'69

STUDENT PERSONNEL NEWSLETTER

Elizabeth A. Greenleaf
Professor of Education, Indiana University

With sincere appreciation the Student Personnel Newsletter dedicates this issue to Dr. Elizabeth A. Greenleaf, who, after serving as Assistant Dean of Students and Director of Residence Halls Counseling and Activities, will assume a full-time teaching post in the School of Education. After her present sabbatical leave, she will continue teaching in the Division of Student Personnel Administration, as well as directing the Student Personnel Internship Program.

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The Student Personnel Newsletter is issued twice each year. The material is written, compiled, and edited by members of the Residence Hall Practicum course. The committee for the March, 1969, issue consisted of:

Dallas Bauman, Chairman
Thomas Fiutak
Penni Johnson
Keith Patrick
Susan Steckbeck

INTRODUCTION

The first issue of the Newsletter for this year dealt with the changing perspectives of the field of student personnel. The interviews conducted with personnel administrators demonstrated to present student personnel interns some of the changes that are essential.

Much of the effort in the field of student personnel seems to be almost totally problem-oriented. In this issue, the Newsletter takes a look at the idea of student personnel being a problem-oriented field, as well as at some of the problems that now confront it. The articles, where not factual, are the opinions of individual student personnel interns. They are merely an attempt to encompass experience in the classroom, on the job, and in the university community.

FUTURE-PLANNING . . . FOR ME?

Keith Patrick

We live in a world of change. We hear statistics that indicate we are running a losing race against knowledge. We find ourselves in positions in which we have never been placed before. We catch ourselves wondering at times just how we got in so deep and if we will ever get back on top of things. And some people are saying no!

The world will continue to see new things. Men on the moon, new inventions for more leisure living, and medical victories over illness will come in due time. We will continue to lose the race of keeping up with knowledge. We will never be in a position to know it all. Our changing environment and people's changing attitudes will allow new situations to confront us. We will need to be personally ready for these confrontations. As to getting back on top of things, I would like to say yes!

Much of education in the past has been planned through somewhat passive, linear guesses as to the nature of what tomorrow will bring. Future-planning, as defined by the Drs. Harold and June Shane of Indiana University, is an active effort to conceive of the future as a fan-like spread of many "possibles" and to assume that the nature of our tomorrow can be mediated, and even to some extent determined, through systematic conjecture based on analysis and projection of data.

The development of printing and the Industrial Revolution had diverse effects on the people in the world at those times. Although both brought invaluable advantages to people's lives, they also placed doubts and fears into many minds which led to mistrust and actual destruction of many of the new mechanisms. The computer age has brought with it not only the technological advantages heretofore unheard of but also a hint of fear and mistrust of the possible repercussions of this computer age.

There is the possibility of a kind of "future shock" -- similar to cultural shock -- affecting many people who do not find themselves prepared for the changes that we can see will come.

Never before has man had the technological help that he has today to enable him to predict the future. Books such as Kahn and Wiener's The Year 2000, journals including the Daedalus with its issue "Toward the Year 2000," essays by groups such as the Futuribles, a small international group of social scientists sponsored by the Ford Foundation, corporations including Rand, Westinghouse, and General Electric -- all are investigating, projecting, and doing research about the future. All of this comes under our definition of future-planning. It is being done to help provide a better tomorrow rather than waiting to let tomorrow come and then deciding what to do with the problems that have somehow arrived with it.

Education is sensing this need to meet the future and is exploring numerous possible educational futures, selecting the best possible among them, and developing models for helping to achieve desired educational goals.

And what of us, the present or future administrators of higher education? Where do we fit in this future-planning? What do we do, if anything?

First, we must admit there is a need for such energy and activities. Only by admitting the need for them can we appreciate and support them in the most effective manner. Second, we must read the publications of these groups, become acquainted with the general, predicted trends, and then syphon out the materials related to our interests and goals. Third, we must contemplate the effect of both future-planning and the lack of future-planning on these interests and goals.

And finally, if we do not like the possible effects of a lack of future-planning on our interests and goals, we must take positive steps to see that the importance of future-planning is made apparent to all those who are in positions of authority in higher education. Only then will we be sure that we, and as many of our fellow educators as we can influence, are ready for the future of higher education when the future arrives.

