STUDENT PERSONNEL WORK: AN EMERGING MODEL

If We Don't Change Our Direction, We Are Likely To End Up Where We Are Heading
—Chinese Proverb

By Terry O'Banion, Alice Thurston, and James Gulden*

The junior college is at a critical crossroads in its history. Can it make meaningful its commitment to the inner city? Can it respond to the manpower needs of business and industry? Can it participate in higher education as a respected partner with the university? Can it rehabilitate where so many others have failed? And, in all these valiant efforts, can the junior college provide the climate and the encouragement for individual students to feel more keenly, experience more deeply, live more fully—to encounter a fuller range of their human potential? Can the junior college be many things to many people?

The junior college—claiming to be dynamic, innovative, and responsive—has risked its future on an affirmative response to these questions. Yet, like other facets of higher education, the junior college has tended to cling to an outmoded educational model appropriate to a society coping with economic scarcity rather than abundance. In this model, which is paternalistic at best and autocratic at worst, the educational process has been *educare*, "to put into"; students have been the passive recipients of education as a product.

With rapid changes in society, however, the old educational model is becoming obsolete. Martin Tarcher says, "The times call for new social goals, new values and assumptions, new institutional arrangements that will allow us to complete our unfinished war against scarcity and move beyond production to the development of human potentialities."[1] Nevitt Sanford writes, "The time has come for us to control our zeal for imparting knowledge and skills, and to concentrate our efforts on developing the individual student. . . . By education for individual development, I mean a program consciously undertaken to promote an identity based on such qualities as flexibility, creativity, openness to experience, and responsibility."[2]

Thus, the dimensions of a new model begin to emerge: education becomes *educere*, "to lead out of," so that education is not a pouring into, but the means of providing a learning climate in which the greatest possible development of potential and fulfillment can take place.

In response to this emerging model, the junior college is struggling toward educational innovation and change. Its doors are opening wider yet—to the handicapped, the factory worker, the high school dropout, and the impoverished ghetto youth with serious learning disabilities. If the junior college is to be truly the people's college, it must provide its increasingly diverse student population with meaningful learning experiences. Lock-step scheduling, instruction primarily by the lecture method, ill-defined and poorly evaluated instructional objectives, and ineffective student personnel programs are being gradually abandoned in favor of new goals and new approaches.

Junior college educators are breaking down outmoded interdisciplinary boundaries, utilizing the new technology of the systems approach, retooling grading practices, and setting specific educational objectives toward which students can move at their own pace. The focus is shifting from instruction to learning. What is known about behavioral change is gradually being put to use.

Any hope of achieving even a modicum of success in fulfilling these goals depends, to a very great extent, on the student personnel program. Jane Matson points out, "Student personnel workers must assume appropriate responsibility in this monumental effort. This may require almost complete re-designing of the structure or framework and even the content or practices of student personnel work."[3] (See page 3.)

In the last years of the decade of the 1960's, student personnel workers were examining with great seriousness the status of the student personnel profession. Student personnel work has developed for half a century as a series of services in reaction to forces within the college community rather than as an action program for shaping forces. The wave of student discontent and open disruptions has forced an examination of educational practices, and student personnel work, along with most other factions of higher education, has found itself woefully inadequate to respond to the needs and demands of students. Existing models of student personnel work—regulatory, servicing, and therapeutic—are inappropriate to needs of students in a changing society.

One of the historical models for the student personnel worker is that of *regulator* or *repressor*. The student personnel profession came into being largely because the president needed help in regulating student behavior. In the early 1900's, student personnel workers were given the titles of "monitor" and "warden."

In this model, the student personnel regulator works on colonial campuses as a mercenary of the president at war with students. He is the president's *no-man*. He tends to behave in ways that regulate, repress, reject, reproof, reprimand, rebuff, rebuke, reserve, reduce, and even remove human potential.

In this system, all the negative aspects of *in loco parentis* are practiced as staff members attempt to maintain a strict supervision over the affairs of students.

