3000 had only one college listed and there board and housing were also provided. One salary fell in the \$3000-\$3500 category while five directors received salaries between \$3500 and \$4000. Nine paid income tax on sums exceeding \$4000. It was noted that one of the latter had other responsibilities in addition to the dormitory duties. Two declined to reply to this question.

In eighteen of the cases, the directors were paid on a twelve month basis. One was paid for eleven month's work, two for ten and one-half months, one for ten, and

four for nine months.

In studying the college with smaller dormitory population, one finds that four of the directors reside in the dormitories and are required to do so. For two of them, board and housing are provided and for another, housing only. Three of those providing housing had apartments and one had a suite of rooms.

As to salaries, the only college paying less than \$2000 to its director included board and apartment.

Following is a tabulation of the salaries:

Under \$2000	1
\$2000-\$2500	3
\$2500-\$3000	1
\$3000-\$3500	1
\$3500-\$4000	2
Over \$4000	5

It was noted that one of the directors receiving more than \$4000 assumed other duties on the campus.

With only one exception, these salaries were for twelve months' work. One was paid on a nine months basis.

Only five colleges of all those reporting did not permit directors to take academic courses and one of these said it "could be arranged." It was impossible to determine the average number of schedule hours one could take as there was no distinction of quarter hours, semester, or yearly limitations.

The director was generally considered responsible to the person selecting or appointing him. The Dean of

Students and the Dean of Men were most often listed.

Complete tabulations for both groups are shown in Tables VIII and IX and great similarity will be noted.

TABLE VIII

PERSONS TO WHOM DIRECTOR IS RESPONSIBLE
IN COLLEGES HOUSING LESS THAN 1000 MEN

Titles	Frequencies
Dean of Students	5
Dean of Men	2
Dean of Men and President	1
Director of Student Activities	1
Director of Housing	1
Director of Student Affairs	1
Dean of Students and Comptroller	1
Total	12

TABLE IX

PERSONS TO WHOM DIRECTOR IS RESPONSIBLE
IN COLLEGES HOUSING 1000 OR MORE MEN

Titles	Frequencies
Dean of Students	7
Dean of Men	6
President	2
Dean of Men and Dean of Students	1
Director of Counseling	1
Director of Student Affairs	1
Director, Division of Student Personnel	1
Supervisor of Counseling	1
Manager of Dormitories	1
Director of Residence	1

TABLE IX (continued)

PERSONS TO WHOM DIRECTOR IS RESPONSIBLE
IN COLLEGES HOUSING 1000 OR MORE MEN

Titles	Frequencies
Director of Residence Halls and Director of Housing Director, Men's Halls	1 1
Total	24

One director in each of the groups supervised the dietician and two in each group controlled the housekeeping operations. From the replies received, it would appear that the supervision of these areas was usually in the hands of a manager or person quite separate from the one who supervises the counseling program. Maintenance department, director of food services, manager of dormitories, manager of residence halls, business manager, director of housing, director of university residences and commons, director of dormitories were among those mentioned in this capacity. Hence one finds a fairly definitive line between the administration of housing and eating facilities and the supervision of counseling and guidance within the dormitories.

University of Colorado Compared to Other Universities

The University of Colorado compares favorably with

other institutions of higher learning studied in this report. Providing housing for 1200 men in its residence hall program, it falls in the larger group and has been included among the twenty-seven institutions in that category. The Director of Men's Residence Halls is married and his age falls about at the midpoint of ages listed. He is better trained and has more experience than most men in comparable positions, holding a B. S. in physical education and an M. S. in education in addition to fifteen years of teaching and administrative work in public schools. A Ph.D. in guidance and twenty-five years of experience were listed as the ideal qualifications on this campus. He is selected by the Dean of Men to whom he is responsible; he does not live in the residence hall and receives no board or housing as part of his reimbursement. Only five salaries in the larger group exceeded his and he is paid on a twelve month basis. He is permitted to take courses at the University in the amount of three hours per quarter. The dietician and housekeeper are not under his supervision but take their orders from the Manager of the Residence Halls. One might conclude, then, that in qualifications, reimbursement, responsibilities the University of Colorado is equal to or surpasses comparable universities.

CHAPTER V

THE PERSON IN DIRECT CHARGE OF A MEN'S RESIDENCE HALL

Titles of Head Residents

A lack of uniformity in job designation seems to be evident at each administrative level. The person in charge of counseling in the entire dormitory system may be called a supervisor on some campuses and that same term applied to the person in direct charge of one specific building on another campus. The duplication of titles at the various levels of authority adds to the difficulty of such a study. Twenty-four separate titles are listed in Table X and it will be noted that many of the same titles were listed in Tables II and III which list the designations of the over-all supervisors of dormitory counseling programs.

It will be noted that head resident is the term most frequently used and henceforth in this report, that term will be used to designate the person in direct charge of a men's residence hall.

TABLE X

TITLES OF PERSON IN DIRECT CHARGE
OF MEN'S RESIDENCE HALL IN FORTY-FOUR*
COLLEGES AND UNIVERSITIES

Titles	Frequencies
Head Resident	10
Counselor	5
Proctor	3
Resident Advisor	2
Student Counselor	2
Resident Counselor	2
Head Proctor	1
Dormitory Advisor	1
Chief Monitor	1
Hall Director	1
Head Counselor	1
Faculty Sponsor	1
Faculty Resident	1
Resident Director	1
House Fellow	1
Supervisor	1
Graduate Advisor	1
Preceptor	1
Manager, Men's Housing	1
Floor Supervisor	1
Dormitory Director	1
Advisor	1
Director	1
Staff Assistant	1
No such position	2
Total	44

*One college listed two titles which are included, making a total of forty-four.

A breakdown into the two dormitory population groups shows little difference in titles. In the smaller housing program, there are fourteen separate titles for the sixteen colleges reporting. The other group shows a definite

preference for the term "head resident" but lists fifteen other titles. This information is shown in Tables XI and XII respectively.

TABLE XI

TITLES OF PERSONS IN DIRECT CHARGE OF MEN'S RESIDENCE HALL IN SEVENTEEN* COLLEGES HOUSING LESS THAN 1000 MEN

Titles	Frequencies
Head Resident	2
Director	2
Counselor	1
Proctor	1
Graduate Advisor	1
Preceptor	1
Manager, Men's Housing	1
Resident Counselor	1
Dormitory Director	1
Floor Supervisor	1
Staff Assistant	1
Student Counselor	1
Advisor	1
Faculty Resident	1
No such position	1
Total	17

*One institution listed two titles which are included, totaling seventeen.

Qualifications regarding age, training, educational degree, experience, scholastic average and marital status were requested for the actual situation as well as for the

TABLE XII

TITLES OF PERSONS IN DIRECT CHARGE OF MEN'S RESIDENCE HALLS IN TWENTY-SEVEN COLLEGES HOUSING MORE THAN 1000 MEN

Titles	Frequencies
Head Resident	7
Counselor	4
Resident Advisor	2
Proctor	2
Head Proctor	1
Chief Monitor	1
Hall Director	1
Student Counselor	1
Head Counselor	1
President Counselor	1
Resident Director	1
House Fellow	1
Supervisor	1
None	1
Total	27

There were no negative replies to the question of the appropriateness of titles among the colleges with smaller dormitory enrollments. In the other group, two replied in the negative and one placed a question mark in the answer blank. So it appears that regardless of the term used and the duties implied, most college officials feel it is satisfactory.

Qualifications

Qualifications regarding age, training, educational degree, experience, scholastic average and marital status were requested for the actual situation as well as for the

ideal situation.¹¹ It was impossible to tabulate the replies meaningfully for they varied greatly in content and form. Eight of the larger group made no distinction between actual and ideal qualifications and one answered the entire question with a statement that the most important qualification is entrance into the personnel field. The actual age for the head residents in the larger dormitory systems ranged from twenty-one to forty-five, with most of the ages falling in the twenties. One replied vaguely with the term "maturity". Two of the head residents listed were women and they both were included in the thirty-five to fifty-five bracket. A list of the various replies is included in Table XIII.

TABLE XIII

ACTUAL AGES OF HEAD RESIDENTS IN COLLEGES
HOUSING MORE THAN 1000 MEN

Age	Number of Times Mentioned
19-38	1
20-30	1
20-25	1
21-up	2
21-30	2
22	1
22-plus	1
23	1
24	1
25	2

¹¹ See Appendix A.

TABLE XIII (continued)

ACTUAL AGES OF HEAD RESIDENTS IN COLLEGES
HOUSING MORE THAN 1000 MEN

Age	Number of Times Mentioned
25-35	1
25-45	1
28-45	1
31	1
35-55*	2
"maturity"	1
"varies"	1
no answer	6
Total	27

*Head residents listed here are women.

Since the answers are not specific and the brackets rather general, no conclusion can be made except that there is a definite tendency toward the lower age level.

Few answered the question relative to ideal ages for head residents. Three suggested twenty-five years, two thought he should be between twenty and twenty-five, one listed twenty-five to fifty, and one wrote "mature".

Training qualifications brought forth such answers as "none," "advising by office," "we give it to him," "indoctrination," "upperclassmen," "little," "zero to one year," "none--we provide," "varied," "psychology or education," "experience in teaching," "general." In contrast, several specific suggestions were made for ideal training

average, well above average, upper bracket, or passing.

including graduate work in personnel and psychology, personnel courses, in-service training, M. A. courses. One over-simplified the situation by replying "adequate." Another stated it varied according to the dormitory.

Regarding the educational degree required, eleven listed a bachelor's degree and three a master's degree. Two said that no degree was required. Those listing degrees required under ideal conditions consistently listed a B. A. and three hoped to have men with an M. A.

Answers to the question on experience required in the actual situation varied as greatly as the training qualifications. It is impossible to list them in tabular form because of the non-parallelism of the replies. "Outstanding leadership demonstrated," "section proctor," "student," "administrative" were mentioned; others listed one year and up, one or two years, or one year; a few used such words as none, preferred, some. Few commented on what experience would be required under ideal situations. Answers included these: counselor, adequate, two years and up, five years in personnel, one or more years, two years as counselor, counseling.

It was evident that to become a head resident, one had to have a scholastic record above the average. Some of the colleges listed a minimum such as 1.5, a B, B $\frac{1}{2}$, C or better, while others insisted that the grades be above average, well above average, upper bracket, or passing.

Under ideal conditions, the head resident should have at least a B average, it was learned. Only one sanctioned a C average under such conditions.

A majority stated that the head resident should be married and the same response applied to the ideal program.

Graduate students were most often employed as head residents and faculty members were next in number. Some colleges used men from several sources as evidenced in Table XIV.

TABLE XIV
STATUS OF HEAD RESIDENTS IN COLLEGES
HOUSING MORE THAN 1000 MEN

Status	Frequencies
Graduate student	8
Faculty member	4
Undergraduate student	2
Undergraduate or graduate student	2
Graduate student or faculty member	2
Staff	1
No reply	8
Total	27

Qualifications in Smaller Dormitory Systems

The pattern for colleges with smaller dormitory enrollments is quite similar to that of the larger group. Five colleges made no distinction between actual and ideal qualifications for head residents and two declined to

answer. In one instance, a difference in grade average was the only one noted. It is interesting to observe that younger men are more acceptable in these colleges than in the ones housing the greater number of men. Highest age listed was thirty-three and the lowest age was twenty. Ages listed were 20, 21 plus, 22-30, 25, 25-30, 26, 28, 28 plus, 33, shown in Table XV. Only five listed ideal ages and these included 21 plus, about 20, mature, 25-35, and 30-40.

