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A THESIS OF THE RESIDENCE COUNSELOR

SHORT TITLE

IN THE NEW YORK INSTITUTIONS OF THE

RESIDENCE COUNSELOR'S PREPARATORY COURSE

THE RESIDENCE COUNSELOR

A THESIS PRESENTED TO THE FACULTY
OF SEABOARD COLLEGE, ST. LOUIS,
DEPARTMENT OF PRACTICAL THEOLOGY
IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF SACRED THEOLOGY

Robert S. Deitzman

April 1952

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A STUDY OF THE RESIDENCE COUNSELOR
IN THE MEN'S DORMITORIES OF THE
MISSOURI SYNOD'S PREPARATORY SCHOOLS

A Thesis Presented to the Faculty
of Concordia Seminary, St. Louis,
Department of Practical Theology
in partial fulfillment of the
requirements for the degree of
Master of Sacred Theology

by

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The need for this study stems from the fact that fifteen years ago passed since a statement recommending a residence counselor program was adopted by Synod. The recommendation stated:

1. That the Board for Higher Education be directed to authorize the appointment of the instructor level of Resident Student Counselors on any campus where the need is indicated and where staff and administration give evidence of sympathetic approval of the principles and purposes described in the proposal here presented.

2. That the Board for Higher Education be directed to authorize local Boards of Control to call Resident Counselors after an appropriate period of satisfactory service to an associate professorship upon the request of the local Board of Control and upon the presentation of satisfactory evidence of the eligibility of the personnel involved and the desirability of such action.¹

To date no thorough study has been made of the implementation of this policy statement.

¹The Lutheran Church—Missouri Synod, *Handbook of the Synodical Board of Education*, 1947 (St. Louis: Concordia Publishing House, 1947), p. 210, and Cf. Appendix A.

CHAPTER I

INTRODUCTION

This thesis is a report of a study of the residence counselor program in the secondary schools of The Lutheran Church--Missouri Synod.

Necessity of the Study

The need for this study stems from the fact that fifteen years have passed since a statement recommending a residence counselor program was adopted by Synod. The recommendation states:

1. That the Board for Higher Education be directed to authorize the appointment at the instructor level of Resident Student Counselors on any campus where the need is indicated and where staff and administration give evidence of sympathetic approval of the principles and purposes described in the proposal here presented.

2. That the Board for Higher Education be directed to authorize Local Boards of Control to call Resident Counselors after an appropriate period of satisfactory service to an associate professorship upon the request of the local Board of Control and upon the presentation of satisfactory evidence of the eligibility of the personnel involved and the desirability of such action.¹

To date no thorough study has been made of the implementation of this policy statement.

¹The Lutheran Church--Missouri Synod, Proceedings of the Fortieth Regular Convention, 1947 (St. Louis: Concordia Publishing House, 1947), p. 210, and Cf. Appendix A.

It is understandable that a considerable period of time was needed before some study and evaluation of the program could be made. A statement in the recommendation recognized this fact.

Accordingly, it is also necessary that considerable patience be exercised in the early evaluation of results; since the suggested process of infiltration will require a substantial amount of time to achieve readily observable results.²

A considerable period of time has elapsed and an evaluation is necessary. Some questions that should be answered are the following: Has the residence counselor program been carried out in the schools of the Missouri Synod? How has it been implemented on the various campuses? How successful has the program been? What type of personnel was employed in the program? How closely has the program followed the recommendations of the Board for Higher Education to the 1947 convention concerning qualifications of the residence counselor, his house and office space, his faculty status, and his responsibility?³ How do those who administer the program evaluate it? What have been the shortcomings of the residence counselor program and what have been its strong points: What is the future of the program on the campuses?

²The Lutheran Church--Missouri Synod, Reports and Memorials, 1947 (St. Louis: Concordia Publishing House, 1947) p. 166, hereinafter cited as Reports and Memorials.

³Cf. Appendix A.

Objectives of the Study

This study is an attempt to present a current picture of the residence counselors in the men's dormitories on the campuses of the preparatory schools of the Missouri Synod. More specifically this study will attempt to present the current attitudes on the various campuses concerning the responsibilities, status, activities, and facilities of the residence counselor.

It is not the objective of this paper to attempt to evaluate the total program in terms of success or failure, but to lay groundwork for such future evaluation by presenting the current situation in the light of the original recommendations. The objective is not to present the conflicting views of the residence counselor program on the various campuses, but simply to give an overview of the program as it has been implemented throughout the synodical preparatory schools in general. No attempt will be made to evaluate the program on any one campus. For that reason the names of the campuses will, for the most part, be omitted.

Definition of Terms

The term "preparatory schools" in this study refers to the ten schools under the direct control of the Board for Higher Education of The Lutheran Church--Missouri Synod. These schools are designed primarily to prepare young men

and young women for transfer into an advanced teaching or ministerial institution. Nine of the ten preparatory schools consist of a four-year high school and a two-year junior college. Eight of these nine schools are co-educational in either the high school or college, or in both divisions. The only preparatory school which does not have a junior college as part of its program is a four-year high school located on the campus of a four-year teacher's college.

The ministerial graduates of the junior colleges proceed to a "senior ministerial college" to complete their college program. This senior college is located in Ft. Wayne, Indiana, and consists of the junior and senior college years. The graduates of this senior college enter a seminary in St. Louis, Missouri, to complete their training.

The teacher graduates of the preparatory schools proceed to either one of the two four-year teacher training institutions (located at River Forest, Illinois, and Seward, Nebraska), to complete their college training. A student at a preparatory school is eligible to apply for entrance into one of the teacher training institutions at any point following his graduation from high school.

The Board for Higher Education of the Lutheran Church--Missouri Synod supervises the ten preparatory schools, the senior ministerial college, the two four-year teacher training colleges and two seminaries.

The term "administrators" as used in the study refers

only to the deans and principals of the various preparatory schools.

Scope of the Study

This study restricts itself in scope to the high school and junior college men's dormitories of the synodical preparatory schools. A more thorough study than this would also include the program of the residence counselors in the girls' dormitories of the preparatory schools and terminal teachers' colleges as well as the programs at the senior ministerial college and the seminaries. The original recommendation of the residence counselor program requested that the experiment first be tried in the high schools on the various campuses.⁴ This program, however, spread rapidly to all of the schools of Synod.

The scope of this study includes only the present personnel workers actively engaged in counseling in the men's dormitories. A more thorough study would explore the thinking of all those on the various campuses, students, faculty, and staff, who in various ways have expressed opinions about the residence counseling program. A more thorough study would also include the opinions of all those who have been deans, principals, or counselors since the program's inception fifteen years ago.

⁴Reports and Memorials, 1947, p. 166.

As the questionnaire will show, the study from the administrator's point of view is, in the main, limited to theory. The questions addressed to them set up a hypothetical "ideal residence counselor." The administrators were to limit themselves to what they would consider within their present situation an ideal counselor. The residence counselors were to limit themselves to the current situation on their campuses relative to their position.

This study limits itself in scope to the preparatory schools where residence counselors are college graduates and in the employ of the institution. This includes all of the preparatory schools with one exception, namely, Concordia College and High School in Milwaukee, Wisconsin. The system at this institution centers around a core of hand-picked college sophomore residence proctors. After experience with both professional residence counselors and student proctors, the dean of students at Milwaukee feels this present program is more adequate than the program suggested in the original policy statement. The dean did return a questionnaire relative to his position on this subject and this material will be included in the study. However, because of this single divergent program it was felt the questionnaires, designed for professional residence counselors, would not be sent to the Milwaukee student proctors. A copy of the program employed at this institution may be found in Appendix D.

The scope of this study includes only what might be termed

the "practical structure" of the residence counselor program. Such things as the qualifications of a counselor, the facilities for the counselor, the status of the counselor, and the campus and class schedule of the counselor are studied. However, the techniques and theories of the counseling procedure itself are omitted.

Limits of the Study

The study of the current status of the residence counselor is limited by the lack of objective information obtained. The questionnaires allowed a purely subjective treatment of the subject in many areas. Only a personal contact with each of the counselors and administrators would give the depth of their thinking.

The space allowed for answering any question on the questionnaire was limited. Some of the answers should have been allowed a number of pages to be complete.

The majority of the present administrators and counselors have been in their present positions for only a few years. The residence counselors, for example, averaged only slightly over one year of tenure in their positions. This will, of course, limit the findings of this study.

The results of this study are further limited by the lack of one hundred per cent participation of all the deans, principals and counselors. However, a ninety-three per cent return seems to establish some validity to the report.

Some of the questionnaires which were returned lacked complete answers. A few kept their answers to a bare minimum of words. However, the vast majority of questionnaires were answered in a most complete manner, and all of the questionnaires were usable.

Overview of the Methodology

Two types of questionnaires were developed as information gathering devices. The questionnaires were sent to all of the people involved during the Christmas holidays, 1961. A requested deadline was one month later, January 25, 1962. The majority of the questionnaires were returned well in advance of that date.

The preparatory schools draw their students from both the local community and surrounding states.² The students who travel to the campuses from outlying communities obligate the schools to develop housing facilities.

The growth of dormitories on the campuses solved the need for housing, but in the process, created many other problems such as capital expenditures and maintenance. Moreover,

¹"Missouri Synod Seminaries and Colleges in North America," *The Lutheran Witness*, LXXX (October 17, 1961), 305.

²*The Lutheran Church—Missouri Synod, Reports and Memorials, 1959* (St. Louis: Concordia Publishing House, 1959) 2-135, hereinafter cited as *Reports and Memorials*.

CHAPTER II

BACKGROUND OF THE STUDY

The Lutheran Church--Missouri Synod from its inception in the first half of the nineteenth century recognized the need to prepare young men and young women for the teaching and preaching ministries. As the synod began to grow and spread, school after school was started at various locations in the United States, Canada, and other foreign countries. The educational system now includes two seminaries, two four-year teacher training colleges, one two-year senior ministerial college, and ten preparatory schools. The enrollments of the preparatory schools in 1961-62 vary from one hundred and twenty to slightly under six hundred students.¹

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¹"Missouri Synod Seminaries and Colleges in North America," The Lutheran Witness, LXXX (October 17, 1961), 505.

²The Lutheran Church--Missouri Synod, Reports and Memorials, 1959 (St. Louis: Concordia Publishing House, 1959) p. 103, hereinafter cited as Reports and Memorials.

on-campus housing meant more problems involving adequate care and supervision of the students.

How should the dormitories be controlled? Who should be responsible for the discipline and upkeep of the dormitories? What are the objectives of dormitory life on the Christian campus? These and other questions were asked by campus administrators.

The problems of any community are manifold. The problems developing in an artificial situation, such as a dormitory in which the family unit is lacking, are even more complicated and intriguing. C. Gilbert Wrenn points to this concern when he states:

The college dormitory, co-operative house, or fraternity or sorority is the college substitute for the family group. The influence of these college groups upon social and emotional development is enormous. Anyone who recognizes the importance of the home in social and character development must at once be concerned over how the student lives when away from home.³

The problems compound themselves when young men ranging in age through the full spectrum of the "teens" are placed into this living situation. If one adds to this the variety of environments and background from which these students emerged, the picture of a male dormitory of one of the preparatory schools is one of numerous living problems together with tremendous potentials.

The potentials of dormitory life lie in the educational

³C. Gilbert Wrenn and Reginald Bell, Student Personnel Problems (New York: Farrar and Rinehart, Inc. 1941), p. 154f..

concept of the total person. For many years educational institutions in this country concentrated their sole attention on the classroom life of a student. Outside of the classroom it was felt that the student was on his own and whatever he did had very little application to his academic life. Student personnel work on the part of the administration of the school was almost unheard, especially when it went beyond the area of discipline.⁴ In recent years, however, schools have become far more aware of the individual both in and out of class. Student personnel work has been on the upsurge. New personnel and guidance organizations and periodicals are continually appearing. The accent of school life is now slanted toward the "twenty-four hour" individual. Harold Hand points to the importance of this accent:

Ranking over any other factor in college learning is the twenty-four-hours-a day influence of the student living group. A student's adjustment to society, his scholarship, his attitudes, and his mental and physical health are as a whole largely determined by where and how he lives.⁵

The Commission on Student Personnel Services of the Missouri Synod recently showed the importance of student personnel work for the total individual when it developed the following statement of objectives:

A synodical school maintains student personnel services with adequate staff to help the student:

⁴C, Gilbert Wrenn, Student Personnel Work in College (New York: The Ronald Press Co., 1951), p. iii.

⁵Harold Hand, editor, Campus Activities (New York: McGraw Hill Book Co., 1958), p. 147.

1. To grow as a Christian person who becomes increasingly aware of his debt to God, in his need of God, and of his status as a child of God; who experiences increasingly aware of his own service potential to God in campus community and in the world at large; and who experiences an increasing drive to realize his service potential in present service and in preparation for future service.
2. To make sure of his life goals as a grateful child of God.
3. To determine whether or to what degree the synodical school and the related schools in the synodical system will aid him most effectively in achieving these goals.
4. To concur with the school's decisions, relative to his admission or refection, his withdrawal, or retention, and in regard to curricular, cocurricular, and administrative policies affecting him.
5. To find his place for co-operative action in an organized campus community which, through its Christian way of life and its concern for him, stimulates him to spiritual growth and to spiritual goals, as well as to present and future response of witness and service.
6. To engage responsibly in a selected and balanced program of campus, church and community activities and appropriate to his needs and talents.
7. To an intellectual growth which increases his conscious gratitude to God and his capacity to express his gratitude through measured academic achievement, as well as in work and service.
8. To a sense of emotional well-being and to a social confidence which free him increasingly for helpful approaches to his fellow men.
9. To a cultural growth which enables him to distinguish good from evil, the true from the false, the beautiful from the shabby and the ugly, and the genuine from the simulated; and to value in his appreciations and in his choices what is good and true, beautiful, and genuine, in things, in people, and in ideas.
10. To exercise appropriate financial responsibility, to achieve economic competence, and to manage personal and campus and other community property as a stewardship.

11. To establish and practice wholesome habits and personal and community health and hygiene for the protection and promotion of his physical and mental well-being.

12. To develop and maintain a cumulative record of his abilities, achievements, and activities as the basis for personal and vocational evaluation and planning.

13. To find increasing competence in professional skills and judgment and to develop appropriate attitudes and habits of professional service.⁶

The emphasis on the development of the total personality and life of the students takes on a far greater importance in a dormitory situation, as Harold Hand pointed out previously.

Our attitudes toward student housing reflect our attitudes toward higher education. If we would hold that the function of colleges and universities is to train a Mind (apart from the body, spelled with a capital) then what goes on in dormitories will not particularly concern us so long as it does not interfere with classroom performance. If we believe that education means optimum growth then we must recognize that what happens in the dormitory is an essential part of higher education.⁷

The few hours a day a student spends in the classroom are an important aspect of a school's guidance system, but the hours spent outside of the classroom and particularly in a dormitory situation are moments which cannot be disregarded. The report of the Board for Higher Education to the 1947 Synodical Convention points this out:

The cloistered atmosphere which surrounds student life is an unfortunate heritage of the past which still persists on many campuses today. Within the last few years it has been less conspicuous in public schools, but is strong and tenacious in private residence institutions.

⁶The Lutheran Church--Missouri Synod, Reports and Memorials, 1959 (St. Louis: Concordia Publishing House, 1959) p. 112, hereinafter cited as Reports and Memorials.

⁷Ruth McCarn, "The Housing of Students," Student Personnel Services in Colleges and Universities. Edited by John Dale Russell (Chicago: The University of Chicago Press, 1941), p. 201.

School life divorced from reality to the extent that it precludes practical contact with the problems and responsibilities of community life manifestly increases the need for guidance.⁸

Only in recent years has the dormitory been considered more than a place to live and exist. For many years the emphasis in residence living on a campus was placed on the "protection" and "health" areas of a student's well being. Wrenn refers to this subject in his work on student personnel problems. His references are to women's residence halls, but the facts can easily be applied to all dormitory life.

The three current concepts of campus living arrangements emphasize the "protective," the "health," and the "social development" aspects respectively. The first named is by far the oldest and the most prevalent. Women students must be "protected," hence the common situation of ample dormitory and supervised living arrangements for women on a campus, with few for men.⁹

This concept of the "protected" life is especially amplified on a campus where high school boys are housed. Parents are deeply concerned that their boys are closely watched at all times. And Wrenn continues by saying, "The protective function of the dormitory is legitimate, although somewhat archaic in its emphasis. . . ."¹⁰

The "health" function of the dormitory is also important, but it is an aspect which has often been overemphasized.

⁸Lutheran Church--Missouri Synod, The, Reports and Memorials Synodical Convention 1947 (St. Louis: Concordia Publishing House, 1947), p. 165.

⁹Wrenn and Bell, op. cit., p. 155.

¹⁰Ibid., p. 165.

"The next concept," Wrenn continues,

that of concern for the physical health of the student, is translated into good rooms to sleep in and carefully supervised food arrangements, but little attention to the social or psychological side of the student's experience in the dormitory.¹¹

It is particularly the "social and psychological side" of student living which has received the major accent in student personnel work during the past decade. The whole gamut of personnel work today points to the development of the total individual.

The Missouri Synod is quite cognizant of this emphasis. The people involved in campus work expressed this concern through the Board for Higher Education when it made its 1947 recommendation to the effect that all campuses were in need of residence counselors. The administrators were aware that the total individual had been neglected in the past and readily accepted the recommendation. The complete recommendation for residence counselors on the campuses of its schools showed the importance given to the development of the total individual.

¹¹Ibid., p. 155.

CHAPTER III

THE HISTORY OF THE RESIDENCE COUNSELOR

A capsule picture of the ten preparatory school campuses with which the study deals together with the history of residence counseling on those campuses would set the report in its context. The enrollment data is for the 1961-62 school year as recorded in The Lutheran Witness.¹ The dates of founding are recorded in the 1959 Reports and Memorials.²

Concordia College at Austin, Texas, was founded in 1926 as a high school. In 1951 a junior college department for men was started and in 1955 the junior college department became coeducational. The present enrollment is 199. The sixty-three high school students are housed in Kilian Hall in which a residence counselor resides. The seventy-three college men are housed in Behnken Hall, which hall includes an apartment for a residence counselor. In this case the residence counselor began his residence duty in this dormitory in 1953 according to an elderly faculty member. The duties included counseling, coaching, and teaching. The counselor has always been a college graduate with an average

¹"Missouri Synod Seminaries and Colleges in North America," The Lutheran Witness, LXXX (October 17, 1961), 505.

²The Lutheran Church--Missouri Synod, Reports and Memorials, 1959 (St. Louis: Concordia Publishing House, 1959) p. 130, hereinafter cited as Reports and Memorials.

counseling tenure of three years.

Concordia Collegiate Institute, Bronxville, New York, was founded in 1881. Its current high school enrollment is 178. There are 209 college and high school men studying for the preaching and teaching ministries. The total enrollment of the school is currently 484. The assistant dean from this school was unable to relate the residence counselor's history on this campus. The acting high school principal stated that such an arrangement has been in effect for over twenty-five years.

St. Paul's College, Concordia, Missouri, was organized in 1884. The current enrollment is three hundred. The one hundred and seventeen high school boys live in Biltz Hall in which space is provided for a residence counselor. The ninety college men live in a new dormitory which provides an apartment for the residence counselor. The residence counseling idea, according to the questionnaires, began in the "forties." The first residence counselors were nothing more than faculty supervisors. Later the emphasis changed to a counseling role with the advent of student government.

Concordia College, Edmonton, Alberta, Canada, was founded in 1921. Its present enrollment is 120 of which 96 are in the high school and twenty-four in the junior college. Forty seven of the college and high school total are studying for the preaching and teaching ministries. The residence counselor program began in September, 1959, after "recommendations of Dean of Students, recommendations of Student Life Committee

of the faculty, faculty recommendation, and finally, the Board of Control authorized apartment construction." The first counselor remained in his position for a year and a half. He then accepted a post of director of youth and religious education in another city. The present man has held his position for fourteen months.

Concordia College, Milwaukee, Wisconsin, was founded in 1881. The total enrollment, all male, is 565. Three hundred and fifty men of this total are in the high school and two hundred and fifteen are in the college. Housing for the students is spread throughout several permanent dormitories and some temporary housing on the perimeter of the campus. Residence counseling was first attempted in the middle 1950's. After a trial period of two years the program was discarded in favor of a student proctor system. This system is working effectively, according to the dean, and will remain in effect.

California Concordia College, Oakland, California, was founded in 1906. The present enrollment is 219 of which 132 are in the high school. This coeducational school has 121 men studying for the teaching and preaching ministries. The residence counseling program started "about ten years ago." The impetus for the counselor was supplied by the Board for Higher Education which authorized such a staffing procedure. The first counselor resided on the campus for six years before entering the parish ministry. Presently Oakland has "two counselors in the men's dorm, one for the college and one for the high school." There is also a residence counselor

in each of the two girl's dormitories.