This model has been more prevalent on residential campuses and, therefore, on four-year college and university campuses; but junior colleges have been much too eager to copy the style. Perhaps the continued existence of this model contributes to much of the student distress evident at such places as Berkeley, Harvard, and Columbia. Under such repression students have had to develop their own bill of rights in the historical tradition of all repressed minorities.

Perhaps the most prevalent model of the student personnel worker is that of *maintenance* or *service man*. In this model, the student personnel program is a series of services scattered around the campus: financial aid, registration, admissions, student activities, academic advising, etc. The student personnel worker provides services for students who seek them. In 1964 the Carnegie Corporation contributed $100,000 to the American Association of Junior Colleges for an evaluation of this maintenance model. Thirty-six different student personnel functions or services were isolated for study; the findings were disillusioning to those who had committed themselves to student personnel programs in junior colleges. T. R. McConnell, chairman of the national advisory committee for the study, stated, "The conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community junior colleges are woefully inadequate."[4]

A third model of the student personnel worker is that of *therapist*. In this model the student personnel worker behaves as if he were a psychotherapist or a counseling psychologist. His contribution to the educational program is to provide therapy for a few selected students who have intense personal problems. He is often disdainful of other student personnel functions such as academic advising and student activities.

In this model counselors become isolated in their counseling cubicles which have become identified in the perceptions of students as places to go only when you have serious problems. If the dean of students is also a practitioner of "early Rogers," he becomes confused regarding his responsibility for educational leadership. The program is likely to remain safely constricted in the therapeutic confines of the counseling center.

In recent years several states have endeavored to develop statements of models as guidelines for junior college student personnel programs. Perhaps the most thorough state report has been that of California, entitled *Guidelines for Student Personnel Services in the Junior College*.[5] While the basic philosophy expressed in the California guidelines represents an emerging model of student personnel work, the functions, or implementation of philosophy, are those of the Carnegie study and, therefore, reflect the model of service. Other state studies in New York, North Carolina, and Maryland also reflect an orientation that perceives student personnel work as a series of services designed to meet student needs. Out of the Maryland guidelines, however, came a statement that has significance: "Many of the old, cherished ideas that guided student personnel workers are being questioned, remodeled, or cast aside as no longer 'relevant' to this day."[6] The Maryland guidelines begin tentatively to identify some of the dimensions of the new model needed for student personnel workers.

An Emerging Model

As the student personnel profession enters the decade of the 70's there is a clear call for a new model for the profession—a new model for the role of the student personnel worker. The call is for a new kind of person, a person who is hardheaded enough to survive the battles that rage in academe and yet a person, warmhearted and deeply committed to the full development of human potential.

As old concepts of human nature and of education are uprooted, it is a precarious venture to attempt to articulate new directions when they are so dimly perceived. Educational Don Quixotes are likely to fabricate models out of their own dreams and frustrations. The authors openly admit that the fragments of an emerging model presented here represent their own hopes of what might be, but hopes that are buttressed by a growing number of educators, student personnel workers, instructor, and administrators who believe in and who have begun to provide opportunities for the full development of human potential. *The emerging model described, then, is only a tentative statement. It needs considerable modification. It needs testing out in practice. It needs rounding out with the concepts of others.*

While student development has historically been defined as development of the whole student, educational practice has focused with few exceptions on development of intellectual capacities and skills that have been narrowly defined. At the present time, however, a growing number of educators, supported by the humanistic psychologists and a developing humanistic ethic, are beginning to define "student development" in some creative and exciting ways. Fundamental to the new definition is a belief that man is a growing organism, capable of moving

toward self-fulfillment and responsible social development, and whose potential for both has been only partially realized.

In the new model of student development there are implications of climate and outcome. A student development point of view is a behavioral orientation in which educators attempt to create a climate of learning in which students have:

1. Freedom to choose their own directions for learning
2. Responsibility for those choices
3. Interpersonal interaction with the learning facilitator that includes:
    a. Challenge, encounter, stimulation, confrontation, excitement
    b. Warmth, caring, understanding, acceptance, support
    c. Appreciation of individual difference.

