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A Comparative Study of Student Personnel Work in Higher Education Between USA and China (Taiwan)

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Eastern Illinois University

This research is a product of the graduate program in Educational Psychology and Guidance at Eastern Illinois University. Find out more about the program.

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A COMPARATIVE STUDY OF STUDENT PERSONNEL WORK IN
HIGHER EDUCATION BETWEEN USA AND CHINA (TAIWAN)

TITLE

BY
JAMES CHING-WEN CHEN

THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
SPECIALIST IN EDUCATION
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1978

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

8 May 78
DATE

8 May 1978
DATE

ADVISER

DEPARTMENT HEAD
ABSTRACT OF THESIS

A COMPARATIVE STUDY OF STUDENT PERSONNEL WORK IN HIGHER EDUCATION BETWEEN USA AND CHINA (TAIWAN)

BY

JAMES CHING-WEN CHEN

SPECIALIST IN EDUCATION

1978
A COMPARATIVE STUDY OF STUDENT PERSONNEL WORK IN
HIGHER EDUCATION BETWEEN USA AND CHINA (TAIWAN)

JAMES CHING-WEN CHEN

As a professor of psychology, also as the Dean of Students of Taiwan Provincial Kaohsiung Teachers' College, I (the writer) know quite well the student personnel work in Taiwan, Republic of China. Later I have a chance to study at the Eastern Illinois University in the United States, it is suitable for me to make a comparative study of student personnel work between our two countries.

From this study, the writer has found some similarities and some differences in student personnel work between USA and China.

The similarities is that all the student personnel work is a service to the student, and a service for the purpose of education, also is for the society of tomorrow.

The differences are as follows:

The United States is a democratic and opened society. Every individual wants to have more freedom and independence. Only when a crisis happens, do they stand together. But in ordinary days, they would rather emphasize individuality, liberty and diversity. All of these thoughts reflect in their student personnel work as follows:

1. The college has many offices which prepare many things for the
students.

2. The college takes the students as first class citizen; the student government can influence the college policy.

3. The important student personnel work is guidance and counseling.

As to China, they are basically an agriculture society with larger population and keeping a system of larger family. They need more unity and communication. They emphasize on the need of society, more unity and obeisance. All these reflect in student personnel work as follows.

1. The college has only a few offices, so they need to train the students to do things for themselves.

2. The student government has limited power, it can service the students themselves.

3. The most important student personnel work is moral education and discipline.

The writer from the above study makes some recommendations to both USA and China as follows:

1. Recommendations to American student personnel workers:
   a. Obtain harmony between individual and society; cultivating within the student a keen sense of community.
   b. Perform the student personnel work as an integrated process of education.
   c. Arrange more group guidance and communication for the classes, the departments, the colleges, and whole campus.
2. Recommendations to Chinese student personnel workers:
   a. More emphasis on individual liberty and independence.
   b. Accept the student as a first class citizen.
   c. Prepare more services for the students.
   d. Give the student government more power.
   e. Prepare more guidance and counseling services.
ACKNOWLEDGEMENTS

As a professor of Psychology, also as the Dean of Students of Taiwan Provincial Kaohsiung Teachers' College, I know quite well the student personnel work in Taiwan, Republic of China. Later I had a chance to study at the Eastern Illinois University in the United States, it is suitable for me to make a comparative study of student personnel work between our two countries. Certainly a period of eight months is too short for me to make on any comments on American Education, but I will sincerely express my feelings and asked my friends to comment for me, so I could revise it properly.

Thanks to Mr. Kuang-tsu Hsueh, the President of my home college, and Dr. Daniel E. Marvin, Jr. the President of Eastern Illinois University, for both of them agreed to allow me to be an exchange professor under our two sisters college program 1977-1978. It provided me to have further study here.

Thanks to Dr. Glenn D. Williams, the Vice President for Student Affairs of EIU and his colleagues, for they arranged an interview with me and sent me the necessary materials. Without their assistance, this study would have been impossible.

The writer also wishes to express his deepest appreciation to Dr. Paul D. Overton, his advisor at EIU, for his lasting support, encouragement, interest and suggestions.
CHAPTER I

INTRODUCTION

BASIC DIFFERENCE BETWEEN TWO COUNTRIES

INDIVIDUALITY VS SOCIETY

Education includes two aspects: First, it is to gain knowledge (to know); the other is behavior modification (to act). The former is teaching and learning, an academic affair, it belongs to the responsibility of the course teacher (the book's teacher); the latter is guidance and discipline, a student affair, it is the responsibility of all advisors (the man's teacher). The relationship can be made as follows:

\[
\begin{align*}
1. \text{Getting knowledge (teaching & learning)} \\
2. \text{Behavior modification (guidance & discipline)}
\end{align*}
\]

Education ........Academic affair........the book's teacher

........Student affair........the man's teacher

This study concentrates on the "Behavior modification", which includes both guidance and discipline. The student personnel work (SPW) in American colleges emphasizes guidance (for the need of individuality); while the Chinese student personnel work emphasizes discipline (for the need of society). These differences are mainly due to the differences of social background. The following chart is an
attempt to explain it.