Concordia College, Portland, Oregon, was founded in 1905. The enrollment for the 1961-62 school year is 203. The all male high school department numbers 101. There is a total of 135 men, both high school and college, studying for the preaching and teaching ministries. Present facilities on the campus allow the school to house 102 high school and college men. Professor Arthur G. Wahlers was the first residence counselor on the campus. He arrived in Portland in 1946 and is now principal of the high school. Recently the high school and college living units separated. The college department now has no residence counselors while the high school has one. The reason given for no residence counselor in the college is that there "is no room for him to live." Since Professor Wahlers left his position of residence counselor he states that the average term of office for the high school counselor has been "two or three years." Half of the high school faculty, he adds, are or have been residence counselors. Now, however, most of them are teaching full time. The school has been co-educational for the past eight years. When this program was added to the curriculum of the school the present Dean of Women was appointed who also served as residence counselor.

Concordia College, St. Paul, Minnesota, was organized in 1893. There are 569 students presently enrolled at the school. One hundred and sixty-two of these students are in the co-educational high school and 354 men of the high school

and junior college are preparing for the preaching and teaching ministries. The first residence counselor began his duties on this campus soon after the Chicago convention in 1947. The president of the institution, following the recommendation of the Board for Higher Education of Synod, installed the first counselor "about fifteen years ago." At first the counselor program was limited to the high school division. When coeducation was approved for the college, counselors were added to the girls' dormitories. The first residence counselors in the college men's dormitories took office "about five years ago." The first counselors in the high school dormitories were members of the teaching staff who alternated staying over night and acting as counselors. When this system proved unsatisfactory a pastor's widow was used, strictly as a housemother. No questionnaire was received from the high school division of St. Paul Concordia, so the present status of the program in that particular area will be left an open question. There are presently seven counselors in the college division, four women and three men. The dean states:

At times the men's dormitory counselors have served part time on the teaching staff. Presently they are not involved in the academic program. The number of counselors grew as the student population increased and new campus facilities were added.

The average tenure of the women counselors to date has been five years, while the men served on an average of only one to two years. The majority of these men were recent graduates of one of the terminal institutions of Synod and, therefore,

were placed in the parish ministry, teaching, and preaching, by Synod's placement committee.

St. John's College, Winfield, Kansas, was founded in 1893. The current enrollment of 305 includes 62 in the co-educational high school. There is a total of 102 men in both the high school and college studying for the teaching and preaching ministries. According to the dean of students of the college the history of counselors in the dormitories begins in 1945 when a number of college graduate students were placed in residence to supervise the control of the dormitories. The residence counseling concept began in 1955. The dean states:

About 1945 the school began using Seminary graduates and vicars both in its instructional program and as dormitory supervisors. The men were all single. This kind of dormitory supervision prevailed until 1955 when two residence counselors, one for the high school and one for the college, were hired. Since that time there have been no additions to the counseling staff. These counselors are in complete charge of dormitory life and responsible to the high school principal and dean of students respectively. They are also members of the instructional staff teaching a "limited number of class hours," usually six to eight hours a week.

The average tenure of counselors on this campus has been three years. Of the residence counselors employed during the past years one has entered a secular occupation, two are presently teaching full time, two have entered the parish ministry, and one has become the dean of students at the institution.

Concordia High School, Seward, Nebraska, is on the same campus with Concordia College, a four-year teacher training college. It is only such structure in the synodical complex of schools. The high school is coeducational and has a current

enrollment of 159. The school was founded in 1894. There has only been one residence counselor in the men's dormitory and he is still in that position. Previous to the present counselor college students proctored the dormitories. However, when a teaching position opened on the staff in 1958 it was decided that a seminary student should be given the opportunity to initiate a program of counseling in the men's dormitory. The girls' dormitories on this campus continue to use female college students as house counselors.

CHAPTER IV

PREVIOUS STUDIES

This is the first study attempted in the area of residence counseling since the inception of the program on a synodical basis in 1947. Some of the schools have made individual studies on their own campuses of the program; however, there are no written reports of these studies available. Some schools have also produced outlines of manuals for the residence counselors on their campuses. Two of these guides are reproduced in the appendix of this study. Generally speaking, there have been no previous studies of the current status of the residence counselor program within the Missouri Synod.

Guidance and counseling literature is replete today with articles, programs, reports, and studies of numerous phases of the counseling program on campuses of all educational institutions. The works available would be too numerous to mention. The Personnel and Guidance Journal, a monthly publication of the American Personnel and Guidance Association, is, perhaps, the leading publication of current studies in this area.

The majority of studies available in the counseling field do not direct themselves to a residence counseling program and are, thus, not relevant for this study. The articles and studies presently available are, of course, important to the total program of the residence counselor, for they are necessary background for his main work in the dormitory which

is counseling. However, studies dealing particularly with the status and responsibility of the residence counselor are very sparse and, for the most part, too incomplete. No single monograph covers the topic thoroughly.

A number of articles which present studies in the area of the residence counselor possess some interesting and informative insights. Ruth McCarn, in a paper delivered to the Institute for Administrative Officers of Higher Education of 1940, set down some of the guiding principles for the housing of students. In rather revolutionary terms for the day she stressed the importance of the total individual on a campus, and she recommended residence counselors to serve this cause in the dormitories.¹

The most widely noted authority on student personnel work is C. Gilbert Wrenn, Professor of Educational Psychology at the University of Minnesota. Wrenn does make note of the opportunity for guidance in the housing facilities of a school. In his book Student Personnel Work in College he devoted a chapter to the subject. Ruth Strong, a leader in the field of group experience, wrote this chapter entitled "Group Experiences Through Housing and Dining Facilities." In this section Professor Strong presents criteria for the selection

¹Ruth McCarn, "The Housing of Students," Student Personnel Services in Colleges and Universities. Edited by John Dale Russell (Chicago: The University of Chicago Press, 1941), p. 201.

and responsibility of the "heads of halls."² This chapter is one of the most specific sections found in any work available relative to the residence counselor and his activities.

Another work by C. G. Wrenn and Reginald Bell entitled Student Personnel Problems has a small section, "The Establishment of Student Personnel Procedures Designed to Meet the Adjustment Needs of New Students," which stresses the importance of the dormitory in the educational process. Very little is said about the residence counselor.³

The lone monograph available which treats the residence counselor in a most complete manner is Counseling in Residence Halls by Rhoda Orme. The accent in this work is mainly on the counseling aspects; however, it is a most practical handbook for residence counselors. Professor Orme has had experience as counselor in a junior college and a four-year college women's dormitory.⁴

In 1938 Professor Lloyd-Jones of Columbia University and Professor Smith, Director of Personnel for Women at Northwest Missouri State Teacher's College, published a most comprehensive study on a college student personnel program. This work briefly

²Ruth Strong, "Group Experience Through Housing and Dining Facilities," Student Personnel Work in College, by C. Wrenn (New York: The Ronald Press Co., 1951), pp. 293-319.

³C. Gilbert Wrenn and Reginald Bell, Student Personnel Problems (New York: Farrar and Rinehart, Inc., 1941), pp. 141-158.

⁴Rhoda Orme, Counseling in Residence Halls (New York: Bureau of Publications, Teachers College, Columbia University, 1950).

mentions the need for a trained director of personnel in a dormitory. The statements are quite general, but for its day, the work is quite radical.⁵

The remainder of studies available on the subject of the residence counselor are articles in periodicals and journals. Individually they deal with certain aspects of the counseling program; together they present interesting ramifications on the subject of the residence counselor. The articles follow.

Robert Callis in a study entitled, "The Relations of Counseling to Personnel Work in Residence Halls," presents nine policy statements developed at the University of Missouri to govern relations of the personnel workers with other campus agencies. Of particular significance are the statements which deal with confidential data accumulated by the residence counselor and with the counselor's relationship with professional psychologists.⁶

A study of residence halls for women (by the National Association of Deans of Women) presents qualifications for residence counselors in dormitories. The main thesis for the report is that residence counselors should no longer be regarded

⁵ Esther-Lloyd-Jones and Margaret Smith, A Student Personnel Program for Higher Education (New York: McGraw Hill Book Company) pp. 190-207.

⁶ Robert Callis, "The Relations of Counseling to Personnel Work in Residence Halls," Counseling and the College Program, edited by Ralph F. Berdie (University of Minnesota Press, Minneapolis, 1954), pp. 38-43.

as "good disciplinarians" or "nice women," but trained counselors.⁷

Merle M. Ohlsen wrote a short but informative article in 1950 called "Developments in Residence Hall Counseling," in this article he stated some of the objectives and accomplishments of the program as it was used at Washington State College. His list includes some of the qualifications necessary for a good hall counselor.⁸

Gilbert D. Moore in an article "An Investigation of Certain Aspects of a Guidance Program" alludes to the residence hall program, but his comments are most brief on the subject.⁹

"The Place of the Residence Hall Organization in the Student Personnel Program" is a short study reported by Preston B. Albright. The main theme of this article is that more dormitory organization be undertaken. It is felt by the author that too many responsibilities are put in the personnel area which belong elsewhere such as in the business office and

⁷Harriet Hayes, editor, Residence Halls for Women Students, (Washington, D.C.: National Association of Deans of Women, 1947), p. 12f.

⁸Merle M. Ohlsen, "Developments in Residence Hall Counseling," Educational and Psychological Measurement, X (Autumn 1950), pp. 455-460.

⁹Gilbert D. Moore, "An Investigation of Certain Aspects of a Guidance Program," Personnel and Guidance Journal, (Feb., 1960), pp. 559-63.

the athletic department.¹⁰

A report of an in-service training program for residence counselors is given by Merle M. Ohlsen in "An In-Service Training Program for Dormitory Counselors." Professor Ohlsen is reporting an effort attempted under his direction in a context of numerous counselors in which the counselors train themselves through mutual conferences and projects.¹¹

Professor Ohlsen reported an attempted evaluation program of the work of his residence counselors in an article entitled "Evaluation of Dormitory Counselors' Services." The author asked members of his counseling staff to evaluate one another's work.¹²

A final article which should be mentioned is one by Jo Anne Johnson in which she studied a survey which asked counselors to rank student problems which were voluntarily brought to their attention. The major problems voluntarily taken to counselors were those concerning "housing and dormitory information, academic information, and interpersonal adjustment in the halls; least frequently mentioned were problems in

¹⁰Preston B. Albright, "The Place of Residence Hall Organization in the Student Personnel Program," Educational and Psychological Measurement XI (No. 4; Winter, 1961), pp. 700-703.

¹¹Merle M. Ohlsen, "An In-Service Training Program for Dormitory Counselors," in Occupations XXIV (March, 1951), pp. 531-543.

¹²Merle M. Ohlsen, "Evaluation of Dormitory Counselors' Services," Educational Psychological Measurement XI (Autumn, 1951), pp. 419, 426.

family relationships and health."¹³

From this survey of previous studies in the area of residence counselors one can easily see that there is little available literature. Callis calls it "the meager literature concerning personnel work in residence halls. . . ." ¹⁴ Not only is there little available but there is no continuity to the published articles. The studies seem to report on many limited and minor phases of a residence counseling problem. Very few works attempted to cover the total area and none do a thorough job. This leaves the field wide open. Much more work is necessary in this important area of our educational program.

¹³Jo Anne Johnson, "Problems Voluntarily Taken by Students to Residence Hall Counselors," Personnel and Guidance Journal XXXVII (No. 4; Dec., 1958), p. 196f.

¹⁴Callis, op. cit., p. 39.

CHAPTER V

METHODOLOGY

Construction of the Instrument

The previous section of this study, entitled "Overview of the Methodology," already presented some of the material relevant to the total picture of the methodology. This section of the study will deal particularly with the questionnaire, which was the core of the method for gathering information.

Various methods were considered to gather the data for this study. The campuses could be visited and a thorough analysis could be made by means of personal interviews of the administration, students, counselors, and faculty. This method, which is no doubt the best, would have involved a considerable expense of both time and money. Another method would involve a study of all previously published materials on the subject of the residence counselor within the complex of the preparatory schools. This method was voided when it was discovered that there are practically no materials available which deal with an evaluation or study of the residence counselor project. It was decided that a method which required questionnaires would be most acceptable. Though this method negates the personal factor and involves many other shortcomings, it was felt that the desired results could be obtained

by means of such an instrument.

The method which was used involved two types of questionnaires which were sent to the deans and residence counselors on the ten different campuses. One type of questionnaire went to the administrator most closely connected with the student personnel program on the campus, and another type went to the present residence counselors in both the junior college and high school divisions.

Sixteen administrators were contacted for this study. Of these thirteen, or 81 per cent, returned usable questionnaires. Ten of the sixteen were deans and six were high school principals, or acting high school principals. Sixty-six per cent of the principals returned questionnaires and 90 per cent of the deans did likewise. Fifteen residence counselors were contacted for the study and all of them, 100 per cent, returned the questionnaires. Overall, twenty-eight out of thirty returned material for a return of 93 per cent. A breakdown of the returns can be noted in Table I.

The questionnaire itself was constructed in such a way as to derive the greatest possible information in the shortest possible space. The desire was to allow as much opportunity for personal interpretation and discussion as possible within reasonable limits. The questionnaire, therefore, was constructed as an essay-type instrument. A copy of each type of instrument, one for the administrators and one for the residence counselors, can be seen in Appendix B and Appendix C of this study.

TABLE I

RESPONSE TO QUESTIONNAIRES

School	Division	Returns of Dean or Principal	Returns of Residence Counselor
Austin, Texas	High School	Dean*	one
	College		---
Bronxville, New York	High School	Principal	two
	College	Dean	---
Concordia, Missouri	High School	Principal	one
	College	Dean	one
Edmonton, Alberta	High School	Dean	---
	College		one
Milwaukee, Wisconsin	High School	Dean	---
	College		---
Oakland, California	High School	Dean	one
	College		one
Portland, Oregon	High School	Principal	one
	College	Dean	---
St. Paul, Minnesota	High School	(no reply)	---
	College	Dean	three
Winfield, Kansas	High School	(no reply)	one
	College	Dean	one
Seward, Nebraska	High School	Principal	one
TOTAL	10 (schools contacted)	13 (81% return)	15 (100% return)

*When "Dean" is noted in this manner he is regarded as the personnel officer for both the high school and the junior college. Questionnaires were sent only to the chief personnel officers of the campus.

Content Divisions of the Questionnaires

The questionnaire sent to the administrators, deans or principals, was divided into three areas. The areas were (1) dormitory control, (2) history of the program, and (3) the "ideal" residence counselor.

The first section dealt with dormitory control. It was realized that a thorough treatment of this subject by the administrators could cover pages. However, the idea behind this first part of the questionnaire was to arrive at the foundation upon which the residence counselor program lies. The theories of dormitory control involve areas of discipline, administration, and supervision, which are at the center of the counselor's program.

The second section of the questionnaire dealt with the history of the residence counselor program. This part of the questionnaire has already been discussed in a previous section of this study.

The biggest single item in the questionnaire sent to the administrators was that dealing with an "ideal" residence counselor. The dean or principal was asked to answer questions on the basis of his desires for the program. If the administrator would have the opportunity to place just the "right" type of counselor into just the "right" situation, how would he picture the "ideal" program. The administrator was asked to stay as much within the bounds of reality and possibility as a current picture on his campus situation

would allow.

Content Areas of the Questionnaire

The areas of consideration of the "ideal" residence counselor were as follows:

- A. Background
- B. Character
- C. Facilities (housing and office)
- D. Counseling
- E. Status
- F. Extra-counseling duties
- G. Orientation to his job.

The questionnaires addressed to the current residence counselors followed the same general categories. The questions were, however, a little more detailed. The residence counselors' questions called for facts and were quite personal while the questions to the administrators dealt with a more impersonal and hypothetical situation. The categories for the counselors' questionnaire were the following:

- A. Background
- B. Image of the individual
- C. Facilities (housing and office)
- D. Counseling
- E. Discipline
- F. Status
- G. Extra-counseling duties

H. Orientation to your work

Limits of the Instrument

The problems connected with the construction of a suitable questionnaire are manifold. It is particularly difficult to determine whether or not the instrument used measured what it was intended to measure. This difficulty can be traced to the subjective character of the majority of the answers. In an attempt to arrive at both a wealth of material and the mood of the individual, an essay type questionnaire was used. In order to receive as many returns as possible, the space allowed for answers was strictly limited.

The problem of limiting the areas of investigation is also evident. Some very significant areas and questions were omitted in an attempt to condense the material as much as possible.

CHAPTER VI

RESULTS OF THE STUDY

Objectives of Dormitory Living

The complete program of the residence counselor rests upon the theories and objectives of dormitory living as formulated by the administration of each particular campus. The first section of the questionnaire sent to the deans and principals dealt directly with these bases. The importance and place of the residence counselor in each dormitory can already be seen in the first part of the study.

The deans of the various colleges and the principals of the high schools presented only slight variations in their answers to the question relating to their theories and objectives of dormitory life and its control on their campuses. The statement of one dean sets the pattern: "To provide optimum conditions for spiritual, mental, and physical growth with students and administration working together to accomplish that goal." Another dean is more explicit when he states:

The educational process involved the whole student for his entire time on campus. The housing of students is, therefore, an appropriate college function because of its educational value. The residence hall provided the most natural unit a campus affords for an individual to learn to be one of the group; to be considerate of the needs, the desires, and the wishes of others; and to be able to subject his own wants to the greater good of the greater number. Through participation in student government the individual man may learn democracy by direct experience in action and by example. Living together in groups always involves some responsibility

of the individual to the whole group. There are certain standards of living which all must abide by in order to live with one another peacefully and happily. To follow Christians, one in the body of Christ, many of those standards are self evident. But so many people live together in the college dormitory, it is necessary to agree upon certain and specific policies in order that the rights, privileges, and comforts, and general welfare of all students might be protected. The interest of Synod and of parents must also be considered.

The majority of the answers were expressed in terms of a living Christian family unit. One man stated it this way:

A place to live where the atmosphere of the home is retained as much as possible with every opportunity for those living away from home to learn to assume responsibility for their conduct. This is especially important for freshmen students, many of them having the responsibility for care of upkeep of clothing for the first time. It is a good practice ground for improving the life of Christ with an opportunity to become more aware of your fellow members in the Body of Christ and all the various ways in which love and concern for others can be expressed. It is also a good place to test one's ability to get along with others, especially if personalities are not very compatible. In my opinion, the main objective is to weld the members into a close knit group of practicing Christians.

Another accented the theory that dormitory life is a substitute for home life and the objective of that "artificial life" should be stated with this in mind:

Dormitory life is a substitute for the home and family life. This home life at its best, is the ideal adolescent environment, but the school substitute is necessitated by the facts of communal school life and geographic distance.

A high school principal views his objectives both in the light of the family situation and in relation to the future profession of the students involved:

Dormitory life should be as close to normal home living as possible, and yet the individual must be more independent of help and must be able to get along with a

wide variety of different individuals. Dormitory living should come as close to regular living encountered in the profession one is choosing.

Christian Living and Dormitory Life

The concept of Christian living is evident in every theory expressed by the administrators. The Christian's example of life and love by means of personal devotion and mutual edification is the undergirding principle and objective of dormitory life especially on a campus where future teachers and preachers are trained. This important aspect is expressed by one dean in the following words:

To help the student unfold his potentialities as a servant in the Lord's kingdom. Through living in a dormitory situation, and through school guidance, the student should be led to good stewardship of available time. By comparisons and by personal experience to understand his abilities, interests, and other personal characteristics. Dormitory living on Synodical campuses should aim toward a state of mature "self guidance" as the student develops, strengthens, and applies those interests, abilities, and personal characteristics.

Stated more in the terms of a group, another dean writes:

"To provide a setting for group living and a setting in which problems of Christian living can be solved Scripturally and cooperatively." A high school principal expressed one of his objectives in this Christian community in the same way:

"To assist the student in growing in his relationship to his Lord in an atmosphere which is Christ-dominated and centered."

With this primary objective of developing Christian growth through Christian group living the administrators become more specific with their objectives. One principal is quite explicit

as he enumerates his objectives in the light of the foregoing statements:

1. To assist the student in the growth of his ability to live with, and deal with his peers in the various situations which he comes into contact with in his day to day living.
2. To assist the student in the development of his feeling of responsibility toward his fellow students.
3. To assist the student in developing his feeling of responsibility of day to day living, such as room--cleanliness, neatness of appearance, and other considerations.
4. To assist the student in the growth of self discipline and self control of the fear of God.

Another principal expresses these objectives in the following terms: "Teach mutual respect of persons in authority. 2) Teach respect of property. 3) Teach dignified taste and action, deed, and physical surroundings." The theories of dormitory control are inherent in these same Christian principles of living. The theories, as stated by the administration, build on the same foundations as the total program of the school. Proper control of dormitory living can be achieved only through the involvement of evangelical principles instilled and exhibited by students and faculty. One dean points to the importance of the faculty involvement in this situation when he states: "Control is achieved by policies adopted by the faculty and approved by the Board of Control." To conclude the section concerning the objectives of dormitory life and its control a summary statement of the current situation in the preparatory school might be as follows: To develop a Christian family community in which every member learns to

inculcate into his character the dynamics of Christian living.