TABLE XV

ACTUAL AGES OF HEAD RESIDENTS IN
COLLEGES HOUSING LESS THAN 1000 MEN

Age	Frequencies
20	1
21 plus	2
22-30	1
25	1
25-30	1
26	1
28	1
28 plus	1
33	2
No answer	5
Total	16

As in the earlier discussion of training, great variety of replies made a tabulation difficult. These replies were as follows: undergraduate, office and personnel, hotel hostess and public work (in the case of

the only woman in this group), education, upperclass, varied, social sciences, none. The only significant comments listed under ideal conditions were that a graduate student would be desirable and training in college group work would be helpful.

Three of the colleges required no college degree for the head resident according to their replies and one of these specified a high school degree. Five claimed the head residents had at least a B. A. while two had Master's degrees as a qualification. Under ideal arrangements, most would insist on a college degree.

Experience of the head residents was described in miscellaneous terms such as administrative, some, little, varied, one year, two years, three years. Under ideal conditions, most would make no change.

Because of the lack of uniformity in grading systems, it is difficult to discuss the grade average designated as a minimum requirement. Three schools replied that a C average or better was required, two insisted on a B average, others listed 2.5, 3.0, or above average. Only one school listed under ideal conditions a scholastic average less than B.

Only two of the twelve answering this question had married head residents and one of these was a woman serving as housemother.

As in the other group of colleges, the smaller dormitory systems employed graduate students most frequently. Six of the twelve, or fifty per cent, of those completing this question indicated a graduate student served as head resident. Two listed undergraduates in this capacity; one considered the person a staff member, and another a Civil Service employee; one used either undergraduates or graduates and in one instance a graduate student or faculty member held the job. This information is shown in Table XVI.

TABLE XVI
STATUS OF HEAD RESIDENTS IN COLLEGES
HOUSING LESS THAN 1000 MEN

Status	Frequencies
Graduate	6
Undergraduate	2
Undergraduate or graduate student	1
Graduate student or faculty member	1
Civil Service employee	1
Staff member	1
No reply	4
Total	16

It is apparent that in both groups, graduate students are most often employed as head residents.

Selection of Head Residents

In the larger systems, selection of head residents is usually the responsibility of the person described in the previous chapter but other college officials often share that responsibility. Many head residents are selected by an administrative committee, the composition of which was not stated. Table XVII needs no amplification.

TABLE XVII

TITLE OF PERSON SELECTING HEAD RESIDENTS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Title	Frequencies
Director (or person described in Chapter IV)	5
Administrative Committee	5
Dean of Men	2
Dean of Students	2
Dean of Men and Dean of Students	1
Director, and Dean of Students	1
Director and Dean of Men	1
Dormitory Manager and Dean of Students	1
Counselor to Men	1
Dean of Men and Director of Housing	1
President (recommended by Director)	1
Dormitory Manager (recommended by Dean of Men and Counselor to Men)	1
No reply	5
Total	27

In the smaller dormitory systems, there is a more definite pattern. The Dean of Men makes the appointment in five cases and he and the Director choose the head resident in another college. The Director and Housing Officer make

the choice in one instance while the Director himself makes the decision at one college. Table XVIII presents this information in concise manner.

TABLE XVIII

TITLES OF PERSONS SELECTING HEAD RESIDENTS
IN COLLEGES HOUSING LESS THAN 1000 MEN

Title	Frequencies
Dean of Men	5
Dean of Students	2
Dean of Men and Dean of Students	1
Director	1
Director and Housing Officer	1
Director of Men's Activities	1
Counselor to Men	1
Housing Counselor	1
Head Proctor	1
No reply	2
Total	16

Reimbursement

Through the faulty construction of the questionnaire, there was little conformity in answers regarding reimbursement. Some gave annual salaries and others reported monthly ones. It was not clear in many cases whether or not board and room were provided in addition to the cash salary or if the head resident paid for his accommodations from his earnings. Nor was it clear if the wife of a head resident received board and housing in the contract. One

answer was "yes" indicating that he received a salary but giving no definite information and another just checked the blank pertaining to salary but did not elucidate. There were various forms of reimbursement. Some received room only, others room and board, one had room, board and laundry while still another had room and board, and nine hours tuition paid for.

The highest salary paid to a head resident in the larger systems was \$4300 and the lowest would likely be the \$30.00 per month. The replies secured on this question are listed below:

Annual:

\$4300
 3600-4200
 3400 plus room
 1560 plus board and room for man and wife
 900 plus board and room
 400 plus board and room
 350 plus board and room
 250

Monthly basis:

\$ 225 plus board and room
 110 plus board and room (housemother)
 75 plus room
 75
 50-85 plus room
 30 plus room
 30 (single person); 50 plus apartment (married)

Unclassified:

Room and board (3 instances)
 Room only (2 cases)
 Room, board, and laundry
 Room, board, and nine hours tuition
 "Yes" plus board and room
 "✓" plus board and room

Living accommodations provided were a room or suite of rooms in eleven instances, apartments in thirteen. For

the unmarried head resident, six provided a room allowing privacy, one provided a suite and seven shared the accommodations with other students. Twenty-one of the twenty-four replying claimed the reimbursement was adequate. It is interesting to note that the college official listing the highest salary (\$4300) felt it was inadequate.

Likewise, the salaries and reimbursement of head residents in the smaller dormitory systems varied greatly. In this group the highest salary was listed as \$2500-3000 and even without knowing the value of the housing provided, one would conclude that the head residents receiving only living quarters were at the opposite end of the continuum. The various reimbursements are listed here:

- \$2500-3000 per year
- 1638 per year and furnished apartment
- 500 per year and room
- 200 per month and board and room
- 100 per month
- 75 per month and room (two instances)
- 75 per month
- Room and board (two instances)
- Room (four instances)

Where housing was provided, eight were rooms, four apartments and one was considered a suite. Only seven provided single rooms for unmarried head residents. Apparently the others shared a room with another student. Ten of the thirteen answering the question relative to the adequacy of the reimbursement felt it was fair, two thought it was not, and one was doubtful.

Duties

There was a definite attempt on the part of the writer to determine from a numerical rating scale the relative importance of various duties which a head resident might perform. The recipient of the questionnaire was asked to list numerically these duties but several merely checked the item listed without noting a degree of importance or time consumed on them. Of the colleges with larger dormitory enrollments, whose replies were completed in accordance with the desired rating, nine placed counseling in first place and three placed that duty in second place. Administrative duties had the next highest number of first importance notations with four such tabulations. Every college included counseling in its list and discipline and administrative duties tied for second popularity. In no instance was discipline listed as primary duty. One official wrote a large underlined "No" after discipline. The writer realizes the error in listing these terms without proper definition for interpretations of dormitory activities, administrative duties, diningroom supervision could be as varied as the number of responses.

TABLE XIX
DUTIES OF HEAD RESIDENTS IN COLLEGES
HOUSING MORE THAN 1000 MEN

Duties	Number of Times Mentioned
Counseling	26
Discipline	17
Diningroom Supervision	12
Dormitory Activities	20
Administrative	17
Organize Dormitory Government	1
Management	1
Primarily teachers of attitudes and skills	1
Complete charge of house and to give every assistance	1

Table XIX illustrates the number of times the various duties were included in the replies, making no distinction between the numerical ratings and mere check marks. The last four items included in this table were written in by the person completing the questionnaire. It is interesting to note that they felt these particular duties were not included in the list given them.

In contrast to the other group of head residents, colleges with the smaller dormitory groups placed discipline as the primary duty, administrative and dormitory activities tied for second place and counseling trails these other three. The emphases placed on the various duties are shown in Table XX. As before, the second column indicates the total number of numerical ratings as

well as checkmarks with no weight given to the numerical ratings.

TABLE XX
DUTIES OF HEAD RESIDENTS IN COLLEGES
HOUSING LESS THAN 1000 MEN

Duties	Number of Times Mentioned
Discipline	12
Dormitory Activities	11
Administrative	11
Counseling	10
Diningroom Supervision	1
General supervision and placing students	1

The question then arises, "Are these men considered full time staff members?" In the larger systems, ten replied in the affirmative, one qualifying his answer by adding "at a student level" and another commenting that the head resident was a faculty member. With only one exception, these men were permitted to take academic courses. As to the maximum number of hours in which they could enroll, these answers were listed: three (four colleges), no limit (two colleges), normal load, full load, one course, ordinary schedule, five, twelve to fourteen. Unfortunately, no distinction was made between quarter or semester hours and hence no comparison can be made.

Regular office hours are maintained by fifteen of the twenty-six colleges reporting. Despite the request

for hours per day, several replied on a weekly basis. Answers included such as these: **expect** two hours a day or equivalent; eight hours; expected to be in room evenings 7-11; one-half hour per day; forty-five hours per week; irregular; eight, on call twenty-four; individually arranged; eight--most part available; apartment open to men when resident is in building; three; four; eight hours. It might be assumed, then, that the office hours for most head residents are extremely flexible and seldom follow a definite pattern.

As a rule, smaller dormitory systems do not consider their head residents full time staff members for only three of the fourteen supplying answers used the affirmative. All those on full time are permitted to take courses on the basis of five hours a semester, five hours a quarter, ten hours a quarter, or two or three hours (not specified). A smaller percentage of these head residents keep regular office hours for only four indicated that they did so. Again, the number of hours per day was misread as the following list of replies would indicate: four hours, four to five hours, six to eight hours, twelve to fifteen hours per week, twenty hours per week, varies.

In-service Training

As discussed previously, few colleges insisted on training qualifications for head residents and many

indicated that a certain amount of on-the-job training was provided. It was evident that most dormitory administrators felt a need to better equip and prepare their head residents and have inaugurated some types of in-service training program.

In the larger dormitory enrollment group, nineteen of the twenty-six stated that they had such a program, five said they did not, two declined to answer and one wrote, "yes and no." The recipient of the questionnaire was asked to indicate what was included in the program and forums, lecture, films, and discussions comprised a suggested list. Discussions were the most widely used type of in-service training with seventeen such notations. Fourteen indicated that lectures were used extensively, six held forums, four used films, two written materials, and each of the following had one sponsor: visiting speakers, manual and regular classes, regular weekly meetings, courses in guidance and psychology open to counselors, regular meetings. The line of distinction between a discussion and a meeting is a fine one and it is highly possible a regular meeting could consist of lecture, film, and discussion. Table XXI shows the training devices employed.

TABLE XXI

COMPONENTS OF IN-SERVICE TRAINING PROGRAMS FOR HEAD
RESIDENTS IN COLLEGES HOUSING MORE THAN 1000 MEN

Type of Training	Number of Times Mentioned
Discussions	17
Lectures	14
Forums	6
Films	4
Written material	2
Visiting speakers	1
Manual and regular classes	1
Regular weekly meetings	1
Regular meetings	1
Courses in guidance and psychology available	1

On the other hand, officials from the smaller systems report differently. Nine of the sixteen replied they had no such program although one of them added there were informal meetings to discuss problems and practices. Six claimed such a program and one did not answer. Again discussion formed the core of most such programs for they were used in seven of the fifteen colleges. Lectures were in second place again. Table XXII gives a complete picture of these replies.

