

CHARACTERISTICS OF HEAD RESIDENTS AND A
PROPOSED COURSE OF STUDY FOR HEAD
RESIDENTS OF WOMEN'S
RESIDENCE HALLS

By

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CHAPTER I

INTRODUCTION

During the period from 1930 to the present, there has been a rapid growth in college and university enrollments. Indeed, after World War II this mushrooming expansion has been so phenomenal as to challenge the ingenuity of administrators in providing adequate facilities to meet such increases. Along with this tremendous growth developed the necessity of identifying and coping with many complex problems that seemingly are concomitant to precipitate expansion. Such problems have evidenced themselves in all phases of collegiate affairs but have been particularly troublesome in the field of professional staffing of student residence halls.

Perplexing questions have arisen concerning the type of person who is suitable to be employed in the responsible position of head resident. Questions arise, such as: should head residents be professionally trained, and if so, what type of training or study would be most desirable? Satisfactory answers to these questions of policy have emerged, despite the many unique and sophisticated residence hall programs that have accompanied the enrollment increases in recent years.

Indeed, controversial issues have revealed themselves, such as who should be required to live in the residence halls; what types of contracts are needed and most desirable; who should make and enforce the necessary rules and regulations governing the operation of the halls; how and for what purposes student employees should be used; how the residence halls should be financed; and whether residence halls be partially subsidized by the institution or should be a wholly self-sustaining operation?

Inasmuch as the head resident is a key employee in the operation of residence halls, this study proposes (a) to identify the characteristics of mature women that employing officers look for when hiring a head resident and (b) to develop a course of study to be used in a training program for those who occupy or will occupy such a position. Such a program would be offered to mature women who aspire to the position of the head residency. A mature woman shall be defined as a woman from thirty to sixty years of age who is without family responsibilities.

In order to understand the present-day collegiate residential situation, one needs to be aware of (a) types of college housing, (b) objectives of college housing programs, and (c) the organizational patterns and staffing of college housing.

Types of College Housing

Colleges and universities customarily operate or supervise a number of types of housing facilities, such as:

(a) apartments for married students and faculty, (b) off-campus housing programs, (c) fraternities and sororities, (d) co-operative housing units, and (e) single student housing on campus. Single student housing programs include separate residence halls for men and women, co-educational halls, graduate halls and apartments for single students. Along with these facilities for single students, some universities operate an international house for foreign students. Recently some privately endowed and operated residence halls have been built near some of the larger universities.

All of these facilities vary in size and in accommodations, which presents problems in administration and staffing.

The Objectives of College Housing Programs

Prior to World War II most of the residence halls were for small, relatively homogeneous groups and were used for the purpose of (a) protection, (b) control of the students, and (c) development of social skills. Following World War II, the housing function of the typical college or university was greatly expanded, both in size and in scope, as it came to deal with a much larger and less homogeneous clientele.

Many educators regard the residence halls as learning centers, as well as places to eat and sleep. Kate H.

Mueller¹ listed the objectives of residence halls as follows:

1. Physical accommodation
2. Promotion of academic learning
3. Personal development
4. Good public relations, especially with the parents and alumni
5. Supervision and control of the conduct of the student.

Harold Riker² cited the objectives of college housing as follows:

1. Instructional support
2. Development of the individual
3. Experience in group living
4. Provision of atmosphere
5. Satisfaction of physical needs
6. Supervision of conduct
7. Support for the college.

While they do not list specific objectives of college housing programs, other authoritative personnel writers view it as an integral part of the educational program. Some of these writers are Dugal S. Arbuckle,³ Esther L. Lloyd-Jones

¹Kate Hevner Mueller, Student Personnel Work In Higher Education, (Boston, 1961), pp. 174-180.

²Harold Riker, Planning Functional College Housing, (New York, 1956), p. 48.

³Dugal S. Arbuckle, Student Personnel Services in Higher Education, (New York, 1953), pp. 202-208.

and Margaret Ruth Smith,⁴ E. G. Williamson,⁵ Maurice D. Woolf and Jeanne Woolf,⁶ and C. Gilbert Wrenn.⁷

Not all college and university administrators view the housing program in the same light as do the student personnel workers. Raymond C. Gibson⁸ described some ways in which residence hall operation might impress certain persons in the management ranks of a college or university:

1. The academic dean may think of it in terms of its contribution to the total educational offering of the institution.
2. The head of building and grounds may sometimes think of the residence halls as one of his major headaches.
3. Some consider it as a means of making money as a form of education; as a structure of wood, stone, and steel; or as a place where students are housed, fed, and kept under control.

Organizational Patterns and Staffing of College Housing

Harold Riker⁹ listed three types of organization for college housing programs, these are (a) single line

⁴Esther Lloyd-Jones and Margaret Ruth Smith, Student Personnel Work as Deeper Teaching, (New York, 1954), pp. 190-191.

⁵E. G. Williamson, Student Personnel Services in Colleges and Universities, (New York, 1961), pp. 195-197.

⁶Maurice D. Woolf, and Jeanne Woolf, The Student Personnel Program, (New York, 1953), pp. 124-128.

⁷C. Gilbert Wrenn, Student Personnel Work in College, (New York, 1951), pp. 293-296.

⁸Raymond C. Gibson, The Challenge of Leadership in Higher Education, (Dubuque, Iowa, 1964), p. 226.

⁹Riker, p. 50.

organization, (b) central organization, and (c) divided organization.

Some organizational patterns were illustrated by Woolf and Woolf:¹⁰

Figure 1 is an example of the single line organization, with responsibility and authority delegated from the institutional head (President) through the Dean of Students to Deans of Men and Women, respectively, and thence to head resident.

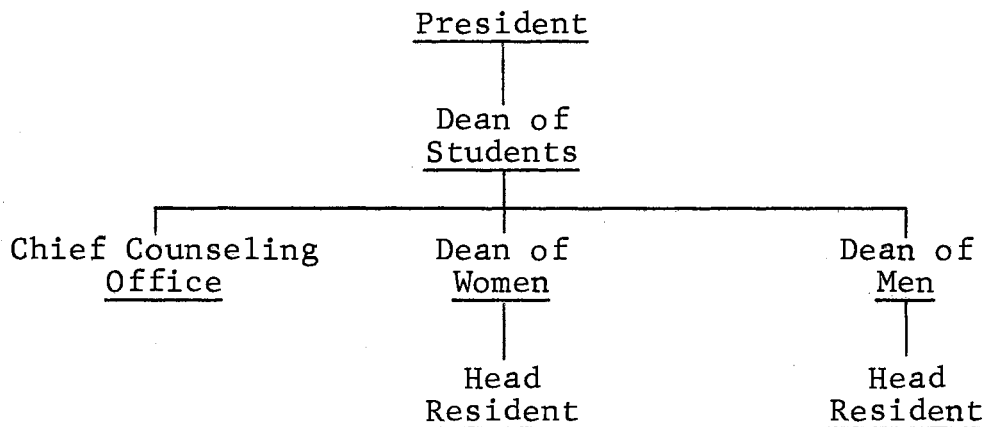


Figure 1. Administrative Structure of College Housing Program for an Enrollment of 5,000 to 10,000 Students.¹¹

Figure 2 is an example of centralized organization in a small school, wherein the counseling and testing function is superimposed on the housing function, with the deans exercising chief authority in the housing realm through head residents.

¹⁰Woolf and Woolf, pp. 136-137.

¹¹After Woolf and Woolf, p. 136.

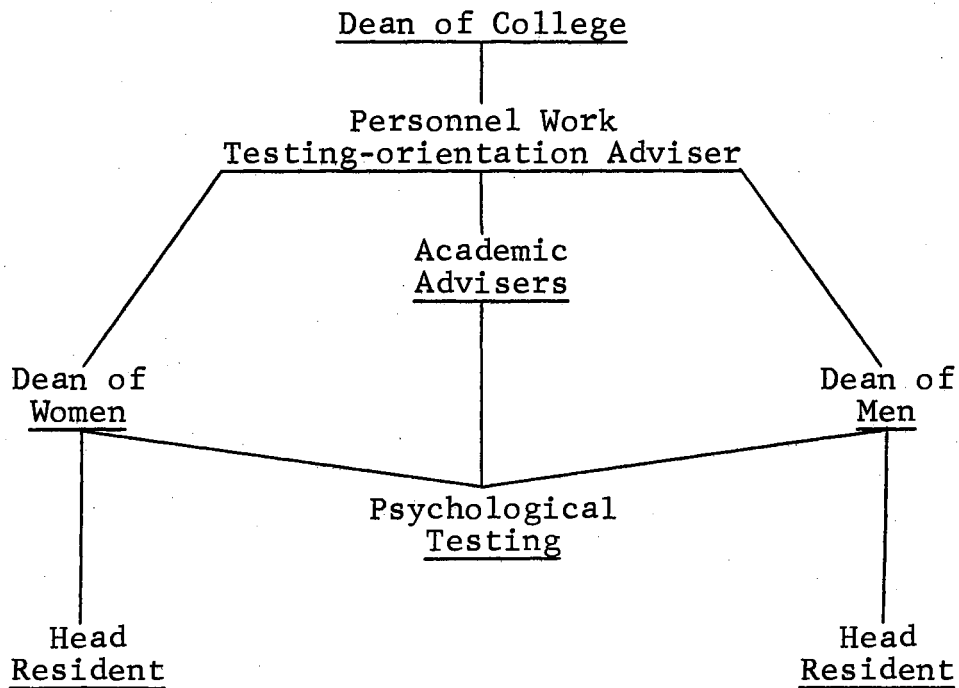


Figure 2. Administrative Structure of College Housing Program for an Enrollment of 1,000 to 2,500 Students.¹²

Figure 3 is an example of centralized organization in a larger university using a director of housing. In this organizational configuration the residential function of the university is under supervision of a line authority (Housing director), while operational control is exercised by the deans through head residents.

¹²Ibid., p. 137.

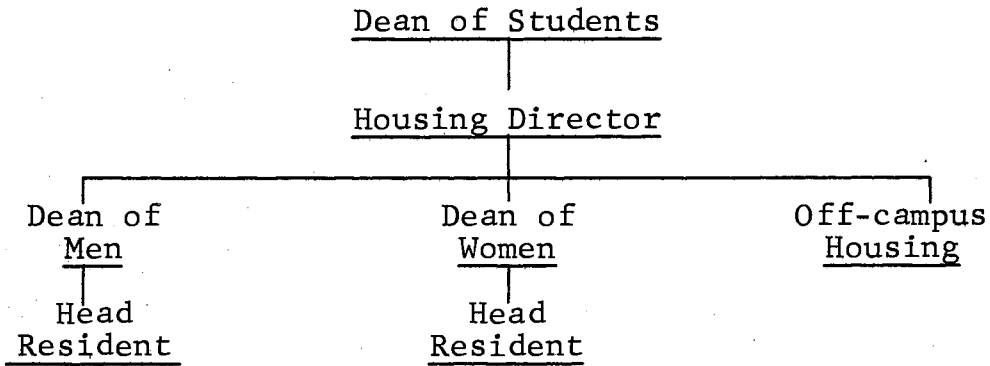


Figure 3. Administrative Structure of Housing Program in a Large University Might Include a Housing Director, as Shown Here. Presumably, He Would be Personnel-trained.¹³

Figure 4 is an example of divided organization, wherein the resident manager performs essentially a collecting and business management function; while the head resident is a counselor and academic programmer for the residents.

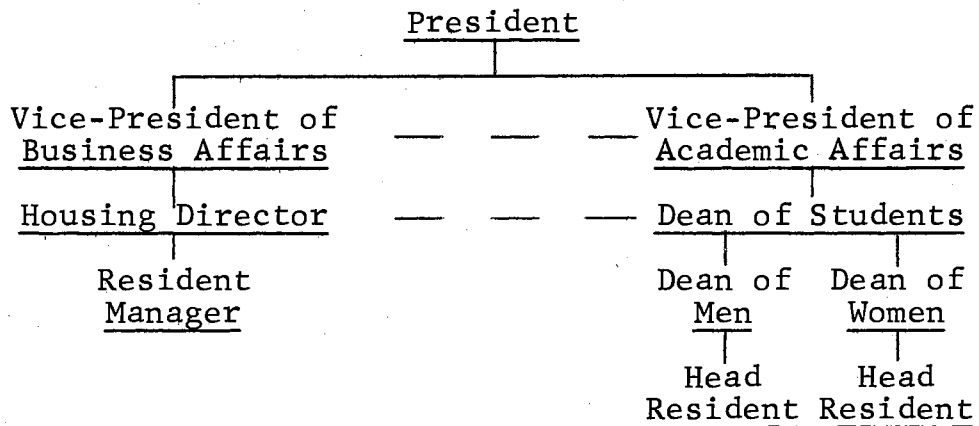


Figure 4. Administrative Structure of a College Housing Program at a University of Over 10,000. (This is a Diagram of Two Administrative Organizations Under Which the Writer Worked.)

¹³Ibid., p. 137.

While these figures show some of the typical staffing and organizational patterns, there are many others. Riker, in his monograph, "College Housing as Learning Centers," wrote of the staffing of college housing:

Wide differences are found in the staffing of residence units at colleges and universities, but certain categories of staff exist by some name wherever student housing is operated. The administrative staff is responsible for general supervision; the management staff, for financial, clerical, housekeeping, maintenance, and feeding operation; and the personnel staff, for programs related to student life. At the small college, one person may carry all of these responsibilities.¹⁴

Of note is the fact that, irrespective of the organizational schema selected, the head resident remains the key to effective day-to-day operation of the hall.

Ideally one could assume that the head resident in a women's residence hall should hold a master's degree in student personnel management or some closely related field. One could further assume that this person would have had some teaching experience, or preferably some residence hall work experience, for a professional background. She should of course present a mature, well adjusted personality, and possess some skill in individual counseling techniques as well as the ability to work with various groups and group enterprises typically found in modern residence halls.

While the foregoing is a composite idealization of the head resident based on the literature, Dr. Riker, the

¹⁴Harold Riker, "College Housing as Learning Centers," (Washington, 1965), p. 19.

Director of Housing at the University of Florida, presents a different picture of the actual current critical conditions in residence hall staffing.

Employing staff for housing units is already a major problem at most colleges and universities, and critical at some. Action is imperative to avoid the very real prospect of multimillion dollar housing plants without competent operating staff of with makeshift arrangements which only magnify administrative difficulties.

The shortage of qualified applicants for housing personnel staffs is a result of several factors. During the past 10 years, the amount of college housing has about doubled but the supply of applicants has not increased proportionately. The highly competitive research assistantships and fellowships have attracted graduate students away from part-time housing positions, which frequently pay less money. Stepped-up academic programs have caused many able undergraduate students to seek part-time jobs less demanding than those in student housing. The provisions of various retirement programs have eliminated some of the able but older women.

Graduate training schools have not been able to keep pace with the demands for personnel staff in housing, nor have their training programs presented housing opportunities in a uniformly favorable light. For some years, a number of universities have included student housing internships as part of graduate study in personnel work. These internships have added to the supply of part-time staff, especially for women's halls. In some instances, however, student interns have found their staff work purgatory from which they are released by graduation. Such training situations reduce rather than increase the supply of applicants, as do the generally poor conditions under which housing personnel must work.

Perhaps the single most unattractive feature of housing work is the incredibly long hours expected by some college administrators. The actual duties may not be strenuous, but the staff person is often expected to be available to students--and administrators--around the clock except for occasional weekends off. The housemother, also known as the hostess or house director, frequently tends the main desk by day and the main door by night. The counselor, fresh from a master's degree in

personnel work or some other field, discovers that counseling opportunities must compete, often unsuccessfully, with administrative details and disciplinary crisis situations.

The basic difficulty is the established policy of using housing for the control of student conduct and the housing staff as enforcer of these controls. This control policy generates the requirement that the staff live in the housing unit, to assure the general public and the administration that a responsible person will be on hand in the event of an emergency. The 24-hour nature of some staff work is clearly suggested by building floor plans which locate the staff apartment and office next to the information desk at the main entrance of the building. At the beck and call of student residents, the staff member lives in a goldfish bowl. Personal privacy is virtually impossible. Before, during, and after office hours the staff member is physically part of the student community, with his activities subject to interruption at any time and his guests subject to student inspection and gossip.