Means to Reach Objectives of Dormitory Life and Control

The second question asked the administrators to describe the means which they saw most effective to reach these objectives. The two most frequently expressed means were a residence counselor and student government.

"The close, evangelical, sympathetic supervision, which is required as one means of implementing the stated objective can be best achieved by a residence counselor." One dean states:

The school recognizes the responsibilities for direction and guidance in student dormitory life by providing residence hall counselors in the dormitory. These staff members are responsible to the Dean of Students, who is in turn responsible to the President for the general supervision of student housing.

Another administrator points to this same aspect as a means when he states: "A residence counselor who has love for, interest in, and concern for the total life of the individual student." Another states that a counselor is necessary to provide adult guidance.

While an "interesting and competent counselor is necessary on the individual level, the use of student government under school guidance is an effective means on the group level." To set the tone for the importance of student involvement as a means to reach the goals of dormitory life one dean says:

The school recognizes that in student housing there are great opportunities for student growth in training and in leadership. The students themselves, therefore, participate in the government of the dormitory through the

duly-elected student residence counselors. These student leaders have a part in establishing the policies for the dormitories and in applying them to student life.

Other comments concerning the means of student government include these:

Democratic inclusion of students in formulation and administration of policies.

A dorm council and/or proctor system in which the student will be given the assistance in becoming concerned fellow-Christians concerned about their fellow students total life: spiritual, social, educational, and emotional.

A room bunk system in which seniors are not only given a responsibility but also the guidance to do the type of job required. . . "benevolent overseer."

Another school used the following system of self government:

The upper (junior and senior) classes utilize the system of self-government. A residence counselor is housed in the dormitory to assist in counseling these students on a group and individual level. The underclassmen are under a very modified system of self-government under the supervision of three or four carefully chosen college sophomores.

There are other means which are mentioned by the administrators to reach their objectives of Christian community living. The personal and group devotional program is frequently mentioned. One principal says: "The strong worship (worship in its widest possible sense) program in which every student is given instruction, encouragement, and inspiration to do the job required of one who is close to his Lord."

Another points to the value of this means when he states:

We also try to help the students use their room devotions to look at their daily behavior on the basis of Scripture, so that their conduct is more closely related to the Christian principles they can so quickly learn to intellectualize and even compartmentalize. The tone for all

our living on campus is set by more formal morning and evening chapel services.

One dean points to the importance in the physical facilities as a means toward reaching the stated objectives of dormitory living:

Physical facilities which adequately meet the growth needs of students are stated in the objectives. Emphasis would, of course, have to be placed on certain basic physical needs: a place to sleep, a place to study, adequate toilet facilities; and certain important supplemental needs: need for privacy, need for basic social contact.

A "sound and simple policy" of dormitory living together with "prompt fair disciplinary action when required" is another area of means. The "careful and consistent applications of rule" is noted by one principal as an important means toward his objectives. A statement to summarize the area of means toward reaching the stated goal of dormitory living might be given in the words of an administrator:

Primarily, the school must have set up the general rules, curricular and extra-curricular, these to be broad enough to meet the demands of the Church and the individual. To guidance and provision for self-growth, the school is to encourage and help the student in specific personal goals. The use of student government under school guidance is an effective means on the group level, but an interested and competent counselor is necessary on the individual level.

The Place of the Residence Counselor in Dormitory Life and Control

The administrators were next asked on the questionnaire to state the part which their residence counselor played in the theory of dormitory life and control on their campuses.

This very important question gives a compendium of current thought by the administrators concerning the importance of their residence counselor. In general, all of them stated that he is a "key man" in their total program of dormitory life and control. Some indications of just how important he is and to what extent he is to play in dormitory life can be seen in these replies.

A representative list of the answers of principals is as follows:

The residence counselor is a very key person in this (dormitory) program. By precept, and example, he must be the embodiment of all that we have said before. This is little more than our Lord expects of His people and thus becomes a goal for the residence counselor also. He co-ordinates all activity in the dormitory and works with the dean of students. It is taken for granted that he is given some liberty to operate in this area without the constant harrassment and advice from his superiors. At the same time, there is regular consultation, with the dean, and there is agreement in policy. Interpretation of policy may vary, but the previous statement indicates that disparity is discussed, but rarely, if ever, countermanded. The residence counselor works with students in leadership positions to help them be a good leaven. He works with all students to help them recognize their Christian responsibility.

He is most directly in charge of and responsible for the total dormitory program. He meets with his college assistants weekly to discuss problems and special cases. He and I meet regularly for the same reason and to evaluate progress. (He is (unavoidably, I am afraid) both a counselor and a supervisor to a certain degree. Although this is not desirable from a counseling point of view, we have been unable to define his role in any other way which seems more satisfactory.

Other principals state that the part of the residence counselor in their theory of dormitory life is to "act as the head of the dormitory family," and "assume direct responsibility

for administration of the dormitory life of the student."

The deans, under whose responsibility the junior college department also falls, state the importance of the residence counselor in their program in similar terms.

I believe that on the junior college level, there should be the immediate influence of an adult resident to whom students can turn in an emergency. This resident should also be held responsible for the physical control of the building with respect to property and the broadest phase of conduct. He need not necessarily be the appointed, trained counselor. The residence counselor should be responsible in his area, without becoming an irritant. Building inspection for cleanliness and general conduct should be a part of his control.

The counselor is responsible for his living unit. He is the first contact. He is expected to see that the rules (house) are lived up to, and that students are safe and secure in their living units. If possible, he will help the student understand the various phases of the program so that he is able to understand the program as it has been established by the Board for Higher Education, the faculty, and the Board of Control.

The residence counselor fills a basic role in this "home substitute" as initiator and as consultant or advisor. Over against the growth potentialities of those in his charge, he fits in as a part of the total educational framework of the school. Accordingly, his role and responsibility is in two directions--toward the student--residents and toward the non-resident faculty, especially those with student personnel responsibilities. Toward both groups, I think, his twin functions of initiator and consultant are equally important.

The residence counselor supervises and directs the program that is carried out by the students. His direction should give as much freedom for creativeness and initiative among the students as possible. He needs to lead the students to help themselves. The fewer disciplinary measures that he is called upon to take, the better. If infraction of rules is handled by the student dormitory government, it permits the residence counselor to devote his time to individual and group counseling and with the students. This type of counseling should be on the basis of student need or interest. It needs to be more concerned with the prevention of difficulties. The residence counselor should be directly responsible to the dean of men.

He is in charge of dormitory life, responsible to the dean of students. He sets the spiritual and intellectual climate of the dormitory in which he resides. Together with student leaders, he deals with the spiritual, intellectual and physical problems of the dormitory and personally counsels with the individual regarding these same areas.

The comments quoted above present the basis upon which the following comments made by the administrators and residence counselors can be judged. Generally speaking, the administrators agree that the residence counselor is in control of his living unit. However, the extent to which this control is exercised will be noted in the remainder of the study.

The theories of dormitory life and control, and the means to most effectively reach these objectives, and the place of the residence counselor in these various theories of dormitory life presents the current thinking of administrators in the area of the residence counselor program. It is necessary to understand that the remainder of comments presented by the deans and principals can only be interpreted in the context of these theories.

The Residence Counselor - His Academic Background and Experience

This section and the following sections of the study will include two viewpoints, the viewpoints of the administrators and the residence counselors. Both of these aspects were noted in the section dealing with the methodology. The residence counselors present a picture of their current situations. The administrators, both deans and principals, present

the "ideal" residence counselor.

The academic backgrounds of the present residence counselors in the preparatory schools are very similar. Fourteen of the fifteen residence counselors who responded to the questionnaires are graduates of terminal institutions of the Missouri Synod. The one exception is a graduate of Valparaiso University, a Lutheran university closely related to the Missouri Synod. Seven of the counselors are graduates of ministerial seminaries, and seven are graduates of teacher colleges.

All of the counselors are presently engaged in graduate work. Four of the men are completing work for a master's degree in theology. Eleven of the men are completing work in various areas for the master of arts degree. Of these, three are working in the field of physical education, two in educational psychology, two in history, one in science, one in geography, and two in unspecified areas.

Previous experience which the present counselors felt related to their present capacity ranged from seventeen years in the parish ministry to no experience at all. The majority of these men, as one can readily note from their ages, are only recent college graduates and have had, therefore, little opportunity for professional experience. Two of the men have spent time in the parish ministry. One man was in the ministry for seventeen years and the other for two years. Two of the men spent a few years in the teaching ministry in parochial

schools. Four of the men received some training and experience in guidance work as part of their high school and college training. One man worked considerably with youth on his vicarage. One residence counselor worked a number of summers at camps for young people. One man included in his experience for counseling two years as a director of a children's home. Two men stated that there were no particular outstanding experiences they could mention as background for their counseling work in the dormitory.

The men were asked if they believed that there might have been any experience or type of academic background which would have been better to prepare them for their present positions. Only three of the men replied that they believed they had proper training for their present positions. The rest of the men expressed a desire to have more of a background in youth work, psychology, and administration. This desire expressed itself particularly in the men who went into the posts of residence counselors immediately upon their graduation from a terminal institution.

When asked how long they had been in their present positions, the men responded as follows: Only one residence counselor out of fifteen had been in his position for more than two years. This particular man is now in his third year for residence counselor work. The other fourteen are evenly divided; seven in their first year, seven in their second year. The average tenure of office, then, for the

current residence counselors is only a few days over one year.

The Residence Counselor-His Qualifications, Marital Status and Age

The administrators concurred when asked to state qualifications of the "ideal" residence counselor. The image is one of a graduate of one of the Missouri Synod's terminal institutions. The present counselor is, in fact, a recent graduate of one of these institutions; he has had some experience in youth work; and he is continuing his graduate program. The single most noted item regarding the "ideal" residence counselor of the administrators is that he be a graduate of either one of Synod's teacher colleges or seminaries. Two of the deans state that he should have a theological background. Five of the administrators would like to see the counselor as a graduate of one of the seminaries. One man prefers the Springfield, Illinois, seminary graduate. Three of the men stated a preference for a residence counselor who would have some counseling and guidance training and background. Three men expressed the thought that, at least, the residence counselor have a Christian liberal arts background. Four of the administrators voiced the opinion that they could see a great deal of value in pastoral experience, either in the preaching ministry or the teaching ministry, as good background for a residence counselor. One man noted the importance of activity in student government while the person was going to school,

and one stated that the academic experience meant little. The important thing, he said, was that the individual was properly motivated and capable of the position.

Two-thirds of the current residence counselors are unmarried. Of the five who are married only one stated the size of his family, which is four. When the administrators were asked what status they would consider ideal for a residence counselor, the responses were quite diversified. Five men preferred a married residence counselor. Two preferred a single counselor. Three administrators said that either a married or unmarried counselor would be satisfactory, and one man stated that both situations involved problems and that neither could be preferred over the other. Of the deans who expressed a preference for a married counselor, the majority of them gave the reason that this status of the counselor developed an "image of the Christian homelife" in the eyes of the students. The reasons for an unmarried counselor in the dormitory were that the "little available time and small salaries demanded it," and that they find it "awkward for a family to live in a dormitory."

The average age of the current counselors is twenty-eight years. Six of the men are below twenty-five years of age, and a total of ten are still in their twenties. The youngest resident is twenty-one and the oldest is forty-one. The present average age of twenty-eight agrees with the thinking of the administrators concerning the ideal age of a counselor. Over two-thirds of the deans and principals said that they would

consider a man in his twenties to be of the ideal age range. The ages of all the "ideals" were in "the twenties or thirties." The important reason given for this age bracket is that "they are able to maintain a decorum and respect and yet establish youthful rapport with the students." This seemed to be the overriding single factor when the age question was answered. One man stated that the age totally depends upon the individual.

The counselors were asked if they thought it might be better to have a "housemother, married couple, or an older or a younger man in their positions." The answers were quite varied. Over half of the counselors stated that a younger man, and particularly, a single man would be better suited for the job. Two men stated that the man, by all means, should be young. Whether this man was single or married made little difference. Three men stated that the counselor should be a married man because "the family image gives more respect to the position of the counselor." One man expressed the opinion that the counselor should be an older married man, preferably without children. One counselor ventured to say that a housemother might be ideal in the position of residence counselor. To two of the men this question posed no problem for they stated that it did not matter what age or marital status of the counselor was, but that he be qualified to do the job and carry the responsibility.

The Residence Counselor-His Personal Characteristics

The residence counselors and administrators were both asked to rank a number of outstanding personal characteristics for a residence counselor. The counselors themselves were asked to rank the characteristics in the light of what they deemed necessary for their duties in the dormitory. The deans and principals, on the other hand, were asked to rank them in the light of what they considered the ideal counselor should possess. Nine of the characteristics were given: a good leader, a father image, athletically inclined, congenial, pastoral concern, good organizer, neat in appearance and habits, studious, willing to take responsibility. A tenth number was given and left blank for the men to fill in a characteristic which they considered necessary.

Tables 2 and 3 show the results of this ranking. The residence counselors felt that the most needed characteristic for residence counselors was his "pastoral concern." That the residence counselor be "congenial," and a "good leader," were also ranked high on the chart. The items that were ranked in the lower category of characteristics were "a father image," "neat in appearance and habit," and "athletically inclined." One man stated that he considered "willing to spend time" as the most important characteristic, and another stated that the most important characteristic was that he be a "good listener." Other expressed characteristics that ranked high were "understanding and acceptance of the individual," "concern for

TABLE 2

Personal Characteristics A Residence Counselor Should Possess
Ranked by 14 Residence Counselors *

<u>Characteristic</u>	<u>Rating Levels</u>										<u>not ranked</u>	
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>		
A good leader	1	4	②	4	1							
A "father image"						3	3		⑤	2		1
Athletically inclined				3	1	1	①	3	3	1		1
Congenial	3	③	3	3	1	1						
Pastoral concern	⑧	1	1		1	2						
Good organizer	1	1	3	1	③		3		1			1
Neat in appearance and habit		1	1	1	1	②	4	3	1			
Studious					2	2	1	③	2	2		2
Willing to take responsibility		2	4	○	3	2	1	1				

*Number 1 in the ranking was considered the most desirable characteristic and number 10 the least necessary characteristic. Each man was asked to rank the characteristics 1-10. The average ranking circled.

The numbers in the body of the table indicate how many residence counselors ranked each characteristic at the designated level.

TABLE 3

Personal Characteristics A Residence Counselor Should Possess
 Ranked by 12 Administrators *

<u>Characteristic</u>	<u>Rating Levels</u>										
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>not ranked</u>
A good leader	1	2	2	1	○		3	2			
A "father image"		2			1	1	1	①	5		1
Athletically inclined					1	1	1		⑤	3	1
Congenial	3		③	2	2	1		1			
Pastoral concern	④	6	1	1							
Good organizer			4	②	2	2	1	1			
Neat in appearance and habit		1	1		2	3	③	2			
Studious		2		3		①	2	3	1		
Willing to take responsibility	3	②	2	2	2		1				

*Number 1 in the ranking was considered the most desirable characteristic and number 10 the least necessary characteristic. Each man was asked to rank the characteristics 1-10.

The average ranking is circled.

The numbers in the body of the table indicate how many residence counselors ranked each characteristic at the designated level.

others," "patience with and understanding of the age group," and that the counselor be "consistently fair and patient."

The administrators ranked the characteristics of a residence counselor in close proportion to the rankings of the present residence counselors. The outstanding characteristics desired in the counselor were "pastoral concern," "congeniality," and "willing to take responsibility." Those characteristics which rank in the lower categories were "a father image," "studious," and "neat in appearance and habit." The administrators did not rank "willing to take responsibility" as high as did the residence counselors. On the other hand, the deans and principals did rank the quality of good leadership higher than the average of the residence counselors.

The current picture of a residence counselor at a preparatory school is that of a man in his late twenties, unmarried, in his position a little over a year, a graduate of one of the terminal schools within the "system," and presently working toward an academic degree. The "ideal" counselor should have a good theological background, be a graduate of one of the schools in the "system," be married and about twenty-eight years of age.

The Residence Counselor-His Living Facilities

The majority of the current residence counselors live within the dormitory of which they have charge. Fourteen of the fifteen men who answered the questionnaires live within the

the dormitory. Their living areas range from the basement to the third floor of the dormitory. One counselor stated that there are no students on the floor where he lives. Another man stated that he lives "between wings of the dormitory students." Two of them noted that their apartments were in the basements of the dormitories. The one counselor who did not live in the dormitory lives in housing adjacent to the campus.

Most of the counselors felt that their housing was of adequate proportions. Two of the men stated that their housing was very adequate. Eleven counselors said that the housing was adequate; however, they stated that this applied for only single men. Two counselors said that the apartments were completely inadequate.

When noting the size of the living quarters of the residence counselor, it is necessary to remember that 66 per cent of the counselors were unmarried. All of the men who are married stated that the apartments were too small for adequate family life. Eight of the unmarried men stated that their present housing facilities were adequate for a single man. Two of the single men stated that their apartments were too small.

The average apartment included one bedroom, one living room, a bath, and kitchenette. The majority of the apartments were furnished, most of them inadequately, however; a list of the apartment facilities of some of the counselors

would give a better picture of the existing housing conditions.

Large living room, one bedroom, one small bedroom, bath, small kitchenette, recently remodeled.

Located on the first floor of the dormitory along with the lounge, meditation room, conference room, kitchenette, with student rooms directly above and pool hall directly beneath. Apartment contains four equally sized rooms (12 feet by 15 feet), one of which is the kitchen. A separate tile bath and is furnished. The dormitory is about six to seven years old.

A furnished apartment on the first floor at the front entrance of the building. Living room, kitchen, dinette, two bedrooms, bathroom, and closet.

Some of the residence counselors who stated that their apartments were adequate but that they would be inadequate for a married man, especially with children described, their living quarters in this manner:

Fourteen feet by fourteen feet and a connected bath. The sink is the only kitchen facility available. The apartment is located on the middle floor of the dormitory in the middle of the floor. It is furnished with a desk, lamp, bed-couch, easy chair and a night stand.

The apartment has three rooms: study, kitchen, bath. It is located on the first floor at the corner of a very old dormitory building. The furnishings are adequate though outdated.

The apartment is a single room with an attached bathroom. Its size is about 14 feet by 14 feet. Although the apartment contains a sink and some cupboards there are no other kitchen facilities. The apartment is furnished and has a telephone. It is located on the first floor of the dormitory in the middle of the wing.

The apartment is located in the basement of this very old dormitory building. It is partly furnished. It contains a kitchen, living room, bedroom, and a bath.

The apartment within the dormitory is furnished. It has a bedroom, kitchen, living room and bedroom. The living quarters are small but neat and comfortable for one. Both office and apartment are located on the middle floor of a

three story building which is approximately twenty-five years old.

The married men stated that their facilities were too small for a family life. The following are some comments of the married counselors:

The apartment has two rooms at one end of the basement with one small pullman kitchen. It is furnished quite completely and construction was completed in 1947.

The apartment is a small three room flat with a bath, located in the basement of one of the men's dormitories. The building is thirty-five years old; however, the flat was installed two years ago. It is unfurnished.

Two unmarried residence counselors felt that their rooms were inadequate. Both men lived in a single room with no kitchen facilities.

When the residence counselors were asked what improvements could be made in their living quarters the following items were noted: "More space and an apartment separate from the living section of the dormitory, more furniture, more privacy, a study, more kitchen facilities, a kitchen, an outside entrance, and another bedroom." Only one of the men felt that no improvements could be made in his living facilities at the present time. One residence counselor appended a very significant statement to his answer regarding improvement in living conditions:

To keep any man in a dormitory for any length of time I feel that some improvements would have to be made. I feel that there should be only one full-time man in a dormitory and that this man should have complete apartment facilities: a kitchen, a bedroom, a living room, and that these facilities should be removed from the student's living quarters in the dormitory. It would appear to me that he should live in the dormitory, yet have facilities which

would allow him to have a close to normal living condition. Two thirds of the residence counselors stated that their rental expense is either part of their salary or that they are not charged for living in the apartment. Five of the men stated that their room was deducted from their salary.

When the administrators were asked to describe the living space which they would consider necessary for their "ideal" residence counselor they unanimously said "adequate." By this statement the men meant to cover the possibility of both married and unmarried counselors. One man noted that the apartment should be attached to the lounge area of the dormitory to allow entrance and exit of both sexes. Another man stated that the apartment should have at least two bedrooms in it. One stated that he is so committed to the residence counselor program that he would like to see someone make a career of the position. He stated that if this would be the case the man would have to have almost ideal living conditions as if a home were moved into the dormitory. All of the men stated that the positive minimum that they could consider adequate was an apartment with a kitchen, living room, bedroom, bath, and a separate office. One dean pointed to the current situation with an eye to his ideal counselor when he stated:

Our counselors have a small kitchen, bedroom, bath, living room, and office. There is one provided in each dormitory, and seems adequate for a couple, or stretching a point, for a couple with one child. Already with the first child, counseling days seem numbered. Students make too much over the child, spoil him. Others make fun of the innocent one. Normal noises like showers, bath-tub tenors, dropped books, etc., become a strain on the counselor's

family ties. In some cases mutual irritations between the counselor's family and students arise.