Through such a facilitative atmosphere the outcomes of student development would be increased in:

1. Intellectual understanding
2. Skill competencies
3. Socially responsible behavior
4. Flexibility and creativity
5. Awareness of self and others
6. Acceptance of self and others
7. Courage to explore and experiment
8. Openness to experience
9. Efficient and effective ability to learn
10. Ability to respond positively to change
11. A useful value system
12. A satisfying life style.

This student development model, only briefly described, requires a new kind of person for its implementation. Terms that have in the recent past attempted to describe the student personnel worker in this emerging model are "the counselor as catalyst" and "the counselor as change agent." More recently, model builders have talked about the student personnel worker as student development specialist.

A term that may reflect more accurately some of the special dimensions of the emerging model is that of the human development facilitator. "Facilitate" is an encountering verb which means to free, to make way for, to open the door to. The human development facilitator does not limit his encounter to students; rather he is interested in facilitating the development of all groups in the educational community (faculty, secretaries, administrators, custodians and other service workers, and board members). In the community college his concern extends into the community.

One way of describing the model that needs to be developed is to present an idealized prototype of the student personnel worker as a person. While it is helpful to have a model as a goal, it is to be understood that individuals exist in a process of becoming in which they reflect only certain degrees of attainment of these characteristics. The kind of person who is needed has been described by Maslow as self-actualizing, by Horney as self-realizing, by Privette as transcendent-functioning, and by Rogers as fully-functioning. Other humanistic psychologists such as Combs, Jourard, Perls, Moustakas, and Landsman have described such healthy personalities as open to experience, democratic, accepting, understanding, caring, supporting, approving, loving, nonjudgmental.

They tend to agree with the artist in Tennessee Williams' play *Night of the Iguana* who said, "Nothing human is disgusting." They tolerate ambiguity; their decisions come from within rather than from without; they have a zest for life, for experiencing, for touching, tasting, feeling, knowing. They risk involvement; they reach out for experiences; they are not afraid to encounter others or themselves. They believe that man is basically good and, given the right conditions, will move in positive directions. They believe that every student is a gifted person, that every student has untapped potentialities, that every human being can live a much fuller life than he is currently experiencing. They are not only interested in students with intense personal problems, they are interested in all students, in helping those who are unhealthy to become more healthy, and in helping those who are already healthy to achieve yet even greater health. They understand the secret the fox told the Little Prince: "It is only with the heart that one can see rightly; what is essential is invisible to the eye."

The model student personnel worker, however, must not only be committed to positive human development; he must also possess the skills and the expertise that will enable him to implement programs for the realization of human potential. He must be able to communicate with other administrators in the college, and he must be able to keep the functions and services under his responsibility operating efficiently. In the new model, present services and functions would not be disregarded. These are needed because they serve students in important ways. The emphasis however, would change. *The program would be focused on positive changes in student behavior rather than on efficient functioning of services.*

In order to develop and implement a humanistic program in his institution, the student personnel worker must understand the social system in which all members of the academic community live and work as well as the ecological relationships of those

members in the academic setting. He must understand the nature and complexity of bureaucracy and how it affects student development. He must understand and appreciate the diversity of student subcultures, and learn to use those subcultures in the development of an institutional climate that allows for full growth and development in the collegiate community. He must learn to conduct relevant research on student behavior to evaluate the success of the student personnel program and to communicate to his colleagues what the program is accomplishing.

To provide focus for the program, the chief student personnel administrator would ask, "What kinds of programs can we build that will allow great numbers of students to explore the dimensions and potentialities of their humanity?" Or he might ask, "Can we create an environment for the student in which he can search out his identity, grapple with the problems of commitment, and become attracted to and involved with the health-engendering aspects of life?"

Within what kind of an organizational structure can student personnel workers develop a program which facilitates the release of human potential? How do they function to implement philosophy and goals?