TABLE XXII

COMPONENTS OF IN-SERVICE TRAINING PROGRAMS FOR HEAD
RESIDENTS IN COLLEGES HOUSING LESS THAN 1000 MEN

Type of Training	Number of Times Mentioned
Discussions	7
Lectures	4
Forums	1
Films	1
Group dinners	1
Group meetings	1
Committee	1

It is apparent that the type of in-service training program is similar in both groups even if there is marked difference in the adoption of such a program.

Orientation Program

Another method of indoctrinating and training the head residents and their assistants would be through an orientation program conducted at the beginning of the year or term. The questionnaire included the question, "Do you have an orientation program for counselors at the beginning of the year?" All twenty-six of the colleges housing more than 1000 men answered it, twenty-four in the affirmative and only two in the negative. The length of such an orientation program varied from two hours to a full week. Two colleges did not furnish the information on the length of the program. Fifty per cent, or twelve, of those

reporting conducted programs lasting two or three days, four held one day sessions, three sponsored a full week, three had a four to six day affair while one college used half a day and another only two hours to indoctrinate the residence hall leaders. This information is shown in Table XXIII.

TABLE XXIII

DURATION OF ORIENTATION PROGRAMS FOR HEAD RESIDENTS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Length of Program	Frequencies
One week	3
4-6 days	3
2-3 days	12
one day	4
half day	1
two hours	1

Sixteen replies indicated the program was considered successful, an additional reply used the qualifying term "fairly successful," and one admitted that there was some doubt as to its effectiveness.

It is interesting to note the wide scope of information and instruction included in these meetings. In general, the programs seem to present the over-all picture of the dormitory administration, duties of head residents, related campus agencies. While there is a great deal of similarity, the following list of replies show the special

emphasis in particular areas:

"Information, suggestion, questions agreement on policy."

"Discussion and lecture session covering various personnel areas, duties, responsibilities, etc."

"Lectures on duties, review of dormitory rules, and introduction of advisors."

"Indoctrination lecture, printed matter."

"Discussions."

"Briefing for freshman orientation and immediate problems."

"Administration, campus counseling service, organization of social and education program in residence halls."

"Lectures and discussion regarding counseling, referral, morale, conduct."

"Orientation to dormitory system, philosophy of system, acquaintance with university offices, discussion of basic counseling problems, administrative procedure."

"Orient as to guidance and other facilities available to students."

"Review of their job."

"Introduction to job and to staff, training film, discussion of points in manual, social program."

"Review of functions and duties."

"Reception of new students."

"Counselor's manual, films, panel discussion."

"One week--policies, philosophies, trends, methods, study of college and jobs."

In addition, two universities sent copies of the orientation program which they conducted for the head

residents. One includes a series of panel discussions by dormitory counselors in which they discuss such topics as "Questions Counselors are Frequently Asked," "The Dormitory Student Looks at the Counselor," and "The Counselor's Role in Working with Student Committees." Too, there are talks by qualified persons on such subjects as these: "Orientation Toward Counseling," "Understanding the College Student," "How Do I Start to be a Counselor." Luncheon and dinner meetings are arranged for the five day period and a tour of the campus personnel agencies is scheduled for one of the mornings. The other mimeographed sheet announced lectures on "Functions and Responsibilities of the House Fellow," "Food Service--Guest Provisions and Miscellaneous Procedure," "The Men's Halls Association," "Personnel Resources of the University," "The Division of Residence Halls (includes the philosophy of the Residence Halls and operation procedures)," and various social events such as smokers, picnics, and dinners for the dormitory staff members.

Eight of the sixteen, or exactly fifty per cent, of the colleges with smaller dormitory systems had an orientation program. Of these eight, one gave no information on the time devoted to it. Three had two or three day programs, two had a day's schedule, and one college listed four to six days and another a full week. It is apparent

that the larger the system, the greater the need for indoctrination and orientation. Two or three days is still the most common plan. The various lengths of programs are illustrated in Table XXIV.

TABLE XXIV

DURATION OF ORIENTATION PROGRAMS FOR HEAD RESIDENTS
IN COLLEGES HOUSING LESS THAN 1000 MEN

Length of Program	Frequencies
One week	1
4-6 days	1
2-3 days	3
One day	2
No answer	1

There was unanimous agreement that the programs were successful and in general they followed the pattern set forth by the larger systems. Various descriptions are listed as follows:

"Program consists in having our preceptors as junior workers in freshman dorm and move to upper-class dorm during senior year."

"Explanation of responsibility to resident and to Housing Department. Importance of student government and opinions."

"Reviewing University services and dormitory supervision."

"Discussion of planning program for the quarter, especially in dormitory where freshmen and sophomores are housed."

"Meeting heads of departments and hearing how work relates."

"Led by Office of Student Affairs members; counseling attitudes and techniques, campus facilities, administrative policies."

A question was asked pertaining to the average number of men each head resident supervised.¹² Because few dormitory systems are similar in construction or administration, the question was interpreted in many ways and no significant conclusions can be made. One of the institutions housing more than 1000 men reported 229-900 while another claimed twenty-four was a maximum number. Eight placed their averages between forty and sixty. Even though somewhat meaningless statistically, the replies are listed in Table XXV.

TABLE XXV

NUMBER OF MEN SUPERVISED BY HEAD RESIDENT
IN COLLEGES HOUSING MORE THAN 1000 MEN

Number of Men Supervised	Number of Times Mentioned
24 Maximum	1
25-100	1
28	1
30	1
40	1
50	2
50-60	1
50-75	1
50-80	1
50-100 upperclass (17 freshmen)	1
55	1

¹² See Appendix A.

TABLE XXV (continued)

NUMBER OF MEN SUPERVISED BY HEAD RESIDENT
IN COLLEGES HOUSING MORE THAN 1000 MEN

Number of Men Supervised	Number of Times Mentioned
60	2
60 plus	1
70	1
75-100	1
80	1
96	1
115-125	1
135	1
229-900	1
320	1
600	1

The wide discrepancies might be attributed to the fact that some gave the over-all figures of dormitory population and others assigned certain portions of the residents to the assistants.

Logically, the colleges with smaller dormitory systems did not have such large numbers of men supervised by one person, the largest being 430. If these were the sole responsibility of the head resident or if some responsibility was delegated to assistants is not known. Two replies with question marks, others gave a range of forty men (e.g. 60-100). Again one might say that the question was poorly phrased and hence the replies are not meaningful. The wide scope of answers is shown in Table XXVI.

TABLE XXVI

NUMBER OF MEN SUPERVISED BY ONE HEAD RESIDENT
IN COLLEGES HOUSING LESS THAN 1000 MEN

Number of Men Supervised	Number of Times Mentioned
25	1
30	1
50	2
60-100	1
65	1
120	1
120-140	1
146	2
150	1
280	1
430	1

Counseling interviews are required for every resident in eight of the twenty-six colleges housing the larger group of men but were not required in the other eighteen colleges. One of the latter added, "only new residents." However, there was evidence of a definite attempt to help the student with low grades for fifteen of the nineteen replying to this question stated interviews were required for those students. In two cases, these interviews were handled by the academic dean rather than through the dormitory program.

Counseling interviews were required in only three instances in the smaller enrollment group but eight insisted on interviewing students getting low grades. One

of the colleges referred these students to the office of the counselor for men.

Personnel cards are used in twenty of the twenty-six colleges in the one group and another college reported it filled out cards for freshmen only. One of those replying negatively said such a practice was "presently being encouraged." In the other group, nine of the sixteen used personnel records and seven did not.

Somewhat unrelated to the questionnaire but nevertheless a vital problem in dormitory administration, a question was included to determine if the college officials felt that disciplinary duties interfered with counseling in the residence halls.

All of the twenty-six colleges housing 1000 or more men answered this question. Fourteen thought it did not; six felt that the two were not compatible; two qualified the answers by the words "at times"; one thought it interfered "some"; another claimed it depended on the personality of the resident counselor; still another said no discipline was handled in the dormitory for it was referred to a disciplinary committee. One underlined "no" three times for emphasis.

The same feeling was evident among the fifteen colleges with smaller programs. Ten felt there was no difficulty and one of these added that the counseling and

advisor service had reduced discipline to a minimum. Two stated it did not interfere, one said it did sometimes, another replied "somewhat," and another said, "yes, definitely."

University of Colorado Program

The person in direct charge of a dormitory is called a counselor on the University of Colorado campus. However, by an informal poll taken, it was learned that most of them think of themselves as a proctor as well as a counselor. The age of these counselors ranges from twenty to thirty, no prior training is required, no educational degree or specific experience is mandatory. He must be married and must have maintained a scholastic average of 1.5. For the most part, they are graduate students. This pattern follows closely the majority of head residents in the colleges studied and could be considered an acceptable one.

Men meeting the minimum qualifications as outlined above are then screened by an administrative committee which consists of the Director of Residence Halls, Director of Housing, Dean of Men, and the Manager of the Residence Halls. This too, conforms with the usual practices in comparable colleges and universities.

An apartment and board for both the counselor and his wife are considered the total reimbursement. Without

exception, this was considered adequate by the counselors interviewed.

Duties as listed by the Director of Residence Halls were in the following precedence: counseling, discipline, diningroom supervision, administrative, dormitory activities. The counselors are not considered full time staff members but carry a regular academic load of course work. They do not keep regular hours but are required to be "on duty" certain evenings in accordance with a duty roster published at the beginning of each term. The counselor is actually on a duty status whenever he is in his apartment but this may vary from day to day.

Reaction to a prior in-service training program differed greatly. Half of those questioned thought it advisable to continue the program; the other half thought it had dubious value. The in-service training consists of lectures, discussions, written materials but there is no definite schedule or comprehensive plan in effect.

There is an orientation program conducted for the counselors at the beginning of the year but it lasts only two hours. This is the shortest orientation program mentioned in the thirty colleges and universities comments. Information, suggestions, questions, agreement on policy comprise this two hour indoctrination period which is conducted by the Director of Residence Halls. While the

subject matter is in line with other such programs, the time spent on these matters is considerably less than in other institutions.

The average number of men supervised by a counselor is approximately sixty. Counseling interviews are not required of every resident but a definite attempt is made to aid the student getting low grades. The counselor must interview the student and ascertain to the best of his ability the reason for his poor academic achievement. Personnel cards are completed by all dorm residents and are kept on file in the Director's office.

The majority of counselors did not feel that the role of a counselor conflicted with the role of a disciplinarian in the dormitory system.

In general, the University of Colorado's policies pertaining to counselors compares favorably with other institutions but in-service training, orientation, and specific preparation are areas which might well be investigated with thought of improvement.

CHAPTER VI

ASSISTANTS TO THE HEAD RESIDENT

In most dormitory administrative systems, assistants to the head resident are necessary to insure personal contacts and to implement the entire counseling program. Like their immediate superiors, they have an assortment of titles, have extremely varied and flexible backgrounds, are single, receive diversified amounts and types of reimbursement and place varying degrees of emphasis on the responsibilities inherent to the job.