The Residence Counselor-His Office Facilities

The majority of the men have office facilities in the same dormitory of which they have charge. One man's office is located in the gymnasium because his duties also include athletic director of the school. Five of the men have their offices directly across the hall from their apartments in the dormitory. Three of the men have their offices immediately adjacent to their dormitory apartments. Six men use their apartments as offices.

The sizes of these offices vary from what one man considers very small to the other extent where one man considered it too large. All of the offices were furnished with some sort of equipment needed for counseling. The six residence counselors who were limited to office space within their present apartments felt that they considered this no office at all. The furnishings in the offices usually included desks, chairs, filing cabinets, and bookcases.

When asked if their offices could be better located, six of the men stated yes. All of these felt that the dormitories should remain as the place for their offices; however, the men felt there could be a better spot in the dormitory for an office than their present facilities.

In response to questions relative to the facilities of the "ideal" residence counselor the administrators stated that

his office and apartment should be located in the dormitory. Only one man stated that there was little difference where his office and apartment were located. The reasons given for office facilities in the dormitory all centered around the opinion that the residence counselor would be closer to the people with whom he was working. Such an arrangement allows for a more available counselor. One dean stated that his college was attempting to experiment with a counselor who resided outside of the dormitory living area itself.

The current picture of facilities provided for the residence counselor would include both an apartment for the residence counselor and an office within the dormitory in which he works. The apartment is of moderate size and would be too small for a family. The feeling is that many improvements could be made in living conditions. His office is located very close to his room and is of adequate size and furnished. The ideal residence counselor, according to the administrators, would also have his apartment and office in the dormitory. His facilities, however, would be larger and better than those presently in use throughout the preparatory schools.

The Residence Counselor-His Counseling

The residence counselors are currently responsible for a group which numbers 72. The sizes of the various groups range from 30 to 130. The majority of the various groups, eleven of them, felt that their group was of appropriate size.

The average size group with which these eleven counselors dealt was 59. The four men who felt that their groups were much too large for them to handle adequately worked with an average size group of 102. In this latter group the sizes were 107, 130, 123, and 50. The largest group any one man mentioned that he could handle adequately was 89.

The administrators, on the other hand when asked to express the ideal size group for a counselor denoted an average figure of 49. The group ranged from a high of 70 individuals to a group of 20 in a group. The statistics of both the residence counselors and the administrators are, of course, colored by the fact that the men are not full-time counselors and are involved in many other campus activities such as teaching and sponsoring activities. Two of the administrators said that if the residence counselor devoted his time solely to counseling his group responsibility should be 100. The variation between high school and college counseling in both the answers of the counselors and administrators varied little. The majority of the men felt that the college group could be a little bit larger than the high school group.

Informal Counseling

When asked how much "informal" counseling they did, the residence counselors stated that it was an average of two hours a day. Informal counseling was specified on the questionnaire as counseling in which the man stopped in the boy's room and

talked with him rather casually, when he met a student on campus and spoke to him rather informally, and other such types of personal contact throughout the dormitory. Most of the men agreed that this is a hard thing to denote in amount of hours per day. The majority of the men, it appeared, stopped in the rooms of boys periodically with a view toward more personal contact with students in their responsibility. Three of the men noted that this is the far greater aspect of their counseling life. The range of this type of counseling started with a half an hour a day to three hours a day. When asked to state the average amount of time spent a day on formal counseling the men averaged out to one hour a day. Formal counseling was meant to imply that type of counseling which is premeditated and in more formal atmosphere. This definition is, of course, controversial. However, the idea was to see if this type of counseling was going on and to approximate the number of hours it involved a day. Two of the men stated that actual or formal counseling took none of their time or very little a day. Three men stated that they averaged over two hours a day at this type of counseling. Some noted that it was hard to differentiate counseling and supervision work in the dormitory situation. Others stated that only a professional counselor could be entrusted with counseling situations. The majority of the counselors said that most of their counseling is student initiated. Only two of the men stated that they do the majority of the initiation process.

Formal Counseling

The administrators felt that counseling should involve an average of three hours a day. This situation, again, is quite arbitrary. The deans and principals all said that the counselor should be allowed to exercise his responsibility in this area as much as the occasion warrants. Such a situation can hardly be measured, they noted. If hours along these lines were to be approximated they felt that counseling should involve from one hour to six hours a day. Two men stated that there should be three hours of planned, formal counseling and three of informal counseling each day. Another man stated that if specific office hours were noted the counseling process could take place at that time every day.

The residence counselors felt that vocational problems and disciplinary problems involved the majority of their counseling time. These two areas were equal in response to the question regarding which type of counseling takes the approximate majority of their time. Academic problems such as help with studies, received a strong second voice from the counselors. Six of the men noted that this area was second in importance to vocational and disciplinary counseling.

When counselors were asked if there should be any accent in their counseling program on one particular type, 40 per cent of them said no. Fifty per cent of the men said that there should be an accent on personal counseling, that is, counseling

in which the individual is encouraged to grow in Christian character and principles. Small percentage of the men said that disciplinary counseling is presently occupying the majority of their time and should remain in such a position.

The deans and principals felt that the ideal residence counselor would spend the majority of his counseling time in the area of individual and personal counseling. They stated that this meant counseling which dealt with dormitory living and the interchange of problems in this living family. One man summarized the ideas of the administrators when he said:

Though some vocational counseling will naturally develop, and though he may well be forced into some disciplinary counseling even through his own relationships with students, I would like to have him concentrate on personal guidance. It seems to be that the greatest number of problems and the most serious ones have their roots in attitudes and personal differences. If we had competent people offering understanding help over such difficulties, I feel our service to students would be enhanced greatly.

Two of the men stated that the majority of their time should be spent in disciplinary type counseling. A number of the administrators also placed vocational counseling as their second field of major interest.

The counselors were asked if they were attempting in any way to improve their counseling abilities. Every man noted his feeling of incompetence in this area and humbly stated that he was both working and interested in improving his counseling methodology. Five of the men stated that they were seeking help from books and other counseling material which would present new techniques to them. Four men stated that

they were constantly seeking the advice of other men on their various campuses. Three men stated that they are continually self-analyzing in an attempt to better understand others. Some of the other statements which were made in this area were the following: attempting to improve by gaining the boys' confidence, "squeezing out a little more time," taking the initiative and talking to the boys, keeping in close touch with the students, prayer, posting office hours to make counseling services available, and, in the high school case, using college help as assistant proctors.

Counseling Data

As an appendage to the section on counseling, the residence counselors were asked a question concerning the records they kept of counseling situations. They were also asked what was done with confidential data. All of the present counselors said that some form of record keeping was necessary. Some suggested the anecdotal type of records. The majority of the men agreed that their current system of noting information was in need of improvement. The men noted some of the procedures they follow, including record keeping not connected with their counseling. The following are some of the examples that were expressed: "monthly reports," "a checklist," "the running note book," "Temporary notes," "anecdotal reports on 10 per cent of the extreme cases," and "family and academic background records." Only one man reported that he keeps no records

whatsoever. Two men stated that they only take notes on major problems. Another said that he only writes somewhat of a report on what he would consider a formal case and then sends a copy to the dean.

When asked how confidential data was handled, referring either to material which they themselves accumulated through interviews, or other material now in the school personnel files, there was a great variety of answers. One man stated that he didn't think there was anything on his campus such as confidential data while another said anything even considered confidential was never given to a third individual without the consent of the person involved. Generally, the current residence counselors felt that all personal materials in school files or in the hands of a personnel worker on the campus were treated very confidentially. One man said, "In cases of emergency or at times when the case is extreme and demands it information is passed on to the dean." Others stated that confidential data is "sifted to the guidance council," "used only by necessary persons," "kept in students' folders in the principal's office." One counselor expressed his views concerning the handling of confidential data in individual cases:

If the student indicates it is confidential, I keep it strictly to myself. However, if before the student gives me confidential information and I feel this concerns other students and the welfare of the school, then I indicate to him and I will, if he still desires to give me the information, share this with the dean or whomever else it might seem advisable to talk to.

When deans were asked to comment concerning the type of records which they thought the ideal residence counselor should keep of his activities and duties, the replies were quite diverse. The following is a sample of some of the replies:

He should have a file for each student in the dormitory, and keep a complete record of interviews in each student's file. Also, any items of importance to the school or the particular student should be recorded in the student's file.

Sufficient to support whatever is required for sound administration; some may be needed in relation to routine administration in the dormitory (cleanliness, hours, etc.), others may be needed in relation to student personnel problems and become valuable in the study of individual student problems where a guidance committee is at work needs this contribution.

Perhaps a logbook of some kind indicating matters relevant to dorm life.

First, there ought to be at least a checklist record of the individual contacts he has had. These can be kept on a weekly basis, and summarized for a permanent record. Individually, he should keep written notes on his own file for future reference.

Reports of recommended disciplinary action. Room cleanliness, reports of counseling sessions--at his discretion. This should usually be done orally at the regular weekly dean's meeting.

He should keep cumulative records in writing. Ordinarily these would be destroyed by him and not given to the administration, though there may be occasional instances when, for the good of the individual involved the records are made available to the administration.

He should keep a tabulated record of his counseling activities and contacts and anecdotal records to be used in counselor--principal conferences and in compiling his monthly reports.

He should keep as complete and accurate records as is possible. This is one area we have to work on here. We will also have to recognize that he is not simply a record clerk. Records of counseling sessions, room inspection, and similar matters would be most helpful.

Written anecdotal accounts of all student's departure from normal behavior and conduct--both good and bad.

A composite picture of the current residence counselor would show him to be a man who is in charge of 72 students. The counselors spend about three hours a day counseling, two of those hours informally and one formally. The two most important areas of consultation are disciplinary and vocational. The counselor is continually attempting to improve his counseling techniques and methods by a variety of approaches. He keeps some form of record of his counseling sessions. These, however, are not demanded by the administration of the school and kept mainly for the counselor's own interest and use. The counselor feels that there should be some better system of handling information and recording counseling data. The administrators, on the other hand, would picture the ideal counselor as a man in charge of 49 students. He would counsel an average of three hours a day and concentrate his counseling on the area of personal development in a Christian atmosphere. The administrator would also envision his counselor as keeping some sort of record of his counseling activity.

The Residence Counselor-His Disciplinary Procedure

The problem of discipline in a dormitory is the most important aspect of a residence counselor's responsibility, according to the majority of reports received from both counselors and administrators. In order to derive a picture of the feeling of the school in this area the administrators were asked to

describe their concept of Christian discipline. The following answers were given:

"Bring them up in the nurture and admonition of the Lord." Nurture is guidance. The direction of such guidance is found in the two tables of Law: toward God and toward the neighbor, and the motivating force in both cases is Love. In this way students are guided to practice good stewardship over all the talents which are theirs, and to exercise consideration toward their neighbor. They are also led to more responsibility, toward a growing concern for fellow students, and helping to manage school functions. In the face of such Scriptural references as: "The good that I would do I do not, but the evil which I would not, that I do," the counselor becomes tolerant but not blind or soft. The counselor becomes sympathetic as one who wants to help an erring brother, not push him further into the depths of despair. He points to the guilt of the world, "including the particular sins of which the individual is guilty."

First, that the rules and regulations for living together be made by students and faculty. That a good form of democratic student government be established. That matters of discipline be handled by the Student Judicial Council or some similar group with a faculty advisor. That the student learns to accept the consequences of his acts and learns to decide for himself what behavior is or is not acceptable rather than have it imposed upon him. This means that action taken by any disciplining group whether student or faculty needs to be for the purpose of teaching and not punishment.

By its very nature, Christian discipline suggests standards which are to be adhered to and sought after. Yet these ideals should be carried out within a framework of love and understanding including a special allowance for the contradictions and frustrations of the maturing process. As far as personnel are concerned, a double personality would seem to be the only answer: 1) a best liked person, 2) an authoritative person. Whether these can be combined in a single person is, I think, debatable. In families one often sees one of each in the mother and father. Even voluntary groups organized for a purpose often have an authority leader and one the other hand a best liked person who makes the group "jell."

Flagrant, repeated violations of any of the Ten Commandments indicate a flaw in a person's character, making it questionable whether the person should continue to pursue a professional career in the Church. Offenses which are

known to only a few, and where the person guilty is sincerely sorry are handled according to Matthew 18.

This may sound paradoxical, but I believe in "evangelical firmness." I believe it is necessary to be kind, understand, sympathetic, empathetic, and to operate within the law of Christian Love. At the same time, I believe it is possible to stay within these bounds and still have the students know precisely what is expected of them, and hold them to a communication of those characteristics.

1. Evangelical and done in love. 2. Reasons for actions and necessary consequences are discussed and explained in the light of Scripture. 3. A learning process in the best sense. 4. Law is used only when the Gospel approach is manifestly not reaching the person. 5. A balance is sought between concern over the individual and group welfare.

Matthew 18 should be used. In a school situation the counselor should be the first to find out about an offense. If it can be dealt with in the dormitory, fine. At the discretion of the counselor it may be turned over to the school administration handling discipline.

Christian discipline involves two basic principles to me. First, forgiveness. This means that a student is assured and shown by word and deed that he is forgiven for whatever transgression he made or has committed. He is forgiven by God through the merits for Jesus Christ and by man out of love for Jesus. This does not negate his responsibility for what he has done, nor does it mean that he will not be punished. Simply stated, "I may spank, but this must be done in love, and only in a cause-effect relationship, not because I want or need vindication." Secondly, the Gospel must be freely used to strengthen and gird the student against further temptation.

This virtually becomes a matter of distinguishing Law and Gospel. However, strong emphasis must be given to the Gospel. We are inclined to use Law, because it is easier and possibly achieves quicker outwardly discernible results. The Gospel approach may take a little longer but it is most long lasting. This may sound idealistic, and possibly it is. It is essential, on the other hand, to keep this in mind as a primary approach. Since these young people are in the stage of development that they are, the Law is required to bring them to see the wrong direction when they are pursuing it. It brings them face to face with something they understand. This use of the Law is also accompanied with use of the Gospel so that there is Love involved here. Even love says "no" at times and love may even hurt, temporarily. There is also a tension between

the individual and the group. The individual must be given consideration, but there is also the effect of that action on the group. The person who fully understands he is wrong and fully repents still faces the consequences because of the group and also for his own growth in Christ. The last thought is always uppermost in any disciplinary action and is really taken for granted among Christian people. It is mentioned because even Christians can lose their perspective.

That one should act in a manner which reflects glory to God and respect for fellowman.

Generally speaking, the administrators agree that the Christian approach to discipline involves a thoroughly evangelical manner always tempered by the Law.

The Residence Counselors' Theories of Christian Discipline

When the residence counselors were asked what Christian principles underline their approach to discipline and how the principles were then carried into effect in the dormitory they gave essentially the same basis as the administrators. One man stated that the underlying Christian concept of forgiveness with a mind towards spiritual growth was essential. He stressed cooperation and tried to show that he was trying to do everything he could for the student. He stated that there was very little punitive discipline but that the accent was primarily on the counseling aspect. One counselor described his very practical approach to dormitory regulation in these words:

We have a very effective system whereby I choose six college men to serve as college counselors in the three high school halls with two men per hall. These men are responsible for the routines of their halls (room check, bed check, etc.). They do the routine discipline in the hall. When

any of these areas become a problem the individuals are referred to me. I maintain a very close relationship with these men so that I am in close touch with what is going on in these halls. I am also personally in the halls enough myself that I can have a first hand feel of the situation and can also evaluate the work of these counselors. I believe that this is a very effective system and especially permits the residence counselor to be just that--a counselor and not primarily a policeman whose chief duty it is to make checks and enforce rules.

Another man states his practice of his Christian discipline in these words:

Primarily there is a concern for the welfare of my fellow-men. Secondly, we attempt to retain as many prospective church workers as possible through this discipline coupled with counseling. Carried out in the dorm the discipline must be handled in the dormitory itself. Also due to this necessary evil much of the "counseling" relationship is broken down.

Other principles and practices expressed are the following:

Christian disciplining involves consideration for the total welfare of the student as well as for the care of the physical plant. To this end the attempt is made to accept and understand each student according to his needs, interests, and ability. However, it is also expected of the student to show the proper respect for the facilities provided them.

Christian discipline in a Christian school must begin with the nurture and factor of total growth, and view the special problems of infraction of rules as setbacks which are to be solved, not contrary to the principles of growth, but in accordance with them. Discipline as nurture means that each pupil is growing in the basic Christian scale of serving the next individual so that the entire group achieves its objectives. Insofar as carrying this into effect, I let the kids govern themselves as far as possible. However, whenever I have something to say I expect to be listened to.

We must attempt to do everything out of Christian love and concern, remembering that every student is a blood-bought soul of our Savior's love for all men. Our discipline should be as positive as is possible. When the students can handle it, we should encourage them to do so and discipline themselves in the positive manner. This is why we have student proctors and a judicial council.

Major offenses must be handled by the faculty.

The approach to discipline which I would like to see is the following: concern for the brother as all are members of one body, speaking the Word to one another. The approach is this: we are responsible to God finally for what happens to these boys, therefore, Counselor, take over. I would like to see the students do more disciplining among themselves. Because of our particular campus background situation the counselor has to take a big part.

The approach to discipline involves a Christ-centered, Christ-following daily life, motivated by God's love for each one and everyone, and bolstered by the means of grace--the Word and Sacraments. We try to stress God's love for the individual and the individual's reflection of this love to God through and to the other students in community Christian living. The emphasis then is on the individual, but as he is responsible to and for other individuals and ultimately to God.

The Means of Discipline

As members of the dormitory Christian community violate the laws of Christian love, the counselor is, by his position, involved in the disciplinary process. The means that are used for discipline on the various campuses involve four different types. The type which is the most common and used by nine of the fifteen counselors is the following chain: dorm council, residence counselor, dean, faculty. Another type noted by four of the counselors is simply the residence counselor and then the dean. A third type followed this chain: college counselors, dorm council, residence counselor, and the dean. Another noted this chain: college counselors, residence counselor and dean. Many of the men stated that these were the systems set up on their campuses; however, in many cases the progression as noted was not always followed for reasons of expediency.

The counselors were asked which single element in the chain of discipline did the majority of the exhortation. Eleven of the fifteen men noted they had this job themselves and did the majority of the disciplining. Two men stated that the dormitory council was most prevalent in this area, while another noted the college counselors and another the dean.

The counselors were next asked to describe the steps they took in a discipline case. Particularly, they were asked to state when they took the case to the dean or faculty and by what means they notified the dean or the faculty. All of the fifteen men stated that in the majority of the cases, they were able to resolve the discipline case themselves. However, if the case was an extreme one and flagrantly violated the rules of the school, then by either a written memo or a conference with the dean, they would pass the information on to him. One counselor was explicit when he stated that in cases of theft, drinking, moral offense, or smoking, the cases were passed on to the dean and principal. Two men noted that in the monthly reports all cases of discipline were described. The term "extreme" was undefined on the questionnaires. Only one man noted what some of the offenses would have to be to be considered extreme.

The deans and principals were a little more explicit as they tried to draw a line between those cases which should be handled by the counselor and those which should be referred either to the guidance council or to the administrator. The

following replies are those given to a question which asked what steps the ideal counselor should take in a discipline case:

I assume these are major disciplinary problems--the minor rule infractions can be handled by the counselor together with the dormitory council. However, when a major problem is involved which, perhaps, "affects" a sizeable portion of the dormitory or student body, after gathering the details, the counselor should present the matter to the dean of students together with his recommendations as to its disposal.

With respect to serious breaches regarding such things as to involve the college in relation to church and community, such notification should be given at once. Probably most problems, even of a minor nature, will be shared with the Dean of Students to whom he is responsible so that while he is handling them, there is awareness and communication. Under any circumstances, whether a problem is large or small, the Dean of Students becomes the channel through which other administrative officials and the faculty are informed.

If it is an infraction of group standards and primarily an offense against group living, this could probably best be handled with cooperation and support of the dormitory council or executive committee. In the serious cases involving breach of morals, he would well sit down with the Dean of Students and decide on the course of action. In this situation, his most important job is to get a clear and unweighted picture of the case.

Theory is undoubtedly easier to attain than practice. As intimated in the previous question, I don't see how he can avoid becoming involved in disciplinary counseling. If it is possible, without jeopardizing the school and necessary record keeping, I believe in him dealing confidentially with the student. During counseling, he should maintain adequate records. Alternately, however, either when the case is successfully closed, there should be some report in writing to the head of the counseling program, so that adequate records are kept. These reports should be held in a confidential file. If action is necessary, he should work through the head of the school, with the Dean of Students. The practical difficulty is to maintain student confidence through all this.