The most appropriate organizational structure would be decentralized, with responsibility and authority shared throughout the college. A climate of "participative administration," set by the president, should permeate the institution. Gibb describes this concept as follows:

It seems to me that joint, interdependent, and shared planning is the central concept of the kind of participative, consultative leadership that we are considering. . . . Our assumption is that the blocks to innovation and creativity are fear, poor communication, imposition of motivations, and the dependency-rebellion syndrome of forces. People are innovative and creative. The administration of innovation involves freeing the creativity that is always present. The administrative problem of innovation is to remove fear and increase trust, to remove coercive, persuasional, and manipulative efforts to pump motivation, and to remove the tight controls on behavior that tend to channel creative efforts into circumvention, counterstrategy, and organizational survival rather than into innovative and creative problem solving.[7]

A chief student personnel administrator deeply committed to the facilitation of human development will offer his own staff participative leadership. However, if he attempts to create a democratic staff island amid a network of rigid bureaucratic controls, he does so at considerable psychic cost, both to himself and to his staff, and with a corresponding loss of creativity. The autocratic president is the antithesis of the democratic dean of students—when they attempt to work in the same institution, neither they
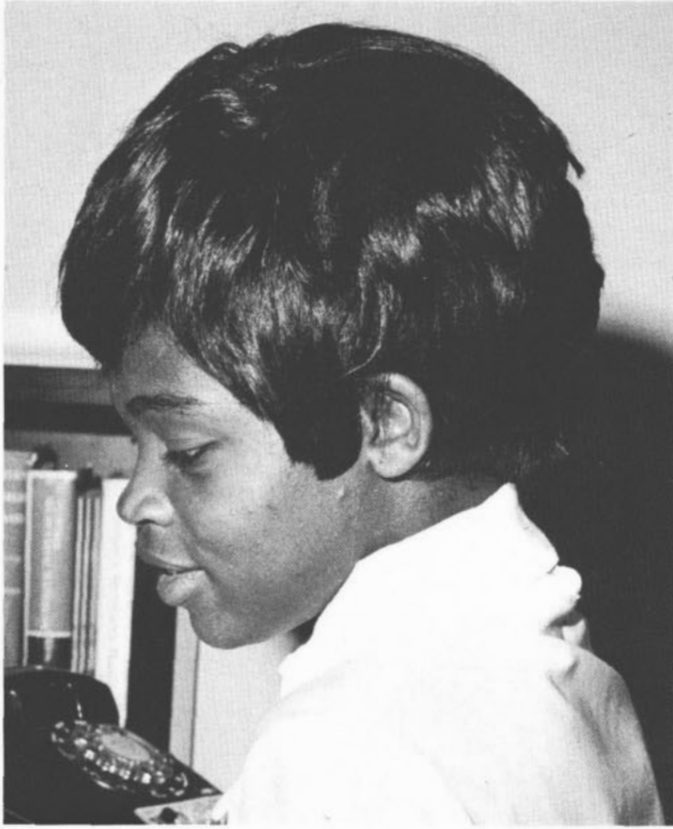
nor the institution can function effectively. The problem is just as acute when an autocratic dean of students is employed or inherited by a democratic president. Unfortunately, many "new model" presidents have become disillusioned with student personnel work because they have known only "old model" deans of students.

In line with the concept of "participative administration," the dean of students should function as a full member of the administrative team. President Samuel Braden of Illinois State University calls his administrative team "the president's see." As a member of this group, the chief student personnel administrator functions not only as a student personnel dean, but as an official of the college working with other administrative officers, and hopefully with representatives both of faculty and students, to solve problems confronting the entire college.

The administrative officers responsible for student personnel services and for instruction should be on the same administrative level, and should work closely together. Joseph Cosand says:

As president of a comprehensive junior college, I believe strongly that the student personnel program on the campus must be given the same status as the instructional program. For that reason, I feel that the administrative structure should have a dean of student personnel services and a dean of instruction at the same level in the organizational chart, both of whom would be responsible to the president of the college.[8]

The chief administrator of a student personnel

program works democratically with his staff to develop plans which will assist in implementing the goals of the college. As an administrator, he delegates and defines staff responsibilities, and coordinates the work of the staff, helping each staff member to see how his work relates to the total institution. He conducts planned, in-service programs for professional and personal development. The larger his staff, the greater the proportion of his time is spent in integration, communication, and coordination, rather than in performing direct services to students. He is necessarily both task-oriented and people-oriented.