Titles Used

Strangely enough, the terms counselor and assistant counselor tied for first place in number of times mentioned in the colleges housing more than 1000 men. This illustrates vividly the lack of uniformity in titles, for these men all do the same type of job. Each of them had four supporters, two used "proctor" for the second in command and all others were single nominations. The titles given these assistants in twenty-five colleges make up Table XXVII.

TABLE XXVII

TITLES GIVEN TO ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Titles	Frequencies
Counselor	4
Assistant Counselor	4
Proctor	2
Dormitory floor counselor	1
Charge of quarters	1
Advisor	1
Graduate Counselor Assistant	1
Student Counselor	1
Resident Assistant	1
Faculty Counselor	1
Student Assistant	1
Senior Advisor	1
Wing Counselor	1
Dormitory Counselor	1
Housemaster (Cadet officer)	1
Lieutenants (1st year); Inspectors (2nd year)	1
None	4
Total	27

Counselor was also the most used term as far as the smaller dormitory systems were concerned, with three holding that title. Monitor was used the same number of times. It is surprising to note that of the sixteen replying, six had no assistants in their dormitory organization. Other titles included in Table XXVIII were used once more each.

TABLE XXVIII

TITLES GIVEN TO ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING LESS THAN 1000 MEN*

Titles	Frequencies
Counselor	3
Monitor	3
Assistant Proctor	1
Unit Manager	1
Assistant to Head Resident	1
Floor Supervisor	1
Assistant to Director	1
None	6
Total	17

* One college listed two titles, making the total 17.

Qualifications

These assistants have extremely diverse backgrounds and the qualifications listed, as with the personnel already discussed, are lacking in uniformity.

Among the colleges having the larger dormitory enrollments, three replies said there was no difference between the qualifications for head resident and his assistant. Several merely checked the items listed indicating they were taken into consideration when selecting the dormitory staff. Others completed only a part of the question so an accurate report is impossible. Again, the question was phrased to distinguish actual qualifications from ideal ones, although even reporting colleges made no

such distinction.

As far as training was concerned, the most common reply was "none," with seven using that word. Two listed academic degrees, namely "A. B." and "B. A. or M. A." In one college the assistant must be a junior or senior; in another he must have had some education and psychology courses. One stated that the completion of the training program was the only requirement in this respect. "Need plays a big part," was written in by one official. "Strong interest and campus activities" was added by another. If the colleges could enforce the ideal program, training of assistants to the head residents would include experience in dealing with men, previous personnel experience, personnel work, familiarity with dormitory and campus life, interest and participation in campus activities, several hours of discussing rules, or a bachelor's or master's degree. One summed up the requirements sought with this phrase: "training, average, and activities enter in."

Only fifteen listed an age qualification and two of these limited it to "mature." The age level is considerably lower than that of head residents and twenty years of age was most frequently mentioned. These ages are listed in Table XXIX.

TABLE XXIX

AGES OF ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Ages	Frequencies
20	1
20 plus	3
20-25	3
20-30	1
21 plus	2
23	1
24	1
mature	2
varies	1
no reply	1
Total	16

Ideally, the picture is little different and the answers were as follows: 21, 20-25, 22 plus, 23, 25-30, mature.

The scholastic average was also flexible but not exceedingly high. Some gave specific letter grades such as B, B-, C to B, B $\frac{1}{2}$, or C. B and B- each received three listings. Some averages were described as "good" or "above average"; two used a numerical average--"1.5" and "over 2.0"; one stated there was no requirement. Of the six giving preferred scholastic averages, three indicated a B, one a B $\frac{1}{2}$, one a C, and one a "good" average.

Without exception, the assistants were single.

In studying the colleges that house less than 1000

men, one finds a very sketchy survey. Six noted no difference in training qualifications under actual and ideal conditions. Only four completed this part of the questionnaire giving these answers: orientation, general, none, at least a B. A. or B. S. and some graduate work. Instead of orientation only, one official desired some personnel experience if possible and where no experience was required, the official hoped to obtain a student leader with group living experience.

The ages listed followed closely the ages in the larger group with twenty being most popular. Again, one replied by using the term "mature." Thirty was listed twice as the maximum limit of an age bracket. Table XXX summarizes these replies.

TABLE XXX

AGES OF ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING LESS THAN 1000 MEN

Ages	Frequencies
20 plus	1
20-30	2
21-26	1
23 plus	1
25	2
mature	1

Only five indicated any change in age requirements under more favorable conditions. Those listed were 19-22,

20 plus, 20-30, 23 plus, 25 or graduate. It is interesting to note that only one person replying to this question indicated a 19 year minimum.

Eight completed the scholastic average question. Three required a B, one a C, one a C or more, two "above average," and one a "good average." The only three items found in the ideal column were B or above, C or more, above average.

Colleges were consistent in using single men only as assistants and in no case were married men employed in this capacity.

Graduate students and undergraduate students constitute the ranks of assistants although one faculty member was mentioned as serving in this capacity. Five of the twenty-one replying used both graduates and undergraduates, five used graduate students only, and ten gave these jobs to undergraduates. This distribution is shown in Table XXXI.

TABLE XXXI

STATUS OF ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Status	Frequencies
Undergraduate students	10
Undergraduate and graduate students	5
Graduate Students	5
Faculty Members	1
No reply	6
Total	27

Status of assistants in smaller systems is similar to the other group with many colleges making no distinction between graduate and undergraduate students. In one case, a faculty member held the position. For the most part, graduate students were used. The actual replies of the ten having assistants are found in Table XXXII.

TABLE XXXII

STATUS OF ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING LESS THAN 1000 MEN

Status	Frequencies
Undergraduate	3
Graduate	4
Undergraduate and graduate	2
Undergraduate, graduate, faculty	1
Total	10

Selection and Reimbursement

Selection of assistants in the colleges housing 1000 or more male students follows the heterogeneous pattern of head resident selection. In five cases, the head resident had a voice in choosing his assistants but in most instances college administrators assumed this responsibility. Instead of checking the "administrative committee" term, many colleges listed these committees separately when joint responsibility was evidenced. The

appointment by the dormitory president applied to the assistants serving without pay. Those choosing the assistants to the head residents are listed in Table XXXIII.

TABLE XXXIII

PERSON SELECTING THE ASSISTANT TO THE HEAD
RESIDENT IN COLLEGES HOUSING MORE THAN 1000 MEN

Title	Frequencies
Director of Residence Halls	4
Administrative Committee	3
Dean of Men	2
Dean of Men and Dean of Students	1
Director of Residence Hall and person in charge of Dormitory	1
Director of Residence Hall and Dean of Students	1
Person in charge of Hall and Dean of Students and Director of Counseling	1
Person in Charge of Residence Hall	1
Administrative Committee and Person in Charge	1
Supervisor of Counseling and Head Resident	1
Counselor to Men	1
Dormitory President	1
Supervisor of Counseling	1
Chief Counselor for Men	1
Director of Student Affairs	1
Superintendent of Dormitory	1

The selection of assistants seems to be the responsibility of the dean of men in the smaller systems although it is evident that he is aided by other staff members in making the selection. Head proctor, head resident, and the person in charge of the hall were each listed once as making the choice while in other colleges, the director in the hall or the head resident were consulted before a

selection was made. In some colleges, the person supervising the entire counseling program made the selection. Table XXIV is self explanatory. It will be remembered that six colleges had no such assistants.

TABLE XXIV

PERSON SELECTING THE ASSISTANT TO THE HEAD
RESIDENT IN COLLEGES HOUSING LESS THAN 1000 MEN

Title	Frequencies
Director of Residence Halls	2
Director of Men's Activities	1
Dean of Men and Director of Halls	1
Dean of Men and Director in Hall	1
Dean of Men and Head Resident	1
Person in Charge of Hall (approved by Dean of Men)	1
Head Resident	1
Administrative Committee	1
Head Proctor	1
Total	10

As with head residents, the compensation covered a wide scope and meaningful evaluation is impossible for no distinction was made regarding monthly or annual salary. Because the lack of definitive terms for duties involved, student assistants receiving fifty cents per hour for answering the telephone were listed in the same column as those receiving \$1400 yearly. One official listed the "hope for appointment to Resident Advisor" under the heading of reimbursement. One replied that the pay was \$62.50 a

term but failed to say if the term was on a quarter or semester basis. One allowed board as the only payment, six provided room only, three gave board and room, one designated one-half board and room plus laundry and one vague reply stated, ".50 per hour to \$65 per semester." The replies from the colleges with the more elaborate systems are as follows:

\$1300-1400 (with an M. A.; less board and room),
 nine months basis
 1200-(1300 the second year), nine and one-half
 months basis
 450, nine and one-half months basis
 62.50 per term
 50-85
 50
 35-50
 Board and room plus \$25 monthly
 25 monthly
 Room and \$10 monthly
 Board only
 Room only (six colleges used this compensation)*
 Board and Room (three colleges used this
 compensation)
 Board, room, and tuition for graduate students
 One-half board and room plus laundry

*"hope for appointment to resident advisor"
 included in one of these cases.

Nor can one find a consistent pattern of reimbursement in the smaller systems. The sums mentioned are considerably smaller than those in larger systems, and the largest was listed at \$67.50. Four provided room only, one allowed board and room, two room plus a salary, and three used a cash payment only. Lowest paid assistant received fifteen dollars per month. Without knowing the

actual value of the board and housing provided, it is impossible to evaluate the various compensations. They are listed here for comparison:

\$50-67.50 per month
 50 per month
 15 per month
 Room plus \$50 per month
 Room plus \$25 per month
 Board and room
 Room only (four colleges reported this compensation)

Duties

It was the intention of the author to ascertain the relative importance of duties assigned to the assistants. The persons completing the questionnaire were requested to list numerically in order of importance or emphasis the duties listed. The same difficulty was encountered here as in studying the duties of head residents, for almost half of the replies were in the form of check marks indicating the duties were a part of the job but making no distinction as to primary or secondary emphasis. So it has been necessary to disregard the few numerical ratings and a tabulation of the number of times the duties were noted has been substituted.

And as before, the use of rather broad terms in the question made the replies less meaningful. For instance, one wrote "records and supplies" as a separate duty when this would be considered a part of administrative duties by others. Dormitory activities might

include group counseling, administrative work, or even discipline. In the larger systems, dormitory activities rated highest with counseling a close second. The picture is quite different in smaller systems where diningroom supervision is not listed at all, the discipline role is rated highest, and counseling is in the last place.

Tables XXXV and XXXVI show this data for large and small systems, respectively.

TABLE XXXV

DUTIES OF ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Duties	Number of Times Mentioned
Dormitory activities	18
Counseling	17
Discipline	11
Administrative	11
Diningroom supervision	6
Management	1
Records, supplies	1

TABLE XXXVI

DUTIES OF ASSISTANTS TO HEAD RESIDENTS
IN COLLEGES HOUSING LESS THAN 1000 MEN

Duties	Number of Times Mentioned
Discipline	9
Dormitory activities	8
Administrative	7
Counseling	4
Diningroom supervision	0

In the larger group of colleges, twenty-two furnished information on the living accommodations provided. All indicated the assistant was furnished a room except in one instance when a suite was provided. Included in the twenty-one colleges listing a room, two added that the assistants paid for their rooms from their cash salaries. Ten thought these accommodations granted privacy, seven said they did not, and one admitted that they granted some privacy.