THE RESIDENCE HALL BUSINESS

Dallas Bauman

The recent decision of the Indiana University Board of Trustees to eliminate the regulation requiring students to live in the residence halls until the age of 21 has significance for those associated with the "business" of housing students. This policy change seems to indicate several steps essential to the future of residence halls. In this statement, the word "business" is probably the key to future development. In short, residence halls are going to have to begin providing the kinds of facilities and privileges that the student can quite easily obtain in private housing, or we shall find our residence halls vacant.

One of the primary efforts will have to be in the area of the facilities we provide and the types of restrictions on the use of these facilities. As the Hazen Foundation Committee Report on the Student in Higher Education states "In college, students are thrown into huge building complexes, where their own rooms are rather small and barrack-like and inhabited by several other people. Often the expression of personality through furniture or decorations is severely restricted. Functional desks are cramped together, and the rules proclaim that there is to be no painting, not even a thumbtack on the wall. This kind of communal living is thoroughly 'un-American,' outside of the army." This situation does not much exaggerate the status of some of our residence halls.

It seems entirely possible, however, that we can change the present regulations. We have sufficient restriction on students to allow them to be creative to some degree. The financial liability under which the student finds himself, whether it be a withheld room deposit or the withdrawal of his right to register, is sufficient to guarantee at least no substantial loss to the residence halls in case of damage. Those students who want to be creative in their room decoration should be informed that they will be responsible for permanent damage. We need to at least give them the prerogative, making it clear that they are financially responsible.

Since we seem to be "stuck" with a large number of "multiple" rooms in our residence halls and since random assignment for those not requesting specific roommates is the only fair approach, it seems that we need to begin to allow students to move around in an effort to find a roommate who presents something more than just the absence of a serious conflict. Students would be more than willing to pay whatever fee is necessary to liquidate the bookkeeping cost in order to be able to have a rewarding roommate experience.

We need to provide a wider variety of living situations for the obviously wide variety of students we have. We are moving in this direction. Some of the trial arrangements, particularly the use of student government officers with no staff, seem to be a reflection of student power advocate's wishes as well as a belief in the basic capabilities of student self-government. Hopefully we will be able to expand on these trials.

This seems to indicate another problem solution in itself. As the Hazen Foundation Report states, "Many students long for more privacy, and they find themselves unable to cope with the intrusions and the noise of so many strangers. Sometimes a restrictive and narrow-minded director or other supervisor adds to their annoyance." We may not view our role in exactly the same way, but it is certain that we are viewed that way by many students. One of the best ways of solving this problem is by eliminating many of the trivial restrictions, turning over housing problems to business personnel, and turning over problems of student behavior to students.

Where, then, does this leave the student personnel oriented residence hall staff? It seems imperative that we, as student personnel workers, continue to make ourselves available in an advisory capacity in relation to student government. The transient nature of the student population dictates the need for continuity of functioning through a coordinated student-staff effort. It also will be necessary to employ staff to serve as coordinators, that is, facilitators to communication between students and the business interests.

But our primary function is, again, directed to making the residence halls a little more desirable than private housing. Thus, we become educators, providing the student with the opportunities, the environment, and the facilities that will enhance his academic interests. Much of this needs to be done on the basis of individual relationships with students, and certainly a great deal can be done on a larger scale with traditional groups. In any case, our function becomes less hotel manager and more student personnel worker.

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CONVENTION INFORMATION

Recruitment and Placement. Representatives from the Counseling and Activities department will be available at each of the major personnel conventions this spring to interview candidates for staff positions at Indiana University and to provide assistance to graduates of the student personnel program who are seeking placement. Graduates who have not previously informed Dr. Greenleaf of their desire for placement assistance should do so prior to the conventions. Conferees will include: APGA-ACPA, Dr. Elizabeth A. Greenleaf; NAWDC, Dr. Greenleaf and Miss Wanda Deutsch; NASPA, Dr. Larry Miltenberger and Mr. Thomas Hennessy.

Students who are applying for staff positions at Indiana and who wish to be interviewed at one of the conventions should contact the Counseling and Activities Office, 205 Maxwell Hall, to arrange for the interview. If possible, application materials should be on file prior to the conventions.

NAWDC Indiana Alumnae Dinner. This annual get together will be held at 6:00 p.m., Friday, April 11, 1969, in the Monte Carlo Room at the Top of the Mart. Reservations must be returned to Miss Wanda Deutsch, 205 Maxwell Hall, no later than March 28, 1969.