Referral to the Dean of Students for action (we have a small student body). Regular reports to faculty student life committee. Dean's report to faculty, and recommendations to the faculty in cases of expulsion or suspension.

Should handle all ordinary dormitory discipline himself. If there is a breach of the student code, he must notify the administration immediately. He may do some of the initial spade work involved in the discipline case, but major disciplinary action comes from the administration and/or faculty and not from the counselor.

He should report all disciplinary action as taken by himself for the student government. This is done during the weekly conference between him and the high school principal. Cases of major importance (involving dorm arrest, etc.) I report in writing monthly to the principal and president.

This is most difficult to answer because some of this is going to be colored by the type of situation . . . and the seriousness of the problem. I can vision his taking care of the situation without letting the administration or faculty know about it. However, if the matter becomes a matter of offense to the community and a situation which is dangerous to his spiritual welfare, this must come to the attention of the administration. My counselor and I meet weekly, and he gives me a rundown on matters on campus. He has been most happy to tell me whenever a problem arises. He may indicate he is or has taken care of it. Otherwise he may indicate cooperative action.

Should handle all matters by himself if at all possible. Should make regular reports to administrators, and keep his own files available for perusal.

The question of notifying the administration in discipline cases is, as one man said, difficult to answer. The majority of the administrators, as can be seen from their comments, feel that the situation varies according to the individual residence counselor. Generally speaking, whenever the residence counselor feels that the student is continually exhibiting attitudes which show him to be of a caliber unsuitable to campus life, or if the counselor feels pressure from another source would stress the importance of the case to the student, then it is felt that the counselor will refer the cases to

the proper administrators.

Enforcing Discipline

The administrators were also asked to what extent they felt the ideal counselor should be involved in enforcing the standards of the dormitory. Their replies stated generally that the counselor should work through the student leaders in the dormitory as much as possible. This question, as one man stated, "Put the finger on the problem," of whether the residence counselor was a counselor or a policeman. Here are some representative comments of the administrators:

He is to work through the dormitory council (student government). Only when there is a major breakdown in this organization does he "step in and enforce directly."

He works through his student proctors or representatives who operate in this area. If they can't take care of the situation, then he steps in. In general, however, he keeps the boys on their toes by means of reminders of different things. He obviously does this in the spirit of Christian love, in public or private, depending on the circumstances.

Personal responsibility through organizational setup in dorm. Believe he could handle room inspections, general control of passes, general control of study hours, and personal control of any permissions granted.

Deals with all problems involved. Private discussion and counseling best procedure. We have deliberately not made him a disciplinary officer, leaving this to the deans.

He is to enforce the standards of the dorm as little as possible, although the extent of his involvement is somewhat dependent upon the quality of his dormitory council. His methods will be determined largely by prevailing dormitory conditions. He may even be forced to assume the role of "dictator" if conditions demand that role.

If he is the residence counselor, in charge of the building and counseling, he is caught between two seemingly

opposing jobs. As building supervisor, he is administrative; as counselor, he is not. But if this is his job, he cannot afford to neglect either. Dormitories must be kept clean, sanitary, conducive to study; and students need mature, helpful guidance that comes without threat. For these very reasons, I would like to see us try having a building supervisor as residence counselor, but a counselor who maintains counseling hours, and these people cooperatively as they concentrate on their areas.

The fifteen counselors were asked if they felt that they had sufficient authority in discipline cases. Thirteen of the men stated that they felt that they had sufficient authority; however, most of the affirmative answers were qualified. The men who qualified their replies stated that under the present conditions and prevailing policies of the school, they felt their authority was enough, but most of them felt that improvement could mainly be made in this area. "I don't believe the administration uses its authority in the student conduct area as much as they ought," one of the men said. Another qualified his affirmative answer with this reply:

Sufficient, yes, but not a definite progression of "back-up authority." My belief, is that a student has to see his behavior continually being handled in a more serious way if he doesn't change it. We can campus, give work hours, room arrest, but then something more serious must follow. At this point, it doesn't always follow and the whole system breaks down in the process.

One counselor felt that the administration and counselor communication needed to be tightened. He stated that the "administration is hasty in some decisions of dormitory incidents and places undue emphasis on minor problems." One counselor who replied negatively to the question concerning sufficient authority said that he "sometimes wishes he had much more

authority." The other counselor who replied in the negative stated it with a very vehement, "NO."

A final question the counselors were asked relative to discipline cases within their jurisdiction was whether or not the faculty should review such cases. All of the fifteen counselors said "no." Nine of the counselors qualified their negative replies stating that only in very extreme cases, particularly those which would require expulsion, should the faculty enter into the case. Six of the men stated that the faculty was not an administrative body and such problems should be handled simply by the administration and, particularly, by the men who know the case well, the personnel officers.

To combine into a montage the current relationship of the residence counselor on the preparatory school campuses in disciplinary matters within their responsibility, it would be noted that the average residence counselor does the majority of the exhortation in his dormitory. He has a dormitory council made up of leaders in the dormitory who are the first people to work with the offenses of their dorm mates. The counselor feels that he has sufficient authority to handle most of the discipline cases. When a case gets out of his control and he feels that it should be referred to the administration of the school, he will either confer or send a written memo to the dean or principal. The average counselor is not the final word in discipline cases on the campus, but his opinions weigh heavily and his recommendations for probation

and expulsion are forwarded to the proper personnel offices.

The Residence Counselor-His Status

This section of the questionnaire dealt with the relationship of the residence counselor to other personnel officers, the administration of the school, and the faculty. Both the administrators and the counselors were asked to express their ideas concerning the residence counselor's authority and jurisdiction in the dormitory.

The residence counselors were first asked to state if they felt they had sufficient jurisdiction in the dormitory. This question was phrased to receive answers concerning interference by other faculty members and to arrive at the feelings of the students on the campuses concerning the authority of the residence counselors. Thirteen of the fifteen present residence counselors stated that they had a "free hand" in the dormitory. These men stated that there was little interference from the faculty as a whole, and other personnel officers in general. In fact, many stated that they felt the faculty was quite complacent and disinterested in student dormitory life. These thirteen men felt that they had sufficient jurisdiction in the dormitory under the present conditions. Two of the men stated an absolute "NO." All of the men qualified their statements concerning sufficient jurisdiction in the dorm with an additional statement. One of the men who gave an affirmative reply to this question stated his limitations

in these words:

Under our setup, where a dorm counselor is just a teacher who happens to live in the dorm, I would rather see more participation by other faculty members in the life of the dorm. I think outlines have to be set up by the counselors, but I think other faculty members can easily help to carry them out. Only through a complete reorganization of the dorm counselors on our campus will any progress be made.

Six of the counselors expressed opinions about the feelings of the students in their dormitories concerning the residence counselor's authority. Three of these men stated that the students could easily circumnavigate the decisions of the residence counselor by going straight to the dean or principal. One man stated that the students will normally not go to another administrator, but, if they happened to do so, the residence counselor's decisions were usually not backed up. Two of the men stated that the students were not allowed to go to another administrator. Such a process, they stated, should be taken through the residence counselor on to the dean or principal. One of these men stated his feelings in these words: "This is a situation to be avoided at all costs. If the dorm counselor makes too many costly mistakes, he should be replaced. If the dean and principal do not back him up, he should quit."

The residence counselors were also asked to state whether they felt the lines of authority could be further outlined and tightened. Thirteen of the men responded to this question. Four of the counselors felt that the situation was "okay" as far as they were concerned and they would recommend the status

quo. One man stated that he felt the dean should delegate much more authority than he did. Eight men felt that the "lines of authority" could be much better outlined than they were presently. One counselor put it this way: "We have no written statement. I think we should have one, stating basic principles in this area, from which specific applications could then more easily and precisely be drawn." Some men felt that they were in their jobs long enough to now have the "feel" of the job. However, three men recommended that a written outline of some type would help them considerably when they first received their positions.

The fifteen residence counselors were then asked if their school has any written statements relative to the status and position of the residence counselor. Seven of the men said that they know of nothing and had seen no written statements at their respective campuses. Five men stated that there were manuals and outlines for the residence counselor on their campuses. However, some of these men stated that the outlines were scanty outlines in the faculty handbook. These men also stated that a much more thorough job could be done.

In an attempt to become specific as to the authority a residence counselor possessed, a number of items dealing with personnel work in dormitories were arbitrarily selected and stated in the questionnaires. The residence counselors were asked to put a check in front of the items which they were able to authorize. The results are these:

- | | |
|------------------------------------|-----------------------------------|
| 15--change roommates | 8--change handbook or dorm rules |
| 3--put a boy on probation | 14--check out a student for week- |
| 3--excuse from class | end |
| 14--excuse from campus for evening | 10--excuse from study period |
| | 12--confine boy to his room |

Only in one item, the first one, were all fifteen counselors unanimous in agreement and of equal authority. The three who stated that they were able to put a boy on probation limited the type for probation to dormitory probation. The eight counselors who stated that they were able to change dormitory rules rather arbitrarily, or to change handbook rules, noted they could only change handbook rules with the consent of the administration.

The Administrators Discuss Authority

The administrators were asked on their questionnaires to state some of the items which they felt the "ideal" residence counselor should seek permission. The following is a typical reply:

"Permission" seems to be a strong term here. I prefer to show confidence in the counselor's judgment, so that he can feel free to make changes which affect his dorm directly without seeking permission. At the same time, presuming that there are weekly meetings between dean and counselor, and more frequent when necessary, rules and personality difficulties that can be discussed without betraying confidence, can be aired with mutual benefits and for the good of the students.

All of the deans and principals stated that the residence counselor is responsible for the "internals" of the dormitory and therefore has the responsibility and authority to change the

dormitory rules. However, when it came to the handbook for the dormitory the administrators stated that the whole personnel staff should be involved in its change. The administrators stressed the importance of continual conferences between the residence counselor and the administrator. Once confidence has been gained on the part of both men, one dean stated, then there is very little difficulty in the problem of permission seeking. Another man stated that if the residence counselor is expected to run the dormitory he should be given sufficient permission to run it as he sees fit.

Personnel Workers' Conferences

The deans were asked on their questionnaires to state the number of conferences they felt the ideal residence counselor should have with the personnel officers during the year. Nine of the men responded to this question. Seven of the deans and principals stated that the conferences should be held regularly at least once a week. Another man simply stated they should be regularly scheduled and the last man stated they should be held at least every two weeks. Generally, the administrators felt that the ideal counselor should come in often and discuss problems with the administrator as he feels necessary. The feelings of confidence seems to underlie the whole answer. All of those who answered this question stated the informal counseling conference should be a daily thing.

The current residence counselors were asked how often

they conferred with their dean or principal. They were also asked if they thought that more or less conferences were necessary. All fifteen men responded to this question. Five of the counselors said that they conferred with the administration at least once a week. Three men stated there was a sincere attempt to meet informally with the dean at least once a day. Four men stated that they scheduled meetings with the dean at least three times a week. Three counselors met with their dean every two weeks. Two men responded to the question of sufficiency of their conferences with the dean. One man stated that he felt once a week was enough and the other stated that he felt three conferences a week were necessary. All fifteen of the counselors said they were in continual contact with the dean or the principal. They regarded this contact not only as beneficial but also important. None were able to state how many informal conferences they held with the administration; however the counselors implied that these informal sessions were quite frequent.

The Residence Counselor and The Administration

The deans and principals were asked to express their opinions concerning the rank in the administration of the school the ideal counselor should possess. All thirteen of the administrators stated that residence counselors should be directly responsible to the dean of students. The dean in turn is responsible to the president and through him to the board of

control of the school. The men stated that if the residence counselor was on the faculty of the school he should rank as other faculty members would on the instructional staff of the institution. The residence counselor's "chain of command" was described in the majority of the questionnaires as going to the dean and from there to the principal or president of the school.

A final question asked the counselors was how they felt themselves related administratively to the rest of the staff. The fifteen men who replied to this question stated that they saw themselves responsible, first of all, to the dean or principal. However, a larger and unanticipated area developed from the question. Seven of the men expressed what they considered a very real problem to them. They stated that they were torn between their positions as instructors and residence counselors. They felt they were not quite clear as to whether one or the other position was to be accentuated. One put his feeling into these words: "I am a full-time teacher, who happens to live in the dorm." Another counselor was quite perturbed about his relation to the rest of the staff: "I am responsible for the cleanliness and orderliness of the men's dormitory that makes me superintendent of the building but not of the grounds." Another expressed his administrative position in these words: "I deal in dormitory living. They deal in academics. I am on the bottom of the administrative ladder which is the correct position for my job."

The composite picture then of the residence counselor and his status in the dormitory is a complex one. The average residence counselor feels that he has a free hand in the dormitory and that there is little interference from the faculty. However, he feels that the faculty as a whole should take a better interest in the affairs of dormitory living. The average residence counselor also would like a well written description of his position as it relates to the total campus picture. He feels that he should confer with his dean at least once a week formally and several times a week informally. He feels first of all responsible to the dean or principal under whose direct jurisdiction he works.

The Residence Counselor-His Extra-Counseling Duties

The questionnaires revealed that all of the men were quite active both on and off campus in co-curricular and extra-curricular affairs. Twelve of the fifteen counselors who returned questionnaires were deeply involved in the teaching program of the school. The three men who were not on the instructional staff of the school were working on advance degrees at the University of Minnesota.

The teaching load of the twelve residence counselors vary between one unit, or five high school hours, and twenty-three high school hours plus five hours of study hall per week. In three of the twelve cases the men were either athletic directors or thoroughly involved in the athletic department's program.

This, of course, must be taken into account in the number of class hours and teaching assignments presented. The twelve who are on the instructional staff taught a total of 163 contact hours per week. This averages out to thirteen and one-half contact hours per week per counselor. The twelve men had a total of thirty-one units taught by them which required separate preparation. There was a total of thirty-six units taught by these twelve men of which five were duplicate preparations. The average teaching unit per counselor was three units. The residence counselors taught in various departments; physical education, religion, math, Latin, English, history and Greek. The majority of the hours spent in the classroom by the residence counselors was in the religion department.

When the deans and residence counselors were asked to state how many hours the ideal counselor should teach they stated an average of two and two-thirds units per semester. Eight of the administrators answered in time allotments so that this average could be derived. The replies varied from five hours a week to eighty-five per cent of the average teaching load. One dean stated that the counselor would be assigned no teaching hours at all. Rather, this administrator would have the residence counselor taking advanced work at a neighborhood university. Another dean stated that his teaching load would depend on how many students are under the counselor's responsibility.

When the residence counselors were asked if they consider their teaching loads too heavy seven of the twelve men stated

that their loads were too heavy for what was expected of them. They felt if they were to do their job in the dormitory adequately their teaching load should be lightened. One man stated that he didn't consider his load too heavy as long as there were not too many preparations involved. The reactions, of course, from those who were teaching approximately two units per week to those who were assigned up to five units per week, varied. The counselors who were teaching below the average of thirteen contact hours a week were generally satisfied with their teaching load. Those who were teaching above that average were in favor of a lightened load.

From the residence counselors' questionnaires it appeared as though the men considered teaching as an important adjunct to their counseling responsibilities. Eleven of the twelve teaching counselors stated that they received contributions from their teaching experiences which lended themselves toward their counseling in the dormitories. Most of the men expressed the opinion that by teaching one was able to better see students in all relationships and activities on the campus. One typical expression was this: "I have a closer relationship with the students and derive many valuable insights concerning their behavior." Two of the men expressed the view that teaching added prestige to their counseling situations. One man stated that he received no value from his teaching experience which contributed toward his residence counseling.

The Counselor and Student Activities

The extra-curricular activities, with the exception of counseling, of the campus, involved all fifteen residence counselors. Only one man who is on the instructional staff stated that his co-curricular load was a very light one. Three of the men who were not on the instructional staff of the institution stated that their extra-curricular loads were also light ones. Eleven of the men, however, stated that their co-curricular and extra-curricular activities were too heavy. The average organizational load per residence counselor was two and one-half. Besides this average load, three of the men were, as stated previously, thoroughly involved in the athletic program of the campus. One man was athletic director in charge of the whole campus, one was the high school athletic coach, and another spent a considerable amount of time both in the high school and college athletic programs. Only three of the men stated the number of hours they spent in their co-curricular activities during the week thus the average time spent per counselor per activity was unable to be determined. The activities in which the residence counselors were concerned together with the number of men involved in each one are these:

Chorus manager --1	High School baseball --1
School paper --2	High School basketball team --2
Debate coach --2	Athletic activities --2
Class advisor --6	College baseball --2

Latin club --1	Bowling leagues --1
Yearbook --2	Student Union Committee --2
Chaperon --3	Student Life committee --1
Student council --1	Judicial council --1
Public relations --1	Wrestling team --1
	Tennis team --1

The load of assignments varied from five activity sponsorships to one. The majority of the men expressed the opinion that if they were to spend the amount of time demanded by their residence counseling responsibility both the teaching load and activity load were too great.

The administrators stated that the "ideal" residence counselor should be involved in extra-counseling duties. They stated that here is an opportunity for the residence counselor to develop a total image of the students who are under his responsibility: "Enough so that he is able to see and understand the larger interests of the campus and also enough so that students would see him in a role other than residence counselor." The reactions of the administrators varied from "very limited" to "a good bit." Five of the twelve deans and principals stated that his load should be limited. Another man stated that he "should spend several hours daily" in co-curricular activities. There seemed to be general agreement upon the note that he was to spend no more hours in co-curricular activities than anyone else on the campus. One dean did say that co-curricular activities are: "not inherent in the job but are appointed by the president."

Off Campus Jobs

A question concerning remunerative positions outside of campus activities produced a full spectrum of answers. The residence counselors were asked if there were any limits set as to remunerative positions and, also, to what extent they participated in these positions. All fifteen of the counselors stated that there are no set limits of jobs or hours to which they were so restricted. However, of these men, the majority qualified their statements by saying that outside positions all had to be accepted in the light of their campus responsibility. Four men noted that they were allowed to take positions outside of the campus but they have never done so or have never had time to do so. One man made the interesting remark that he must necessarily accept outside employment because he "couldn't make it on the salary I get from the school." Five of the counselors stated that they preached in surrounding churches. One man stated that he preached every month; three said they preached twice a month; and one man said his average preaching assignment was once a month. Three men stated that they were active in youth work in local congregations in the city. They averaged seven hours a week at this occupation. One man stated the work he does takes ten to twelve hours a week for outside of campus activities. Another man stated that he works without remuneration as the director of the local church choir and as the circuit youth leader. The majority

of the men, it appears, are quite active in positions outside the campus.

The administrators stated that the residence counselor should be treated in no way different to that of a faculty member regarding off campus employment. The only restriction and difference in these two types of people would be that the counselor has a twenty-four hour responsibility and he must accept employment only in the light of his campus responsibility. One dean stated that he would not restrict the "ideal" counselor to campus life because the campus is supposed to serve the church at large. Any opportunity a counselor would have to do this in the community should be permitted him, again, in light of his responsibility on campus. None of the administrators stated a particular or specific amount of employment which would be permitted but, as a man, they stated the counselor should do off campus work only after he had fulfilled his obligations on campus. The majority of the men could not envision the opportunity for an abundance of off-campus work.

On Campus Hours

The residence counselors, in answer to another question, stated that there were no specific hours designated per week during which time they had to be on campus. Seven of the fifteen counselors noted that there were particular times when they considered it important and necessary to be in the dormitory. One man stated that he was always in the dormitory to

check during study hours in the evening and at bedtime. Three of the men said that they always sought to see that they were in the dormitory over night and available sufficiently during the day to perform their proper functions. Another man stated that he was scheduled together with two other counselors to check on two different days of the week during the study hours. One man stated that he rotates with two other counselors and is obligated to take one out of every three weeks of twenty-four hour a day responsibility in the dormitory. Two counselors from the same school said that they mutually agreed to the fact that one of them will be on campus at all times. The general feeling of the residence counselors was that there were no demanded hours for them to be on campus; however, the men all felt a responsibility toward their job and scheduled themselves accordingly.

Six of the twelve administrators felt that the "ideal" residence counselor should have regularly scheduled times when he should be available on campus. One stated: "Evening hours throughout the week are very conducive to student interviewing; also, dormitory supervision demands his presence at certain times throughout the week." Another said: "At the very least there should be regular hours when students know they can get in touch with him. In his position, however, a general sort of availability is more desirable."

The general feeling expressed or implied by the administrators was that there should be no set number of hours for

which the "ideal" residence counselor should be on campus; however, they felt he should be well aware of his job and arrange his schedule accordingly so that he is available for both counseling and other dormitory occasions. One man stated the view that the dormitory should never be left alone. Another stated that he would rather look at the whole question of hours from the point of view that the counselor was responsible for the dormitory twenty-four hours a day and that he would be relieved of this responsibility only when he felt it appropriate.