Most student personnel programs are clustered in a single building, often next to the central administration offices or in the student union. Thus, student personnel staff members often become isolated from the rest of the college. There is little interaction with the faculty. Students are seen only in the safety and security of the counselor's office. To obviate the problems of such isolation, several recent writers have suggested the deployment of student personnel workers to divisions. Blocker and Richardson[9] advocate that counselors be assigned to instructional divisions and report directly to the chairman of the division to which they are assigned. Because of the conflict of multipurposes, divided loyalties, and professional backgrounds, this proposal may not

work out in practice. Harvey[10] proposes that counselors be assigned to instructional divisions, but that they continue to report to the dean of students.

If the human development facilitator is to be effective in accomplishing his purposes, he must work closely with faculty and students *where they are*. Student personnel staff members can extend the impact of the student personnel program by serving as liaison persons with instructional divisions in terms of their interests or backgrounds. They should attend divisional meetings, participate in projects and workshops, and assume responsibility for informing the other student personnel staff members regarding developments within the divisions. The student personnel worker should become acquainted with each faculty member in his area to insure continuing communication and liaison with the student personnel program. It would strengthen relationships if the student personnel worker were assigned to advise students enrolled in the division, and had responsibility for acting as a resource for the faculty advisors of the division. He should also encourage the development of student activities that reflect the special interests of students in the division.

When the student personnel program is extended into each instructional unit of the college, and when such activities are carefully coordinated by an effective student personnel administrator, students and faculty alike become more aware of the significant impact that student personnel can have on their development. When the president of the college coordinates the student personnel program with other programs in the college, when he provides equal status for student personnel workers by appointing them to faculty committees and granting them faculty rank and tenure where these exist, he sets the tone for a college climate in which lines of demarcation can disappear and teams of devoted and excited professionals can work closely together with and for students.

Role and Function

Student personnel staff members should offer student development courses not usually available in instructional programs. Such a course is not a psychology course in which the knowledge of facts and principles concerning psychology form the subject matter. It is not a traditional orientation course in which the student is introduced to the rules and regulations of the college and given "tips" on how to study. Nor is it an introduction to vocational development in which the student sifts through occupational information and writes a paper on a carrer. This is not the old adjustment course of the 1950's designed to help the student make a satisfactory adjustment to college and society.

Such a course is a course in introspection: the experience of the student is the subject matter. The student is provided with an opportunity to examine his values, attitudes, beliefs, and abilities, and an opportunity to examine how these and other factors affect the quality of his relationships with others. In addition, the student would examine the social milieu—the challenges and problems of society—as it relates to his development. Finally, such a course would provide each student with an opportunity to broaden and deepen a developing philosophy of life. Such a course would be taught in basic encounter groups by well-prepared human development facilitators. In many cases, sensitive instructors can work with student personnel staff to develop and teach such a course.

The student personnel worker should also move directly into contact with the community beyond the campus if his impact is going to be significant. He must arrange community laboratory experiences if he is to encourage the development of a growing student social consciousness. Working with faculty members in appropriate divisions, the student personnel worker should seek opportunities for students to participate in recreational and educational programs for the socio-economically disadvantaged, tutor the undereducated, campaign in elections, contribute time to community beautification programs, and explore and question the structure of community government.

Getting Students Involved

Another role of the new student personnel worker is to participate actively in getting students involved in the life of the college. New alternatives for student involvement should be explored: special task forces, *ad hoc* groups, town meetings. If the traditional committee system is to be used, then students should be on all the committees of the college. This should extend far beyond the old worn-out student government association in which students play sandbox government and spend their time quarreling over student activity fee allocations.

Students should be on the curriculum committee of the college; they should be on the administrative council that makes all major decisions; they should have representation on the board of trustees; they should be constantly involved in teacher evaluation; they should have responsibility for helping to relate the college to the community; and they should participate in the planning of new buildings. Students will also need educating in "academic and bureaucratic dynamics" so they can function effectively as contributing members of committees. Student personnel workers in cooperation with interested faculty members can provide these experiences for students.