Moreover, his status in the academic community is uncertain. More often than not, housing staff members are in limbo, somewhere between the faculty and nonacademic employees, with a pay scale consistently below that of the faculty. Recognition of their accomplishments is often limited, partly because association with other members of the community is also limited. Administrators should not be surprised that men and women interested in a career in some phase of higher education would count housing out.

Outmoded organizational patterns compound the difficulties of housing work by breeding inefficiency and preventing coordinated effort. Student housing may be administered by the business officer of the institution or by the student personnel officer, or by both. A further subdivision occurs with men's housing under the dean of men and women's housing under the dean of women. The not uncommon results are jockeying for position, conflict over funds and policies, and difficulty in fixing responsibility. Divided authority can blur the administrative view when the role and program of housing are uncertain. The results are often reflected in marginal budgets which then require the combined talents of wizards and tyrants, not just bookkeepers and housemothers, to keep the housing unit operating.

Administration of student housing has become complex, and consolidation of authority and

responsibility a necessity. Skilled management is essential to keep up with the requirements of existing bond issues or loans, to provide analysis needed for new financing programs, and to insure efficient operations as bases for essential educational programs. But good management cannot be achieved through divided responsibility and semi-autonomous units within the housing system. Nor can it be gained without a capable manager. Thus a shortage of qualified applicants for the management staff is part of the current critical staffing in student housing.

The circumstances of qualified housing staff are good on some campuses. In exceptional cases--usually occurring where the college president has been convinced that student housing is important to student learning--conditions are favorable, work is stimulating, academic rank or status is assigned, and salaries are comparable with those of the teaching faculty. In general, however, vigorous new thinking is needed about the staffing for housing on the college campus.¹⁵

The Nature of the Problem

The operation of residence halls by colleges and universities has grown as an ancillary to the academic function. Regardless of the placement of responsibility for this function in the management scheme of the institution, the head resident in each hall is the key figure in the successful operation of that hall. Whether responsible to a dean of women or to a director of housing, the head resident must possess certain characteristics if she is to be successful. To define these characteristics would greatly facilitate the hiring and supervision by the dean or director.

¹⁵Ibid., pp. 19-20.

Determining whether deans of women and directors of housing, respectively, seek the same characteristics in a head resident would also be of value.

On the basis of the actual functions a course of study should be developed to train head residents.

Specific Statement of the Problem

The problem of this study was to identify the characteristics of a mature woman that employing officers look for when hiring a person to perform the duties of a head resident in a women's residence hall, and, on the basis of the actual duties performed, to prepare a course of study to be used in a training program for head residents.

Limitations

This study is limited to the identification of characteristics which employing officers look for in mature women whom they employ to perform the duties of a head resident in a women's residence hall.

No attempt was made to determine or devise instruments to measure or detect the desired characteristics, nor was any investigation conducted to determine compensation, working conditions, or tenure of head residents.

The questionnaire responses were accepted without measure of reliability or validity, as is the common practice in the technique of surveying by questionnaire.

Hypotheses

This study is based on the following hypotheses:

- I. Employing officers look for certain identifiable and measurable personal characteristics in a head resident. The following null hypotheses are advanced:
 - A. There is no significant difference in the desirable professional appearance of the head resident as viewed by the deans of women and the housing officers.
 - B. There is no significant difference in the personality traits of a head resident as viewed by the deans of women and the housing officers.
 - C. There is no significant difference in the social skills of a head resident which are considered desirable by the deans of women and the housing officers.
 - D. There is no significant difference in the value of an employment record of a head resident as viewed by the deans of women and the housing officers.
 - E. There is no significant difference in the desirable civic participation of a prospective head resident as viewed by the deans of women and the housing officers.
 - F. There is no significant difference in the opinions of the deans of women and the housing officers as to the age range they consider most desirable for a mature woman to enter the profession of head resident in a women's residence hall.
 - G. There is no significant difference in the desirable physical and emotional status of the head resident as viewed by the deans of women and the housing officers.
 - H. There is no significant difference in the desired education of the head resident as required by the deans of women and the housing officers.

- II. There is no significant difference in the interest of the deans of women and the housing officers in having a course of study developed for the training of mature women for the position of head resident in the women's residence halls.
- III. The completion of a course of study by the prospective head resident would make no significant difference in the present on-the-job training required by the deans of women and the housing officers.
- IV. The completion of a course of study would make no significant difference in the professional status of the head resident as viewed by the deans of women and the housing officers.

Organization of the Study

Literature dealing with desirable characteristics and training needs of head residents was surveyed in Chapter II. Chapter III embraces the methods used to collect the data upon which the conclusions were based, as well as the design for interpreting, and using the data. The results of the surveys were tabulated and described in Chapter IV, and Chapter V contained the suggested training program for female head residents which grew out of this study.

The study was summarized, general conclusions listed, and recommendations for further research made in Chapter VI.

CHAPTER II

REVIEW OF LITERATURE

Reviewing the literature pertaining to this study, the fact emerged that the organizational pattern for administration of collegiate housing varies widely from complete responsibility located in the Dean's office to full authority in the Business Manager's office. However, college administrators recognized the importance of residence halls to the educational system. The number of serious research efforts in this field is very small, and much of the textbook-type writing is couched in general and ambiguous terminology. The need for the kind of research contemplated by the present study was rendered manifest by examination of what fugitive sources presently exist.

The review of the literature is presented under the following headings: (a) importance of residence hall influence, (b) role of the head resident, (c) characteristics of head residents, (d) in-service training, and (e) training and status of the head resident.

Importance of Residence Halls Influence

A quarter of a century ago Harold Hand in his book Campus Activities expressed the opinion that the influence of

the living group out-ranked all other experiences in college learning.¹ Substantiating in part this rather early belief, Dugal S. Arbuckle stated:

There is no doubt that a youth learns a great deal during his stay at college. Much of this learning however does not occur in the classroom where he spends a relatively few hours, but in the many other experiences in living that occurs outside the classroom walls. For the student who lives on the campus, the residence halls may offer a major learning experience in social living. The dormitory may be the most important factor in the social education of the student, or it may be a place where the student must, and is almost compelled to stay. The dining hall may become a prison-like mess-hall where the student goes through the process of eating as quickly as possible. The late venerable president of Columbia University recognized the part that college housing played in the total educative process when he said, "It is to be borne in mind that the provision of residence halls is an essential part of the work of the university as the provision of classrooms, libraries, and laboratories. The chief purpose of university residence halls is not one of housing strictly, but of education and educational influence."²

For many students the college dormitory will be the first experience in living on intimate terms with a group of individuals who are of the students own age. For these students the term "social responsibility" will be for the first time brought to their attention as having real meaning. The socialization processes of the student that are common to the residence halls should go a long way in bringing the student to maturity as a useful individual who fully recognizes the responsibilities imposed upon him by our society. The

¹Harold Hand, Campus Activities, (New York, 1941), p. 140.

²Arbuckle, pp. 202-203.

university residence halls, more than any other unit on campus, is the place where these processes may be observed and guided so that in due time the student may indeed become the type of individual that society expects him to become. Woolf and Woolf in their work, The Student Personnel Program, comments as follows on the importance of the residence hall program.

The average college student spends sixteen to twenty hours weekly in the classroom or laboratory. A large percentage of the rest of his waking hours is spent in the place where he lives. During his wakeful hours he is learning all of the time. Whether or not he learns skills and attitudes which will be useful to him depends upon the nature of his environment.³

Thus one of the functions of the residence hall life is to promote the growth and maturity of the individual.

From these and other authors it appears that how and where the college student lives determines to a large degree his physical and mental health--even the attitudes and scholarship that he develops. Sanford stated that in a large number of situations, major decisions that the student is called on to make for himself, such as what academic field to choose as a major, or whether or not to take part in athletics, are made on the basis of the peer cultures found in the place where the student lives.⁴

³Woolf and Woolf, p. 124.

⁴Nevitt Sanford, The American College, (New York, 1962), p. 129.

Role of the Head Resident

The head resident is a key figure in the day to day operation of the residence halls. Her role was described by Helen Reich in her book, The College Housemother, as follows:

Whether in a college residence hall or a chapter house, the housemother determines to a major degree the atmosphere which prevails in the residence, thus affecting the morale of the student and influencing his attitudes and values. The housemother helps the student acquire an image of the school and she is a barometer of group feeling and tension, as well as being aware of individual reactions. Although she is basically a listener, she interprets school and residence policies and establishes rapport between the residence and other campus areas and among the residents. Maintaining good communications and keeping personal relationships in balance is a major responsibility.

The housemother provides continuity in function, program, and background. Through her, the continually changing student officers and residents achieve a source of stability and develop traditions. She is the link with what has gone before. Her knowledge of and her loyalty to the institution and the organization she serves provide a focus of identification for the student. She can be effective in orienting the newcomer and assisting in his adjustment to the living situation.

It has been said that few in the college community have as great an opportunity to influence the lives of young people in so many direct ways as the housemother. The attitudes, habits, and standards she encourages are important in the lives of the students with whom she lives and works. Her concern and endeavors encompass standards of health and cleanliness, morals and personal conduct, scholarship and culture, and social and personal development and improvement.⁵

⁵Helen Reich, The College Housemother, (Danville, Illinois, 1964), pp. 5-6.

Characteristics of Head Residents

What are the characteristics that employing officers look for in a woman who performs the duties of a head resident? In searching the literature the writer has found few references to the characteristics of head residents.

C. Gilbert Wrenn wrote:

They should understand, respect, and like young people; they should themselves have achieved a good adjustment to life; should be able to see the humorous side of things and take the tension out of situations; they should be interested in the arts of life.⁶

Esther Lloyd-Jones and Margaret Ruth Smith said:

From whatever diverse backgrounds they enter, all should have in common the sympathetic objectivity and the flexibility that bespeaks a personal stability anchored in deep spiritual philosophy in rich personal resources. All need to have an intellectual vitality, cultural interests, and civic awareness that makes them worthy of responsibility for the higher education of youth. All need to know enough of sociology to employ, and if need be to alter, the pervasive and specific mores; enough of psychology to understand the meaning of adolescent behavior and the developmental task that confront young people, enough of group work to create a dynamic experience in shared responsibility; enough of counseling to understand the potential in each student for growth and the symptoms that make referral more appropriate; and enough of administration to work always in the context of team membership and through appropriate channels. None can possess all of these virtues in equal measure; all can hold them as aspirations to be striven for. This implies continuous in-service in the fine art and science of human relations.⁷

From the foregoing statements it is evident that much is expected of a head resident. Earl A. Koile and Lou Dora Hays

⁶Wrenn, p. 310.

⁷Lloyd-Jones and Smith, pp. 184-185.

did a study at the University of Texas "to identify the behaviors of university dormitory head residents that are perceived by college women as either "advancing" or "retarding" to their feelings of emotional maturity." Their findings were reported as follows:

. . . the head resident will be more able to contribute to the psychological growth of students if she understands and values them as persons.

It is reasonable to believe that the head resident will be more able also to advance the emotional maturity of students if she is a psychologically mature and well adjusted person. Thus the in-service training experiences should strive to foster a learning climate conducive to her sense of well-being and psychological development. With the leadership of skilled group workers, study and permissive discussions of incidents in dormitory living may help to modify and fulfill some of the varied personality needs of the head resident by enabling her to relate more effectively to students.⁸

Cynthia Pool did a study similar to the one reported by Koile and Hays. She used 195 freshmen and sophomore women students, living in three residence halls at Waldorf Junior College in Forrest City, Iowa, as her subjects.⁹ Her findings were as follows:

The incidents reported were carefully studied, and descriptions of the specific adult behaviors were identified. Incidents considered "enhancing" by residents included a friendly smile, a complimentary remark, and the expression of genuine interest and regard for the individual. Trust and the delegation of responsibility were also seen as "enhancing."

⁸Earl A. Koile and Lou Dora Hays, "Do Head Residents Advance Student Development?" The Journal of College Student Personnel, (1962), pp. 90-101.

⁹Cynthia Pool, "Head Resident Behavior," The Journal of the National Association of Womens Deans and Counselors, XXX (1967), pp. 178-180.

Behaviors considered "retarding" included reprimands, suspicions, inconsistencies, and unrequested advice.¹⁰

In 1964 Catherine G. Nichols and Jo Fredia Dorris made a survey and collected data regarding the age and education of the women who were employed as head residents. Their findings were as follows:

A majority of the institutions (63 percent in the larger institutions and nearly 52 percent in the smaller) prefer the M. A. in personnel, guidance or counseling for directors of residence. Larger institutions are more insistent on the M. A., since only four (approximately 15 percent) say they will accept a B. A. in any area, whereas ten (37 percent) of the smaller universities report that they will. Five (over 18 percent) of the smaller institutions say they may accept a person with no degree, but none of the larger institutions does.

What does seem certain, however, is that more of the larger institutions prefer younger women as directors, while universities under 10,000 tend to prefer at least the 35 to 50 age group.¹¹

How are the head residents selected? One assumes the person who has a Masters Degree has met the requirements for graduate school and these are sufficient for the head resident. Herbert A. Otto in his article "The Housemother--A Neglected Resource"¹² said:

The housemother's position too often becomes the sinecure of deserving but emotionally handicapped and insecure personalities. Many institutions seem to make the post of housemother a suitable refuge

¹⁰Ibid., p. 179.

¹¹Catherine Nichols and Jo Fredia Dorris, "A Study of the Age, Salary, and Status of Residence Halls Workers in 54 Universities," The Journal of the National Association of Womens Deans and Counselors, XXVII (1965), pp. 203-206.

¹²Some writers use the term housemother for all persons who are not professionally trained.

for the widows of faculty and other deserving college personnel.

In the process of selecting housemothers, many of the larger educational institutions favor the socially polished individual, a public-relations type of person skilled in the social amenities. Emphasis is not placed on obtaining the warm, loving, understanding, or motherly type of person interested in students and young people. Housemothers who combine qualities of warmth with the necessary social skills can be found.

The fundamental problem facing the administrator concerned with personnel selection is to find an adequate means of determining the mental health status or mental healthiness of the prospective housemother. One way of dealing with this problem could be through working closely with the guidance department or clinical psychology staff of the institution. A psychological test battery used in conjunction with an interview by a professionally trained person may be one solution to the problem. This approach has the additional advantage of acquainting the housemother with members of the clinical staff, which can serve to facilitate the referral process.¹³

The University of Illinois has a combined workshop and in-service training program for head residents. The selection factors for this program are listed as follows:

1. Education: College degree preferable; minimum requirement two years of college work.
2. Age: 40 to 55 years desirable.
3. Personal interviews and references: The interview was threefold in purpose, to inform the candidate of the university's expectancies especially in regard to study; to clarify, if possible, the aspirations of the candidate in regard to her future, and to assess the maturity, flexibility, and personality factors which might affect her success as a student personnel worker. The references would reflect her community's estimate of the candidate.

¹³Herbert A. Otto, "The Housemother--A Neglected Resource," The Educational Record, (October, 1961), p. 301.

4. Good physical and mental health: In addition to physical examination, candidates were given the MMPI followed by an interview with a clinical psychologist for assessment of mental health.¹⁴

The paucity of materials on factors used in the selection of women who perform the duties of head residents points up the need for research.

In-service Training

Until recently considerations for student personnel training programs were very vague: however, at a series of meetings of the Commission of Professional Development of the Council of Student Personnel Associations in Higher Education (COSPA) which convened November 18-19, 1963, November 15-17, 1964, and February 24-25, 1965, to study common needs and problems in this field, some guidelines were established for a graduate training program in the area of college housing.¹⁵ A core program was recommended for all fields of student personnel. Major topics to be covered in the core program were set forth as follows:

¹⁴Miriam A. Sheldon, "For Mature Women; A Late Career; For Residence Halls; A New Source of Staff," The Journal of the National Association of Womens Deans and Counselors, XXV (1962), p. 101.

¹⁵Commission on Professional Development of the Council of Student Personnel Associations in Higher Education, A First Report of the Commission on Professional Development of the Council of Student Personnel Associations in Higher Education (Indianapolis, Ind.: Commission on Professional Development of the Council of Student Personnel Associations in Higher Education, 1964), p. 4.