Twenty-two answered the question regarding the adequacy of compensation. Sixteen replied in the affirmative, six in the negative, and one with a question mark. Twenty did not consider the assistants full time staff members but two did consider them as such. If considered a staff member, they were allowed to take some academic work.

Similarly, the majority of the smaller group listed the accommodations as a room and one mentioned a suite. Six felt the quarters guaranteed privacy, one that they did not. Seven college officials considered the reimbursement adequate, four did not. No college in this group classified these assistants as full time staff members.

Assistants in the University of Colorado Program

At the University of Colorado, the assistants are called Assistant Counselors. Requirements for such a job are not as stringent as in some of the colleges studied.

No training is required, a 1.5 scholastic average is the minimum, and a lower limit for age is twenty. The assistant counselor is unmarried and usually an undergraduate although in rare cases, graduate students are appointed.

His primary duties are considered disciplinary with counseling and diningroom supervision following in that order. It was learned that he usually described his work in the dormitories as proctoring rather than as counseling. He is chosen or selected by an administrative committee which consists of the Director of Residence Halls, Director of Housing, the Dean of Men, and the Manager of the Residence Halls. Compensation for his services is board and room (approximate value: \$64.00 per month) which is comparable with other universities of the same size. Private rooms are provided in most instances but one-third of the assistant counselors share a room with another student. The reimbursement is considered adequate by the Director of Residence Halls and by the assistant counselors themselves as evidenced in a poll conducted among them.

CHAPTER VII

UPPERCLASS ADVISORS

Most colleges and universities have an orientation program designed to help the new student make the adjustment to college life. Some programs are elaborate and might last an entire "Freshman Week" and some consist only of meager testing programs. While the new students adjustment to the entire college campus and program is mandatory, the adjustment necessary to the dormitory living should not be underestimated. Roommate adjustment, homesickness, loneliness, attitude conflicts, need of adjusting to other members of the house or dormitory--these are observable in the dormitory situation. Faculty counseling plan, the regular counseling services and orientation programs fill a great need to be sure but do not necessarily supplant a dormitory orientation program. "It has been found eminently worthwhile in a number of institutions to work out....a system of upperclass student counselors."¹³

Forty-two colleges and universities answered this section of the questionnaire and only eight claimed they had such a system. Four of these were colleges housing

¹³ Esther Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education, McGraw-Hill Book Co., Inc., New York, 1938, p. 76.

more than 1000 men and four were in colleges housing smaller numbers. In other words, four of the sixteen or twenty-five per cent, of the smaller dormitory systems used upper-class advisors while only four of the twenty-seven or six and eight-tenths per cent of the other group did so. This might be attributed to the fact that a more personal interest in the student is often evidenced in a smaller system.

Some of the college officials referred back to Section IV of the questionnaire which dealt with the assistants to head residents. They noted that assistant counselors performed these duties or that the student counselor served in this capacity. The senior advisors discussed in the preceding chapter could be included in this category also. One reply concerned the dormitory officers and an orientation committee appointed by them.

In the larger systems, the students enlisted to assist the new dormitory residents are called sponsors in two colleges, floor counselors in one, and upperclass advisors in the fourth. In the other group of colleges, they are called upperclass advisors, big brothers, upper-class sponsors.

Interestingly, colleges with the smaller dormitory enrollments said that the program was a campus-wide plan in three of the four cases and a dormitory program in only one instance. Actually, discussion of the campus-wide

programs might be eliminated from this study but has been included for any helpful suggestions which might be uncovered. In the other group, all indicated the upperclass advisor system was a dormitory function.

Selection and Recognition of Upperclass Advisors

An effort was made to determine how these men were selected. In the larger systems, the dormitory residents made the choice as evidenced by these replies:

"Head Resident and Assistant Dean of Students"

"volunteers"

"President of the Dormitory"

"Student Committee"

The only reply to the question, "Do all men in the dormitory participate?" was negative.

In the smaller systems, a higher echelon of authority was responsible as illustrated by these comments:

"Selected from Men's Service."

"Students file and then selected by Dean of Students."

"Recommended by Counselor to Dean of Men."

It should be remembered that in this last group, the programs were on a campus-wide basis. This explains somewhat the difference in selection procedures. All men in these dormitories do not participate in the program.

One would expect that the students who did

participate would be recognized in some manner but it is apparent that their main reward is the satisfaction of helping the new students. Some attempt to give them recognition by certificates or letters of appreciation. Others provide a banquet or present house pins to these upperclass advisors. In most cases, their work is "mostly unsung" as one administrator aptly commented.

Other replies were as follows:

"Experience and letter of recognition."

"Certificate awarded annually."

"banquet...notation on permanent record, pat on back."

"house pin or house recognition."

"seat on dormitory council, thank you letter from Dean of Students."

"Some get room free."

"rooms for quarter."

The last two mentioned were those whose duties overlapped with those of the assistant to the head resident as discussed in the previous chapter.

For the most part, the systems described are of comparatively recent origin. Two had been in operation only one year, two had conducted such programs for three years, one for two years, one for four years, and another for fifteen years.

Evaluation of Program

There was unanimous agreement as to the successfulness of these programs in all the colleges sponsoring them. The reasons given for the endorsement are self explanatory and need no further comment. They are listed here:

"Each student has someone that he may turn to."

"because of satisfactory results obtained."

"important phase in orientation."

"big city...freshman are in 'daze' for first month unless properly guided."

"upperclassmen have been through the mill, students take advice from fellow students, better orientation to Residence Halls."

"strengthen student government, gives training in dealing with people, relieves administration."

"difficult to supervise 500 freshmen without such help."

It is well to pause to determine what responsibilities these upperclass advisors are expected to assume. It is noted that in some cases, these men assist only at the beginning of the term with such things as registration while others continue throughout the year with tutoring, counseling, and the like. In some places, their tasks include discipline. The answers to this question of responsibilities are given below:

"Registration help to freshmen and transfers; advice, control, etc."

"enforce quiet hours"

"Foster student government in house"

"Supervise student activities within the dormitory."

"Assist the graduate counselors by organizing small section of hall."

"tutoring, counseling, director dormitory program; helping in everyday problems but not curriculum."

"information on registration, etc."

"registration."

Some of these duties continue throughout the year in five of the colleges replying.

The upperclass advisor program usually includes some means of acquainting these assistants about the responsibilities they are assuming. All eight colleges having upperclass advisory systems had some form of indoctrination for these students. This might be through correspondence or as elaborate as a ten hour training program. The various ways of acquainting the advisors with their jobs are listed here: letter, meeting, ten hour training program, dormitory advisor orientation prior to opening, training sessions conducted by head counselors. Another reply was that it was accomplished through a letter but they hoped to have a meeting. These indicate a wide range of preparation and likely the effectiveness of the program correlates with the extensiveness of preparation.

The questionnaire requested information as to the

14 See Appendix A.

average number of men students assigned to one upperclass advisor. Answers ranged from two to fifty and included the comment "as many as he can handle satisfactorily." The number of new students for whom an upperclass advisor was responsible were: two, eight, eight to ten, ten to twenty, twenty-five to fifty, forty-five to fifty, assigned by floor, as many as he can handle satisfactorily. The wide range is no doubt due to misinterpretation of the question and the lack of clarity in its construction.

Four of the colleges assigned upperclass advisors to transfer students, two did not, and two did not indicate one or the other. One answering "yes" added, "but sometimes don't respond." Another commented, "depends on student's needs."

University of Colorado Program

For two years, the Men's Residence Hall at the University of Colorado has sponsored such a program of upperclass advisors. It consists of notation in permanent record file and "pat on the back." It is hoped to hold a banquet honoring these men.

They are given instructions and suggestions through several letters and it is planned to have a meeting for them to discuss the plan more fully. These upperclassmen (including sophomores) are requested to return to the campus for freshman week, if possible, in order to help

the new students at a time they need the friendship and assistance most. Usually, an upperclassman is assigned two new students whose names and addresses are mailed to him during the summer. Transfer students are included in the new student category.

One of the principal duties is to assist in registration although general orientation to the residence halls and to the campus is also a primary aim.

The director considers the system successful and counselors and assistant counselors favored its continuation in an eleven to one vote.

It appears that the effectiveness of the program might be increased by a more extensive indoctrination program and improved methods of recognizing the men who serve in the advisory capacity.

CHAPTER VIII

DORMITORY ACTIVITIES

A separate section of the questionnaire¹⁵ was devoted to dormitory activities. This term included a variety of subheadings such as orientation, social events, finances, political activity, dormitory governing boards, scholastic supervision, and group counseling. Almost any of these topics could be developed into a complete report or thesis and a thorough analysis of them would indeed be helpful. In this study, no attempt was made to formulate definite programs but rather it was the intention to determine which of these functions were included in the various residence halls organizations.

Dormitory Orientation

Twenty-one of the colleges housing more than 1000 men replied to the question on orientation. Fifteen of them claimed they had some type of orientation within the dormitory framework while six said they did not. Seven of the fifteen in the other group had such programs. In general, it was an informal meeting or a series of meetings in which dormitory regulations and policies were promulgated. It was also organizational in nature. Most of the replies of both groups listed below are quite similar but some indicate a more elaborate plan than do

¹⁵ See Appendix A.

others. Some of the items such as lectures or group meetings were mentioned in several replies but are listed only once here.

"Freshmen Week lectures plus early house meetings."

"Meeting all new students with counselors and hall. Information given out, questions asked and answered."

"Mixer for new men students in fall; proctor interviews early in fall with all new men; printed material."

"Explain dormitory rules, government of dormitories, etc."

"Discussions, organization of dormitory club."

"Meeting counseling staff, meeting upperclass men, acquainting with social and education program, self government organization."

"Mass meeting of all freshmen for explanation of dormitory life, guided tours, information about campus, etc."

"Films, lectures."

"Orientation into dormitory and campus life, tours, instruction and counseling."

"Handbook and personal contact."

"Orientation to group living."

"Lectures."

"Group meetings."

"Floor meetings."

There is no clear pattern of responsibility for this dormitory function. Some colleges delegate this task to students or establish student-counselor committees. In other instances, the director of the residence hall

program plans it entirely. Tables XXXVII and XXXVIII show the person to whom this task is assigned in large and small systems, respectively. It should be noted that the smaller systems use student groups more extensively in planning this type of activity.

TABLE XXXVII

PERSONS RESPONSIBLE FOR DORMITORY ORIENTATION PROGRAM IN COLLEGES HOUSING MORE THAN 1000 MEN

Person Responsible	Frequencies
Director of Residence Hall	6
Counselors	7
Student Committee	4
Student-Counselor Committee	6

TABLE XXXVIII

PERSONS RESPONSIBLE FOR DORMITORY ORIENTATION PROGRAM IN COLLEGES HOUSING LESS THAN 1000 MEN

Person Responsible	Frequencies
Counselor for each hall	4
Counselor and Director of Residence Halls	1
Student Committee	2

Sports, Social Events, and Politics

Athletic and social events can do much to develop a dormitory spirit and to help an individual get acquainted and so questions pertaining to those activities were

included. It is interesting to note who assumes the responsibility for the successful operation of these functions.