The student personnel worker should also consider the means of getting students involved in the education of other students. In this way, he can discover new and creative learning experiences for students, and then relate them to faculty and student personnel staff. Students with special skills should be selected to assist in courses requiring their expertise. Work-study programs should be designed to utilize students in instruction, curriculum development, and student services rather than as menials.

Guarding Against Oppressive Regulations

Another important role for the student personnel worker in the junior college is to be a guardian against the oppressive regulations that tend to develop without question in most institutions. Junior colleges notoriously and often unconsciously borrow repressive rules and regulations from the catalogs of four-year colleges and universities. It is the role of the student personnel worker to question at every turn the traditional rules and regulations. Hopefully he can convince the college that every rule and regulation needs to be examined carefully for its basic rationale and its applicability to the community college and the community college student.

The junior college needs to examine carefully whether or not it needs academic calendars, probation and suspension regulations, F grades, social probation, dress codes, regulations regarding work load, and final examination periods. These traditional educational trappings may hinder the development of human potential more than they help. The student personnel worker must help ferret out the sometimes repressive philosophy that has become associated with such rules and regulations as he assists in the development of a total institutional climate conducive to the development of human potential. He must function with a sound rationale, however, so as not to appear a standard-wrecker to faculty members.

Involving the Instructors

If instructors are freed by the new technology from the role of transmitting knowledge to a role of assisting students in integrating and applying knowledge, the student personnel worker will relate to instructors in important ways. With his background of preparation in psychology, human relations, and learning theory, the student personnel worker can assist instructors in a team effort to help students examine the personal meaning their education has for them. Student personnel workers can conduct group discussions and organize experiences for students to apply what they have learned.

They can also help students evaluate their progress and make decisions about further learning.

Cooperative work-study programs should be planned so that the students' work for pay is also a planned learning experience. Student activities programs should be developed to provide leisure-time learning experiences as a basis for later leisure activity. The focus of the financial aids office should be to supply students' financial needs in ways which contribute to their personal and social development. High priority should be given to health counseling and to preventive and compensatory health programs for students with special health problems.

These are only a few of the dimensions of an emerging role for the junior college student personnel worker. A number of years will be required for the role to be developed, tested, and finally evaluated for effectiveness. In the meantime, student personnel workers will continue to develop particular aspects of this role for practice on their own campuses.

An "Open Door" to Student Personnel Work

New models of student personnel work should have good opportunities for imaginative development in the junior college. The climate there for acceptance of student personnel work is quite positive. In no other post-high school educational institution is student personnel work considered as important as in the junior college, where it is recognized and proclaimed as a function that is equal to instruction, curriculum, library services, and the management of the college. Fordyce has said:

I am convinced that student personnel work can and must come to full fruition in the comprehensive junior college. No other educational institution can afford the broad expanse of educational opportunities that provide a setting in which students' choices can be so fully implemented. By the same token, student have generally reached a level of maturity in a time of life when most important decisions can and must be made. Opportunities and necessities then combine to make the junior college the ideal setting for the most effective student personnel programs.[11]

Noting one of the important roles of the student personnel program in the junior college, Medsker has said, "One can predict that if a junior college does not properly distribute students among programs, the whole idea of the junior college will fail and a new structure for education beyond the high school will emerge."[12] The executive director of the American Association of Junior Colleges has described the role of student personnel work as "a senior partner in the junior college."[13]

The basic rationale that supports the importance of student personnel work in the junior college is that the "student personnel point of view" and the "junior college point of view" are one and the same.

From *The Student Personnel Point of View*, first published by the American Council on Education in 1937, the following terms are indicative of student personnel philosophy: students as individuals, optimum development of the individual, preservation of basic freedoms, renewed faith in an extensive use of democratic methods, development of mature citizens. "The individual's full and balanced development involves the acquisition of a pattern of knowledge, skills, and attitudes consistent with his abilities, aptitudes, and interests."