1. Study of the typical behavior of the college student,
2. History, settings, and objectives of colleges and universities as social institutions,
3. Counseling principles and techniques,
4. Principles of administration and decision making including theory and practice of organization and fiscal management, selection and in-service training of staff, and communication and relationships with college departments and constitutions,
5. Group dynamics and human relations,
6. An overview of student personnel work in higher education, and
7. Practicum, internship or field work with college students.¹⁶

The subject fields to be included in the program for residence hall administration are as follows:

1. History and development of student housing,
2. Business economics,
3. Personnel management and accounting,
4. Fiscal management and accounting,
5. Utilization and management of the physical plant,
6. Principles of food services organization and management,
7. Public health,
8. Statistics and research methods,
9. Practicums or internships, and
10. Individual study and research.¹⁷

¹⁶Ibid., pp. 5-6.

¹⁷Ibid., pp. 6-7.

Since colleges and universities have had difficulties in locating, securing, and retaining well trained residence hall personnel a variety of programs have developed. Some universities have turned to graduate assistants supervised by an area director; others have trained undergraduate students as counselors; and some institutions have relied on older, untrained women. Many of these older women have attended a short, five to ten days duration, training program for housemothers.

Training and Status of the Head Resident

The Dean of Women at the University of Illinois reached the conclusion that the university must train its own residence hall staff.¹⁸ Each year approximately fifty older women from superior cultural background, with education ranging from high school to a bachelor's degree, ranging in age from forty to seventy years, and free from family responsibilities, came to the university seeking employment as house directors. It seemed desirable to establish a training program which could meet the needs of both older women and the university.

Along with an obvious trend to train administrators, there has been some concern about the training and status of the head resident. Florence Louise Phillips said:

The professional status of the position of the residence hall directors is by no means well established.

¹⁸Sheldon, p. 99.

To a great extent, performance has been based on speculative philosophy rather than research finding.¹⁹

Catherine Nichols and Jo Fredia Dorris reported that their survey demonstrated a general trend towards improving or upgrading the position of residence halls personnel in all parts of the nation, not only for larger institutions but the smaller ones as well. Their study pointed up the fact that many young women are now entering the field bringing with them new ideas, enthusiasm, and other desirable characteristics. However due to marriage, and/or greater mobility common to our times, their tenures are relatively short, causing a noticeable lack of continuity for that particular program.²⁰

Donald W. Kilbourn in his study of the "Status and Roles of Head Residents" said:

A key person in the implementation of an effective housing program is the head resident. The American Council of Education concluded that the potentialities of group living will never be realized in a residence hall setting until housing officials are included in the circle of academic respectability and given pay and prestige in keeping with the difficulties and educational importance of their work.²¹

In relation to this thought, E. G. Williamson has also stated that the development of leadership in the residence

¹⁹Florence Louise Phillips, "Residence Halls Directors," The Journal of the National Association of Womens Deans and Counselors, XXVIII (1964), p. 33.

²⁰Nichols and Dorris, pp. 203-206.

²¹Donald W. Kilbourn, "The Status and Roles of Head Residents," American Personnel and Guidance Journal, XXXIX (1960), pp. 203-206.

halls is the basic key to their consideration as part of an educational institution.²² Such organizations as the National Association of Womens Deans and Counselors have also indicated a pressing need for a program designed to upgrade the professional status of head residents.²³

Florence Louise Phillips stated in her study "Achieving Professional Status for the Position of Residence Halls Directors," that the demand for trained and experienced workers in the residence halls is far greater than the supply can offer at the present time.²⁴ Consequently college and university administrators who are anxious to employ qualified personnel are often faced with the reality as well as the necessity of having a staff with a composition of mixed competence. The real danger in such a situation for personnel-oriented workers is that they then become members of a hybrid system. Faculty status on their individual campus is less eminent, and the professional standing of their position is placed under a continuing limitation. The working relationships among members of the same staff is handicapped, for the differences in their background of preparation for their particular position makes it impossible for them to reach an equal threshold of understanding. Pointing up this thought is a work by Barbara Y. Keller in

²²Williamson, p. 196.

²³Kilbourn, pp. 203-206.

²⁴Phillips, pp. 33-36.

which she presented the many wide and varied differences of training and personalities that may be found in the residence halls workers of today.²⁵

Summary

Although there was revealed a serious lack of scholarly work in the area of residence hall operation, the studies and textbook treatments which were found revealed several salient facts:

1. The residence hall is an important part of the academic environment in which the college student functions. As the social requirements of large group living impose the necessity for cooperation and self-direction upon the student, the same ambient conditions reward the student with vocational and academic guidance, leisure time direction, and lasting peer relationships.

2. The head resident is a key person in the effective day-to-day operation of the residence hall, providing, inter alia, continuity of purpose and operation, leadership, and a personal link with the school as an institution.

3. What little writing has been done on desirable characteristics in the head resident tends to be general and to deal with such adjectives as "understanding," "kind,"

²⁵Barbara Y. Keller, "Status, Role, Training, and Salary of Residence Hall Directors," The Journal of the National Association of Womens Deans and Counselors, XXVII (1965), pp. 179-182.

"mature," "well adjusted," "trusting," "socially polished," "educated," "physically healthy," and with the possession of some kind of psychological insights, a college degree of one sort or another, and membership in the 35-50 age bracket.

4. The COSPA has suggested a core of subjects which should form a basic student personnel administration training program and a more detailed list of topics for specialization in residence hall administration.

5. Most universities train their own head residents without reference to the COSPA recommendations, and these programs vary widely in scope, duration, and value.

6. The head resident position has not yet achieved professional status; however, appropriate training, recruitment of professionally interested head residents, and gradual achievement of similarity of training and experience background among head residents can be expected to lead to professionalization.

An item that was mentioned in the literature was the desirable characteristics which head residents should possess. Most of the references were made from the point of view of personnel people; however, there were two studies already cited by the writer which attempted to identify how students perceived the behavior of a head resident. There were no studies which reported on the traits the employing officers looked for in prospective head residents. So the writer did a survey of the employing officers to find out how they considered certain selected items such as:

- (1) Appearance, (2) Personality traits, (3) Social skills,
- (4) Entering age, (5) Physical status, (6) Emotional status,
- (7) Previous employment, (8) Civic participation, and
- (9) Education.

Many of the articles written about the training of head residents mentioned an in-service training program; but the writer could not find a syllabus or outline of any program. The writer proposed, therefore, to design a course of study based on information gleaned from tables of contents of training manuals, manuals, job descriptions and a questionnaire completed by head residents about certain competencies they use in the performance of their duties.

CHAPTER III

METHODOLOGY AND DESIGN OF THE STUDY

The writer was concerned about the basis of selection and training of mature women for the position of head resident in women's residence halls. The hiring officers must have some basis on which they make their selection, such as: age appearance, social skills, physical and emotional status, previous education, participation in social and community affairs, and work experience. In order to determine the characteristics that employing officers look for in a mature woman to perform the duties of a head resident, the writer designed a questionnaire and used it to make a survey of the employing officers.

It appeared that most head residents were trained by means of in-service programs designed and implemented by the administrators. These programs are composed of a core of basic information from which a general course of study might be developed. The writer made an attempt to collect this core of information from the head residents by the use of a questionnaire and by a survey of the available administrative training aids, such as manuals, college catalogs, checklists, and the like.

Instruments

Two questionnaires were used to obtain data. The first was a questionnaire designed by the writer to determine which of the selected identifiable and measurable personal characteristics the employing officers look for in a mature woman seeking the position of head resident in a women's residence hall.

Willa Norris, Franklin R. Zeran, and Raymond N. Hatch in their book, The Information Services in Guidance, suggested a number of categories that should be considered in selecting a person to fill any position. Some of the categories that these writers suggest are (a) age, (b) sex, (c) physical and emotional status, (d) education, (e) previous work experience, (f) personality traits, (g) appearance, (h) working conditions, (i) special training needed for the position, (j) psychological aspects of the position, and (k) salary.¹ From these categories the writer chose to use the following parameters on which to collect information: (a) professional appearance, (b) personality traits, (c) social skills, (d) employment record, (e) civic participation, (f) desirable age for entering the profession, (g) education, (h) physical status, and (i) emotional status. These were chosen because they appeared in the literature which

¹Willa Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Services in Guidance, (Chicago, 1966), pp. 119-159.

specifically dealt with head residents and which was reviewed in Chapter II, supra.

After selecting the main categories the writer examined the sample rating scales and personnel record forms in the following books: (a) The Information Services in Guidance by Willa Norris, Franklin R. Zeran and Raymond N. Hatch, (b) Appraising Vocational Fitness by Donald E. Super, and (c) Techniques of Guidance by Arthur E. Traxler. From these sources the writer extracted the items applicable to head residents to be included under the main categories.

In order to obtain the information in a uniform style a Likert-type scale was used to rate the following categories: (a) appearance, (b) personality, (c) social skills, (d) employment record, and (e) civic participation. Multiple choice items were used to determine: (a) the desirable age for entering the profession, (b) the amount of education desired, (c) the physical condition, and (d) the emotional status. The choices were expressed in terms of brackets where applicable (e.g., age) and extracted descriptions (e.g., physical and emotional status) from the literature.

In addition to these items the writer wanted to determine (a) if there was an interest in having a course of study developed for the training of head residents, (b) if the employing officers make a difference in the present on-the-job training now required by the administrators, and (c) if the completion of a training program would make a difference in the professional status of the head resident.

This information was elicited by the same questionnaire, by means of three questions to be answered Yes or No.²

The second questionnaire, also designed by the writer, was used to determine how often the head resident in a woman's residence hall used certain abilities, attitudes, or understandings in the performance of her duties. The items used in this questionnaire were all topics mentioned in the training manuals, areas suggested by the job descriptions, and personal interviews. The writer interviewed the following head residents: (a) Mrs. Georgia Lee Ebersole, Head Resident at Northeastern A. and M. College, Miami, Oklahoma, (b) Mrs. Lucille Adcock, Head Resident Agnes Edwards, a private owned residence hall at Southeastern Louisiana University, Lafayette, Louisiana, (c) Mrs. Rubie Weaver, Head Resident University of Houston, Houston, Texas, and (d) Mrs. Jan Sheets, Oklahoma State University, Stillwater, Oklahoma. The form of this questionnaire was conceived after studying a questionnaire designed by Robert Alciatore entitled "Survey of Recent Doctoral Graduates of the Graduate School of the University of Minnesota."³ The choices on this questionnaire were on a four point scale: (a) constantly used, (b) often used, (c) seldom used, and (d) never used.⁴

²Questionnaire appears in Appendix A.

³Interview with Dr. Robert Alciatore, April 5, 1969.

⁴Questionnaire appears in Appendix B.

In addition to the two questionnaires, fifty schools were asked for the use of their training manuals, job descriptions, or the table of contents of their training manuals. These items were used in determining the contents of the course of study. In order to obtain these items the writer agreed not to use the names of the schools from which they were obtained.

Subjects

A number of organizations devote some time to studying problems of college housing. Two of these organizations are (a) The National Association of Womens Deans and Counselors, and (b) The American Personnel and Guidance Association. However, there is one organization that devotes full attention to housing problems, The Association of College and University Housing Officers.

Since there is only one organization which devotes its time exclusively to college housing, the writer chose to use its members for the population of this study. This organization publishes a directory in which the member schools are listed alphabetically by states. The most recent directory (1969) was used for this study.⁵

The writer wished to get a 50 percent sample of the population; so every alternate school listed in the

⁵Harold C. Riker and David A. DeCoster, "Directory of College and University Housing Officers," (Gainesville, Florida, 1969), pp. not numbered.

directory, starting with the first listing was used. The total sample was composed of 185 schools. The sample included at least one school from each of the fifty states. These schools included both public and privately endowed institutions and ranged in enrollment from 310 to over 33,000.

Table I shows the distribution of mailing and responses according to the size of the institution for The Questionnaire on Head Resident.

The 139 responses represented 75.13 percent of the members contacted.

Table II shows the distribution of responses according to the size of the institutions; control of the institution, public or private; and the administrative officer completing the questionnaire, either a dean of women or a housing officer.

The distribution of institutions included thirty-six privately operated schools and 103 state supported schools. The employing officer for the head resident is the dean of women in sixty of the institutions and a housing officer in seventy-nine of the 139 schools replying.

Replies to twenty-two of the required questionnaires were not useable for inclusion in the study. Of these, fourteen institutions indicated that the questionnaire did not fit their situation; they used persons with a master's degree in student personnel. Responses from three of the institutions indicated that they used young married women

TABLE I
 FREQUENCIES AND PERCENTAGES OF RESPONSES
 BY SIZE OF INSTITUTION

Size	Number Mailed	Number of Responses Received	Percent of Responses
0 - 500	2	2	100.0
501 - 1000	9	3	33.3
1001 - 3000	47	32	68.9
3001 - 5000	28	25	89.3
5001 - 10000	47	38	80.1
10001 - 15000	19	12	63.2
15001 - 20000	16	15	93.7
20001 - 25000	7	6	85.7
25001 - 30000	4	3	75.0
30001 - 35000	6	3	50.0
Total	185	139	75.3

TABLE II
 FREQUENCIES OF RESPONSES BY SIZE AND CONTROL OF
 THE INSTITUTION AND ADMINISTRATIVE OFFICER
 COMPLETING THE QUESTIONNAIRE

Size	Control of Institution		Officer Responding		Total
	<u>Private</u>	<u>State</u>	<u>Dean of Women</u>	<u>Housing Officer</u>	
0 - 500	2		1	1	2
501 - 1000	2	1	2	1	3
1001 - 3000	10	22	18	14	32
3001 - 5000	9	16	9	16	25
5001 - 10000	9	29	21	17	38
10001 - 15000	3	9	4	8	12
15001 - 20000	1	14	4	11	15
20001 - 25000		6		6	6
25001 - 30000		3		3	3
30001 - 35000		3	1	2	3
Total	36	103	60	79	139

whose husbands are working toward advanced degrees. Faculty members assumed the duties of head resident in four of the institutions. One institution refused to complete any questionnaire on housing unless the research was approved by the research committee of the Association of College and University Housing Officers.

In order to gain ideas and topics to be included in the proposed course of study, the writer included in the mailing to the 185 institutions a questionnaire on the position of the head resident to be filled out by a head resident. The head resident completing the questionnaire was requested to do so by her employing officer; so, it would be assumed that she was considered a proficient head resident. In order for the head resident to remain anonymous, there was no attempt made to identify the type or size of the institutions from which the responses came. Neither was there any attempt to determine the academic training of the head resident. Responses were received from 117 head residents, all of which were complete enough to be included in the study.

The writer was able to obtain five manuals used in in-service training programs. Tables of contents of training manuals were received from five schools, and job descriptions were received from fifteen schools.

Procedures

The writer mailed two questionnaires along with self addressed stamped envelopes to either the Director of

Housing or the person listed in the directory as the Personnel Officer for Housing. This individual was requested to complete the "Questionnaire on Head Resident" if he were the employing officer. In some cases, the Dean of Women was the employing officer for head residents in the women's residence halls; if so, the writer asked that the questionnaire be forwarded to her. The second questionnaire pertained to the "Position of Head Resident." The writer requested that the employing officer ask one of the women head residents to complete this questionnaire.

Statistical Treatment

The data for this study were collected in a one-sample survey at the ordinal level of measurement. The data collected by the questionnaires were reported in rows and columns. Whenever possible, the responses were reported in both numbers and percentages.

When possible Chi-square Test was applied to the responses of the deans of women and those of the housing officers to determine if there was a significant difference in their responses at the .05 level of confidence.

Summary

A survey was made of employing officers of head residents to determine how they evaluated certain selected identifiable and measurable characteristics of mature women who aspire to become head residents in women's residence

halls. The results of this survey are reported and analyzed in Chapter IV.

A survey was made of actively employed head residents to determine how often they used certain abilities, attitudes, or understandings in the performance of their duties. The results of this survey were reported and analyzed in Chapter IV and were used in Chapter V as the basis for inclusion of units in a proposed course of study for head residents.

A proposed professional training course would be based on ideas of both employees and employers. In order to gain from the administrators suggestions of items which should be included in the proposed course of study, a survey was made of the available in-service training manuals, tables of contents of in-service training manuals and job descriptions. These results were also reported in Chapter IV and used in Chapter V as the basis for inclusion of units in a proposed course of study for head residents.