RECRUITMENT OF RESIDENCE HALL STAFF

Penni Johnson

Throughout the 1968-1969 academic year, Indiana University has devoted considerable time to a basic theme, FOCUS: BLACK AMERICA. In addition to the obvious educational benefit for the University community, the FOCUS project apparently will result in a more cosmopolitan student body encompassing greater numbers of students from all races and ethnic backgrounds. To keep pace with this changing population, the Residence Halls Counseling and Activities Office would like to achieve greater representation of all races and ethnic backgrounds on its residence hall staff.

In the past, recruiting procedures that relied in large part upon the initiative of the applicant have not produced large numbers of staff from minority groups. Thus, in hopes of achieving a more cosmopolitan staff and in hopes of providing greater opportunity for graduate study at Indiana University, a more active plan for staff recruitment is now underway.

Personal contact has been made already with students and staff at Alabama State College, Stillman College, and Tuskeegee Institute. At present, recruiting teams from the residence hall staff would like to visit Wilberforce University, Central State University of Ohio, Fisk University, George Peabody College, and Tennessee Agricultural and Industrial State University. Included in the proposed recruitment teams will be representatives of the several levels of staff currently operating in the residence halls, as well as individuals knowledgeable about the graduate school and life at Indiana University.

Teams will be seeking to recruit not only black students who are interested in Student Personnel Administration, but also those who are interested in other areas of graduate study with the possibility of working as a Resident Assistant. In addition to this effort, alumni and friends are asked to encourage interested and qualified black students to consider graduate study at Indiana University and to seek graduate assistantships in the residence halls.

COULD OUR EDUCATIONAL SYSTEM BE WORKING

Thomas R. Fiutak

Across the country, college students absorb the brunt of their parents' attack on the American system of higher education. This is because of the apparently flagrant violation of the objectives of higher education by conspicuous students. The problem that the students confront in defense of being students is a matter of definition. What past generations have termed "objectives" of higher education, and what is the current objective may differ in two ways: First, from the standpoint of relevancy and second, from the viewpoint of whoever is defining the objectives. It is this discrepancy of viewpoints which accounts for the reaction of the general population toward the attitudes of today's college students.

The problem of relevancy is opposed to time-honored ethics. Denying one's own immediate pleasure for higher future goals is a basic rationale for hard work. Denying the immediate is viewed by today's student as being superficial. Therefore, to define the goals which the past generation thought appropriate a rhetoric has been used which pictured the student as looking beyond the present and toward some greater, often vague, reward.

These goals have become irrelevant to many students and because of this students have incurred the wrath of adults who use the rationale of hard work as the basis for life. Students who enter college today have a scope of interests provided by today's communications that is as varied as the world news and as current as "now". This awareness has crept onto campuses because as members of a micro-community in the larger society of the world, students come to college with a desire to learn what life is all about, as well as p-orbitals, tensil strengths, and shorthand. Not satisfied to learn about a subject, students demand to experience sociology, to see a virus, and to challenge a computer. In short, students demand that the campus be relevant to life.

The second differential in defining the objectives of education stems from the redefinition of the old rhetoric. The educational process of college was constructed in such a way that by infusing such predetermined objectives as "awareness," "concern," and "patriotism" (as mere examples) the end package would be a neatly bound product of approximately the same size, shape, and color as the other student products. Awareness meant knowing where one was going, concern meant placing great stock in what the past generation was concerned about, and patriotism meant holding one's country above all else save God.

Those were the quiet days when original definitions were consistent with the end results of education. Can that truly be called education? Education does not imply sameness. By its very concept, it produces differentiation, and that means all size packages of varying shapes and shades.

Awareness could then be shifted from the viewpoint, "where I am going," to being aware of how many different shapes there are and the direction in which they are going. Concern is no longer relevant to the past. Students now are more concerned with the new colors which our educational machine is producing and where these new people can find peace. Patriotism would lose its shape. It would expand to a devotion to world safety above that of mere geographical boundaries.

If this is the case, could our educational system be working? Could it be that those idealistic objectives of the "aware student" and the "socially concerned citizen" have blossomed before our very eyes? Has education worked too well if it means revolt and upheaval?

The results of this redefinition can be seen across the country. The constant exposure of the public to problems of Columbia, Berkeley, Wisconsin, and San Francisco State has served to reinforce those who, preferring to view education as the social leveler of students (according to their level), are prepared to make laws which reduce any deviation. They make the simple fallacious equation that these uprisings are the inevitable turn of events once the leftists, long-hairs, protestors, and communists are allowed inside our doors.