A Shared Philosophy

Any one of these descriptions could have come from the list of purposes and objectives of almost any junior college. From the purposes of one junior college comes the following declaration that is repeated many times in junior college catalogs throughout the nation:

The educational offerings of Santa Fe Junior College are based upon the belief that development of the individual for a useful and productive life in a democratic society is the chief obligation of the public educational system. This philosophy implies a deep and abiding faith in the worth and dignity of the individual as the most important component of a democracy. This faith and this recognition of need for responsibility suggests that the college must find appropriate programs and effective educational techniques to help each student discover his abilities and interests and develop them to the fullest extent, consonant with his own goals and capabilities and the needs of the society.[14]

The philosophy that is common to the junior college and to student personnel work is based on a foundation of democratic, humanitarian principles. It is the upward extension of the American ideal of equal opportunity. Without doubt, student personnel work and the junior college rank among the most important of American educational inventions. As such, they reflect the basic pattern of American democracy with its concern for individual opportunity.

An important historical parallel also exists between the two movements. According to some, the junior college movement began with the founding of the first public junior college in Joliet, Illinois, in 1902. Nunn, in the first complete history of student personnel work in American higher education, suggests that student personnel work as an organized movement began about 1900.[15] Regardless of the exact date or origin, both movements had their major beginnings in the early twentieth century, and both reached a mutually high point of recognition and development in the present decade. The junior college has now become the community college. The student personnel point of view has now become the student development point of view. There exists today a claim of one upon the other—a bond of mutual purpose. Both movements are young, both have critics, and both have high aspirations for meeting and fulfilling the needs of students.

Just because philosophical and historical congruence between student personnel work and the junior college exist does not necessarily mean that creative programs will flourish. At the present time junior college student personnel work is in a state of confusion. If junior college student personnel workers do not develop a clear sense of direction, they are likely, as the Chinese proverb warns, to end up where they are heading. It is hoped that the emerging model presented here will provide some sense of direction for those who are committed to the fuller development of human potential.

[1] Tarcher, Martin. "Leadership: Organization and Structure" *In Search of Leaders*. (ed.) Smith, G. K. Washington, D.C.: American Association of Higher Education, 1967.

[2] Sanford, Nevitt. *Where Colleges Fail*. San Francisco: Jossey-Bass Co., 1967.

[3] Matson, Jane E. "Trends in Junior College Student Personnel Work." *GT-70 Student Personnel Workshop* (ed.) Harvey, James. William Rainey Harper College, 1968.

[4] McConnell, T. R. "Foreword" *Junior College Student Personnel Programs: Appraisal and Development: A Report to Carnegie Corporation*, November 1965.

[5] Matson, Jane E. *Guidelines for Student Personnel Services in the Junior College*. California State Department of Education, Sacramento, 1967.

[6] Ravekes, John E. *Functions of Student Personnel Programs in Maryland Community Colleges*. Maryland Association of Junior Colleges, April 1969.

[7] Gibb, Jack R. "Dynamics of Leadership" *In Search of Leaders* (ed.) Smith, G. K. Washington, D. C.: American Association of Higher Education, 1967.

[8] Cosand, Joseph P. Quoted in O'Banion, Terry. "Student Personnel Work: A Senior Partner in the Junior College." May 1966, mimeographed.

[9] Blocker, Clyde E., and Richardson, Richard C., Jr. "Teaching and Guidance Go Together." *Junior College Journal*. 39:3, November 1968.

[10] Harvey, James. "The Counseling Approach at Harper College," *Junior College Journal*. 38:2, October 1967.

[11] Fordyce, Joseph W. Quoted in O'Banion, Terry. "Student Personnel Work: A Senior Partner in the Junior College." May 1966, mimeographed.

[12] Medsker, Leland L. "The Crucial Role of Student Personnel Services in the Junior College." Paper presented at the American Personnel and Guidance Association Convention, Denver, Colorado, March 28, 1961.

[13] Gleazer, Edmund J., Jr. "Student Personnel Work: A Senior Partner in the Junior College." Paper presented at the First Annual Junior College Student Personnel Workshop, Dallas, Texas, April 1967.

[14] Sante Fe Junior College. *Bulletin of Sante Fe Junior College*. Gainesville, Florida, Catalog Issue 1966-67.

[15] Nunn, Norman. *Student Personnel Work in American Higher Education*. Unpublished dissertation, Florida State University, August 1964.