CHAPTER IV

RESULTS

The purpose of this chapter was to present and to analyze the data collected. The data were collected through the use of two questionnaires, one on the "Head Resident" and the other on the "Position of the Head Resident." Since the two questionnaires were used for two separate purposes, they were reported separately. The first section of this chapter deals with the questionnaire on the "Head Resident."

Questionnaire on Head Resident

The 139 responses to this questionnaire came from either a housing officer or a dean of women. The purpose of this questionnaire was to determine what characteristics employing officers, either deans of women or housing officers, seek when employing a prospective head resident and whether the respondent regarded a formal training program for head residents desirable. These responses could be reported in a number of categories: (1) professional appearance, (2) personality traits, (3) social skills, (4) employment record, (5) civic participation, (6) desirable age for entering the profession, (7) physical and emotional status, (8) education, and (9) development of a course of study.

Professional Appearance

Since the head resident is constantly with young people and serving as a hostess in the hall, that she must be well groomed and appropriately dressed was assumed. While it is desirable that she be physically attractive, this quality can be compensated for by other qualities.

A survey was made of the employing officers to gain information about the professional appearance of the mature women that they employ to perform the duties of a head resident. The responses were tabulated by number and percentages, with a separate tabulation for the responses of the deans of women and the housing officers. These results are shown in Table III.

Both the deans of women and the housing officers stated that the head resident should be well groomed; 61.5 percent of the deans of women stated that being well groomed was "very desirable" and 38.5 percent felt that it was "desirable," 58 percent of the housing officers felt that it was "very desirable" for the head resident to be well groomed, 37.4 percent felt that it was "desirable" and 4.6 percent felt that this was a "neutral" item.

Appropriate dress was considered "very desirable" by 48.1 percent of the deans of women. The housing officers placed less emphasis on appropriate dress; 41.5 percent felt that it was "very desirable," 49.3 percent that was "desirable" and 9.2 percent felt that this was a "neutral" item. This could reflect the fact that women tend to place more

TABLE III
 DEANS OF WOMEN (A), HOUSING OFFICERS (B), AND TOTAL (C) RESPONSES TO
 PROFESSIONAL APPEARANCES OF HEAD RESIDENTS IN NUMBER AND PERCENT

Items	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
<u>Items (A)</u>											
1. Physically attractive	52	6	11.5	33	63.5	13	25.0				
2. Well groomed	52	32	61.5	20	38.5						
3. Appropriate dress	52	27	51.9	25	48.1						
<u>Items (B)</u>											
1. Physically attractive	63	3	4.8	45	71.4	15	23.8				
2. Well groomed	64	37	58.0	24	37.4	3	4.6				
3. Appropriate dress	65	27	41.5	32	49.3	6	9.2				
<u>Items (C)</u>											
1. Physically attractive	115	9	7.9	78	67.7	28	24.4				
2. Well groomed	116	69	59.4	44	37.9	3	2.7				
3. Appropriate dress	117	54	46.1	57	48.7	6	5.2				

Chi-square was computed for the relationship of responses between the Deans of Women and the Housing Officers

$$x^2 = 1.3$$

$$df = 1$$

emphasis on dress than men; inasmuch as most of the housing officers replying were men.

Both the housing officers and the deans of women felt that it was "desirable" for the head resident to be physically attractive. This was indicated by 63.5 percent of the deans of women and 71.4 percent of the housing officers. Only a small percentage of each group felt this was a "very desirable" trait; the deans of women placed more value on this item as shown by 6 percent response of "very desirable" as compared to a 3 percent response by the housing officers. Approximately a fourth of both the housing officers and the deans of women felt this was a "neutral" item.

A null hypothesis was stated that there would be no significant difference at .05 level of confidence in the desirable professional appearance of the head resident as viewed by the deans of women and the housing officers. Chi-square Test was applied to the responses of the housing officers and the deans of women. Due to the small frequencies in the neutral cells, the writer combined the neutral cells with the responses of the cells for desirable. Chi-square yielded a value of 1.3 with one degree of freedom. This value indicates no significant differences in the responses of the two groups at the .05 percent level of confidence. The null hypothesis of no difference must be accepted.

Since there were no significant differences between the responses of the deans of women and the housing officers on items pertaining to professional appearance their responses

were combined. Of the total responses, 67.7 percent stated a physically attractive person was "desirable;" while 24.4 percent felt that this was a "neutral" item. Being well groomed was listed as "very desirable" by 59.4 percent and "desirable" by 37.9 percent of the respondents. Appropriate dress was considered "very desirable" by 46.1 percent of the respondents and "desirable" by 48.7 percent.

Personality Traits

The writer made a survey of the employing officers of head residents to determine what selected personality traits they considered desirable and what selected personality traits they considered undesirable. The writer used twenty-five traits to gain this information. The traits used were as follows: (1) calm, (2) liberal, (3) indifferent, (4) timid, (5) hostile, (6) intelligent, (7) reliable, (8) independent, (9) slack, (10) submissive, (11) cheerful, (12) sociable, (13) sorrowful, (14) seclusive, (15) conscientious, (16) adventurous, (17) carefree, (18) inhibited, (19) energetic, (20) trustful, (21) suspicious, (22) optimistic, (23) flexible, (24) cordial, and (25) enthusiastic.

Table IV shows the responses of the deans of women, and Table V shows the responses of the housing officers on personality traits that they look for when employing a mature woman to perform the duties of a head resident. These responses were tabulated by number and percentages of responses.

A null hypothesis was stated that there would be no significant difference at .05 level of confidence in the

TABLE IV
 RESPONSES OF THE DEANS OF WOMEN ON PERSONALITY
 TRAITS IN NUMBER AND PERCENT

Traits	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. Calm	52	35	67.3	17	32.7						
2. Liberal	49	10	20.4	26	53.1	12	24.5	1	2.0		
3. Indifferent	50							14	28.0	36	72.0
4. Timid	52					4	7.7	18	34.6	30	57.7
5. Hostile	48							2	4.1	46	95.9
6. Intelligent	53	28	52.8	25	47.2						
7. Independent	51	9	17.6	36	73.6	6	11.8				
8. Reliable	51	46	90.2	5	9.8						
9. Slack	52					4	7.8	7	13.3	41	78.9
10. Submissive	51					8	15.7	17	33.3	51	26.0
11. Cheerful	52	35	67.3	17	32.7						
12. Sociable	50	24	48.0	24	48.0	2	4.0				
13. Sorrowful	52					2	3.7	8	15.4	42	80.9
14. Seclusive	52					3	5.8	9	17.3	40	76.9
15. Conscientious	52	41	78.8	11	21.2						
16. Adventurous	52	7	13.7	29	55.8	16	30.5				
17. Carefree	52	1	1.4	7	13.7	36	69.0	8	15.4		
18. Inhibited	52			3	5.8	8	15.5	25	48.1	16	30.6
19. Energetic	52	25	48.1	26	50.0	1	1.9				
20. Trustful	52	41	78.9	11	21.1						
21. Suspicious	50			2	4.0	4	8.0	5	10.0	39	78.0
22. Optimistic	51	24	47.1	25	49.0	2	3.9				
23. Flexible	50	43	86.0	7	14.0						
24. Cordial	52	25	48.1	27	51.9						
25. Enthusiastic	52	36	69.2	15	28.9	1	1.9				

TABLE V
 RESPONSES OF THE HOUSING OFFICERS ON PERSONALITY
 TRAITS IN NUMBER AND PERCENT

Traits	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. Calm	64	41	64.1	20	31.3	3	4.6				
2. Liberal	63	9	14.3	25	39.7	28	44.4	1	1.6		
3. Indifferent	64	1	1.6			1	1.6	20	31.2	42	65.6
4. Timid	62					2	3.2	28	45.2	32	51.6
5. Hostile	62					1	1.6	5	8.1	56	90.3
6. Intelligent	64	38	59.2	25	39.2	1	1.6				
7. Independent	56	6	10.7	37	66.1	9	16.0	3	5.4	1	1.8
8. Reliable	64	56	87.5	8	12.5						
9. Slack	64							21	32.8	43	67.2
10. Submissive	64			1	1.6	1	1.6	42	65.5	20	31.3
11. Cheerful	65	31	47.7	31	47.7	3	4.6				
12. Sociable	65	22	33.9	39	60.0	4	6.1				
13. Sorrowful	62					1	1.6	25	40.3	36	58.1
14. Seclusive	63					2	3.2	21	33.3	40	63.5
15. Conscientious	61	47	77.1	14	22.9						
16. Adventurous	65	13	20.0	35	53.9	17	26.1				
17. Carefree	63			3	4.8	40	63.5	17	27.0	3	4.8
18. Inhibited	60							43	71.6	17	28.4
19. Energetic	65	32	49.2	33	50.8						
20. Trustful	62	53	85.5	8	12.9	1	1.6				
21. Suspicious	45									45	100.0
22. Optimistic	66	30	45.5	31	46.6	5	7.9				
23. Flexible	64	41	64.0	23	36.0						
24. Cordial	64	27	42.2	36	56.3	1	1.5				
25. Enthusiastic	65	46	70.8	18	27.7	1	1.5				

personality traits of a head resident as viewed by the deans of women and the housing officers. Chi-square Test of significance was applied to the responses of the deans of women and the responses of the housing officers. The computed value was 3.35 with four degrees of freedom. This value indicates no significant differences in the responses of the two groups at the .05 level of confidence. So the null hypothesis of no differences must be accepted. Since there were no significant differences in the responses of the two groups, their combined responses are shown in Table VI.

The following traits were listed by 50 percent or more of the total respondents as "very desirable:" (1) calm, (6) intelligent, (8) reliable, (11) cheerful, (15) conscientious, (20) trustful, (23) flexible, and (25) enthusiastic. Other traits that were listed as "very desirable" that should be noted were (24) cordial with a 44.8 percent response, (22) optimistic with a 46.2 percent response, (19) energetic with a 48.7 percent response, and (12) sociable with a 40 percent response.

The following traits were listed by 50 percent or more of the total respondents as "desirable:" (7) independent, (12) sociable, (16) adventurous, (19) energetic, and (24) cordial. Other traits that should be noted were (2) liberal with 45.54 percent response, (6) intelligent with a 42.7 percent response, (11) cheerful with a 41 percent response, and (23) flexible with a 26.3 percent response. Carefree was considered a "neutral" trait.

TABLE VI
 TOTAL RESPONSES OF THE DEANS OF WOMEN AND THE HOUSING OFFICERS
 ON PERSONALITY TRAITS IN NUMBER AND PERCENT

Traits	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. Calm	116	76	65.2	37	31.2	3	2.6				
2. Liberal	112	19	17.0	51	45.5	40	35.7	2	1.8		
3. Indifferent	114	1	.9			1	.9	34	29.8	78	68.4
4. Timid	114					6	5.3	46	40.4	62	54.3
5. Hostile	110					1	.9	7	6.3	102	92.8
6. Intelligent	117	66	56.4	50	42.7	1	.9				
7. Independent	107	15	14.1	73	68.1	15	14.1	3	2.8	1	.9
8. Reliable	115	102	88.7	13	11.3						
9. Slack	116					4	3.5	28	24.1	84	72.4
10. Submissive	115			1	.9	9	7.8	59	51.3	46	40.0
11. Cheerful	117	66	56.4	48	41.0	3	2.6				
12. Sociable	115	46	40.0	63	54.8	6	5.2				
13. Sorrowful	114					3	2.6	33	29.0	78	68.4
14. Seclusive	115					5	4.4	30	26.1	80	69.5
15. Conscientious	113	88	77.8	25	22.2						
16. Adventurous	117	20	17.1	64	54.7	33	28.2				
17. Carefree	115	1	.9	10	8.7	76	66.1	25	21.7	3	2.6
18. Inhibited	112			3	2.7	8	7.1	68	60.7	33	29.4
19. Energetic	117	57	48.7	59	50.4	1	.9				
20. Trustful	119	94	82.4	19	16.7	1	.9				
21. Suspicious	95			2	2.1	4	4.2	5	5.3	84	88.4
22. Optimistic	117	54	46.2	56	47.9	7	5.9				
23. Flexible	114	84	73.7	30	26.3						
24. Cordial	116	52	44.8	63	54.3	1	.9				
25. Enthusiastic	117	82	70.1	33	28.2	2	1.7				

$\chi^2 = 3.35$
 df = 4

Social Skills

The writer made a survey of the employing officers of head residents to determine which of the selected social skills they looked for in the prospective head resident. The writer used eight skills as follows: (1) poise, (2) tact, (3) conversational skills, (4) attentive, (5) courteous, (6) cooperative, (7) tolerant, and (8) discriminating to gain this information.

Table VII shows the number and percentages of the responses of the deans of women and the housing officers on social skills.

A null hypothesis was stated that there would be no significant difference at .05 level of confidence in the social skills of a head resident which are considered desirable by the deans of women and the housing officers. Chi-square Test of significance was applied to the responses of the deans of women and the responses of the housing officers. Due to the small number of responses in the cells undesirable and very undesirable, these responses were combined with the cells for neutral responses. Chi-square yielded a value of 3.67 with two degrees of freedom, which indicated no significant differences in the responses of the two groups at the .05 level of confidence. The null hypothesis of no differences must be accepted.

Since there were no significant differences in the responses of the two groups, their responses were combined. The combined responses are shown in Table VIII.

TABLE VII
 DEANS OF WOMEN (A) AND HOUSING OFFICERS (B) RESPONSES TO SOCIAL
 SKILLS OF HEAD RESIDENTS IN NUMBER AND PERCENT

Items	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
<u>Items (A)</u>											
1. Poise	52	35	67.3	17	32.7						
2. Tact	52	31	59.6	21	40.4						
3. Conversational skills	52	25	48.3	27	51.7						
4. Attentive	52	34	65.4	18	34.6						
5. Courteous	52	33	63.5	19	36.5						
6. Cooperative	52	39	75.0	13	25.0						
7. Tolerant	52	22	42.3	30	57.7						
8. Discriminating	52	23	44.2	20	38.5	4	7.7	1	1.9	4	7.7
<u>Items (B)</u>											
1. Poise	64	28	43.7	36	56.3						
2. Tact	64	61	95.3	3	4.7						
3. Conversational skills	64	25	39.1	39	60.9						
4. Attentive	65	32	49.3	30	46.1	3	4.6				
5. Courteous	65	47	72.3	18	27.7						
6. Cooperative	65	47	72.3	18	27.7						
7. Tolerant	65	54	83.1	9	13.8	2	3.1				
8. Discriminating	47	15	31.9	17	36.2	7	14.9	3	6.4	5	10.6

$\chi^2 = 3.67$
 $df = 2$

TABLE VIII
 TOTAL RESPONSES OF DEANS OF WOMEN AND HOUSING OFFICERS TO SOCIAL
 SKILLS OF HEAD RESIDENTS IN NUMBER AND PERCENT

Items	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. Poise	116	63	54.3	53	45.7						
2. Tact	116	92	79.3	24	20.7						
3. Conversational skills	116	50	43.1	66	56.9						
4. Attentive	117	66	56.5	48	41.0	3	2.5				
5. Courteous	117	80	68.4	37	31.6						
6. Cooperative	117	86	73.5	31	26.5						
7. Tolerant	117	76	65.0	39	33.3	2	1.7				
8. Discriminating	99	38	38.4	37	37.4	11	11.1	4	4.0	9	9.1

$\chi^2 = 3.67$
 $df = 2$

Of the 117 respondents, 50 percent or more indicated that the following traits were "very desirable:" (1) poise, (2) tact, (3) attentive, (4) courteous, (5) cooperative, and (7) tolerant. Conversational skills were considered "very desirable" by 43.1 percent of the respondents, and "desirable" by 56.9 percent. None of the above social skills was listed as either undesirable or very undesirable; however, 1.7 percent listed tolerant as "neutral" and 2.5 percent listed attentive as "neutral." The trait discriminating was listed as "very desirable" by 38.4 percent, "desirable" by 37.4 percent, 11.1 percent as "neutral," and 9.1 percent as "very undesirable." This item did not appear to have a uniform meaning; such responses as follow were listed: (1) ?, (2) not against race, (3) not against minority groups, (4) not against race, creed or color, and (5) tempered with judgment.

Employment Record

A survey was made of the employing officers of head residents to determine what type of employment records they looked for in the prospective head resident. The following items pertaining to employment were used to gain information: (1) worked with groups, (2) worked with young people, (3) no previous work, (4) worked in the home, rearing a family, and (5) some type of steady employment.