Campus Devotional Life

The residence counselors were asked: "How do you contribute to the devotional life of the dormitory on campus?" Fourteen of the fifteen men answered in a very positive manner. One stated that he didn't feel that he was contributing at all to the devotional life in the dormitory. Six of the men stated that they preached in chapel at various times. Nine of the men stated that they either organized room devotions or became active in visiting and encouraging such devotions. Five men stated that they continually encouraged students to a better devotional life by means of consistent counseling. The majority of the men expressed the opinion that by their Christian example throughout everything that they did, by their attending chapel as often as possible, and through their Christian relationships in the dormitory they were contributing to the devotional life of the students who were under their

responsibility. Three men said that they worked through the student religious committees on campus for further devotional programs in their particular dormitories.

When the deans and principals were asked in which way the "ideal" counselor should contribute to the devotional life of the campus and dormitory the majority of them stated that he should be particularly responsible for the religious tone in the dormitory and should do everything possible to further that environment. One man stated it in these terms:

He sets the spiritual tone of the dormitory by scheduling and conducting regular dormitory devotions and encouraging room and individual meditation. His counseling procedures are spiritual in nature, and his personal life and habits are a constant testimony to his faith.

Six of the men stated that the "ideal" counselor should preach regularly in chapel. Five men said that the counselor should take part in dormitory devotions and another said the counselor should be responsible enough to make those students on the religious life committees aware of the spiritual tone in the dormitory. The student planned program in his dormitory was considered an essential factor, as one dean said:

He should be aware of the planned program of the devotions for the two, so that he can augment or reinforce it (Strengthening) through counseling. His work contacts will ordinarily provide a "pulse-reading" of the spiritual tone prevalent. I should think that his main emphasis here ought to be that of practicality: Is the planned program translated into evident, Christian living, a witnessing student body? If, in his work he detects weakness in the program, he should work through the Student Life Committee and/or through the dean of the chapel with the Christian Growth Committee, to suggest modification.

The Residence Counselor-His Orientation

Fifteen residence counselors were asked how they were oriented to their job. Three of the men stated that they received an excellent orientation to the responsibilities which were to be theirs. One man said: "The principal explained the objectives to me very closely and let me know exactly what was expected of me in this new position." Seven of the men stated that there was a slight orientation period in which they received both correspondence and some first hand knowledge through conferences when they arrived on the campus at the beginning of the school year. However, these seven men said that the orientation was not as good as it could have been. Three men commented that no printed materials were sent to them and another said that the materials he did receive were not always clear. Five of the residence counselors said that they were not at all oriented to the job which was to be theirs in any way. The men who did receive some orientation stated that it consisted mainly of remarks concerning the campus, its students, and physical plant, but very little was stated about their responsibilities.

The counselors were asked, as their last question on the questionnaires, what improvements could they suggest for the orientation of the next residence counselor. One man stated there could be no improvements that he could think of. He said, "You must first live and work in the dorm before you

can fully understand how the objectives actually fit into place." The other fourteen counselors all stated some form of improvement which might be included for the orientation of their successors. The following are some of the examples of these remarks:

I would try to leave better records of what I had done and suggestions to what I found, good, bad, etc. Hardly any records were available to me.

A meeting with the administration of the school. Careful discussion of the objectives and regulations of the dorm counselor.

All procedures should have been more thoroughly laid out to us at the beginning rather than later.

Exact statements of duties and jurisdiction presented at the beginning of the school year if possible, personal discussion between previous residence counselors and prospective residence counselor.

Exact statement of duties, responsibilities, authority, status, procedure, etc., handed out at the beginning of orientation.

An opportunity to talk with the previous counselor.

1. Outline what is expected of him.
2. Help him to become acquainted with the way a dorm is expected to be run.
3. Guide him in some reading matter in this area.
4. Give him major responsibilities in the dorm and only limited duties in other areas.

I believe a few day's, possibly a week's orientation by the dean and/or other faculty would be extremely helpful.

Individual cases of students could be reviewed before the school year begins, in order that the counselor could better understand the students that will be living with him. As complete as possible a conference should be held with the administration to understand the system of disciplinary action, division of authority, etc.

Perhaps the details and accounts of all necessary information, also a chart listing all regulations regarding time when students are to be in their rooms, lights out, rules on long week-ends, etc. Sometimes these points

are overlooked and even though they are included in the handbooks, may change or vary from period to period. I believe by diligent study of the school's handbook and regular meetings with the president and dean of students most of the problems will be solved.

The deans also expressed their views as to an ideal orientation program for a residence counselor. The following are some of their expressions:

Orientation meetings with administration personnel especially the dean of students and a detailed description of exactly what is expected of him. There is no substitute for experience in this area. By trial and error the counselor determines the best course for him personally. His interests, personality, etc. are important factors in determining his particular action.

Introduce him and have him participate in the orientation week program at the beginning of the school year, following careful briefing sessions with him before the school year ends.

Three day orientation before school begins.

Let him live for a month right on the campus with the previous counselor.

I would prefer that he spend a week or two living in the spring months prior to his tenure. In addition to this a series of conferences with the dean or principal and with the student government officers prior to the arrival of the resident body would be most desirable.

By setting up a set of guide lines for his use indicating privileges and responsibilities of the office. It would be most desirable to have a series of conferences before he embarks on his job. Follow-up conferences in the first week, followed by regular conferences on the status of his dormitory life. In hiring him it would help also to suggest some courses which he might take which would assist him in his job. Bring to his attention that his own growth in Word and Sacrament are most essential to his heavy responsibility of sharing the Gospel with the students.

Service as in an assistant to an experienced man. Possibly some specific academic training at the Seminary.

1. Spend at least several days with a competent residence counselor (at another school if necessary) to observe and see scope of work.
2. Through discussion of specific duties.
3. Frequent meetings with the dean, especially the first days and weeks of the school year.
4. Study and master contents of the handbook and other statements of the college on dormitory life, philosophy of the school, etc.
5. Regular study of professional literature in that field.

1. Arrange an informal meeting with him soon after he has accepted the position, and before he has begun his active duties. The president, dean, and principal (guidance council) should meet with him. In this conference lines for responsibility and the overall view of the style of the system should be discussed. The faculty handbook (or at least an abridged addition), the student handbook, the dormitory handbook (if there is a separate one) should be provided and summarized briefly. He can take these printed materials for closer study at his leisure.
2. If step one has occurred before the end of the school year previous to his assuming duty, he might have the opportunity of meeting with the dormitory, student house committee, especially with student dorm proctors. He might also be introduced to a group meeting of those students who will return to his dormitory the following year.
3. When he returns to the campus for actual work there should be another meeting with the guidance council to clarify matters which may have come from his studied reading of the handbooks he received earlier or from thoughts about his work generally.
4. As students arrive he should have opportunity to meet them, especially the leaders. The admissions officer should have alerted him by now regarding any special cases of need.
5. Any events in the orientation week which would give him an opportunity to be with the students informally, should be particularly recommended to him.
6. He should be made to feel warmly welcome in the dean's office at any time especially during the early weeks of his arrival. --one takes for granted that all the amenities of housing, welcome, contract and the like, have been adequately provided by the school's administration. An unhappy beginning from this view is very difficult to overcome.

The present orientation programs in the majority of the preparatory schools according to the reports, are inadequate. The majority of the residence counselors would suggest improvements to the orientation program for the next residence counselor.

The administrators themselves would attempt to orientate the next residence counselors on their campuses in a much more thorough process than those who have been oriented in the past. The ideal situation would be to have the new counselor arrive on campus at the end of the school year previous to his arrival for full-time duties and at that time receive a preliminary overview of the objectives and responsibilities his job will entail. Above all, the administrators say, the "ideal" residence counselor will be in very close contact with the dean of students at the beginning of the school year. The general feeling of the administration is that more study should be done in this area.

CHAPTER VII

IMPLICATIONS

Introduction

The questionnaires have presented a picture of the residence counselors' present status. The administrators of the schools have, by means of their questionnaires, expressed their views concerning an "ideal" residence counselor. The deans and principals have explained many of the reasons for the present status of residence counselors, have presented a set of objectives for future counselors, and have expressed their feelings about the residence counselor program in Synod.

This section will investigate the implications of the statements made by both the administrators and the residence counselors. The implications will be made in the light of current educational thought concerning the residence counselor. The implications will measure the development of the program according to the ideas, objectives and procedures prevalent in educational circles and inherent in the original 1947 proposal of Synod.

Commitment to the Program

The need for a residence counselor as head of a dormitory is stated or implied by all of the administrators. This contention agrees with the 1947 proposal for the program:

The problem centers around the need for constructive guidance and counseling programs in the residence halls of our educational institutions and the need for spiritual qualified and well-trained individuals to supervise such programs.¹

The administrators, with the exception of one, not only stated the need for such a program but have in the years since 1947 committed themselves to the implementation of such a program on their campuses. The extent of this commitment varies from campus to campus; however, it can be implied from the findings of the study that a thorough commitment to and implementation of the program as outlined in the 1947 Synodical report is still lacking. The implications stated below will explain and elucidate this statement.

Qualifications of a Residence Counselor

The qualifications necessary for a residence counselor seem to be 1) a theological orientation, 2) a knowledge of counseling, its techniques and applications, and 3) outstanding personal characteristics. The 1947 resolution encouraging the program stressed heavily the importance of a theological background.² The accent in current counseling literature is that the counselor be generally trained, experienced, and able in his field.

¹The Lutheran Church--Missouri Synod, Reports and Memorials, 1947 (St. Louis: Concordia Publishing House, 1947), p. 164, hereinafter cited as Reports and Memorials.

²Reports and Memorials, 1947, p. 166

A thoroughly trained individual is the core of any adequate counseling program. Especially is this true when counseling of a vocational or personality development nature is undertaken . . . Such an individual has training in the fields of psychology, clinical procedure, case work, vocational, social, and economic change, mental hygiene, and educational organization . . . He must be a leader of the faculty developing a better quality of counseling throughout the institution, a person skilled in using his resources with individual students, and a clearing house for all of the counseling in the institution.³

Current counseling literature also stresses the importance of personal qualities:

But above all, personal qualities of a superior order are essential. Everyone who is employed by a college to supervise living units for students should be a person of good moral character, personal dignity, and emotional stability. In addition, such an officer should have a sincere interest in young people and the ability to hold their respect and good will.⁴

The questionnaires imply that the majority of the residence counselors possess two of the three qualification areas: a theological orientation and outstanding personal characteristics. However, the second area of qualification, a background in counseling experience and techniques, is lacking in the majority of the men. The residence counselors themselves readily acknowledge this fact and attempted by various means to improve their standing along these lines. The administrators state that the ideal counselor should have a thorough orientation in the counseling field. The simple fact is that

³C. Gilbert Wrenn and Reginald Bell, Student Personnel Problems (New York: Farrar and Rinehart, Inc., 1941), p. 143f.

⁴Harriet Hayes, editor, Residence Halls for Women Students, (Washington, D.C.: National Association of Deans of Women, 1947), p. 12f.

there is a present void in this area in the residence counselor program.

Orientation of the Residence Counselor

The vast difference between the orientation program which is presently conducted for the majority of the residence counselors and the orientation the administrators envisioned of the "ideal" counselor implies a necessary revolution in this area. Current literature states that a continual and thorough orientation program for the residence counselor is essential: "A clean understanding of what the job is, its responsibilities, the expectations of the administration, the philosophy underlying the work to be done will help both the advisor and supervising person."⁵ Dr. Ohlsen stresses the importance of on-the-job-training:

Every student personnel administrator recognizes the need for on-the-job-training. However, most administrators have been inclined to take the easy way out. That is, they have been satisfied with theoretical lectures about the job. To make matters even worse the administrators have usually planned the program. Individuals cannot be expected to grow on the job just because the administration recognizes certain weaknesses in the staff. If there is to be significant growth the staff themselves must recognize the need for the program and help plan it. Then in-service training becomes a learning process in which the staff members define the problems and actually help solve those problems.⁶

⁵Katherine H. Read, "The Role of the Residence Adviser," Journal of Home Economics, LI (April, 1959), p. 459.

⁶Merle M. Ohlsen, "An In-Service Training Program for Dormitory Counselors," Occupations XXXI (March, 1951), p. 531.

Record Keeping in Counseling

The questionnaires of both the residence counselors and administrators stated that some records for counseling work should be kept. Lloyd-Jones and Smith agree with this idea:

The head of residence will need to keep certain records. The system evolved should be based on principles of simplicity and consideration of the purposes to which they are to be put. Card files of names, home addresses, parent's names and occupations, telephone numbers, students' secondary schools, interests and skills, as well as date of birth, are useful. A card file of class schedules is necessary, for the head of residence may need to send to class for a student, should some sort of crisis occur. A folder should be set up for each resident containing his application for the dormitory and any confidential information the head of residence may wish to add . . . The system of records maintained in the dormitory should not duplicate any more than is necessary the records kept in the central personnel office of the institution. The director of personnel will wish to work out with the heads of residence the type of information he will want added to the records in the central office.⁷

The lack of uniformity and divergent opinions concerning the records of the residence counselors in Synod's preparatory schools implies that more study is necessary in this area to determine the constitution of proper records.

The answers on the questionnaires concerning the handling of confidential counseling data implies an investigation of the same on the part of many campuses. Current literature stresses the importance of correct handling of such confidential data:

⁷Ester Lloyd-Jones and Margaret Smith, A Student Personnel Program for Higher Education (New York: McGraw-Hill Book Company) pp. 190-207

Records of counseling relationships--interview notes, test data, or correspondence--and professional information shall not be made available for any purpose other than that for which they were compiled, unless permission of the client is obtained to do so. Reports to other persons shall be of a summary nature and in such language and concepts that the recipient can handle them professionally.⁸

Conferences between the deans and principals and the residence counselors, according to the questionnaires, are quite frequent and informal. Dr. Ohlsen agrees with the procedure when he says that the administrator must make his office open at all times to the counselors, but sessions should be voluntary on the part of the counselor.⁹ The majority of these conferences deal with current problems. Current literature on the subject stresses the importance of a continual orientation and training program through the regular meetings. A system followed at Northwestern University exemplifies this:

Each week during the semester we meet for an hour and a half to discuss in more detail our purposes, procedures, records and general material on how to handle various kinds of problems. We try to teach the counselors that a social program as such needs to be developed within each living group so that it meets the need of that group. That means that some will have a more extensive program than others, and some groups need to have their program curtailed. Also, we try to teach them a few of the fundamentals of group work; the role of the leader as a guide and not a dominating force; how to get students to take the initiative; how to get them to accept responsibility and to conform to social standards in the making of which they have had a share; how to scrutinize the social program so that for the trivial and the juvenile there can be substituted gradually a social program that carries

⁸Ralph F. Berdie, editor, Counseling and the College Program for Higher Education (New York: McGraw-Hill Book Company) pp. 190-207.

⁹Ohlsen, op. cit., p. 534.

with it some justification.¹⁰

The answers on the questionnaires in this area viewed in the light of recent literature are an evaluation by some counselors and administrators of this phase of the program.

The Counselor and Discipline

The questionnaires imply that the residence counselors are either the main disciplinary officers in the dormitories or they are in some manner thoroughly involved in the disciplinary process in the halls. The 1947 Synodical recommendation states:

While it becomes very plain that the counselor will not be a disciplinary officer, it will become necessary at times, particularly in the process of transition, to devise adjustment procedures and to supervise the activities involved. An arrangement which gives him direct responsibility in this area would, therefore, be desirable.¹¹

The concept as stated in the 1947 recommendation that the counselor should not be a disciplinary officer agrees with the current thought in this area. Michael Cortale expressed this thought in a recent article in which he stated that the counselor cannot escape involvement in disciplinary procedures, for here is a perfect opportunity to work with a student in a counseling situation. However, he states: "The majority of educational counselors believe that the guidance staff should

¹⁰Ruth McCarn, "The Housing of Students," Student Personnel Services in Colleges and Universities, edited by John Dale Russell (Chicago: The University of Chicago Press, 1941) p. 205.

¹¹Reports and Memorials, 1947, p. 165.

not handle the primitive aspects of disciplinary problems."¹² The results of this study imply that the various campuses are still in "the process of transition." The counselors are still directly responsible in the area of discipline in the dormitories.

Many of the residence counselors stated that they are attempting to use and develop student participation in dormitory regulation and control. This theory agrees with current counseling beliefs:

The administration of the dormitory cannot be successful unless the students play a part in the administration. Student participation in house government is both desirable and essential. It is the students living in the house that make "the house," and it is only to the degree that they feel that the different house programs are their programs and to the degree that the head of residence realizes the students' interests that these programs accomplish their real educational and social purposes.¹³

The successful reports and recommendations of this procedure as an adjunct to the residence counselor program implies that further exploration of this facet is necessary.

Living Quarters of the Residence Counselor

One qualification stated in the 1947 recommendation for the residence counselor program stated:

¹²Michael J. Cortale, "Counselors and Discipline," The Personnel and Guidance Journal, XXXIX (January, 1961) p. 351.

¹³Lloyd-Jones and Smith, op. cit., p. 193.

He should reside in the hall for full realization of guidance opportunities. A non-resident counselor is often apt to be away at the times when students are most in need of him. His work is made easier by being one of the group.¹⁴

The fact that fourteen out of the present fifteen counselors who answered the questionnaires live in the residence halls implies an acceptance of this particular qualification on the part of the administration.

Facilities of the Residence Counselor

The survey of housing facilities for the residence counselors in the dormitories showed the average apartments to be adequate for a single man only. Many of the apartments had no cooking facilities and few were equipped to handle a family. The 1947 recommendation said: "No cost should be spared to make available adequate living quarters as well as effective counseling facilities for the housemaster in a dormitory." The majority of reports indicate that most campuses are still in a "transition period" in this respect and have not, as yet, reached their goal.

Another implication in this area is that most schools are committing themselves to an unmarried residence counselor. The unmarried counselor seems to be more popular as a type of housemother now days. C. Gilbert Wrenn makes a note of this

¹⁴Reports and Memorials, 1947, p. 167.

fact in his book Student Personnel Work in College.¹⁵ With this practical consideration in mind questions might be asked relative to the importance and permanency of the position in the dormitory. Are the residence counselors expected to come out of the Seminary, as one administrator said, stay about two years and then move on when they get ready to get married?

Rank of the Residence Counselor

One of the main points in the 1947 recommendations to Synod is that the residence counselor first be "appointed" to his position and then after an "appropriate period of satisfactory service" he be called as an associate professor.¹⁶ The study reveals that none of the residence counselors are called to the associate professors rank, but all are under appointment as instructors or assistant professors. The majority of residence counselors who remained on a campus for a period of years and were later elevated in rank left their jobs as counselors after only a few years to devote full time to teaching responsibilities. The implications are many, but one apparent fact is that the position of residence counselor was regarded as temporary and a "stepping stone" to a job on the teaching faculty.

¹⁵C. Gilbert Wrenn, Student Personnel Work in College (New York: Ronald Press Co., 1951), p. 311.

¹⁶Reports and Memorials, 1947, p. 169.

Co-curricular Activities and the Residence Counselor

The administrators answered that they would like to see the ideal counselor have a limited co-curricular activity and teaching load. The 1947 recommendation expresses a similar attitude:

It is expected, also, that the housemaster will be . . . consulted on the scope and administration of co-curricular activities. . . . It would seem to be desirable to have the Headmaster come into contact with actual teaching problems through an assignment which would enable him to do a limited amount of teaching particularly in the field of religion.¹⁷

C. Gilbert Wrenn's findings relative to the teaching responsibilities of residence counselors in public institutions today revealed that about one-fourth of the men taught in addition to counseling.¹⁸ Four-fifths of the counselors covered in the Synodical study taught and all were involved in co-curricular student activities. The average class load was thirteen class hours a week plus an average activity load of a number of hours a week. One man said: "I spend too much time in class and have practically no time for any counseling." In the light of these facts the implication would be that a standard definition of "limited" load must be developed.

Status of the Residence Counselor

Three-fifths of the residence counselors stated, without provocation on the part of the questionnaires, that they were

¹⁷Reports and Memorials, 1947, pp. 165-167.

¹⁸Wrenn, op. cit., p. 311.

not truly residence counselors as the term implies. Here are some of their statements:

I do no formal counseling in the true sense of the words! This is where I feel "residence counseling" is a misnomer.

We spend two to three hours a day in the dormitory supervising and not counseling.

Don't think I really am a counselor, only a resource person.

They think we are policemen!

We teach a full load, coach athletics, sponsor clubs, and have other assorted duties. Our counseling, therefore, in the sense of really coming to grips with student problems is very limited.

"Status wise" and "pay wise" I am a dormitory supervisor, a "housemother."

We are in a rather vague position as to our status.

Only through complete reorganization of our dorm counselor set up could our lines of authority be further outlined and tightened.

More definite statement is needed of just where I stand with regard to authority. Don't often know just how far I could go if certain situations would occur.

I am responsible for the cleanliness and orderliness of the men's dormitory. That makes me superintendent of the building but not of the grounds.