In the sports area, the athletic office or college intramural department often supervises the program and so it could not be considered strictly a dormitory activity. Yet it is likely that the various teams are organized within the dormitory and hence fall under that jurisdiction to a certain degree. Student participation in planning the sports program is evident in both large and small systems. The tabulation of the persons responsible in larger dormitory systems is given in Table XXXIX.

TABLE XXXIX
PERSON RESPONSIBLE FOR DORMITORY INTRAMURAL PROGRAM
IN COLLEGES HOUSING MORE THAN 1000 MEN*

Person Responsible	Frequencies
Director of Residence Hall	2
Counselor of each hall	2
Student Representative	3
Student Committee	10
Director of Residence Hall and Student Representative	1
Physical Education Staff	5
University	2
Director of Residence Halls, Council, and Student Representative	1
Director of Intramurals working through Athletic Proctor	1
Intramural Department	2
Intramural Department and Student Committee	1
Totals	30

*Several listed more than one responsible agency and hence the discrepancy in number of replies.

Table XL shows similar data for colleges with smaller dormitory enrollments.

TABLE XL
PERSONS RESPONSIBLE FOR DORMITORY INTRAMURAL PROGRAM
IN COLLEGES HOUSING LESS THAN 1000 MEN

Person Responsible	Frequencies
Director and Student Committee	1
Counselor and Committee	1
Counselor and Student Representative	1
Student Representative	2
Student Committee	5
Athletic Office	3
Intramural Department of University	2
No reply	1
Total	16

It cannot be determined if the student committees mentioned are dormitory groups or are campus intramural boards. There was only one negative reply regarding the provision of athletic equipment but it is not known if the dormitories or athletic departments make the athletic gear available.

As to social events, the ones suggested on the questionnaire were tea dances, formal dances, exchange dinners, informal dances, card or game parties. Other events added by those completing the questionnaire included buffet suppers, picnics, banquets, faculty-student dinners. One person in the larger group said there was no social program

whatsoever. Prevalence of the various types of social events sponsored in larger dormitory systems is listed in Table XLI.

TABLE XLI

TYPES OF SOCIAL EVENTS SPONSORED BY DORMITORIES
IN COLLEGES HOUSING MORE THAN 1000 MEN

Events	Frequencies
Informal dances	21
Formal dances	14
Exchange dinners	14
Card or game parties	10
Tea dances	8
Picnics, banquets	1
Faculty-Student dinners	1

This same information as pertaining to the smaller group is shown in Table XLII.

TABLE XLII

TYPES OF SOCIAL EVENTS SPONSORED BY DORMITORIES
IN COLLEGES HOUSING LESS THAN 1000 MEN

Events	Frequencies
Informal dances	12
Card or game parties	4
Tea dances	3
Formal dances	3
Exchange dinners	3
Buffet suppers	1

The majority of both groups indicated that there was a coordinated social program with the women's residence halls although none explained how this was accomplished. In the larger group, ten of the twenty-one replied in the affirmative while in the smaller group, eleven out of sixteen indicated such a relationship. One qualified his affirmative reply by adding "theoretically."

The financing of dormitory social functions was different in almost every campus situation. Usually, there was a combination of house dues and assessments or of dues and vending machine income. The following Tables XLIII and XLIV show the frequency of these plans and need no further amplification.

TABLE XLIII

METHODS OF FINANCING DORMITORY SOCIAL FUNCTIONS
IN COLLEGES HOUSING MORE THAN 1000 MEN

Events	Frequencies
Hall dues	9
Apportionment of board and room fee	3
Assessment for function	2
Assessment and hall dues	2
Assessment, dues, money making events	2
Money making events	1
Assessment and money making events	1
Dues and money making events	1
Profit from laundry and cleaning station, vending machines, rental of equipment, social fee assessment, university appropriation	1

TABLE XLIV

METHODS OF FINANCING DORMITORY SOCIAL FUNCTIONS
IN COLLEGES HOUSING LESS THAN 1000 MEN

Method of Financing	Frequencies
Hall dues	5
Hall dues and assessment	3
Assessment	2
Assessment and money making events	1
Hall dues and money making events	1
Assessment and apportionment of room fee	1
Vending machine income	1
Vending machines, telephone, etc.	1

The question pertaining to campus politics was not definitive enough and it is impossible to ascertain whether the organizations were dormitory sponsored or organized branches of campus-wide groups. Among the colleges with larger dormitory populations, thirteen claimed they were so organized and fifteen said they were not.

In the smaller dormitory systems, only one replied affirmatively, fourteen said they were not organized politically, and one replied, "somewhat." The larger systems, then, seem to participate more actively in the political field.

Dormitory Government

The subject of dormitory government is an extensive one and would provide an interesting study for a report. Much can be accomplished by an effective student government

organization in a dormitory.

In the larger dormitory enrollment group, twenty stated they had a dormitory governing board made up of residents and seven stated that they did not. Eleven of the smaller group had such programs and five did not. No attempt was made to determine the names of such organizations, their composition, or specific organizational plan but an effort was made to obtain brief summaries of the duties of these governing bodies in the various colleges and universities. The following summary of replies illustrates that the most common functions are to determine or interpret dormitory regulations, plan and execute house activities, and to serve as a sounding board or complaint headquarters for the residents. In only two cases did the student board have any responsibility in the disciplinary sphere or in budgetary matters.

Here are the replies from the larger dormitory systems:

"Plan and execute all house activities."

"Further interests of residents, organize activities, help suggest improvements."

"Direction and control of activity of Association (composed of all residents) within limits."

"Make and enforce dormitory rules of conduct."

"Active direction of own programs."

"Budget and discipline."

"Plan events, formulate rules, suggest improvements."

"Passes most of dormitory regulations, has great amount of freedom."

"Plans many dormitory activities."

"Reflect opinion of residents."

"Social and recreation programs."

"As much responsibility as they wish to assume in a rather large area."

"Handle social and athletic budget; judicial matters."

There were striking differences in replies from the smaller systems, which are enumerated here:

"Hear complaints, establish house rules, recommend changes, plan and coordinate activities."

"Establish 'voice' for dormitory and express opinion; discipline matters. If not effective, they recommend to higher echelon."

"Express student's wishes to administrative offices through representative."

"Work with housing counselor."

"Promote program."

"Intercede in discipline cases."

From these suggestions, it is obvious that the potentialities of dormitory governing bodies provide excellent leadership laboratories. Too, they promote a cooperative, democratic living arrangement.

It is interesting to note the evaluation placed upon these groups by the college official completing the questionnaire. In the larger group, the fifteen commenting on the success of the groups were unanimous in their

endorsement. The smaller group had less praise, for seven replied they were considered successful, one that the board was ineffective, and two expressed doubts by replying "so-so" to its value.

Scholastic Supervision

In the larger systems, there appeared to be more scholastic supervision, for ten of the twenty-three replying said that they had such practices in effect. In the smaller group, only one of the thirteen replying claimed any such supervisory plan and it consisted only of the counselor in charge assisting in whatever way he could. No other comments were made.

In the larger group, however, several elucidated by adding helpful comments. It is evident that the scholastic supervision is not necessarily a dormitory function for it will be noted that other campus agencies are frequently mentioned. One of the negative replies indicated an actual program of help and could be included in the affirmative group. The replies are listed here:

"No, except through house scholastic committees and counselors."

"Proctors work with men having difficulty."

"In cadet barracks, required study hours."

"Advisors check low scholastic students."

"Counseling staff."

"Resident Assistant refers to Resident Director and to Chief Counselor."

"Through counselors."

"Resident advisor received individual semester deficiency reports; is expected to write report."

"Educational committee; scholarship trophies."

"Follow-up by Faculty Residents."

"Counselors work closely with faculty advisors in assisting student with scholastic difficulties."

"Faculty man in charge."

These replies would be more meaningful if they had been explained more fully but are presented here for any helpful suggestions they might emit.

Group Counseling

The author was at fault especially in this section for the terms should have been clearly defined and the term "Group Guidance" substituted for the general heading. However, since the term "Group Counseling" was used, the discussion of replies in that section must incorporate the same term. Actually, social events, governing boards, scholastic supervision are all potential counseling situations. Suggested types of group counseling were included in the questionnaire,¹⁶ namely, discussions about courtesy, table manners, etc., student-faculty forums, guided bull sessions.

¹⁶ See Appendix A.

Only two of the fourteen smaller dormitory programs claimed to have any group counseling activities as listed and each of the three items included in the question were checked twice. No one among the smaller systems made an additional comment. The picture is quite different in the other group. Fourteen said they had such activities and five more said they had "some" while only seven said they had none. Sixteen items were added by this group, including a newspaper, hobby groups, radio station, and many other interesting items which are enumerated below:

- "Films."
- "Dormitory meetings."
- "Toastmaster Club."
- "Resident Hall paper."
- "Camera Club."
- "Radio station."
- "Study habits clinic."
- "Vocational guidance."
- "Review sections."
- "Men's style shows."
- "News."
- "Hobby Groups."
- "Music room."
- "Radio Club."
- "Job opportunities."
- "House guests."

Amplification of these activities and detailed descriptions of them would indeed be beneficial but such information was not included in the replies. This list shows evidence of imaginative active programs although there is no way to judge the success of these activities.

Dormitory Activities at the University of Colorado

The Men's Residence Hall program at the University of Colorado includes most of the activities mentioned in Section VI of the questionnaire.¹⁷

Its dormitory orientation program consists of detailed written material mailed to the student prior to arrival and other materials distributed at a meeting held during the first few days of the term. The counselor explains the regulations, residents usually introduce themselves, information is given out, and an opportunity to ask questions is provided. The counselor in each hall is responsible for this orientation meeting although the written materials are supplied by the Director of Residence Halls.

The intramural sports program is organized by the Director of Residence Halls and an activity coordinator, one of the students who receives room and board for supervision of athletic and social activities. The Men's Residence Halls Association and the counselors of each

¹⁷ See Appendix A.

dormitory assist in the organization and administration of the program. Athletic equipment is provided by the dorms through vending machine receipts and is available to any resident.

Social events include a formal dance each quarter and various informal dances, tea dances, open houses, etc. There is no coordinated social program with the women's residence halls although there is some cooperative planning attempted.

An apportionment of the board and room fee is made to finance these social events and is the only source of income used for them.

The men in the University of Colorado residence halls are somewhat organized for political activity although this interest is directed toward the campus political scene and is concomitant to the entire political program at the University.

The governing board in the Men's Residence Halls is called the Men's Residence Halls Association and consists of three men from each of the four larger halls, and two men from each of the smaller dormitories, the activity coordinator, making a total of twenty-one. A president, vice president, and secretary are elected from that group and it has the power to appoint necessary committees. Duties include any matter which furthers the

interest of residents, organization of athletics, suggestions for improvements, and the handling or channeling of complaints of residents. It does not have any disciplinary power. In general, it is considered effective and worthwhile.

Scholastic supervision is conducted through the upperclass advisors in many instances and through the counselors and assistant counselors who receive grade average reports of all residents. Every attempt is made to improve the scholastic atmosphere in the dormitory through noise control, personal help sessions. A plaque is awarded each quarter to the hall having the highest academic average.

Group counseling activities are sponsored by the residence halls. Student-faculty forums and guided "bull sessions" have been held, usually using a guest speaker or some visitor on the campus. Meetings for orientation and hall meetings throughout the year are designed to facilitate the individual's adjustment to dormitory and campus life. Films have been used to great advantage.