Table IX shows the number and percentages of the responses of the deans of women and the housing officers on employment record of head residents.

TABLE IX
DEANS OF WOMEN (A) AND HOUSING OFFICERS (B) RESPONSES TO EMPLOYMENT
RECORD OF HEAD RESIDENTS IN NUMBER AND PERCENT

Items	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
<u>Items (A)</u>											
1. Work with groups	52	22	42.3	29	55.8	1	1.9				
2. Work with young people	52	25	48.3	26	49.8	1	1.9				
3. No previous work	50					18	36.0	17	34.0	15	30.0
4. Worked in home ¹	52			16	31.8	35	67.3	1	1.9		
5. Previous employment ²	51			27	52.9	20	39.3				
<u>Items (B)</u>											
1. Work with groups	65	35	53.8	28	43.1	2	3.1				
2. Work with young people	65	44	67.7	17	26.1	4	6.2				
3. No previous work	64			3	4.6	22	34.4	25	39.1	14	21.9
4. Worked in home ¹	65	6	9.3	23	35.4	31	47.7	3	6.1	1	1.5
5. Previous employment ²	65	4	6.2	36	55.3	25	38.5				

$\chi^2 = 5.98$
df = 4

¹Rearing a family
²Some Steady

A null hypothesis was stated there would be no significant difference at the .05 level of confidence in the value of an employment record of a head resident as viewed by the deans of women and the housing officers. Chi-square Test of significance was applied to the responses of the deans of women and the housing officers; the computed value was 5.98 with four degrees of freedom. This value indicates no significant differences in the responses of the two groups at the .05 level of confidence, and the null hypothesis of no differences must be accepted.

Since the responses of the two groups showed no significant differences, they were combined. The combined responses are shown in Table X.

Work with groups was considered equally "very desirable" and "desirable" by the 117 respondents. Of the 117 respondents, 48.8 percent considered work with young people "very desirable," and 48.8 percent considered it "desirable." Of the total respondents, some type of steady employment was considered "desirable" by 54.3 percent and "neutral" by 38.8 percent. The same results are indicated on the responses to the item no previous work. Worked in the home rearing a family was considered a "neutral" item by 56.8 percent of the total respondents.

A substantial number of replies indicated that previous residence hall experience, even as a student counselor, was desirable. Both deans of women and the housing officers felt

TABLE X
 TOTAL RESPONSES OF DEANS OF WOMEN AND HOUSING OFFICERS TO EMPLOYMENT
 RECORD OF HEAD RESIDENTS IN NUMBER AND PERCENT

Items	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. Work with groups	117	57	48.8	57	48.8	3	2.3				
2. Work with young people	117	69	59.1	43	36.6	5	4.3				
3. No previous work	114			3	2.6	40	35.9	42	36.8	29	24.7
4. Worked in home ¹	116	6	5.2	39	33.6	66	56.8	4	3.4	1	.9
5. Previous employment ²	116	8	6.9	63	54.3	45	38.8				

$\chi^2 = 5.98$
 df = 4

¹Rearing a family
²Some Steady

that some previous work experience was desirable, even though it was in no way related to residence hall work.

A number of respondents indicated previous employment in the following areas was valuable: (1) counselor, (2) graduate assistant in a residence hall, (3) teaching in either college or high school, (4) program directors for young people's groups, and (5) assistant directors of residence halls.

An inspection of Table X indicates that the item, no previous work, was considered "undesirable" by 36.8 percent of the respondents and "very undesirable" by 24.7 percent of the respondents. Some steady previous employment was considered "desirable" by 54.3 percent of the respondents and "very desirable" by 6.9 percent of the respondents.

Civic Participation

A survey was made of the employing officers to determine how they viewed civic participation as a requirement for the position of head resident. To gain this information the writer used the following items: (1) club work, (2) church work, (3) charity work, (4) political involvement, and (5) other.

Table XI shows the number and percentages of the responses of the deans of women and the housing officers on civic participation.

Club work was considered "desirable" by 42.3 percent of the deans of women and 55.6 percent of the housing officers.

TABLE XI
 DEANS OF WOMEN (A) AND HOUSING OFFICERS (B) RESPONSES TO CIVIC
 PARTICIPATION OF HEAD RESIDENTS IN NUMBER AND PERCENT

Items	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
<u>Items (A)</u>											
1. Club work	52	1	1.9	22	42.3	29	55.8				
2. Church work	52	5	9.6	30	57.7	17	32.7				
3. Charity work	50	4	8.0	20	40.0	28	52.0				
4. Political involvement	52	2	3.8	8	15.4	41	78.9	1	1.9		
5. Other work	32	2	6.3	7	21.4	21	65.5	2	6.3		
<u>Items (B)</u>											
1. Club work	63			35	55.6	28	44.4				
2. Church work	65	6	9.3	15	23.1	43	66.1	1	1.5		
3. Charity work	65	4	6.2	25	38.5	36	55.3				
4. Political involvement	65	1	1.6	25	38.5	37	56.9	1	1.5		
5. Other work	33			20	60.6	12	36.4	1	3.0		

$\chi^2 = 1.90$
 $df = 2$

The deans of women placed more emphasis on church work. This could be due to the fact that many of the institutions replying to the questionnaire are church controlled or church related.

Some of the respondents indicated that too much civic participation tended to interfere with the duties of the head resident after employment.

A null hypothesis was stated that there would be no significant differences at the .05 level of confidence in the desirable civic participation of a prospective head resident as viewed by the deans of women and the housing officers. Chi-square Test of significance was applied to the responses of the deans of women and to the responses of the housing officers. Due to the small frequencies in the cells for undesirable and very desirable, they were combined with the cells for neutral responses. The computed value for Chi-square was 1.90 with two degrees of freedom. This value indicates no significant differences in the responses of the two groups at the .05 level of confidence. The null hypothesis of no difference in civic participation is accepted.

Since there were no significant differences in the responses of the two groups, the responses were combined. The combined responses are shown in Table XII.

An inspection of Table XII indicates (2) church work, (3) charity work, (4) political involvement, and other work was considered "neutral" items by 50 percent or more of the

TABLE XII
 TOTAL RESPONSES OF DEANS OF WOMEN AND HOUSING OFFICERS TO CIVIC
 PARTICIPATION OF HEAD RESIDENTS IN NUMBER AND PERCENT

Items	No.	Very Desirable		Desirable		Neutral		Undesirable		Very Undesirable	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. Club work	115	1	.8	57	49.6	57	49.6				
2. Church work	117	11	9.3	45	38.5	60	51.3	1	.9		
3. Charity work	117	8	6.8	45	38.5	64	54.7				
4. Political involvement	116	3	2.6	33	28.5	78	67.2	2	1.7		
5. Other work	65	2	3.1	27	41.5	33	50.8	3	4.6		

$\chi^2 = 1.90$
 df = 2

total respondents. (1) Club work was considered "neutral" by 49.6 percent of the respondents.

Entering Age for the Profession

A survey was made of the employing officers to determine what age they considered desirable for entering the profession of a head resident. The range on the questionnaire being from 30 years of age up to 65 years of age. However, 14 of the respondents included another category, that of 20 to 29 years of age; so, the results will be reported using the added category.

Table XIII shows the number and percentages of the responses of the deans of women and the housing officers.

A null hypothesis was stated that there would be no significant difference at the .05 level of confidence in the opinions of the deans of women and the housing officers as to the age range they considered most desirable for a mature woman to enter the profession of head resident in a woman's residence hall. Chi-square was not computed for the responses of the two groups on entering age, because the small frequencies were not in positions to be combined in the same manner for each group. The null hypothesis was not tested.

It appears that the most desirable age range for entering the profession is 30-39 as indicated by 49.8 percent of the deans of women and 44.3 percent of the housing officers. The next most desirable range was 40-49. A small percentage of the employing officers indicated that they would employ persons in the age range of 50-59, but beyond that age there

TABLE XIII

DEANS OF WOMEN AND HOUSING OFFICERS RESPONSES TO
DESIRABLE AGE FOR ENTERING THE PROFESSION OF
HEAD RESIDENT IN NUMBER AND PERCENT

Entering Age	Dean of Women		Housing Officers	
	No.	%	No.	%
1. 20 - 29	3	5.8	14	22.9
2. 30 - 39	26	49.8	27	44.3
3. 40 - 49	14	27.0	17	27.9
4. 50 - 59	10	17.4	3	4.9
5. 60 - 64				
Total	52	100.0	61	100.0

was no indication of interest in employing them as head residents. Some of the respondents indicated that 20-29 years was a desirable age for entering the profession.

The range of 20-29 was indicated as a desirable age by the institutions having graduate schools. These women worked in the residence hall as a means of entering the student personnel field and to pursue an advanced degree. The institutions made provisions for the head resident to do graduate work and often offered reduced fees as an incentive.

The employing officers indicated that they did not wish to employ women beyond fifty years of age because of the expense of the training for a short period of employment, and also because most of them do not meet the educational requirements that were desired.

Some of the smaller schools stated that in practice they employed women sixty years of age and beyond because of their limited finances.

Physical and Emotional Status

The items on physical and emotional status were not constructed so as to allow the employing officers much choice.

A null hypothesis was stated that there would be no significant differences at the .05 level of confidence in the desired physical and emotional status of the head resident as viewed by the deans of women and the housing officers. There were no differences in the responses. All 117 of the respondents stated that the head resident should be a

stable individual in good health. No statistical treatment is possible, and the null hypothesis cannot be tested.

Education

A survey was made of the employing officers to determine what educational requirement they expected of a prospective head resident. Multiple choice items were provided ranging from a high school education to work beyond a bachelors degree.

Table XIV shows the number and percentages of the responses of the deans of women and the housing officers.

More than 50 percent of both groups desired a college degree; 23.1 percent of the deans of women desired work beyond a college degree, while 26.2 percent of the housing officers desired work beyond a college degree.

The education required for the head resident is often adjusted to fit the salary. In the smaller institutions, unless faculty members are used as head resident, some college work is desired; however they sometimes have to settle for just a high school education. High school is the lowest requirement. Also the lack of a graduate school excludes young graduates who wish to further their education.

The larger institutions more often required a degree as the minimum education. However, many of the larger institutions strive for a master's degree in student personnel. As an incentive they give faculty rank and make provisions for the head resident to pursue a doctor's degree. The head

TABLE XIV

DEANS OF WOMEN AND HOUSING OFFICERS RESPONSES
TO EDUCATION OF HEAD RESIDENTS IN
NUMBER AND PERCENT

Education	Dean of Women		Housing Officers	
	No.	%	No.	%
1. High school	2	3.8	1	1.6
2. 0-29 College hrs.	5	9.6	3	4.9
3. 30-59 College hrs.	3	5.8		
4. 60-90 College hrs.	1	1.9	8	3.2
5. College degree	29	55.8	33	54.1
6. Work beyond bachelors degree	12	23.1	16	26.2
Total	52	100.0	61	100.0

$$\chi^2 = .159$$

$$df = 2$$

resident uses this position as a means for entering the student personnel field in higher education.

A null hypothesis was stated that there would be no significant differences at the .05 level of confidence in the desired education of the head resident as required by the deans of women and the housing officers. Chi-square Test was applied to the responses of the deans of women and the responses of the housing officers. Due to the small frequencies the responses for the cells of high school, 0-29 college hours, and 30-59 college hours were combined with the cells for 60-90 college hours. The computed value was .159 with two degrees of freedom. This value indicates no significant differences in the responses of the two groups at the .05 percent level of confidence. The null hypothesis of no differences is accepted.

Since there were no significant differences in the responses of the two groups, the responses were combined. The combined responses are shown in Table XV.

An inspection of Table XV indicates that 54.8 percent of the respondents desire a college degree and 24.7 desire work beyond the bachelor's degree.

Course of Study

The writer made a survey of the employing officers of head residents to find out their opinions about a course of study. Three questions to be answered Yes or No were used to gain this information. The three questions were as follows: (1) Are you interested in having a course of study

TABLE XV

TOTAL RESPONSES OF DEANS OF WOMEN AND HOUSING OFFICERS
TO EDUCATION OF HEAD RESIDENTS IN NUMBER AND PERCENT

Education	Number	Percent
1. High school	3	2.6
2. 0-29 College hrs.	8	7.1
3. 30-59 College hrs.	3	2.6
4. 60-90 College hrs.	9	8.0
5. College degree	62	54.8
6. Work beyond bachelors degree	28	24.7
Total	113	100.0

developed for the training of head residents? (2) Would the completion of this course of study make a difference in the on-the-job training? and (3) Would the completion of a course of preparation improve the potential of professional qualities expected of head residents?

The responses of the deans of women and the housing officers are shown in numbers and percentages in Table XVI.

A null hypothesis was stated that there would be no significant difference at the .05 level of confidence in the interest of the deans of women and the housing officers in having a course of study developed for the training of mature women for the position of head resident in the women's residence halls. Chi-square Test was applied to the responses of the deans of women and the responses of the housing officers. The computed value was .455 with one degree of freedom. This value indicates no significant differences in the responses of the two groups at the .05 level of confidence. The null hypothesis of no difference is accepted.

A null hypothesis was stated that the completion of a course of study by the prospective head resident would make no significant difference at the .05 level of confidence in the present on-the-job training required by the deans of women and the housing officers. Chi-square Test was applied to the responses of the deans of women and to the responses of the housing officers. The computed value was .371 with one degree of freedom. This value indicates no significant differences in the responses of the two groups at the .05

TABLE XVI
DEANS OF WOMEN (A), HOUSING OFFICERS (B), AND TOTAL (C) RESPONSES
TO A COURSE OF STUDY IN NUMBER AND PERCENT

Question	No.	Yes		No	
		No.	%	No.	%
<u>Question (A)</u>					
1. Are you interested in having a course of study developed for the training of head residents?	36	31	86.1	5	13.9
2. Would the completion of this course of study make a difference in the on-the-job training?	36	29	80.6	7	19.4
3. Would the completion of a course of preparation improve the potentials of professional qualities expected of head residents?	36	31	86.1	5	13.9
<u>Question (B)</u>					
1. Are you interested in having a course of study developed for the training of head residents?	79	71	88.9	8	11.1
2. Would the completion of this course of study make a difference in the on-the-job training?	74	63	85.1	11	14.9
3. Would the completion of a course of preparation improve the potentials of professional qualities expected of head residents?	80	75	93.8	5	6.2
<u>Question (C)</u>					
1. Are you interested in having a course of study developed for the training of head residents?	115	102	88.7	13	11.3
2. Would the completion of this course of study make a difference in the on-the-job training?	110	92	83.7	18	16.3
3. Would the completion of a course of preparation improve the potentials of professional qualities expected of head residents?	116	105	91.3	10	8.7

Chi-square was computed for the relationship of replies between the responses of the Deans of Women and the Housing Officers.

Question 1
 $\chi^2 = .455$
df = 1

Question 2
 $\chi^2 = .371$
df = 1

Question 3
 $\chi^2 = 1.85$
df = 1

level of confidence. The null hypothesis of no difference is accepted.

A null hypothesis was stated that the completion of a course of study would make no significant difference at the .05 level of confidence in the professional status of the head resident as viewed by the deans of women and the housing officers. Chi-square Test was applied to the responses of the deans of women and the responses of the housing officers. The computed value was 1.85 with one degree of freedom. This value indicates no significant difference in the responses of the two groups at the .05 level of confidence. The null hypothesis of no difference is accepted.

Since there were no significant differences in the responses of the two groups on the questions pertaining to the course of study, their responses were combined. The combined results are shown in Table XVI.

Of the 115 replies 88.7 percent replied that they would like to have a course of study developed. Many of the responses had comments attached saying that the course should be made practical in nature. Some of the respondents said that they would like the course so designed as to be used in full or in part for an in-service training program.

The question as to whether completion of a course of study would make a difference in the on-the-job training program drew a response of "Yes" from 83.7 percent of the 110 respondents. Some knowledge of the position and its requirements would relieve the administrators of some on-the-

job training; since many of the persons employed to perform the duties of a head resident have not lived in or worked in a residence hall.

Of the 116 responses, 91.3 percent replied that the completion of a course of preparation would improve the potential of professional qualities expected of head residents. There has been some mention of the professionalization of the position of head resident, certainly the completion of a course of study would be a step in this direction.