I deal in dormitory living. They deal in academics. I am on the bottom of the administration ladder, which is the correct position for my job. (There is a large turnover of dorm counselors, why?)

Just where do the present residence counselors stand?

It appears that the majority of the men feel themselves to be more of a supervisor of discipline than a counselor. This contention is evident in other institutions. Robert Callis, after a study of the house counselors at the University of Missouri, makes this statement: "We contend that our personnel

assistants are not counselors and that their duties as stated are not synonymous with usually accepted definitions of counseling."¹⁹

Conclusion

Around these final remarks of the current residence counselors the total program revolves. The implications of these statements sound the warning note that the program, which was recommended by Synod fifteen years ago, is dying in a "state of transition." The counseling accomplishments of these men cannot be evaluated if they primarily consider themselves no more than housemothers, supervisors, building and grounds superintendents and policemen. The dangers of this "proctor" system were stressed in the 1947 recommendation:

Obviously the accepted definition of "Proctor" as "a college or university official who enforces order and obedience" does not define our purpose in this respect. Since it has proved neither adequate, practical, nor sufficiently effective in ordinary educational projects, this plan is still less suited to our specialized and spiritualized objectives. The extremes of too little and too much discipline usually appear as its characteristics. Its contributions toward the development of the cardinal virtues of faith, hope, and charity have been weighed and found wanting.²⁰

The developments of the program have also been weighed and found wanting.

¹⁹Robert Callis, "The Relations of Counseling to Personnel Work in Residence Halls," Counseling and the College Program, edited by Ralph Berdie (Minneapolis: University of Minnesota Press, 1954), p. 39.

²⁰The Lutheran Church--Missouri Synod, Reports and Memorials, 1947 (St. Louis: Concordia Publishing House, 1947) p. 164.

CHAPTER VIII

CONCLUSION

The study attempted to present a picture of the current status of the residence counselors in the men's dormitories of Synod's ten preparatory schools. Questionnaires of two different types, one for residence counselors and one for school administrators, were sent to all of the preparatory schools. Fifteen residence counselors and thirteen deans and principals responded for a 93 per cent return of the questionnaires. One administrator stated that his school had abandoned the residence counselor program. The residence counselors were asked to present a current situation on their respective campuses while the administrators were asked to present the rationale, objectives, and ideals of the residence counselor program. The results of the study were compared with some of the original 1947 recommendations for the program, and, also, with contemporary literature in this area. The implications inherent in the program were varied and numerous.

The Present Residence Counselor

The average residence counselor now at work in the dormitories of Synod's preparatory schools is about twenty-eight years old, a graduate of one of Synod's preparatory schools, theologically trained, untrained in psychology and counseling, in his second year as counselor, single, and continuing a graduate

program. He feels he could be better trained for the job and states that the ideal age for a residence counselor is about the same as his present age, twenty-eight. The average counselor says he lives in the dormitory with his office across the hall from his apartment. He feels his room is adequate only for a single man, and, even at that, it could stand improvements. The counselor is responsible for seventy-two men. He does two hours of informal counseling and one hour of formal counseling daily. The majority of his counseling is in the area of discipline, academics, and vocations. He keeps some sort of records, but he feels they should be better kept and better used. The counselor states that there is little interference from the faculty in his dormitory affairs; however, he attributed this to the lack of interest by the faculty in the students' total campus life. The counselor feels that he was inadequately oriented to his position, that there is little available material outlining his status and responsibility, and that his weekly conferences with the other personnel officers are sufficient for dissemination and accumulation of facts and cases. Under the present system the average counselor feels that he has sufficient authority in the dormitory, but he states, the whole situation needs another evaluation to determine his standing. He is responsible for the discipline in the dormitory and uses a dormitory council of student inhabitants to help regulate and control. The head personnel officer is notified in writing of disciplinary cases of certain individuals in the dormitory who are constant troublemakers

or who become involved in what he considers a major violation. The average counselor teaches thirteen class hours a week and is deeply involved in co-curricular student activities. He is not required to be on campus a certain number of hours per week, but he feels it his responsibility to be available as often as possible for counseling and dormitory control. He is allowed to take remunerative positions and does so by preaching about twice a month.

The Administrators Speak

The administrators see the ideal residence counselor as one who is well versed in counseling, a married man in his late twenties, a graduate of one of Synod's terminal schools, and a man with deep pastoral concern for the students. His living facilities should be adequate and within the dormitory. The group under the ideal counselor's responsibility should be forty-nine according to the administrators. He should spend as much time as possible counseling in the dormitory. His academic load should be light, less than ten hours a week, and his extra-curricular load no more than the average faculty member. He should offer and seek advice freely, at least once a week in conferences. He should have enough authority to run the dormitory without constantly seeking permission from the dean or principal. Only on matters of policy change should the administration be contacted, act on points of the dormitory administration mechanics. The counselor should be on campus enough to exercise his responsibility, but no set number of hours should be stated. He should

be instructed in carrying out a devotional program in the dormitory and he should be thoroughly oriented to his job.

The Implications of the Present Program

The pictures of the current counselor and those of the ideal counselor leave room for many implications. The majority of this implication comes to the fore in the light of the 1947 recommendations of the Board for Higher Education to the Synodical Convention proposing the implementation of a residence counselor program throughout Synod. Some of the objectives of this recommendation have been met. The program has been underway, or at least attempted, in all of the preparatory schools. The structure is present. The personnel are in their positions, facilities have been set up for the counselors. However, it appears from the reports that the structure has a hollow center. The residence counselor is still in transition. He is still a disciplinary officer and dormitory supervisor, but not primarily a counselor. The majority of the campuses have committed themselves to the program but have carried it only partially to fulfillment. The 1947 recommendation stated that the counselor was to be a counselor and dormitory supervisor and control was to be exercised by others not mentioned in the recommendation. The majority of the current counselors are perplexed and confused as to their objectives, status, and responsibilities. Could this be the reason, as one counselor answered, that the average tenure of counselors is only two years?

These implications demanded a thorough reevaluation by each campus of their objectives of the residence counselor program.

The problem confronting most is whether or not the program should be carried to its logical extent. Preston B. Albright stated the need for this constant evaluation of the status and responsibilities of the residence counselor in his article "The Place of Residence Hall Organization in the Student Personnel Program."¹ If the original recommendations are to be met studies must be undertaken in the following areas on many of the campuses:

- 1). Clear objectives of the status and responsibility of the residence counselor
- 2). A more qualified counselor in the fields of psychology and counseling
- 3). Better facilities for the counselor, especially the married men
- 4). Counselors who are to be primarily counselors and not supervisors or disciplinarians
- 5). Academic and co-curricular loads for the counselor

Only after these and similar areas relating to the structure of the program have been studied and put into operation can a proper evaluation of the benefits of the program be derived. Only then can a study be made of:

- 1). The value of the residence counselor in the dormitory of Synod's preparatory schools, and
- 2). Types and techniques of counseling proved successful in a dormitory developing future pastors and teachers.

¹Preston B. Albright, "The Place of the Residence Hall Organization in the Student Personnel Program," Educational and Psychological Measurement, XI (Winter, 1961), pp. 700-703.

APPENDIX A

1947 RECOMMENDATIONS

Student Counselor Program

The problems center around the need for constructive guidance and counseling programs in the residence halls of our educational institutions and the need for spiritually qualified and well-trained individuals to supervise such programs.

Obviously the accepted definition of "Proctor" as "a college or university official who enforces order and obedience" does not define our purpose in this respect. Since it has proved neither adequate, practical, nor sufficiently effective in ordinary educational projects, this plan is still less suited to our specialized and spiritualized objectives. The extremes of too little and too much discipline usually appear as its characteristics. Its contributions toward the development of the cardinal virtues of faith, hope, and charity have been weighed and found wanting.

The housemaster in our system may be expected to plan and to direct a positive program of student activity designed to create improved basic spiritual, scholastic, and professional attitudes of the program. This will be accomplished through personal counseling traditions wherever the need of improvement is indicated. Much which essentially attempts to establish

the relevance of the will of God to all areas of life; to identify and formulate the specific application of this divine will to the practical aspects of the student's current pattern of life; and through the means of grace to create and strengthen a love-motivation which will lead to a ready acceptance of that will in the spiritual, mental, and physical aspects of the student's daily life at school. It is expected, also, that the housemaster will be a key factor in the determination of both worship and the cultural program on a given campus and that he will be consulted on the scope and administration of co-curricular activities. While it becomes very plain that the counselor will not be a disciplinary officer, it will become necessary at times, particularly in the process of transition, to devise adjustment procedures and to supervise the activities involved. An arrangement which gives him direct responsibility in this area would, therefore, be desirable.

The cloistered atmosphere which surrounds student life is an unfortunate heritage of the past which still persists on many campuses today. Within the last few years it has been less conspicuous in public schools, but its grip is strong and tenacious in private residence institutions. School life divorced from reality to the extent that it precludes practical contact with the problems and responsibilities of community life manifestly increases the need for guidance.

In many ways, the dormitory offers better opportunities for guidance than do other situations. One reason for this

lies in the fact that there is more time for conferences and follow-ups than elsewhere. Students are available more often, and more easily contacted.

The second reason is that students are much more apt to be relaxed, receptive, and responsive in their "homes" than in an office. This lack of formality is conducive to fruitful interviews and conferences.

The third reason lies in the variety of channels through which a student may be approached. In terms of the total guidance picture it is unexcelled. Spiritual, social, scholastic, personality, health, and professional choice problems can be more readily observed in this atmosphere than in that of the classroom or office. This does not mean that student guidance should begin and end in the residence hall. This section is only one phase of the program. To be successful, all the work at the school should function in co-ordination with the guidance program.

Because of the nature of his work, it will probably be most effective in our schools to apply the system first to the high school boys only. To establish proper traditions as original attitudes will be easier than substituting good attitudes for inferior ones. Accordingly, it is also necessary that considerable patience be exercised in the early evaluation of results, since the suggested process of infiltration will require a substantial amount of time to achieve readily observable results.

Qualifications

When listing the qualifications of Residence-hall Counselors we need to remind ourselves that mere technical training and interest will not suffice of themselves. To serve our Church's needs in this respect, more than a knowledge of psychology and psychoses is required. The vastly more important ability rightly to divide and correctly to apply the Law and the Gospel are unconditional prerequisites.

The Housemaster must have many other attributes, for he will be meeting his students in all sorts of situations in what amounts to almost a twenty-four-hour-a-day job. Even a partial list of qualifications appears to be quite long; yet it is necessarily so:

1. A Housemaster and Counselor must be a man of deepest personal faith. He must have a profound love for and knowledge of the Word of God, which he desires to use as the guide and motive in the training of the Church's future servants.
2. A Housemaster and Counselor must possess a detailed knowledge of the attitudes and qualities required in the work of the Lutheran ministers and teachers and a thorough understanding of the very extensive variety of qualifications which might serve the Synod in its vast multiplicity of functions.
3. A Residence-hall Counselor must possess sympathetic understanding of the student's problems. In other words,

ability to "walk in the student's shoes" is of paramount importance.

4. He should have some training and experience in the field of guidance, so that he will realize his limitations and capitalize on his opportunities.

5. He should have a general knowledge of educational and professional trends, so that he can acquaint students with desirable procedures in making their choices.

6. He should reside in the hall for full realization of guidance opportunities. A non-resident Counselor is often apt to be away at the times when students are most in need of him. His work is made easier by being one of the group.

7. Quick, mature judgment, tempered by humor, is often the saving grace in an otherwise trying situation. Unexpected incidents often happen in a dormitory, and the way in which they are handled make or break the Counselor.

8. A genial, unruffled disposition will "carry a lot of weight" with students. They are quick to appreciate the qualities of congeniality and calmness.

9. A Counselor must always be tolerant of the opinions of his students. A scoffing attitude puts distance between them. Patience is a companion attribute. It is often sorely tried, but without it a Counselor may as well retire.

10. The need for a good scholastic background is readily apparent in terms of ability to advise or tutor students.

11. A Counselor must know when to listen and when to talk. Probably more interviews and conversations have been ruined by his inability to "listen well" than by any other one thing.

Practical Considerations

It would seem to be desirable to have the Housemaster come into contact with actual teaching problems through an assignment which would enable him to a limited amount of teaching particularly in the field of religion. An arrangement whereby the Housemaster is in continuous residence in the dormitory, or in a residence attached to a dormitory, offers additional advantages. The entire program will be impaired to a critical extent if the school fails to provide adequate counseling facilities or fails to give proper evidence of the value it places upon such a counseling program and its effective direction. No cost should be spared to make available adequate living quarters as well as effective counseling facilities for the Housemaster in the dormitory.

It would be well, also, to consider the possibility of according full recognition to the status of Housemasters by providing for attendance at all faculty meetings and giving careful consideration to the potential effects on the guidance program of any academic proposals. Equality in salary would be another factor indicating the importance attached to this position.

Faculty Status

It might be difficult to determine whether a candidate has suitable qualifications for the work if it were felt to be necessary to first approach such a candidate by extending a formal call. There are so many crucial personality characteristics involved that personal interview, more intimate acquaintance, and reasonably extended trial tenure will usually be required to determine with a proper degree of accuracy the possibilities of successful incorporation of an individual Housemaster into an existing system. The questions of age, interest, experience, training, travel, practical success, personality, marital status, adaptability and religious background and experience are so delicate and at the same time so vital that it would be wise to provide for full exploration of these pertinent areas. The freedom necessary to conduct such extensive investigations might not be readily available under the Church's traditional view of correct procedure in the matter of extending calls.

To recognize the fact that this position involved genuine "pastoral" work of the highest order, a divine call and highest faculty status are appropriate but the original approach which requires such extensive and direct examination could perhaps best result in the offer of a series of appointments at the instructor level with the definite understanding that when the results achieved indicate the Lord's blessing upon

these labors, a call to an associate professorship or a full professorship will be extended.

Staff Co-operation

If there is to be an effective program of guidance, there will be a need for extensive co-operation by the administration and by the entire teaching staff. Information needed to counsel a student at any given time covers very considerable areas. It may concern the student's spiritual state, health, educational achievement, attitudes, interests, abilities, family relations, hobbies, work experiences, or other pertinent characteristics. Obviously, it is essential that these data be cumulative, recorded, and available for use. No individual could assume exclusive responsibility for providing and using these tools; on the contrary, to be successful, such a program requires the active sympathy and co-operation of the Board of Control, the President, and the entire faculty.

Counseling is both an art and a science. It would be fortunate indeed if all the members of a given faculty and staff were equally able to do good counseling and to plan proper guidance. It is quite evident, however, that such elements as personality, interest, training, and experience will make some spiritually qualified individuals more able than others to carry on such work. In spite of that fact, the total counseling job must not become a one-person responsibility. In large, medium, or small schools it will be necessary to

make definite assignments in this field to certain faculty members, even though a technically trained and competent person is available to direct such a program. It is apparent, then, that any currently existing program of guidance at our schools should not be eliminated, but should, instead, be integrated with the program which may be developed under the Housemaster's direction.

It is apparent that the program could not be carried out, no matter how well the school might be provided with a specialist in the field, unless there is staff participation in many of the activities. Specific areas of participation for the Housemaster will be suggested by the Board for Higher Education.

Conclusion

It is expected, finally, that the school will be willing to offer complete and frank reports for the use of the Board for Higher Education in its further study of the procedures which Synod has authorized. There is no doubt that real and lasting benefits will accrue to the students, the school involved, and, eventually, to our entire Church if the best techniques for this type of guidance can be discovered and put into practical operation on our various campuses.

Recommendation

1. That the Board for Higher Education be directed to

to authorize the appointment at the instructor level of Resident Student Counselors on any campus where the need is indicated and where staff and administration give evidence of sympathetic approval of the principles and purposes described in the proposal here presented.

2. That the Board for Higher Education be directed to authorize local Boards of Control to call Resident Student Counselors after an appropriate period of satisfactory service to an associate professorship upon the request of the local Board of Control and upon the presentation of satisfactory evidence of the eligibility of the personnel involved and the desirability of such action.

APPENDIX B

QUESTIONNAIRE SUBMITTED TO DEANS OF STUDENTS AND PRINCIPALS

The Residence Counselor

I. Dormitory Living.

- A. State your theory and/or objectives of dormitory life and its control on your campus?

- B. What means do you see as those most effective to reach your objectives?

C. What part does the residence counselor play in your theory of dormitory life and control?

D. What is your concept of Christian discipline?

II. History of the Residence Counselor on Your Campus. (If you have no knowledge of the total history, answer within the realm of your experience on your campus.)

A. How long ago did your first residence counselor take up his post? (If the history is long, you might state the approximate number of years.)

B. How did this implementation come about? (Who or what was the moving force?)

- C. Give a brief history of the growth as to numbers, status, and rationale of the residence counselor on your campus. (Was he formerly part-time? Was he an older layman or custodian, etc.? How has the concept of the position changed?)
- D. What, would you estimate, is the average term of office for the residence counselor on your campus?
- E. What happened to those who were once residence counselors? (Went into a parish? Teaching full time?)
- F. How do you envision the future of the residence counselor on your campus? (Has he impressed the administration enough to warrant status in numbers? How many? etc?)

III. THE IDEAL RESIDENCE COUNSELOR

In an attempt to get at your ideas and feelings about the place and position of the residence counselor on your campus the hypothetical situation of an "ideal" residence counselor is here constructed. It is understood that the lack of money, lack of students, administrative or faculty bias, and other reasons, will keep you from achieving the "ideal." In answer to the following questions please be as realistic as possible under the prevailing conditions on your campus, keeping in mind also such conditions as you can envision in the immediate future. Feel free to depart from the question.

A. Background

1. What type of academic background and experience would you feel would qualify a man to do the best residence counseling job in your situation?

2. What type of academic background and experience would you consider acceptable for this job?

B. Character

1. Should he be a married man or single? Why?

2. What age area would be best? Why?

3. Which outstanding personal characteristics should he possess? (Rank 1-10; number 1 being most important.)

<input type="checkbox"/> a good leader	<input type="checkbox"/> congenial
<input type="checkbox"/> a "father image"	<input type="checkbox"/> pastoral concern
<input type="checkbox"/> athletically inclined	<input type="checkbox"/> good organizer

- () neat in appearance and habit () willing to take responsibility
- () studious ()

C. Facilities

1. Where should his office be located? Why?
2. Should he live in the dormitory or near it? Explain.
3. How much living space should he have? (In detail; kitchen, etc.)

D. Counseling

1. For how large a group should he be responsible?
2. How much counseling should he do a day?
3. What type of counseling should he emphasize? (Vocational, disciplinary, daily course work help, course advising, etc.)

4. What steps should he take in a discipline case? (When should he notify the administration or the faculty? How should he notify the administration or faculty?)

5. To what extent is the counselor (personally) to enforce the standards of the dorm? How should he do it?

E. Status

1. What place should a residence counselor have in the "chain of command" concerning his actions in the dormitory? (Rank in administration.)
2. On what items should he seek permission from you? (Roommate change: Handbook change: etc.)

3. What type of records should he keep of his activities and duties?

4. How often should he confer with the dean or principal?

F. Extra-Counseling Duties

1. How much time should he spend with co-curricular activities on the campus?

2. How heavy a teaching load should he carry?

3. Do you believe he should have a certain number of hours he must be on campus? Explain your reason.

4. Should he be allowed to preach or to take other remunerative jobs? To what extent? (What do you consider "not interfering" with his counseling work?)

5. In which way should he contribute to the devotional life of the campus and dormitory?

QUESTIONS PERTAINING TO THE RESIDENCE COUNSELOR

The Residence Counselor

G. Orientation to His Job

1. What would be the ideal way to orient this "ideal" residence counselor to his job on his campus?

2. What is your background (previous experience) for residence counseling?

3. Are you presently engaged in, or planning to do any further academic work in the near future? If so, what type?

4. For how long have you held your present position?

5. What type of academic background and experience would you feel might have better prepared you for your present position?

H. Personal Data

6. Are you single or married?

7. Your age.

8. Which of the following characteristics do you deem necessary for your duties in the dorm? (Rank in order of importance, 1-10, number 1 being most important.)

- | | | |
|-----------------------|-----|---------------------|
| 1. a good leader | () | 6. congenial |
| 2. a "father figure" | () | 7. pastoral concern |
| 3. ethically inclined | () | 8. good organizer |

APPENDIX C

QUESTIONNAIRE SUBMITTED TO THE RESIDENCE COUNSELORS

The Residence Counselor

I. Background

- A. What is your academic background (college and above)?
- B. What is your background (previous experience) for residence counseling?
- C. Are you presently engaged in, or planning to do any further academic work in the near future? If so, what type?
- D. How long have you held your present position?
- E. What type of academic background and experience would you feel might have better prepared you for your present position?

II. Image of the individual

- A. Are you single or married?
- B. Your age.
- C. Which of the following characteristics do you deem necessary for your duties in the dorm? (Rank in order of importance, 1-10, number 1 being most important.)
 - () a good leader () congenial
 - () a "father image" () pastoral concern
 - () athletically inclined () good organizer

- C. (cont.)
 neat in appearance and habit willing to take responsibility
 studious
- D. Do you feel it would be better to have a housemother, a married couple, or an older or younger man in your position? Why?