There are many opportunities for improvement in this particular part of the residence hall program. In general, it is effective and it does compare favorably with other colleges. However, additional group counseling activities, improved governing board, and a more inclusive social program would be deserving goals.

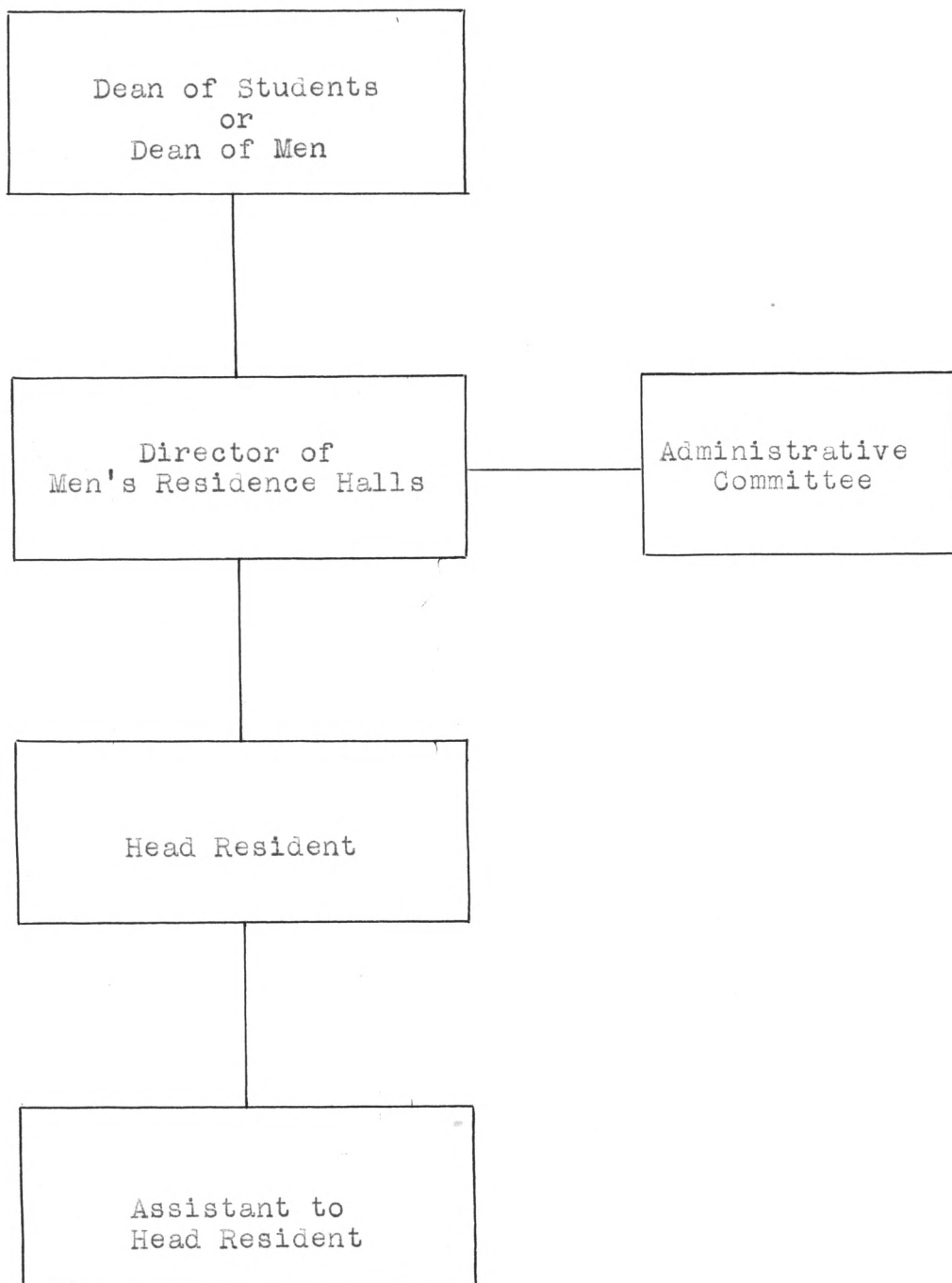
CHAPTER IX

SUMMARY

Although titles and terms varied greatly and qualifications, duties, and reimbursement were dissimilar, it was apparent that levels of authority were clearly outlined. With few exceptions, the counseling programs in the men's residence halls in colleges supplying the data for this report followed a common pattern. The diagram on the following page illustrates the channels of authority, although it must be remembered that almost every college or university had its peculiar organizational plan.

In most colleges, the dormitory counseling program was the responsibility of the Dean of Men or the Dean of Students, or members of the respective staffs. Appointments of dormitory directors and head residents were made at this level, often by an administrative committee of which the dean was a member.

A director, supervisor, or head counselor was delegated to supervise and administer the actual program in the residence halls. Educational and professional backgrounds differed widely with less than half of them having master's degrees and experience ranging from two to twenty-five years. Approximately half of these men received salaries exceeding \$3500.

DIAGRAM OF A TYPICAL PLAN OF ADMINISTRATIVE ORGANIZATION
FOR COUNSELING PROGRAMS IN MEN'S RESIDENCE HALLS

Various titles were assigned to the person in direct charge of a dormitory although head resident was the most popular term. These men were selected by the director or by a committee of which he is a member. Ages ranged from twenty to forty-five with most falling in the twenties. In most cases he was a graduate student taking a normal load of academic work. Some received only living quarters as compensation while the highest pay was \$4300--this, of course, for a full time staff member. Duties included counseling, discipline, and dormitory activities. Most colleges offered an in-service training program for head residents, consisting mostly of discussions and lectures. Orientation programs for head residents were used in seventy-five per cent of the reporting institutions. The duration of this program ranged from two hours to a full week, with a two or three day plan most common. These programs consisted primarily of acquainting the head resident with rules and regulations of dormitory, campus referrals, and general dormitory organization and administration. Counseling interviews are not usually required of all students although the ones having difficulties with grade averages are given special attention. Personnel cards are used in most colleges. The consensus of opinion was that discipline and counseling do not conflict with one another.

The next administrative level is the assistant to the head resident, who is usually selected by the dean, the director, and/or the head resident. Most frequently called a counselor, little distinction was noted between his qualifications and duties and that of his immediate superior. His age was lower, the early twenties being the most prevalent. Without exception, he was single. In most cases, he was an undergraduate. Compensation ranged from room only to \$1400 per year.

Only nineteen per cent of the colleges reporting had an upperclass advisor or upperclass sponsor system and this percentage includes those indicating that the program was campus wide. Upperclassmen serve in this capacity without pay and a letter of recognition, certificate of service, or house pin were the usual means of recognizing their services. Their duties are primarily to assist in student government organization, to assist in registration, and to help the new students in their adjustment to dormitory and campus. These upperclass advisors are "briefed" for their jobs through letters or training sessions.

The replies regarding dormitory activities presented many helpful suggestions but due to the lack of uniformity in the answers and the dissimilarity in residence hall programs, a meaningful tabulation is impossible.

Dormitory orientation usually consisted of a meeting or series of meetings in which dormitory regulations and policies were promulgated. The directors and head residents shared the responsibility for these meetings. Supervision of intramural sports was seldom a dormitory function but student committees and directors worked with the college athletic departments in this area. Formal and informal dances and exchange dinners form the greater part of the social life in the residence halls. Financing of the social events was from house dues, apportionment of room fees, money making events, assessment for each function, and vending machine income. Little political participation was evident.

Seventy-two per cent of the reporting colleges had some type of student government in the dormitories. The common functions were to determine and interpret the house regulations, to plan and execute dormitory activities, and to serve as a clearing house for complaints and suggestions of the residents. In a few cases, these boards had disciplinary authority. Less than one-third of the colleges claimed to have any scholastic supervision and this was seldom the direct responsibility of the dormitory staff. Students were referred from the dormitory to other agencies such as the dean, the counseling service, faculty advisors, and the like. Discussion groups, films, dormitory meetings,

music and hobby clubs, newspapers, radio station, vocational guidance, toastmaster club, study habits clinic were a few of the replies listed under group counseling.

CHAPTER X

CONCLUSIONS AND RECOMMENDATIONS

A brief evaluation and comparison may be found at the end of each chapter and it is not necessary to repeat such conclusions here. It is apparent to the writer that there are a number of misrepresentations in the report, some of which have been mentioned previously. Because of the length of the questionnaire, many of the college officials completed only a part which took the least time and consideration. Others attempted to fit an entirely different program into the pattern outlined. As a result, the tabulations and comparisons might present a false impression of the actual situation. In several instances, it was recognized that the replies were not applicable, yet they were included to illustrate the various types of responses which were received. There were apparent misinterpretations of the questions which made the compilation of the data more difficult. The author realizes that parts of the questionnaire were not well constructed and the fault does not fall entirely on the shoulders of those completing the questionnaire.

In addition, the counseling programs in the men's residence halls vary so greatly from campus to campus that it is almost impossible to incorporate in one report the

dissimilarities found in the qualifications, compensations, duties, and activities of the residence hall directors, the head residents, and their assistants. It is debatable if terms and titles should be somewhat standardized, yet such a practice would certainly facilitate a more meaningful comparative study.

Conclusions one might draw from this survey are by no means startling or unique. While universities and colleges are increasingly more cognizant of the potentialities of housing units for educative purposes, there is a vast reservoir of untapped resources in that area. Almost every dormitory program had some outstanding features which others might well emulate and almost every dormitory program had some weak points which should be corrected.

Another conclusion that could be made is that there is no significant difference in the programs of the colleges housing more than 1000 men and those housing less than 1000 men. True, there are certain variations which have been discussed in the appropriate chapter but fundamentally, there is great similarity in their programs.

The most significant conclusion to be made from this study is that each college or university has a dormitory counseling program which differs from all others in some particular aspect. While the general purpose is usually similar, yet the accomplishment of that purpose is

attained through widely divergent methods. Few quantitative data can be determined because of the lack of uniformity in residence hall programs and policies.

It is hoped that this report might serve these institutions of higher learning in evaluating and comparing their counseling programs in the residence hall situation. The inclusion of many actual replies might stimulate further thinking on those subjects and thereby prove to be a valuable aid in appraisal.

The men's residence hall program at the University of Colorado appears to be well above average when compared to universities of approximately the same size. Its program is definitely designed to provide an educative experience for the residents and emphasis is placed upon the mental, social, and physical development of the individual resident. Specific comparisons have been included at the end of each chapter and need not be discussed again. However, there are particular aspects of the program which should be improved. It is the opinion of the writer that a more comprehensive training program for counselors and assistant counselors should be inaugurated. Initial orientation meetings, in-service training, and required course work would be beneficial. Increased emphasis should be given to group guidance in areas such as vocational information, manners, parliamentary law --

areas which are not covered in academic courses yet which are of inherent value to the college student. A more extensive social program including a variety of social functions should be established. With increased attention to these deficiencies, the University of Colorado residence hall program would rate among the best.

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APPENDIX

APPENDIX A

Box 60, Building A-1
University of Colorado
Boulder, Colorado
January 24, 1950

Dear Sir:

Evaluation is essential to any personnel program, and here at the University of Colorado we are eager to make such an appraisal of the counseling program in the Men's residence halls. However, we need your help so that we can better see our strong points and weaknesses. Data from the enclosed questionnaire will form a yardstick by which we can measure policies and programs throughout the various colleges and universities.