An inspection of Table XVI indicates that 88.7 percent of the respondents were interested in having a course of study developed; 83.7 percent stated that it would make a difference in the on-the-job training and 91.3 percent indicated the completion of a course of study by the head resident would advance the professional qualities of the head resident.

The remainder of this chapter deals with the collected data upon which the course of study is based. The majority of the information was collected through the use of a questionnaire completed by the head resident.

Questionnaire About the Position of Head Resident

A survey of head residents was made to determine what abilities, attitudes, or understandings they acquired in connection with the performance of their duties. To collect this information a questionnaire was used, composed of thirty statements with four choices for each statement. The

response choices on the items were (1) constantly used, (2) often used, (3) seldom used, and (4) never used.

The results of this questionnaire are shown by number and percentages of replies in Table XVII.

Of the 115 responses 50 percent or more of the respondents indicated that the following items were "constantly used:" (1) A thorough knowledge of the duties of a head resident, (2) A thorough understanding of the living and working conditions, (3) Ability to train student helpers, (6) A workable and satisfying philosophy of life, (7) Ability to work with service personnel, (8) An understanding of college age students, (9) A tolerance of acts and mores of college students, (10) A feeling of personal worth of every individual, (11) A tolerance of all races, creeds and color, (12) Ability to use tact and diplomacy, and (13) Ability to gain confidence of students and personnel.

Listed as "often used" by 50 percent or more of the respondents were the following items: (1) Knowledge of public affairs, (2) Ability to evaluate the program and suggest change, (3) Ability to evaluate the contributions of students and fellow workers, and (4) A knowledge of the state, town and county in which the university is located.

No items were listed by 50 percent or more of the respondents as "seldom used" or "never used." However, note should be taken that 20.2 percent listed as "never used" the ability to work with food service personnel and 34.6 percent listed this item as "seldom used." This response could be

TABLE XVII
 RESPONSES ON THE QUESTIONNAIRE ABOUT THE POSITION OF HEAD
 RESIDENT IN NUMBER AND PERCENT

Items	No.	Constantly Used		Often Used		Seldom Used		Never Used	
		No.	%	No.	%	No.	%	No.	%
1. A thorough understanding of the duties of a head resident.	110	94	85.5	16	14.5				
2. A thorough understanding of the living and working conditions.	109	81	74.3	28	25.7				
3. Ability to train student helpers, (desk clerks and student counselors).	107	63	55.8	39	36.4	5	4.6		
4. Sense of professional obligation and ethics.	109	72	66.1	33	30.2	3	2.8	1	.9
5. Knowledge of public affairs.	108	17	15.8	60	55.5	31	28.7		
6. Knowledge of aims and objectives of residence halls programs.	107	82	76.6	23	21.5	2	1.9		
7. Ability to use referral resources on campus or campus related agencies.	108	50	46.3	49	45.4	8	7.4	1	.9
8. A knowledge of the university's printed materials such as the regulations and the college catalogue.	107	49	45.8	41	38.3	17	15.8		
9. A workable and satisfying philosophy of life.	106	74	69.8	27	25.5	5	4.7		
10. Ability to work with service personnel.	107	56	52.4	41	38.4	10	9.3		
11. Ability to evaluate the program and suggest change.	107	41	38.3	59	55.2	7	6.5		
12. Skill in working with parents of college students.	113	29	25.7	45	39.8	38	33.6	1	.9
13. Ability to adjust social life to the demands of the job.	108	51	47.2	49	45.4	6	5.6	2	1.8
14. Ability to evaluate the contributions of students and fellow workers.	108	35	32.4	62	57.4	10	9.3	1	.9
15. Ability to work with student government groups.	106	49	46.3	38	35.9	18	16.9	1	.9
16. Ability to work with students on social and educational programs.	115	50	43.5	50	43.5	14	12.2	1	.8
17. Ability to work with food service personnel.	104	17	16.3	30	28.9	36	34.6	21	20.2
18. Ability to work with business office or central housing office.	107	40	37.4	47	43.9	19	17.8	1	.9
19. Ability to train other head residents.	107	10	9.3	34	31.8	43	40.2	20	18.7
20. Ability to work with others on professional problems.	107	35	32.7	49	45.8	19	17.8	4	3.7
21. An understanding of the college age student.	107	92	86.0	14	13.1	1	9.3		
22. A tolerance of the acts and mores of college students.	108	82	75.9	26	24.1				
23. A feeling of personal worth of every individual.	107	88	82.2	18	16.9	1	.9		
24. A tolerance of all races, creeds and color.	108	80	81.3	18	16.7				
25. A knowledge of the state, town, and country in which the university is located.	107	19	17.7	61	57.1	25	23.3	2	1.9
26. A basic knowledge of counseling.	105	45	42.9	46	43.8	14	13.3		
27. Ability to use tact and diplomacy.	107	83	77.6	23	21.5	1	.9		
28. Ability to gain confidence of students and personnel.	114	86	75.5	27	23.7	1	.8		
29. Ability to communicate clearly in writing, (memos and reports).	110	50	45.5	49	44.5	11	10.0		
30. Ability to develop a plan for providing office services and communications for the hall.	107	40	37.4	42	39.2	19	17.8	6	5.6

expected since many residence halls have no food service in their building but are served by area food units. The ability to train other head residents was listed as "never used" by 18.7 percent and as "seldom used" by 40.2 percent of the respondents. These responses could have been made by small schools which have only one living unit, or the respondents could have been employed in residence halls where there is no attempt to coordinate the operation of the residence halls program but have each hall operate as a separate unit reporting directly to a superior officer.

The following items were listed as "seldom used:"

(1) Ability to work with student government groups by 16.9 percent of the total respondents, (2) A basic knowledge of counseling by 13.3 percent of the total respondents, (3) Ability to work with others on professional problems, and (4) Ability to work with students on social and educational programs by 12.9 percent of the total respondents. In some of the larger schools these matters are handled by an area director and in the smaller school by the dean of women. In some schools the head resident does little more than the routine day to day physical operation of the hall.

Some of the responses or lack of responses on this questionnaire may be due to the lack of standardization of terms used. The duties of head residents appeared to cover a rather broad and undefined area.

The manuals used in in-service training programs placed emphasis on the following items: (1) keys, (2) forms and

reports, (3) inventories, (4) room assignments, and (5) maintenance of the building. The student personnel functions were obviously absent from these manuals.

The job descriptions placed emphasis on the following items: (1) age, (2) compensations for the job, with emphasis on living quarters and food, (3) educational opportunities, (4) educational requirements, and (5) department to whom the head resident is responsible.

Summary

Of the eight categories of characteristics surveyed by the questionnaire sent to employing officers, five were rated on a five-point scale of "very desirable," "desirable," "neutral," "undesirable," and "very undesirable." These five categories were (1) professional appearance, (2) personality traits, (3) social skills, (4) employment record, and (5) civic participation.

The remaining three categories, (1) desirable age for entering the profession, (2) physical and emotional status, and (3) education, were evaluated by multiple choice items.

From the results, a profile of the most desirable candidate for the position of head resident may be drawn. She would be a well groomed, appropriately dressed person who is intelligent, conscientious, enthusiastic, and cooperative. She would display tact, courtesy, and tolerance while pursuing her duties in an efficient and poised way.

Physical attractiveness would not be necessary; although she would be in the age bracket from 30 to 39 years and would have some type of previous employment, probably teaching or counseling. Civic participation would not contribute to her being selected as a head resident and might militate against it.

A college degree would be expected and a master's degree demanded by some large universities. In summary, deans of women and housing directors indicated by inference that they look for an emotionally stable, outgoing person with good taste and facility for dealing effectively with people and handling details effectively.

A large majority (89%) of the employing officers would like to have a course of study developed for training head residents and further indicated that on-the-job training would be changed to take advantage of a higher entering skill level, which they thought would be reflected in recruitment and employment of head residents with higher professional qualifications. The derivation of such a proposed course of study, partly from the meagre available evidence of current on-the-job training programs, formed the final task of the investigation, and the results are shown in Chapter V.

Questionnaires completed by head residents provided additional input to the course of study development, in terms of abilities, attitudes, and understandings which head residents identified as having acquired from the performance of

their duties. Generally, the head residents indicated that they constantly use knowledge of the job, ability to relate well to clients and staff, tolerance, tact, and sensitivity in the effective performance of their duties.

CHAPTER V

PROPOSED COURSE OF STUDY

The writer having served as a graduate student assistant, a head resident, and an administrator in residence halls programs, felt a need for some type of printed material which could be used to train and/or acquaint prospective head residents, deans of women, and residence hall administrators with the information and skills needed by the head resident. A course of study would fill this need. Searching the literature pertaining to the training of head residents, the writer found numerous references to in-service training programs but could not find a syllabus or outline of any program. A survey was conducted to determine if employing officers were interested in having a course of study developed. The replies were 89.5 percent in the affirmative.¹ Many of the employing officers included comments, saying the course needed to be practical in nature.

Many deans of women and residence hall administrators have never lived in a residence hall or worked as a head resident.² The ones trained in student personnel possessed

¹Table p. 71.

²Reich, p. 70.

a well-rounded background in student activities and counseling, but little, if any, idea of the administrative and practical day-to-day operation of a residence hall.

Counseling in the residence hall is a very important part of the residence hall program, but it is only one facet of the operation. However, it is impossible to separate the operation of the residence hall into specific areas.

Many older women, age forty-five to fifty-five, having a college degree and no family responsibilities, enter the residence hall field as head residents. These women often leave the position at the end of one year, if not before, because of a number of factors, some of which are: (1) lack of understanding of the duties of the position, (2) lack of training in specific academic areas such as psychology, sociology, and counseling, (3) lack of training in the philosophy of the university and residence halls programs, (4) poor screening in employment procedures, (5) lack of understanding of their problems by the administrators, and (6) lack of an understanding of the college student.³ The writer proposed a course of study designed to train the mature woman for the position of head resident. It is hoped that the course will be beneficial both to employees and to employers by serving as a screening device and that it will also help to establish a background of common knowledge for beginning of employment as a head resident.

³Ibid., pp. 99-105.

The question of who should enter the training program for the position of head resident arises. On the basis of a survey of the employing officers,⁴ the writer would suggest the following entrance requirements:

1. Education: College degree.
2. Age: Maximum age of entry, fifty years.
3. Good physical and mental health: A physical examination and some assessment of personality traits as well as mental health.

The completion of the designed course of study would prepare a woman for the specific position of head resident. This could be a criticism of the training program, but since many institutions force retirement at the age of sixty-five, women forty-five to fifty years of age who are entering the world of work or wish to change jobs should be willing to complete a short training program when they might not work toward a degree. The length of time spent on a training program could be varied to fit the objectives of the institution offering the program. It would be desirable to have the course coincide with a regular term of school, such as a summer session, a quarter, or a semester; so that the students could participate in a practicum in the residence hall.

The proposed course was designed in units based on information gleaned from training manuals, job descriptions, and a survey of head residents.⁵ The units could be used in workshops or in an in-service training program, with

⁴Reported in Chapter IV.

⁵Reported in Chapter IV.

adjustments to fit the specific residence hall system. The unit on counseling is very elementary and was designed as a non-credit unit. Certainly it is too elementary in nature for a person who has completed any formal courses in the area of counseling.

The proposed course of study is composed of the following units: Unit I History and Development of Residence Halls, Unit II Goals, Unit III Youth on Campus, Unit IV Organizational Patterns of College Housing and Responsibilities of the Head Resident, Unit V Counseling, Unit VI Group Counseling and Guidance, Unit VII The Counselor, Unit VIII Counseling Tools, and Unit IX Related Services.

In order to determine the units to be included the writer used the following analysis of the items of the survey:

Unit I History and Development of Residence Halls

(This is mainly an introductory unit which gives a foundation for the course and was not within the purview of the survey.)

Unit II Goals

1. Of the head residents responding to the questionnaire item, a knowledge of aims and objective of residence halls programs, 76.6 percent reported that they "constantly used" this information and

21.5 percent reported that they "often used" this information.

2. Included in this unit are the specific goals of an institution, which includes a knowledge of the university's printed materials such as the regulations and the college catalogue. Of the head residents 45.8 percent stated that they "constantly used" this information and 38.5 percent stated that they "often used" this information.

Unit III Youth on Campus

1. Of the head residents responding 85.99 percent stated that they "constantly used" an understanding of the college age student and 13.08 percent stated that they "often used" this knowledge.
2. A tolerance of the acts and mores of college students was reported as "constantly used" by 75.9 percent of the head residents responding and 24.1 percent reported that they "often used" this information.

Unit IV Organizational Patterns of College Housing and Responsibilities of the Head Resident

1. The responses of the head residents to the items in the questionnaire were as follows (listed in descending order of total percentages of responses):

<u>% CU</u> ⁶	<u>% OU</u> ⁷	<u>Items</u>
85.5	14.5	A thorough understanding of the duties of a head resident.
74.3	25.7	A thorough understanding of the living and working conditions.
58.8	36.4	Ability to train student helpers.
38.3	55.2	Ability to evaluate program and suggest change.
47.2	45.4	Ability to adjust social life to the demands of the job.
52.4	38.4	Ability to work with service personnel.
66.1	30.2	Sense of professional obligations.
45.5	44.5	Ability to communicate clearly in writing. (Memo and reports)
37.4	39.2	Ability to develop a plan for providing office services and communications for the halls.
16.3	28.9	Ability to work with food service personnel.

2. The manuals used in training the head resident all stressed the operation of the physical plant with items such as: keys, room rosters, opening and closing of the hall, report maintenance, and inventories of the residence hall furnishings.
3. The job descriptions stressed the fact that the head resident would be responsible for the over-all operation of the residence hall.

⁶Constantly used.

⁷Often used.

The next four units have to do with counseling; so as to simplify the item analysis they will be considered together as one item.

Unit V Counseling; Unit VI Group Counseling and
Guidance; Unit VII The Counselor;
Unit VIII Counseling Tools

1. The responses of the head residents to the items in the questionnaire were as follows (listed in descending order of total percentages of responses):

<u>% CU</u>	<u>% OU</u>	<u>Items</u>
83.3	16.7	A tolerance of all races, creeds and color.
75.5	23.7	Ability to gain confidence of students and personnel.
77.6	21.5	Ability to use tact and diplomacy.
82.2	16.9	A feeling of personal worth of every individual.
69.8	25.5	A workable and satisfying philosophy of life.
47.2	45.4	Ability to evaluate the contributions of students and fellow workers.
43.5	43.5	Ability to work with students on social and educational programs.
42.9	43.8	A basic knowledge of counseling.
46.3	35.9	Ability to work with student government groups.
25.7	39.8	Skill in working with parents of college students.

2. Most of the job descriptions listed as a requirement of the position of head resident the ability to work with individuals and groups.
3. There was very little in the training manuals for head residents pertaining to counseling. The references merely mentioned that the head resident would be expected to do counseling. Some of the training manuals did include a list of referral agencies.

Unit IX Related Services

1. Of the head residents responding 46.3 percent stated that they "constantly used" the referral resources on campus or the campus related agencies, 45.4 percent stated that they "often used" these related agencies.
2. Some of the training manuals for head residents listed the referral agencies and their telephone numbers.

Objectives

- I. To develop an understanding of the basic principles and objectives as related to residence halls.
- II. To develop an understanding of the philosophies of residence halls.
- III. To develop an understanding of the techniques of residence halls operation.

- IV. To develop an understanding of professional ethics.
- V. To develop an understanding of the duties and responsibilities connected with the position of head resident.
- VI. To develop a knowledge of factors or groups that influence residence halls programs.
- VII. To develop a knowledge of background, interest, and goals of college students.
- VIII. To develop a knowledge of campus organization--both student and administrative.
- IX. To develop an understanding of the different residence halls programs.
- X. To develop some knowledge of counseling.

UNIT I

HISTORY AND DEVELOPMENT OF RESIDENCE HALLS

- I. Definition of terms
 - A. University
 - B. Professional school
 - C. College
 - D. Higher education
 - E. Junior college
 - F. School
 - G. Technical school
 - H. Residence hall
 - I. University college

- II. History and development of philosophies
 - A. Development during the Middle Ages
 - B. Disappearance during the nineteenth century
 - C. Revival during the twentieth century
 - D. Development of basic current philosophies
 1. Continental philosophy
 2. English philosophy
 3. American philosophy

- III. Other factors affecting the residence halls
 - A. Control of institution
 1. Public

2. Private

B. Geographic location

C. Types of students

Readings:

Brubacher, John S., and Rudy Willis. Higher Education in Transition. New York: Harper and Brothers, 1958.