III. Facilities

- A. Where do you live?
- B. If you live in faculty housing or the dormitory, what type of quarters do you have? (How large? Kitchen? Where located in the dorm? How old is the building? Furnished? etc.)
- C. Do you consider your housing adequate?
- D. What improvements could be made in your housing? Give reasons?
- E. Is rent deducted from your salary for room and board, or are you not charged for your room?
- F. Where is your office located?
- G. What type (size and facilities) of an office do you have?
- H. Do you feel it could be better located? Where?

IV. Counseling

- A. For how large a group are you responsible? Is it too large a group?

- B. How much "informal counseling" (Stopping in a boy 's room, meeting him on campus, etc.) do you do a day? Please try to be specific.

- C. How much formal counseling do you do a day?

- D. Is the majority of this counseling initiated by you or by the student?

- E. What types of counseling takes the majority of your time? (Vocational, disciplinary, study help, course advising, etc.)

- F. Do you feel the accent should be on any one particular type? Which?

- G. Do you feel you are doing an adequate job of counseling?

- H. In what ways do you seek to improve your counseling?

- I. What type of records do you keep of your counseling and other activities? (Are they adequate? How could they be improved? Should there be none at all?)

V. Discipline

- A. What is your theory about discipline in the dorm?

- B. What are the Christian principles underlying your approach to discipline?
- C. What are the means of discipline in the dorm? (Dorm council, faculty, you?)
- D. Who does the majority of the exhortation?
- E. What steps do you take in a discipline case? (When do you notify the dean, principal, or faculty? How do you notify the dean, principal, or faculty?)
- F. How much authority do you have in disciplinary cases? (Can you say, "If you do that, I'll see to it that you won't be back next year.")
- G. Do you feel that you have sufficient authority in the discipline cases? To what extent?

H. Should discipline cases be reviewed by the faculty?

I. How is confidential data handled?

VI. Status

A. Do you feel that you have sufficient jurisdiction in the dorm? (Is there too much interference by other faculty members? Can dormitory student circumnavigate your decisions by going to the dean or principal?)

B. How could the lines of authority be further outlined and tightened?

- C. Which of the following may you do without the consent of the dean or another person?
- | | |
|---|---|
| <input type="checkbox"/> change roommates | <input type="checkbox"/> change handbook or dorm rules |
| <input type="checkbox"/> put a boy on probation | <input type="checkbox"/> check out a student for week-end |
| <input type="checkbox"/> excuse from class | <input type="checkbox"/> excuse from study period |
| <input type="checkbox"/> excuse from campus for evening | <input type="checkbox"/> confine boy to his room |
- D. How often do you confer with your dean or principal? (On which matters? Should you have more or less conferences?)
- E. What written statements does your school have relative to the status and position of the residence counselor? (You might attach a copy.)
- F. How do you relate administratively to the rest of the staff?

VII. Extra-counseling duties

- A. How heavy a teaching load do you carry? (Names and course hours, indicate quarter, semester or high school unit.)

- B. Is this load too heavy? Explain.
- C. What contribution does teaching make to your residence counseling?
- D. How much time do you spend on co-curricular activities outside of counseling on campus. Name organization.
- E. Are you allowed to take remunerative positions? (Preaching, choir director, etc.) How much are you allowed to do? How much do you actually do?
- F. Must you be on campus for a certain number of hours or at a certain time during the week? What are the regulations?

- G. How do you contribute to the devotional life of the dormitory and campus?

VIII. Orientation to your work

- A. How were you oriented to your job? (Were the objectives of your job plainly stated?)

- B. What improvements could you suggest for the orientation of the next residence counselor?

APPENDIX D

MILWAUKEE'S NOTES TO PROCTORS

Proctors and Residence Hall Men's Guidelines for Serving Their Fellow Students

I. The Proctor and the Residence Hall Committee Man

1. You will, with the help of God, do your best to present yourself to God by your student-leadership service, as one approved, a workman who has no need to be ashamed, correctly applying the Word of God to every life situation.

a. by your own living, as a Christian example to others;

b. by Christian admonition;

c. by Christian counseling;

d. by Christian exhortation and warning;

e. by Christian disciplining, when necessary.

2. You will, as student leader, administer the affairs of student life on this campus, under the direction of the Dean of Students, according to the Student's Guide Book.

3. You will, as student leader, diligently and faithfully perform the duties of your office, in accordance with the Word of God, the principles and practices of our Church, and the policies of Concordia College, according to the ability which God gives.

4. You will enforce the rules and regulations in the spirit of Christian love, for the benefit of all concerned.

a. so that each individual's personal health, safety, happiness, and profitable living on the campus of Concordia will be assured;

b. so that the rules and regulations will serve for common guidance, for the coordination of activity, for the assurance of justice and fair play, and for the preservation of the welfare of the total group against the immature judgment or actions of some of its members.

II. The Student in Person

1. You individually will accept the responsibility to adjust yourself to, and to "fit in" the structure of Concordia's residence hall boarding school living.

a. by making yourself well-informed concerning all rules and regulations which govern your living at Concordia;

b. by learning to cooperate in every way, to help promote God-pleasing decent and orderly living for all;

c. by learning to live agreeably with others, to "give and take," to "live and let live";

d. by making yourself personally responsible whenever in doubt to ask and before you act, to think;

e. by availing yourself of the many opportunities for

receiving proper counseling and guidance, whenever you have need for such services;

f. by learning to make your own decisions, and by being ready and willing to accept the responsibilities and the consequences of your decisions.

2. You will keep your person and your belongings neat, clean, and orderly, becoming of a Christian gentleman.

3. Your personal dress and grooming will be appropriate for the occasion, and will at all times reflect good taste.

4. You will avoid all radical or questionable styles of dress and grooming, language and manners, that might reflect the extreme, radical, queer, or the presumptuous.

5. You will refrain from all forms of boisterous, loud, horseplayish, and rough housing behavior, or in personal harm and injury, or in destructiveness and vandalism of property, both on and off campus, which might result in disturbance or ill will of others.

6. You will keep yourself especially alert to avoid any and every semblance or appearance of the evils called "social" sins, such as, profanity, lying, cheating, stealing, drunkenness, immorality, and perversions.

7. You will hold yourself personally responsible, and liable to a fine for any wear-and-tear beyond proper normal use, for any marking or destructiveness caused by carelessness. (When specific blame cannot be placed, the entire community group of the area in question, will

be proportionately disciplined.)

8. You will hold yourself personally responsible for your personal property, valuables, books, clothes, health, studies, dress, conduct, manners, and spiritual life.

9. You will not "shag," haze or mistreat anyone in any manner or form whatever.

10. You will not deceitfully or fraudulently make use of the College infirmary and nursing service in order to cover up any childish behavior, lack of class preparedness, or any immature judgments concerning the laws of fatigue, expenditure of energy, and of the necessity for regular refreshing sleep.

III. The Student in Residence Hall Living

1. You will keep your living quarters, your residence hall, and the outside grounds areas neat, clean, and orderly at all times.

2. Your choice of room decorations, pictures, posters, souvenirs, books, magazines, and recordings will reflect good taste, and will be in harmony with Christian principles and dignity.

3. You will recognize that an atmosphere of "quiet" is a most important necessary quality and condition in residence hall living at all times, in order to promote a proper study and learning environment.

4. You will protect your personal property and valuables at all times, and will avoid any carelessness that might

- be a source of temptation to a weak or erring brother.
5. You will at all times observe all proper check out and check in procedures and regulations.
 6. You will receive permission from your proctor for your monthly overnight weekend off campus leave. For any additional or emergency condition, you will in person present such requests to the dean of students.
 7. You will not permit trunks in residence hall rooms.
 8. You will not place anything on window sills, nor hang clothes or bedding out of windows.
 9. You will request your proctor's permission before adding any furniture, or before changing about any furniture.
 10. You will keep out of all out-of-bound areas, whether open or locked, such as kitchen, living quarters of college workers, bakery, laundry, engine room, store rooms, hospital supply rooms, general basement areas, fuse boxes, and all building roofs (except gym roof for sun bathing).
 11. You will not permit any outside sales people, delivery people, or any unauthorized stranger beyond the entrances of residence halls, and never in any residence hall corridor or room.
 12. You will at all times be considerate of your conduct and good manners towards all visitors, our neighbors, and the general public.
 13. You will observe all scheduled time hours at all

times, and will request beforehand any exception you feel to be necessary or desirable, from the authorities in charge.

14. If you are a "city" non-boarding student you will make it your responsibility,

- a. to observe all general rules of Concordia;
- b. to attend all chapel devotions when on campus;
- c. to have your parents telephone the college office between 8:00 a.m. and 9:00 a.m. (WE 3-2080), whenever you must be absent;
- d. to restrict yourself to the campus from the beginning of the class day until the end of classes for the day, if you are a high school department student;
- e. to drive a car only with your parent's permission, to never drive it during the regular class day schedule, and to use it only for the purpose of your personal transportation from home to school and from school to home, if you are a high school student.

15. You will permit no overnight visitor in your residence hall without specific approval of the dean of students.

16. You will not visit residence hall rooms from which you are prohibited.

IV. The Student and the School Program

1. You will observe all time schedules pertaining to your Concordia life and activities and will present yourself promptly.

2. You will faithfully attend all regular chapel worship as well as living a daily life of private and room group prayers and devotions.
3. You will choose your Milwaukee communion church home and will report such choice to the Director of Student Activities by October 15.
4. If you are a high school student you will regularly report your communion attendance to your instructor in the first religion class of the week following your partaking of the Sacrament.
5. In your liturgical practices you will yield to the common practice of the majority with whom you worship.
6. In your class work you will
 - a. attend all classes as scheduled;
 - b. be prompt at all times;
 - c. be prepared at all times;
 - d. report yourself at once to the Dean of Students after having been absent from any class for any reason whatsoever;
 - e. report yourself at once to the professor from whose class you were absent;
 - f. request an excused absence beforehand from the Dean of Students for any unavoidable appointment, activity, or emergency.
7. You will observe all dining hall regulations of procedures, dress, and conduct as directed and enforced by the committee in charge.

8. You will not leave the campus illegally, nor fail to properly check out and in on the required cards.
9. You will return to the campus before the expiration of the time limits, as specified.
10. You will observe all regulations covering the proper hours and the proper use of recreation, game and lounge rooms, as enforced by the committee in charge.
11. You will observe the following recess and vacation rules:
 - a. you will make no plans or arrangements to leave before the officially scheduled time, without first having received specific permission from the Dean of Students;
 - b. you will make no arrangements to leave later than 24 hours after the start of a vacation;
 - c. you will not make any arrangements to return to the campus earlier than on the afternoon preceding the first day on which classes are resumed.

V. The Student and General Aspects

1. You will do your share of free-service work and cooperate with those in charge, as scheduled.
2. You will make requests to the proper authorities for authorization to use, move, or change about any school properties and materials.
3. You will report all damage and breakage at once to the proper authorities.

4. You will request permission from the Dean of Students before accepting any off campus work, or before becoming a member of any off campus group, organization, or activity.
5. Your campus limits are as follows:
 - a. to the west, North 33rd Street;
 - b. to the east, North 29th Street;
 - c. to the north, West State Street, including the athletic field;
 - d. to the south; West Kilbourne avenue, including the athletic field.
6. You will respond to messenger service calls immediately.
7. You will seek help and counsel at once when problems face you, so that you can learn to face your problems successfully.
8. You will recognize that Concordia will accept no responsibility for the care of your personal belongings and valuables.
9. You will protect your money by depositing it in the college student bank.
10. You will recognize that as a boarding school, no student will be permitted to room and/or board off campus, except when living with his parents or other close relatives, with full written consent of the parents and with the approval of the Dean of Students.
11. You are not permitted to use classrooms for your personal or for a small group purposes.
12. Students of the three lower classes are not permitted

to visit in residence hall living rooms of students of the upper three classes, and vice versa.

13. The bulletin boards are to serve you by keeping you well informed. You will read the bulletin announcements daily. You will refrain from any form of marring the materials on the board.

VI. The Student and Civil Law

1. You will recognize that it is your personal responsibility not only to obey all rules and regulations because they are of Concordia, but also because certain areas of living are covered by city ordinances, state laws, and federal laws, violations of which by you as a Concordia student could result in severe penalties to you, great sorrow to your loved ones, much harm to the good name and cause of Concordia, as well as your immediate expulsion from Concordia.

2. Jay-walking is prohibited by city ordinance. In going to and from the athletic fields, you must walk at right angles to the street, you may not run, and you may not in any interfere with the flow of traffic. You must also obey all traffic light controls and any traffic control of police officers.

3. Sidewalk, street and alley play - Concordia prohibits all play of throwing, catching, or hitting games on any built up areas of the campus as well as on lawns and walks. The city permits no play on sidewalks, streets, and alleys.

4. Hitchhiking is prohibited by Concordia as a potentially dangerous activity and in certain areas, it is a violation of the law of the community.

5. Smoking is prohibited by Concordia for students of the three lower grades. No smoking is permitted by anyone in bed rooms, dining hall, hospital, library, classroom, and administration buildings, chapel, gym and gym annex. City and state laws also control selling, purchasing and use of tobacco. Milwaukee Fire ordinances are most strict concerning any and all fires started as a result of carelessness associated with smoking; also, any careless use of candles, hot plates, irons, etc., may leave us open to sharp criticism and even civil action.

6. Fireworks - Concordia as well as city and state government prohibits the sale, purchase, and use of any such materials, under penalty of severe fines.

7. Weapons of any kind, such as guns, knives, clubs, brass knuckles, etc., are not permitted on Concordia's campus. The law prohibits any potentially dangerous weapon on the person of an individual.

8. Sanitation and Cleanliness - Concordia prohibits any litterbugging and careless disposal of waste and refuse, as well as any unsanitary room condition because of food stuffs and edibles, which also are violations the city health department health laws.

9. Disturbances and public nuisances are also under civil ordinances and might result in arrest and fines. You must so conduct yourself at all times, mindful of your conduct, the good name of the school, and the impression you give to our neighbors and the public in general, especially in the areas of loud, boisterous yelling, loud music, calling insults, encouragement or wolfing to passerby etc.

10. Curfew - Violation of campus time limits may result in violation of city curfew laws which could result in arrest and fine.

11. Thievery in any form is a most serious offense on and off campus. Shoplifting in stores may result in arrest, police record, and incourt action. Failure to immediately report lost articles which you find, might leave you open to serious suspicions as to your character and conduct.

12. Automobiles - Any careless or illegal use of an automobile or other licensed vehicle might make you guilty of a city or state traffic violation which can result in your arrest, fine, loss of driving privilege, and dismissal from Concordia. It is a city ordinance violation to sound your horn for any purpose except as a warning to cars and pedestrians.

13. Liquor of any kind is not permitted on campus. Milwaukee city law and Wisconsin State laws cover the sale, purchase, and use of liquor; age limits govern the purchase

and drinking in taverns, as well as in public places and in automobiles. A Concordia student dare not even give an appearance of evil in this matter.

14. Telephones - You will use the telephone system in such a way only that it serves the convenience of everyone, both in and out-going callers. Any dishonest tampering with the service could result in action by civil authorities.

15. Improper use of keys or forcible entry to any out-of-bounds or locked area can result in serious consequences.

16. Civil Defense and Fire and Police Control, regulations, and directives must be promptly and cheerfully obeyed by everyone for the good of all.

APPENDIX E

POLICIES AND RESPONSIBILITIES OF RESIDENCE COUNSELORS

Concordia College, Saint Paul, Minnesota

1. The residence counselor of the women's dorms shall be responsible, in direct succession, to the Dean of Women, the Dean of Students, and the President in exercise of her functions.
2. For the school year, it will be expected that:
 - a. The counselor set a pattern of consecrated Christian life for their co-workers and their group.
 - b. The counselor is available for individual and group counseling both at stated times and upon request.
 - c. The counselor measures the living conditions of the dorm daily against the patterns of cleanliness, orderliness, good stewardship of personal and public property, and good taste.
 - d. The counselors actively foster the participation of those for whom they are responsible in the curricular and co-curricular life of the school. To that they shall see that is possible for a student to study under conditions as ideal as possible, and that students are encouraged to develop their skills in human relationships.
 - e. The counselors insist that the heart of their own lives and the life of the dormitory to be cultivated in the devotional life.

- f. The counselors furnish the responsible student personnel officers evaluation of students under their charge.
- g. The counselors recognize their limitations and call upon their co-workers for advice and assistance when needed.
- h. The counselors recognize that their task is never done in the possible improvement of an academic and religious climate.
- i. The counselors do everything that can be done to interpret the position of the school to students, parents, and the public.
- j. The counselors solicit and receive the help needed to take care of the facility without their personal involvement. Counselors are not salaried to be janitors, chauffers, etc. for the student.
- k. The counselors observe the physical and mental health of their student population and report to the Health Center individuals needing assistance and that they encourage students with such needs to report to the Health Center. On week-ends the counselor must decide whether to call the college doctor or send the patient to the hospital. The nurse is not to be contacted unless it involves questions the doctor may ask about previous medication.
- l. The counselor seeks to discredit rumors and statements which are prejudicial to the school. Students found guilty of such practices must be reminded that they are damaging

the reputation of the school and hindering the recruitment of new students.

m. The counselors see that students realize that it is a privilege to attend the college and that it is not a right which is inherently theirs.

n. The counselors refer students with problems of an academic nature to the student's advisor or to the college counselor (Prof. Heuer), problems of a financial nature to the Business Office.

o. The counselor sees that rules adopted are to be lived up to by the student population. If changes are desired, such changes may be requested but in the meantime the rule is to be observed.

p. The counselor in her personal life be-speak the support of the patrons of the school and discredit rumors which they hear which would damage the reputation of the school. The counselor will decide the information to be passed on to friends and relative by word of mouth and/or correspondence and whether it should be repeated to those not knowing all of the facts if such problems are harmful to the school.

q. The counselors see that the property and area near their dorm is kept free of debris, snow, etc. through the use of students in the dorm.

GENERAL DUTIES

1. Lock doors at closing hours:

Monday -- Thursday -- 10:30

Friday -- Saturday -- 12:00

Sunday -- 11:00

2. Check the windows and lights in the basement and lounge areas.
3. Distribute and check in the linens. (This responsibility may be delegated to corridor chairmen.) Linen is distributed on Wednesday evenings and picked up by the laundry Friday morning.
4. Late pers or weekend pers must be signed by the housemother in charge before the girl leaves. If you have a deadline, inform the girls. No late per may be issued an hour before closing time. They may be granted by telephone if the girl calls in before that time.
5. Be seen in chapel--not necessarily every day--sometimes it is wise to remain in the dormitory to note girls who are habitually absent.
6. Check the rooms occasionally. Expect reasonable order, but don't nag or pick up for them.
7. If de-merits are issued for any reason, inform the girl immediately by note or in person. De-merits are issued for forgetting to sign in or out, untidy room, rowdiness or excessive noise.
8. When any girl has violated hours or has received three demerits inform one of the members of the referral board.
9. Excuses for minor illness may be given by the housemother.

Do not issue medication. Headaches and cramps unless severe should not absent students from class. Keep jottings on each student. Quarterly reports are required.

10. Mr. Mueller is Supt. of Buildings and Grounds. He will take charge of maintenance and supplies.

11. During the first week of school, hold an election for a dorm president. Each floor should also elect a corridor chairman.

12. Respect the privacy of your students. Knock and wait to be invited in before entering.

13. Show an interest in school functions. Plan to attend some of the fun games and parties.

APPENDIX F

SEWARD HIGH SCHOOL

Duties of House Counselors

House counselors are appointed by the President on recommendation of the principal, who in turn shall have consulted the respective dean to secure his suggestions. They are responsible to their respective personnel deans for the performance of their duties. The house counselors' areas of service, duty, and responsibility in accord with adopted policy, are:

1. To supervise all phases of living in their dormitories.
2. To set a pattern of consecrated Christian life for their co-workers and charges.
3. To work in cooperation with the student advisers and the dean of students in encouraging each student to participate in the entire life of the school in a balanced and profitable way.
4. To assist in developing and maintaining in their charges the proper Christian attitudes and behavior.
5. To be available for individual and group counseling as needed and to keep the deans informed concerning all important problems which become apparent as a result of such counseling.
6. To maintain accurate records of the activities of dormitory residents and to furnish evaluations of the students

to the dean as requested.

7. To uphold and enforce the rules and regulations set forth in the Concordia Code.

8. To cultivate private and group devotions in the dormitories.

9. To assist in developing proper habits of study and the proper stewardship of time and talents on the part of students.

10. To maintain acceptable standards of cleanliness and order in the dormitories, and to develop an attitude of good stewardship of property in the students.

11. To act as stewards of all supplies and equipment in their dormitories.

12. To take the initiative in full charge of all cases of emergency.

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