We have become the nation's sideshow for those whose myopic vision pictures these products as the faults of education rather than the effect of a viable system of redefinition. One can be sealed in an office, ordained by tradition and authority, fortified by theories of life and education, and be totally blind to the experiences that characterize college life today.

If the goal of education is to induce an intellectual growth, a process which implies change, and if education should stimulate differentiation, then it is folly to attempt to construct an everlasting definition of the "straight and narrow path to a well-rounded individual."

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EXPERIMENTAL STAFFING ARRANGEMENTS

Final preparations are now being made for a new staffing arrangement in two residence centers for next fall. In McNutt Quadrangle, a new division of responsibilities between hall directors, resident assistants, and student assistants will mean that no staff will be directly responsible for floor environment. In this case, student officers will assume responsibility for orientation of freshmen to units, quiet hours, and enforcement of any University regulations within the units.

Teter Quadrangle, also developing a new staffing plan, will hope to utilize a full-time resident counselor working with residents in the center. In addition, a new hall director system will develop a great deal of building autonomy within the Quad in matters of discipline, programming, and administration. Resident assistants, one in each building, will work with their hall director and a staff of undergraduate assistants. The undergraduate assistant will work closely with individual floor programming and will have virtually no responsibilities in the area of discipline. Matters of discipline will be handled by the resident assistant and hall director in cooperation with student government.

THE STUDENT PERSONNEL CURRICULUM - A PROPOSAL

Susan Steckbeck

The area of student personnel is complicated by the diversity of institutions in higher education, society's vast influence over the college student today, and the gradual relaxation of the in loco parentis philosophy, which up until the last few years had given the field an added purpose. Training for student personnel workers must be flexible enough to meet the needs of these many different types of colleges and universities. The program should attempt to educate the prospective student personnel worker in a thorough understanding of the young adult with whom he will be working. In addition it must substitute for the "protective" philosophy of old.

Perhaps one way to make a student personnel training program meet these qualifications is to give it a strong academic foundation. It might be advisable to remove the program from a school of education and make it the responsibility of the sociology or psychology department. Allowing for a master's degree in either one of the mentioned fields, with a minor elected in student personnel or some facet of higher education would be a consideration for a new structure. At least one year of internship in an office of student personnel on the campus would be required. The alternative would be a year in the residence halls. In the residence hall internship the student would be taking a credit practicum under the instruction and rigorous supervision of his head counselor, who would use substantial material such as case studies and relevant problems from the residence hall experience.

There are several practical advantages for giving the training program more academic backing. It would make the student personnel worker less of a generalist and more of a specialist in a field that is supported by more research and fewer opinions. It would do away with the stigma often associated with an "education" degree. If the student personnel worker should choose, and in fact such a plan might be advantageous, he would teach part time in his major field. Such an arrangement would put him in direct contact with more students and give him a built-in empathy for their classroom problems.

Providing the program with a firmer academic base seems to be the logical direction for the training to move. Since the type of student personnel position varies so much from institution to institution, it more or less forces the worker to gain the majority of his competency through experience on the job. While present student personnel training is able to offer basic tools which will guarantee, at least, minimal professional success, it is a fact that no profession, course, or program can teach sensitivity, empathy, and responsibility, or any of the qualities desirable for people who help other people. With these two facts in mind it might be necessary to encourage a training program that emphasizes an academic discipline, such as psychology or sociology, with the hope that this background will give the personnel worker a scientific understanding of human behavior.

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CANDIDATES FOR PLACEMENT

Thirty members of the residence hall counseling staff will receive their degrees in Higher Education or Student Personnel Administration in June or August and will be seeking placement in the field.

1969 Doctoral Degree Candidates

Miss Betty Harrah, A.B., Indiana University; A.M., Roosevelt University; Ed.D., Indiana University (Higher Education); Lieutenant Commander, United States Navy; residence hall administration, University of Florida, Indiana University; teaching experience.

Dr. Larry Miltenberger, B.S., M.S., Ed.D., Indiana University (Higher Education); residence halls administration, Ball State University, Indiana University; teaching experience.

1969 Master's Degree Candidates

Note: Unless further delineated, all are interested in general student personnel administrative positions.