Cowley, W. H. "The History of Student Residential Housing." School and Society, XL (December, 1934), 705-712 and XL (December, 1934), 758-764.

Hadley, Arthur T. Four American Universities. New York: Harper and Brothers, 1895.

Slosson, Edwin E. Great American Universities. New York: Macmillan Company, 1910.

UNIT II

GOALS

I. Goal of higher education as suggested by

A. Gallagher

1. Transmit and enrich the cultural heritage
2. Push forward the frontiers of knowledge
3. Draw out the latent talent of youth
4. Formulate answers to the domestic and international problems rather than become a part of them

B. Hook

1. Strive for intellectual maturity
2. Guide the virtues--through resilient awareness of evil and the ability to cope with it
3. Develop a loyalty to democracy--a knowledge of the process with a rational commitment justified by empirical consequences

C. Allport

1. Transmit the culture--higher education should inspect, criticize, improve, and increase
2. Develop new and better solutions to general problems of physical, intellectual, and moral principles

D. Greene

1. Develop men whose minds are strong in structure (will be able to organize)
2. Develop men rich in texture (individuals)
3. Develop men who are dynamic in personality

II. Goals of residence halls as suggested by

A. Mueller

1. Provide physical accommodations
2. Promote academic learning
3. Foster personal development
4. Promote public relations--especially parents and alumni
5. Supervise and control students

B. Riker

1. Support of instruction
2. Foster development of the individual
3. Provide atmosphere
4. Provide experience in group living
5. Satisfy physical needs
6. Supervise conduct
7. Support the college

III. Goals of specific institution

(at this time a study of the printed literature of the college could be included, i.e., the catalogue, rules and regulations, etc.)

Readings:

Brameld, Theodore Burghard Hurt. Education as Power. New York: Holt Rinehart and Winston, 1965.

Brubacher, John Seiler, and Rudy Willis. Higher Education in Transition. New York: Harper and Brothers, 1958.

DeVane, William Clyde. Higher Education in Twentieth Century America. Cambridge: Harvard University Press, 1965.

Eble, Kenneth Eugene. A Perfect Education. New York: Macmillan Co., 1966.

Hook, Sidney. Education for Modern Man, a New Perspective.
New York: Knoff, 1963.

Mayhew, Lewis B. Higher Education in the Revolutionary
Decades. Berkeley, California: McCutchan Publishing
Corp., 1967.

Mueller, Kate Hevner. Student Personnel Work in Higher Edu-
cation. Boston: Houghton Mifflin Co., 1961.

Riker, Harold C. Planning Functional College Housing. New
York: Bureau of Publications, Teachers College
Columbia University, 1956.

UNIT III

YOUTH ON CAMPUS

- I. Emphasis on youth in our society
- II. Viewing the campus group as a subculture
 - A. Difference in age
 - B. Physical energy
 - C. Socio-economic status
 - D. Homogeneity in interest and living routine
 - E. Men-women ratio
 - F. The volatile nature of campus life
 - G. Immature personalities
- III. Needs of young people
 - A. Defining the needs
 1. The need to know
 2. The need for self-realization
 3. The need to adjust
 4. The need for integration
 - B. Understanding of individual differences
 - C. Understanding of environmental factors
- IV. Developmental tasks
 - A. Physical traits
 - B. Temperament

- C. Abilities
 - D. Interest
 - E. Character
- V. Influence of certain factors on college success
- A. Aptitude
 - 1. Psychological tests
 - 2. Other available tests
 - B. Reading proficiency
 - 1. Increase your reading speed and comprehension
 - 2. Plan your reading assignments
 - 3. Concentrate on improving vocabulary
 - C. Identification of interest
 - 1. Identify your interest patterns
 - 2. Plan for increased interest
 - D. Educational objectives
 - 1. Define goals
 - 2. Establish goals in keeping with aptitude
 - 3. Make economically sound goals
 - E. Individual application

Readings:

- Cole, Luella, and I. N. Hall. Psychology of Adolescence, fifth edition. New York: Rinehart and Company, Inc., 1959.
- Dennis, Lawrence E., and Joseph F. Kauffman. The College and the Student. Washington: American Council on Education, 1966.
- Eddy, Edward D., Jr. The College Influence on Student Character. Washington: American Council on Education, 1959.

Lloyd-Jones, Esther M., and Herman A. Estrin. The American Student and His College. New York: Houghton Mifflin Co., 1967.

Strang, Ruth. The Adolescent Views Himself. New York: McGraw-Hill Book Company, Inc., 1957.

Williamson, E. G., and John L. Cowan. The American Student Freedom of Expression. Minneapolis: University of Minnesota Press, 1966.

White, R. H. Lives in Progress. New York: Dryden Press, 1952.

Wise, Max. They Come for the Best of Reasons: College Students Today. Washington: American Council on Education, 1958.

UNIT IV

ORGANIZATIONAL PATTERNS OF COLLEGE HOUSING AND RESPONSIBILITIES OF THE HEAD RESIDENT

- I. Administrative organization
 - A. Divided organization
 - B. Single line organization
 - C. Central organization

- II. Responsibilities of the head resident
 - A. Assignment of student rooms
 - 1. Priority assignments (priority cards)
 - 2. New assignments
 - 3. Room changes
 - B. Supervision of desk
 - 1. Employing and training student helpers
 - 2. Handling of mail, messages, etc.
 - 3. Administering payroll of employees
 - 4. Compiling and keeping room rosters up to date
(These are by room and alphabetical)
 - 5. Providing for guests
 - 6. Closing the hall nightly; lights out and on,
door locked, etc.
 - 7. Scheduling space for parties, elections, etc.
 - 8. Distributing and collecting meal tickets

9. Securing and using permission cards
10. Signing out
11. Withdrawing from the hall
12. Administering the key system
 - a. Checking in and out of keys
 - b. Issuing of special keys (master keys, elevator)
 - c. Replacing lost keys
13. Compiling a calendar of events and dates
- C. Fulfilling social responsibilities
- D. Serving as hostess in dining room
- E. Maintaining individual student personnel records
- F. Enforcing of special regulations for women
- G. Planning for emergencies
 1. Fire drills
 2. Tornadoes
 3. Riots
 4. Civil defense
- H. Opening and closing the hall at the beginning and end of the semester
- I. Counseling
- J. Advising student government
- K. Training and supervision of student counselors
- L. Inventorying the building and the equipment
- M. Reporting maintenance

III. Problems related to the position of head resident

Readings:

- Arbuckle, Dugal S. Student Personnel Services in Higher Education. New York: McGraw-Hill Book Co., Inc., 1953.
- Lloyd-Jones, Esther, and Margaret Ruth Smith. A Student Personnel Program for Higher Education. New York: McGraw-Hill Book Co., Inc., 1938.
- Mueller, Kate Hevner. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Co., 1961.
- Riker, Harold C. Planning Functional College Housing. New York: Bureau of Publications, Teachers College Columbia University, 1956.
- Shaffer, Robert Howard, and Daniel A. Ferber. Campus Organizational Patterns for Quality With Quantity. Bloomington, Indiana: Bureau of Educational Studies and Testing, School of Education Indiana University, 1965.
- Woolf, Maurice D., and Jeanne Woolf. The Student Personnel Program. New York: McGraw-Hill Book Co., Inc., 1953.
- Wrenn, C. Gilbert. Student Personnel Work in College. New York: The Ronald Press, 1951.

UNIT V

COUNSELING

- I. Nature of counseling as defined by
 - A. Wrenn
 - B. Carl Rogers
 - C. Tolbert
 - D. Williamson
 - E. Mueller

- II. Counseling involvement
 - A. Relationship
 - B. Learning
 - C. Self-understanding
 - D. Self-acceptance
 - E. Self-initiated and positive action
 - F. Improved capacity to solve future problems and meet future needs

- III. Goals
 - A. Intellectual development
 - B. Social development
 - 1. To provide an opportunity for, and to promote, participation in democratic group living
 - 2. To encourage group and social development
 - C. Emotional and personal development

1. To encourage students to meet problems squarely and realistically, with good judgment and constructive action

2. To build self-reliance

3. To help student grow to maturity

D. Physical development

IV. Areas of counseling

A. Educational counseling

1. Orientation

2. Academic problems

3. Student activities

B. Personal counseling

1. Physical problems

2. Social problems

3. Dating problems

4. Personal problems

V. Levels of counseling

A. Clinical

B. Professional counseling

C. Student counseling

Readings:

Arbuckle, Dugal S. Counseling: An Introduction. Boston: Allyn and Bacon, 1961.

Barry, Ruth, and Beverly Woolf. Motives, Values, and Realities a Framework for Counseling. New York: Teachers College Press, Teachers College Columbia University, 1965.

Blocher, Donald H. Developmental Counseling. New York: The Ronald Press, 1966.

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Williamson, E. G. Counseling Adolescents. New York: McGraw-Hill Book Co., Inc., 1950.

Williamson, E. G., and J. D. Foley. Counseling and Discipline. New York: McGraw-Hill Book Co., Inc., 1949.

UNIT VI

GROUP COUNSELING AND GUIDANCE

- I. What is group guidance and counseling
- II. When is group counseling desirable
 - A. When working with individuals facing similar problems
 - B. When working with adolescents who are struggling for independence; for him to accept help from his peers
- III. What the relationship accomplishes
 - A. To enable individuals to discuss problems which he was heretofore unable to discuss adequately
 - B. To examine why he had difficulty talking about certain topics
 - C. To challenge and/or examine the limits within which he is expected to work
 - D. To request information whenever he feels he needs it
- IV. Why group guidance
 - A. Saves time
 - B. Provides backgrounds of related information that improves individual counseling
 - C. Gives the counselor an opportunity to know her students better
 - D. Provides some assurance that problem cases will not monopolize the counselor's time
 - E. Focuses collective judgment on common problems

Readings:

Glanz, Edward C., and Robert W. Hayes. Groups in Guidance, second edition. Boston: Allyn and Bacon, Inc., 1967.

Muro, James M., and Stanley L. Freeman. Readings in Group Counseling. Scranton, Penn.: International Textbook Co., 1968.

Strang, Ruth. Group Work in Education. New York: Harper and Brothers, Publishers, 1958.

Willey, Roy DeVerl, and W. Melvin Strong. Group Procedures in Guidance. New York: Harper and Brothers, Publishers, 1957.

UNIT VII

THE COUNSELOR

- I. Who should counsel
 - A. One who can accept himself
 - B. One who is aware of his own limitations
 - C. One who is aware of his strengths and weaknesses

- II. Qualities needed according to
 - A. Hopwood
 - 1. Worthy as a person
 - 2. Willing to work
 - 3. Aware of his own strengths and weaknesses
 - 4. Neither cynical or complacent
 - B. Harrison and Elliott
 - 1. Unprejudiced objectivity
 - 2. Emotional stability
 - C. Orme
 - 1. Good moral character
 - 2. Personal dignity
 - 3. Emotional stability
 - 4. Worthy of esteem
 - 5. Mature and impartial objectivity
 - 6. Warm manner, friendly and gracious at all times

7. Sensitive to feelings of others
8. Effective in working with adults as well as students
9. Flexibility and open-mindedness, well established in own set of values

D. Others

1. Good health
2. Intellectual
3. Good and wholesome philosophy of life
4. Well adjusted personality
5. Professional attitude
6. Aware of social and economic conditions

III. Undesirable

- A. Dogmatic
- B. Cocksure
- C. Prejudicial
- D. Intolerant
- E. Oversensitive
- F. Irritating
- G. Peevish
- H. Irrational jealousy or hostility
- I. Impulsive

IV. Personality attributes of a counselor

- A. Academic intelligence
- B. Consistent interest in working with people
- C. Emotional stability and objectivity

V. Problems of the counselor

- A. Likely to expect too much of himself
- B. Probably takes too much credit
- C. Emotional strain due to constant contact with people
- D. Frequent indecision as to the best course of action

VI. Mental hygiene for the counselor

- A. Human companionship involved should be a joy
- B. Aware of his fatigue point
- C. Courteous in all relations with other people
- D. Aware that the ultimate values persist regardless of what happens to his personal life

Readings:

Hopwood, Kathryn L. The Student Assistant in the Women's Residence Halls of Ohio State University. Columbus, Ohio: Ohio State University Press, 1950.

Mueller, Kate Hevner. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Co., 1961.

Powell, John R., Samuel A. Plyer, Barbara A. Dickson, and Stephen D. McClellan. The Personnel Assistant in College Residence Halls. Boston: Houghton Mifflin Co., 1969.

Stewart, Lawrence H., and Charles F. Warnath. The Counselor and Society, a Cultural Approach. Boston: Houghton Mifflin Co., 1965.

UNIT VIII

COUNSELING TOOLS

- I. Anecdote or anecdotal record
 - A. Useful if limitations are recognized
 - B. Useful as supplementary data

- II. Case study
 - A. Functions
 - 1. Individual record
 - 2. Systematical collection of data
 - B. Contents
 - 1. Introductory statement--identification, age, grade, school
 - 2. Intelligence
 - 3. Scores on achievement tests
 - 4. School progress
 - 5. Anecdotes and summary of teacher's statements
 - 6. Learning defects
 - 7. Social history
 - 8. Health history
 - 9. Personality evaluation
 - 10. Observation of individual
 - 11. Summary
 - 12. Tentative diagnosis

III. Rating scales

A. Description and use of instrument

1. Scoring methods
2. Ranking methods
3. Graphic rating scales

B. Obstacles to effective use

1. Subjective technique
2. Ambiguity
3. Leniency errors
4. Halo effect
5. Acquaintance factors

IV. Occupational information

A. Vocational counselors

B. Persons actively employed in field of work

C. Library

V. Occupational materials

VI. Autobiographies

A. Account of counselee's life as he sees it

B. Account may not be factually accurate and may be intentionally distorted but will usually give some insight into

1. What appears to be the dominant needs of the counselee
2. How he regards others, such as peers, teachers, and parents
3. What he thinks of himself
4. What topics or aspects of his life are conspicuous by their absence

5. What type of situations makes him happiest

VII. Standardized measuring instruments--tests

A. Purpose

1. Prediction
2. Description

B. Types of tests

1. General intelligence
2. Specific abilities
3. Traits

C. Fallacies of tests

1. Labels
2. Belief
3. Simplicity
4. Generalizations

D. Other factors

1. Selection
2. Administration

VIII. The interview

A. Definition and uses

B. Information gained

1. Attitudes
2. Values
3. Feelings
4. Hopes
5. Plans
6. Self-description

- C. Interview objectives
- D. Communication barriers
- E. The interviewer
- F. Psychological barriers
 - 1. Memory failure
 - 2. Language difficulties

Readings:

- Glang, Edward. Foundations and Principles of Guidance. Boston: Allyn and Bacon, Inc., 1964. Chapters 5, 6, 7, and 8.
- Traxler, Arthur E., and Robert D. North. Techniques of Guidance. New York: Harper and Row, Publishers, 1966. Chapters 7, 8, 15, and 20.
- Warters, Jane. Techniques of Counseling. New York: McGraw-Hill Book Co., 1964.

UNIT IX

RELATED SERVICES

- I. Admission-orientation, testing and selection
- II. Personnel records
- III. Counseling
 - A. Educational
 - B. Emotional
 - C. Vocational
 - D. Personal
- IV. Health services
- V. Remedial services
 - A. Reading
 - B. Speech
 - C. Study skills
- VI. Discipline counseling as a positive program of growth toward maturity
- VII. Activities program
 - A. Social
 - B. Religious
 - C. Recreational

- VIII. Scholarship
 - A. Financial aid
 - B. Self-help
 - C. Veterans' program

- IX. Job placement

- X. Foreign students

- XI. Married students

- XII. Testing and evaluation

- XIII. Faculty counseling (academic)

Readings:

Arbuckle, Dugal S. Student Personnel Services in Higher Education. New York: McGraw-Hill Book Co., Inc., 1953.

Gibson, Raymond C. The Challenge of Leadership in Higher Education. Dubuque, Iowa: William C. Brown Company, 1964.

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

Mueller, Kate H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Co., 1961.