The information will be used in a report for a Master of Personnel Service degree here at the University of Colorado. Your assistance and cooperation in this study will be greatly appreciated. Please be frank in answering the questions; your institution will in no way be identified with specific replies.

If you would like a survey of this report, I shall be happy to send one at your request.

Sincerely yours,

/s/ Henry M. Helgen Jr.

Henry M. Helgen, Jr.

APPENDIX A

I. General Information

1. How many men are enrolled in your institution this term? _____
2. How many men are housed in dormitories or residence halls? _____
3. Is your institution co-educational? Yes___ No ___
4. Is your residence hall counseling program connected with the Student Personnel Office or Counseling Office? Yes___ No___
If so, how? _____
5. Who is answering this questionnaire? _____
6. What is your title? _____

II. The supervisor of the Men's residence hall counseling program.

1. What title do you use?
Director _____ Supervisor _____
Head Counselor _____ Other (specify) _____
Is it appropriate for duties performed? Yes___ No___
2. What are the qualifications for such a job?

	Actual	Ideal
Marital status	_____	_____
Age	_____	_____
Education	_____	_____
Experience	_____	_____
3. Who selects or appoints him?
Dean of Men _____ Administrative Committee ___
Dean of Students _____ Other (specify) _____
President _____
4. Does he live in the residence halls? Yes___ No___
If so, is he required to do so? Yes ___ No___
5. Is board and room considered part of his reimbursement? Yes ___ No___

6. What kinds of living accommodations are provided?
 Apartment ___ Suite ___ Room ___ None ___
7. Does he receive a salary (no board and room provided)? Yes ___ No ___
 If so, in what bracket would it fall?
 Under \$2000 per year ___ \$3000-3500 ___
 2000-2500 ___ 3500-4000 ___
 2500-3000 ___ Over 4000 ___
8. Is he permitted to take courses at the university? Yes ___ No ___ If so, how many hours? ___
9. For how many months' work is he paid? 9 mo ___
 10 mo ___ 11 mo ___ 12 mo ___
10. To whom is this man responsible?
 Dean of Men ___ President ___
 Dean of Students ___ Other (specify) _____
11. Is the dietician under his supervision? Yes ___
 No ___
 Is the housekeeper under his supervision?
 Yes ___ No ___
 If not, to whom are they responsible? _____

III. The person in direct charge of a men's residence hall or dormitory (often called counselor, proctor, etc.)

1. What term do you use?
 Counselor ___ Head Resident ___
 Proctor ___ Other (list) _____
- Is it appropriate for duties performed? Yes ___ No ___
2. What are the qualifications for these men?

	Actual	Ideal
Age	_____	_____
Training	_____	_____
Educational degree	_____	_____
Experience	_____	_____
Scholastic average	_____	_____
Marital status	_____	_____
Status? Undergraduate ___ Graduate ___ Faculty ___		

3. Who selects or appoints them?
 Director (or person listed in Part I) _____
 Dean of Men _____ Administrative Committee _____
 Dean of Students _____ Other (specify) _____
4. What reimbursement do they receive?
 Salary (please state amount)? _____ Board? _____
 Room and board? _____ Room? _____
 If married, are wives also given board and room?
 Yes _____ No _____
5. What living accommodations are provided?
 Room? _____ Apartment? _____ Suite? _____
 If unmarried, is single room provided? Yes _____ No _____
6. Do you consider this adequate reimbursement?
 Yes _____ No _____
7. What are their duties? (List numerically according to time spent)
 Counseling _____ Dormitory activities _____
 Discipline _____ Administrative _____
 Diningroom supervision _____ Other (specify) _____
8. Are they considered full time staff members?
 Yes _____ No _____
 If so, are they permitted to take courses?
 Yes _____ No _____ How many hours? _____
9. Are they expected to keep regular office hours?
 Yes _____ No _____ If so, how many each day? _____
10. Do you have an in-service training program for counselors? Yes _____ No _____
 If so, of what does it consist?
 Forums _____ Discussions _____
 Lectures _____ Other (list) _____
 Films _____
11. Do you have an orientation program for counselors at the beginning of the year? Yes _____ No _____
 If so, how long does it last? One week _____
 4-6 days _____ 2-3 days _____ one day _____
 Is it successful? Yes _____ No _____
 Of what does it consist? _____
12. What is the average number of men supervised by one counselor? _____

13. Are counseling interviews required for every resident? Yes ___ No ___
For those getting low grades? Yes ___ No ___
14. Are personnel cards filled out by each person living in the dormitory? Yes ___ No ___
15. Do you feel that disciplinary duties interfere with actual counseling? Yes ___ No ___
- IV. Assistants to the person in direct charge of a residence hall.
1. What title do you use?
Asst. counselor? ___ Asst. Proctor? ___
Other (please list)? _____
2. What are their qualifications?
- | | Actual | Ideal |
|---|--------|-------|
| Training | _____ | _____ |
| Age | _____ | _____ |
| Scholastic average | _____ | _____ |
| Marital status? Married ___ Single ___ | | |
| Status? Graduate student ___ Undergraduate ___
Faculty ___ | | |
3. Who selects them?
Dean of Men? ___
Director of Residence Halls? ___
Person in charge of residence hall (counselor, etc.)? ___
Administrative committee? ___
Other (please specify)? _____
4. What reimbursement do they receive?
Salary (please state amount per month)? ___
Board? ___ Board and room? ___
Room? ___ Other? _____
5. What are their duties? (List numerically according to time spent)
Counseling ___ Diningroom supervision ___
Disciplinary ___ Dormitory activities ___
Administrative ___ Other (please list) _____

6. What living accommodations are provided?
Suite? Apartment? Room?
Do these allow privacy? (single room, etc.)
Yes No
7. Do you consider the reimbursement adequate?
Yes No
8. Are these men considered full time staff members? Yes No
If so, may they take course work? Yes No
- V. Upperclass advisors, big brothers, etc.
1. Do you have a program of upperclass advisors?
Yes No
If so, what term do you use? Upperclass
advisors? Big brothers?
Other (specify) _____
2. Is this a dormitory program or a campus-wide
program? Dormitory Campus-wide
3. How are these upperclass advisors selected?
Volunteers? Appointed by counselor?
Other? (specify) _____
Do all men in the dormitory participate?
Yes No
4. How are they recognized for their work? _____
5. How many years has the plan been in operation? _____
6. Do you consider the program worthwhile? Yes
No Why? _____
7. Of what does the responsibility of the upperclass
advisor consist? _____
Does it continue throughout the year? Yes No
8. Are these upperclass advisors "briefed" as to
their responsibilities? Yes No
If so, how is this done? _____
9. What is the average number of new students
assigned to one upperclassman? _____
10. Are transfer students assigned upperclass advisors?
Yes No

VI. Dormitory Activities

1. Do you have a dormitory orientation program?
Yes ___ No ___
Of what does it consist? _____
2. Who is responsible for it?
Director of Residence Halls? ___
Counselors of each hall? ___
Student committee? ___
Student-counselor committee? ___
3. Who is responsible for the intra-mural sports program?
Director of residence halls? ___
Counselor of each hall? ___
Student representative? ___
Student committee? ___
Other? _____
Is athletic equipment provided? Yes ___ No ___
4. What social events do the residence halls sponsor?
Tea dances ___ Informal dances ___
Formal dances ___ Card or game parties ___
Exchange dinners ___
Is there a coordinated program with the women's residence halls? Yes ___ No ___
How are these functions financed?
Assessment for each function ___
Hall dues ___
Apportionment of board and room fee ___
Money making events ___
Other _____
5. Are the men's residence halls organized for campus political activity? Yes ___ No ___
6. Do you have a dormitory governing board made up of residents? Yes ___ No ___
What are its duties? _____
7. Do the residence halls have any organized scholastic supervision? Yes ___ No ___
If so, what? _____
8. Do the residence halls sponsor group counseling activities? Yes ___ No ___
If so, of what do they consist?
Discussions about courtesy, table manners, etc? ___
Student-faculty forums? ___ Guided "bull sessions"? ___
Other? _____

APPENDIX B

COLLEGES AND UNIVERSITIES WHICH ARE REPRESENTED IN THIS
REPORT

1. Alabama Polytechnic Institute
Auburn, Alabama
2. University of Arizona
Tucson, Arizona
3. Stanford University
Stanford, California
4. University of California
Berkeley, California
5. University of California at Los Angeles
Los Angeles, California
6. University of Southern California
Los Angeles, California
7. University of Denver
Denver, Colorado
8. University of Colorado
Boulder, Colorado
9. University of Connecticut
Storrs, Connecticut
10. George Washington University
Washington, D. C.
11. Howard University
Washington, D. C.
12. University of Florida
Gainesville, Florida
13. University of Miami
Miami, Florida
14. Georgia Institute of Technology
Atlanta, Georgia
15. Illinois Institute of Technology
Chicago, Illinois

16. Loyola University
Chicago, Illinois
17. Northwestern University
Evanston, Illinois
18. University of Illinois
Urbana, Illinois
19. Purdue University
Lafayette, Indiana
20. University of Indiana
Bloomington, Indiana
21. Iowa State College
Ames, Iowa
22. State University of Iowa
Iowa City, Iowa
23. Kansas State College
Manhattan, Kansas
24. * Louisiana State University
Baton Rouge, Louisiana
25. Tulane University
New Orleans, Louisiana
26. Boston College
Chestnut Hill, Massachusetts
27. * Harvard University
Cambridge, Massachusetts
28. Massachusetts Institute of Technology
Cambridge, Massachusetts
29. Michigan State College
East Lansing, Michigan
30. University of Michigan
Ann Arbor, Michigan
31. Wayne University
Detroit, Michigan
32. University of Minnesota
Minneapolis, Minnesota

33. St. Louis University
St. Louis, Missouri
34. University of Missouri
Columbia, Missouri
35. Washington University
St. Louis, Missouri
36. University of Nebraska
Lincoln, Nebraska
37. Rutgers University
New Brunswick, New Jersey
38. Columbia University
New York, New York
39. Cornell University
Ithaca, New York
40. Syracuse University
Syracuse, New York
41. University of North Carolina
Chapel Hill, North Carolina
42. Kent State University
Kent, Ohio
43. Ohio University
Athens, Ohio
44. Western Reserve University
Cleveland, Ohio
45. University of Oklahoma
Norman, Oklahoma
46. * Oregon State College
Corvallis, Oregon
47. University of Oregon
Eugene, Oregon
48. Temple University
Philadelphia, Pennsylvania
49. University of Pennsylvania
Philadelphia, Pennsylvania

50. University of Tennessee
Knoxville, Tennessee
51. Southern Methodist University
Dallas, Texas
52. Texas A. & M.
College Station, Texas
53. Texas Technological College
Lubbock, Texas
54. University of Houston
Houston, Texas
55. Virginia Polytechnic Institute
Blacksburg, Virginia
56. State College of Washington
Pullman, Washington
57. University of Washington
Seattle, Washington
58. West Virginia University
Morgantown, West Virginia
59. University of Wisconsin
Madison, Wisconsin

* Replies received too late to be included in report