I. Candidates completing the regular Student Personnel Internship (two years unless previous work experience is specified)

Miss Mary Louise Appel, Bridgewater College (Sociology); Social Case Work and Director of Residence Halls, Frostburg State College; placement limited to general vicinity of Maryland.

Miss Mary Louise Arnold, University of South Dakota (Health and Physical Education); two years as traveling secretary for national sorority; interested in advising Panhellenic, A.W.S.

Mr. Donald Aripoli, Cornell College (Economics); special interests in admissions work with emphasis upon recruitment and in general administration in a smaller institution.

Mr. Dallas Bauman, Towson State College (English); special interest in student activities and general administration.

Miss Carol Bishoff, University of Nebraska (Speech Therapy); off-campus internship at University of Evansville; special interest in residence hall administration and general administration.

Miss Kay Booton, Indiana University (Social Studies); two years' teaching experience; special interest in student activities and general administration.

Mr. Robert Carpenter, University of South Florida (Psychology); off-campus internship at Vincennes University; particular interest in student activities and fraternity advising.

Miss Cathy Cohen, Cornell University (Child Development); off-campus internship at University of Evansville; special interest in administration of residence halls, freshman counseling and admissions.

Mr. James Deegan, State University of New York, College at Buffalo (Business Administration); interest in junior college.

Miss Pamela Duke, University of South Florida (Economics); off-campus internship at Vincennes University; will be married; requires placement at or near Charleston, Illinois.

Miss Martha Eagleton, College of Wooster (Economics); special interests in counseling and general administration.

Mr. Thomas Fiutak, Canisius College (History); off-campus internship at University of Evansville

Mr. Dominic Forgianni, St. Norbert College (English); experience in working with Upward Bound Project.

Mr. Richard Hansen, University of Denver (Political Science); off-campus internship at Vincennes University.

Miss Susan Lampert, Southern Illinois University (Recreation); one year in VISTA; special interest in residence hall administration.

Miss Lucinda Miller, Muskingum College (Spanish and French); two years' experience in business; has taught.

Mr. John Newman, Indiana University (History); special interests in advising students with academic difficulty, admissions and financial aids.

Mr. Stephen Petersen, Indiana University (French).

Miss Carole Pressick, Parsons College (English); off-campus internship at Franklin College.

Mr. William Shipton, Grinnell College (Psychology); off-campus internship at University of Evansville; special interest in small colleges.

Miss Susan Steckbeck, Mount Mary College (English); one year's experience in admissions; particularly interested in a liberal arts college near urban location; adult education.

Miss Merren Stoddard, Wilson College (Latin); A.M. in Latin; desires a position which will involve teaching and student personnel administration.

Miss Donna VanKirk, West Liberty State College (English); off-campus internship at Manchester College; special interests in residence hall administration, college union management, work with freshmen.

Miss Carol Weaver, Indiana University (Physical Education); special interest in sorority advising.

Miss Sue Weller, University of Connecticut (Psychology and Sociology); desires New England area, particularly Boston; special interests in admissions and freshman division.

Mr. James Whitehead, St. Joseph College (Business Administration); off-campus internship at Vincennes University.

II. Candidates completing degree with only one year of experience in Residence Halls

Miss Patricia Fradenburg, Indiana University (Government); special interest in foreign student admissions.

Mr. Graham Hart, University of Guelph (Canada) (Economics).

RESIDENCE HALL SUMMER WORKSHOP AT I.U.

School of Education and the Office of the Dean of Students will sponsor a Residence Hall Workshop to be held on the I.U. campus, June 8-13. This year's workshop entitled: "Fact or Fantasy: We Can Effect Change," will be coordinated with another annual workshop, "Information and Development in Higher Education." Resource persons include:

SPEAKERS

Dr. M.M. Chambers, Visiting Professor of Education
Indiana University

Dr. S.L. Halleck, Professor of Psychiatry
University of Wisconsin

Dr. Kate Hevner Mueller, Professor of Education
Indiana University

Dr. Robert H. Shaffer, Professor of Education
Indiana University

Dr. Ruth Weimer, Dean of Students
The Ohio State University

CONSULTANTS

Mrs. Agnes H. Davis, Dean of Women
Manchester College, Indiana

Dr. Thomas Frith, Residence Halls Program Director
Kansas State University, Manhattan

Miss Barbara Keller, Assistant Dean of Students
Bowling Green State University, Ohio

Mr. Richard Powers, Dean of Men
University of Vermont