Wolf, Maurice D., and Jeanne Wolf. The Student Personnel Program. New York: McGraw-Hill Book Co., Inc., 1953.

Wrenn, C. Gilbert. Student Personnel Work in College. New York: The Ronald Press, 1951.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Various aspects of the position of head resident have been covered in the research. A description of the desirable qualities were listed by Wrenn,¹ and Lloyd-Jones.²

Keller,³ Phillips,⁴ Kilbourn,⁵ and Nichols and Dorris⁶ have investigated the status, role, and salaries of the head resident.

Koile and Hays,⁷ and Poole⁸ did studies on how the behavior of the head resident enhanced or retarded the development of the student.

Otto,⁹ and Sheldon¹⁰ have suggested that the mature woman is a forgotten source of supply for women to fill the position of head resident.

¹Wrenn, p. 310.

²Lloyd-Jones, pp. 184-185.

³Keller, pp. 179-182.

⁴Phillips, pp. 33-36.

⁵Kilbourn, pp. 203-206.

⁶Nichols and Dorris, pp. 167-172.

⁷Koile and Hays, pp. 236-244.

⁸Pool, pp. 178-180.

⁹Otto, pp. 296-303.

¹⁰Sheldon, pp. 99-105.

These studies have contributed valuable information in the area of the position of the head resident. A number of questions, however, have been left unanswered or were partially answered as they relate to the characteristics and training of the head resident.

The purpose of this study was to identify the traits that employing officers look for in the mature women they employ to perform the duties of a head resident in a women's residence hall, and, on the basis of the actual duties performed, to prepare a course of study to be used in training the mature woman for the position of head resident.

The population sampled for this study was derived from the member institutions listed in the "Directory of the Association of College and University Housing Officers" for the year 1969.¹¹ The writer used every alternate school listed in the directory starting with the first. The total sample was composed of 185 schools. Responses from 139 institutions were included in the study, which represented 75.13 percent of the schools contacted. Sixty of the responses were from deans of women, and seventy-nine of the responses were from housing officers.

Two instruments, (1) "A Questionnaire on Head Residents" and (2) "A Questionnaire About the Position of Head Resident," were used in the collection of data. Both of the instruments were designed by the writer. In addition to the

¹¹Riker.

questionnaires, training manuals, tables of contents of training manuals, and job descriptions were used to collect information for the course of study.

The results were reported in rows and columns, and when possible they were reported in both number and percent. Chi-square was used to test differences between the responses of the deans of women and the housing officers.

Conclusions

The hypotheses tested were categorized into two areas, first the characteristics of a head resident; and second, whether the respondents regarded a formal training program for head residents desirable. Since a discussion in Chapter IV has presented the disposition of each hypothesis only a summary will follow in this chapter:

- I. Employing officers look for certain identifiable and measurable personal characteristics in a head resident.
 - A. There is no significant difference in the desirable professional appearance of the head resident as viewed by the deans of women and the housing officers. ($\chi^2 = 1.3$; $df = 1$; $P = .05$). The null hypothesis of no difference is accepted.
 - B. There is no significant difference in the personality traits of a head resident as viewed by the deans of women and the housing officers. ($\chi^2 = 3.35$; $df = 4$; $P = .05$). The null hypothesis of no difference is accepted.
 - C. There is no significant difference in the social skills of a head resident which are considered desirable by the deans of women and the housing officers. ($\chi^2 = 3.67$; $df = 2$; $P = .05$). The null hypothesis of no difference is accepted.

- D. There is no significant difference in the value of an employment record of a head resident as viewed by the deans of women and the housing officers. ($\chi^2 = 5.98$; $df = 4$; $P = .05$). The null hypothesis of no difference is accepted.
- E. There is no significant difference in the opinions of the deans of women and the housing officers as to the age range they consider most desirable for a mature woman to enter the profession of head resident in a women's residence hall. Chi-square could not be computed so the null hypothesis of no difference was not tested.
- F. There is no significant difference in the desirable civic participation of a prospective head resident as viewed by the deans of women and the housing officers. ($\chi^2 = 1.90$; $df = 2$; $P = .05$). The null hypothesis of no difference is accepted.
- G. There is no significant difference in the desirable physical and emotional status of the head resident as viewed by the deans of women and the housing officers. There were no differences in the responses of the 117 respondents so the null hypothesis of no difference cannot be tested.
- H. There is no significant difference in the desired education of the head resident as required by the deans of women and the housing officers. ($\chi^2 = .159$; $df = 2$; $P = .05$). The null hypothesis of no difference is accepted.
- II. There is no significant difference in the interest of the deans of women and the housing officers in having a course of study developed for the training of mature women for the position of head resident in the women's residence halls. ($\chi^2 = .445$; $df = 1$; $P = .05$). The null hypothesis of no difference is accepted.
- III. The completion of a course of study by the prospective head resident would make no significant

difference in the present on-the-job training required by the deans of women and the housing officers. ($\chi^2 = .371$; $df = 1$; $P = .05$). The null hypothesis of no difference is accepted.

- IV. The completion of a course of study would make no significant difference in the professional status of the head resident as viewed by the deans of women and the housing officers. ($\chi^2 = 1.85$; $df = 1$; $P = .05$). The null hypothesis of no difference is accepted.

The following conclusions are based upon the findings reported in Chapter IV of this study:

1. The head resident should be a well-groomed, appropriately-dressed individual.
2. The head resident should possess certain personality traits such as (1) calm, (2) liberal, (3) intelligent, (4) independent, (5) reliable, (6) cheerful, (7) sociable, (8) conscientious, (9) adventurous, (10) energetic, (11) trustful, (12) optimistic, (13) flexible, (14) cordial, and (15) enthusiastic; other personality traits such as (1) indifferent, (2) timid, (3) hostile, (4) slack, (5) submissive, (6) sorrowful, (7) seclusive, (8) inhibited, and (9) suspicious are undesirable.
3. The head resident should possess certain social skills such as (1) poise, (2) tact, (3) conversational skills, (4) attentive, (5) courteous, (6) cooperative, and (7) tolerant.
4. Some previous type of steady employment is desirable for the mature woman aspiring to be a head resident.
5. Civic participation is a neutral activity of the mature woman aspiring to be a head resident.
6. The most desirable age for entering the profession appears to be 30-39 years. Beyond the age of 59 was considered too old.

7. The head resident should possess at least a college degree.
8. The head resident should be a stable individual with good physical health.
9. Housing officers and deans of women who employ head residents are interested in having a practical course of study developed. The completion of this course would lessen the on-the-job training and would improve the professional qualities expected of the head resident.

Chapter V is the proposed course of study developed on the basis of responses of head residents which described the abilities, attitudes, or understandings which the head residents acquired in connection with the performance of their duties; training manuals; tables of contents of training manuals; and job descriptions.

Recommendations

Job description should better describe the duties of the head resident.

There is a need for more studies which use the head residents as their sample. It would be interesting and useful to have the following studies:

1. The role of the head resident, their perception and concepts of the actual and the ideal-image function of their roles in relation to their academic background and professional preparation.
2. The role of the head resident as perceived by her and the residents of the hall.
3. The role of the head resident as perceived by the staff, faculty and administrators.
4. Field testing of the course of study proposed in Chapter V.

APPENDIX

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- Norris, Willa, Franklin R. Zeran, and Raymond N. Hatch. The Information Services in Guidance. Chicago: Rand McNally and Company, 1966.
- Reich, Helen. The College Housemother. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1964.
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Kilbourn, Donald W. "The Status and Roles of Head Residents." The Personnel and Guidance Journal, XXXIX (November, 1960), 203-6.

Nichols, Catherine, and Jo Fredia Dorris. "Study of Age, Salary, Education, and Status of Residence Hall Workers in Fifty Four Universities." The Journal of the National Association of Womens Deans and Counselors, XXVII (Summer, 1965).

Otto, Herbert A. "Housemothers: A Neglected Resource." Educational Record. (October, 1961), 296-303.

Phillips, Florence L. "Residence Hall Directors." The Journal of the National Association of Womens Deans and Counselors. XXVIII (Fall, 1965), 33-6.

Pool, Cynthia. "Head Resident Behavior." The Journal of the National Association of Womens Deans and Counselors. XXX (Summer, 1967), 178-80.

Sheldon, Miriam A. "For Mature Women: A Late Career; For Residence Halls; a New Source of Staff." The Journal of the National Association of Womens Deans and Counselors. XXV (April, 1962), 99-105.

Monograph

Riker, Harold C. "College Housing as Learning Centers." The American College Personnel Association, Washington, 1965.

Directory

Riker, Harold., and David A. DeCoster, Directory of College and University Housing Officers. Gainsville, Florida, 1969.

Commission Report

Commission on Professional Development of the Council on Student Personnel Associations in Higher Education. A First Report of the Commission on Professional Development in Higher Education. (Indianapolis, Ind.: Commission on Professional Development of the Council of Student Personnel Associations in Higher Education, 1964).

Other Material

Alciatore, Robert. "Survey of Recent Doctoral Graduates of the Graduate School of the University of Minnesota." Questionnaire given to writer at a personal interview, April 5, 1969.

A P P E N D I X A

QUESTIONNAIRE ON HEAD RESIDENT

Identification Number

QUESTIONNAIRE ON HEAD RESIDENTS

If you were employing a mature woman to perform the duties of head resident, would you please indicate your choice of desirable traits by checking in one of the columns:

	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable
I. Appearance (Professional)					
1. Physically attractive					
2. Well groomed					
3. Appropriate dress					
II. Personality					
1. Calm					
2. Liberal					
3. Indifferent					
4. Timid					
5. Hostile					
6. Intelligent					
7. Independent					
8. Reliable					
9. Slack					
10. Submissive					
11. Cheerful					
12. Sociable					
13. Sorrowful					
14. Seclusive					
15. Conscientious					
16. Adventurous					
17. Carefree					
18. Inhibited					
19. Energetic					
20. Trustful					
21. Suspicious					
22. Optimistic					
23. Flexible					
24. Cordial					
25. Enthusiastic					

Would you please indicate your choice by circling one of the following:

VI. Desirable age for entering

- (a) 30-39 (d) 60-64
 (b) 40-49 (e) 65-70
 (c) 50-59

VII. Education

- (a) High school
 (b) 0-29 College hours
 (c) 30-59 College hours
 (d) 60-90 College hours
 (e) College degree
 (f) Work beyond bachelors degree

VIII. Physical

- (a) Unusual vitality
 (b) Good
 (c) Infrequent illness
 (d) Chronic illness
 (e) Physical handicapped

IX. Emotional

- (a) Apathetic (d) Stable
 (b) Excitable (e) Unstable
 (c) Maudlin

X. Are you interested in having a course of study developed for the training of head residents?

- (a) Yes (b) No

Would the completion of this course of study make a difference in the on-the-job training?

- (a) Yes (b) No

XI. Would the completion of a course of preparation improve the potentials of professional qualities expected of head residents?

- (a) Yes (b) No

Title of person completing questionnaire _____

Total school enrollment _____

A P P E N D I X B

QUESTIONNAIRE ABOUT THE POSITION
OF HEAD RESIDENT

Identification Number _____

QUESTIONNAIRE ABOUT THE POSITION OF HEAD RESIDENT

The following items describe abilities, attitudes or understandings which the head resident acquires in connection with the performance of her duties. Please indicate by a check in one of the columns the usefulness of each competency:

Constantly Used	Often Used	Seldom Used	Never Used	
_____	_____	_____	_____	1. A thorough understanding of the duties of a head resident.
_____	_____	_____	_____	2. A thorough understanding of the living and working conditions.
_____	_____	_____	_____	3. Ability to train student helpers, (desk clerks and student counselors).
_____	_____	_____	_____	4. Sense of professional obligation and ethics.
_____	_____	_____	_____	5. Knowledge of public affairs.
_____	_____	_____	_____	6. Knowledge of aims and objectives of residence halls programs.
_____	_____	_____	_____	7. Ability to use referral resources on campus or campus related agencies.
_____	_____	_____	_____	8. A knowledge of the university's printed materials such as the regulations and the college catalogue.
_____	_____	_____	_____	9. A workable and satisfying philosophy of life.
_____	_____	_____	_____	10. Ability to work with service personnel.
_____	_____	_____	_____	11. Ability to evaluate the program and suggest change.
_____	_____	_____	_____	12. Skill in working with parents of college students.
_____	_____	_____	_____	13. Ability to adjust social life to the demands of the job.
_____	_____	_____	_____	14. Ability to evaluate the contributions of students and fellow workers.
_____	_____	_____	_____	15. Ability to work with student government groups.
_____	_____	_____	_____	16. Ability to work with students on social and educational programs.
_____	_____	_____	_____	17. Ability to work with food service personnel.
_____	_____	_____	_____	18. Ability to work with business office or central housing office.
_____	_____	_____	_____	19. Ability to train other head residents.
_____	_____	_____	_____	20. Ability to work with others on professional problems.
_____	_____	_____	_____	21. An understanding of the college age student.
_____	_____	_____	_____	22. A tolerance of the acts and mores of college students.
_____	_____	_____	_____	23. A feeling of personal worth of every individual.
_____	_____	_____	_____	24. A tolerance of all races, creeds and color.
_____	_____	_____	_____	25. A knowledge of the state, town, and county in which the university is located.
_____	_____	_____	_____	26. A basic knowledge of counseling.
_____	_____	_____	_____	27. Ability to use tact and diplomacy.
_____	_____	_____	_____	28. Ability to gain confidence of students and personnel.
_____	_____	_____	_____	29. Ability to communicate clearly in writing, (memos and reports).
_____	_____	_____	_____	30. Ability to develop a plan for providing office services and communications for the hall.

A P P E N D I X C
THE TRANSMITTAL LETTER

P. O. Box 454
Tahlequah, Oklahoma 74464
May 15, 1969

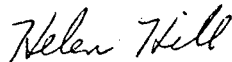
Dear Sir:

This is a request for a gift of some of your valuable time. Your name has been selected from the ACUHO Directory. The writer is trying to identify the traits that the employing officer looks for in the mature woman, that he employes to perform the duties of head resident. If the head residents for the women's residence halls are employed by the Dean of Women, I would appreciate your asking the Dean to fill out the questionnaire. Also, enclosed is a questionnaire that I would like to request that you ask one of your head residents to complete.

The purpose of this study is to collect data that will help identify mature women who have the potential to become head residents for women's residence halls. The author intends to develop a course of study which may be used in the training of head residents. The administrators view will be reflected from selected manuals used by the colleges to train their head residents. The questionnaire completed by the head residents will reflect competencies which they feel are used on the job.

Would you please help the employing officers, head residents and a doctoral candidate by taking time to fill out the enclosed questionnaires and mail them in the postage-paid envelopes, so that we may have the benefit of your judgment as an employing officer in the residence hall field.

Sincerely,



Helen Hill
Graduate Student
Oklahoma State University

VITA

²
Helen Thacker Hill

Candidate for the Degree of
Doctor of Education

Thesis: CHARACTERISTICS OF HEAD RESIDENTS AND A PROPOSED
COURSE OF STUDY FOR HEAD RESIDENTS OF WOMEN'S
RESIDENCE HALLS

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Pike County, Kentucky,
February 16, 1923, the daughter of Mr. and Mrs.
Arvle Thacker. Married the late Dr. Wallace
Charles Hill November 25, 1959.

Education: Graduated from Pikeville College Academy,
Pikeville, Kentucky in May, 1940; attended Pike-
ville College the academic year 1940-41, received
a Bachelor of Arts degree from the University of
Kentucky in 1944, with a major in Secondary Educa-
tion with fields of concentration in Mathematics
and History; received a Master of Arts degree from
the University of Kentucky in 1953, with a major
in Counseling and Guidance in Secondary Education;
attended Graduate School at the University of
Kentucky the academic year 1953-1954; did graduate
work at the University of Florida the spring of
1955; completed the requirements for the Doctor of
Education degree at Oklahoma State University in
July, 1970.

Professional Experience: Mathematics teacher in the
senior high schools of Pike County, Pikeville,
Kentucky, 1944-1953; Head Resident at the Univer-
sity of Florida, 1954-1956; Women's Counselor at
the University of Houston, 1956-1959; Director of
Counseling for the Women's Residence Halls, Purdue
University 1959-1961; and Assistant Dean of Women,
Oklahoma State University, 1962-1966.