(SPW of USA) Individuality - the process of education - Society

1. Diversity
2. Liberty
3. Interest
4. Nature
For example
1. On food......Helping oneself
2. On clothing...To one's like
3. On living.....Nuclear family
4. On walking....Whole free

(SPW of CHINA)

1. Unity
2. Obeisance
3. Value
4. Culture
For example
1. The whole family at a table
2. Uniform for every class
3. Larger family
4. Walking according to ranks

The United States is a democratic and opened society. Every individual wants to have more freedom and independence. Only when a crisis happens do they stand together. But in ordinary days, they would rather emphasize individuality, liberty, individual interest, diversity, and do everything according to human nature.

While the Chinese are basically living in an agricultural society, with large population and keeping a large family, they need more unity and communication. They emphasize the need of society, unity, obeisance, social value and do everything according to the social culture.

Certainly, these differences can be and must be harmonized. The individual is only a little self, the society is a large self. Only harmony between the individual and the society can assure the welfare
of humankind. The writer presents another chart as follows:

At present, the above differences are still the important points to influence the student personnel work in USA and China. The writer will make a detailed description in the following chapters.
CHAPTER II

THE OFFICES FOR STUDENT PERSONNEL WORK

1. The American Colleges Have many Offices and Prepare Better service for the Students.

As the American colleges accepts the student as a first class citizen, they have many offices and prepare better services for the students. This study will take Eastern Illinois University as a prime example, then add some other universities.

The organization and members of EIU student personnel work are as follows:

1. Vice President for Student Affairs and Director of Admissions ... 6
2. Assistant to Vice President
   Associate Dean, Student Personnel Services 1
   Associate Dean, Student Personnel Services 1
3. Associate Director, Admissions Processing (in item 1)
4. Director of Arrangements 1
5. Director of Career Planning and Placement 2
6. Director, Counseling and Testing Center 4
7. Director, Financial Aids 4
8. Director, Health Service 4
9. Director, High School Relations 2
10. Director, Student Activities and Organizations 4
11. Director, University Union (in item 10)
12. Director, Veterans Services 2
13. International Student Advisor 1/2 (part time)
14. Supervisors, Security and Traffic 17
15. Student Housing and Residence Hall 16
   Total 62 1/2 (1)

The University of Kentucky has the additional offices:

1. Campus Recreation
2. Services for Handicapped Students
3. The Minority Student Affairs Office
4. Human Relation Center

The University of Kentucky does not have the offices of item 3, 4, 9, and 14 at EIU.

The University of California has besides all the office of EIU, a Research and Evaluation Unit.

From the above facts, we know that the American colleges have many offices and prepare many services for the students.

(1) From the chart of EIU Administration Organization and Faculty Catalog.
2. The Chinese Colleges Have Three or Four Offices and Train the Students to Do for Themselves

All the Chinese colleges have three offices under the Dean of Students. A university with more than three colleges or schools is permitted to have four offices (the third office divided into two offices). And in special cases there is an International Student Office.

This study takes Taiwan Provincial Kaohsiung Teachers' College (KTC) (with students 3,737 in Spring 1978) and National Taiwan University (NTU) (with students 12,017) as examples:

<table>
<thead>
<tr>
<th>Offices</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KTC</td>
</tr>
<tr>
<td>1. Dean of Students Office</td>
<td>2</td>
</tr>
<tr>
<td>2. Office of Daily-life Service</td>
<td>21</td>
</tr>
<tr>
<td>3. Office of Extra-curricular Activities</td>
<td>6</td>
</tr>
<tr>
<td>4. Office of Health Service</td>
<td>6</td>
</tr>
<tr>
<td>5. Office of Physical Activities</td>
<td>3</td>
</tr>
<tr>
<td>6. International Student Activities</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
</tr>
</tbody>
</table>

* Combined into one office

From the above facts, we know the Chinese colleges have only a few offices, hence they train the students to do more for themselves, such as to organize the Residence Hall Association, the Student Food Committee and Student Activities Committee, etc.
CHAPTER III

THE STUDENT GOVERNMENT

1. The Student Government of American Colleges Can Influence the Colleges Policies

The student government of American colleges is usually divided into three branches:

(1). The executive branch
   President
   Vice President
   Financial Officer and others

(2). The legislative branch
   Student Senate (Representing all the Groups and Residence Halls)
   Committee of necessary fields

(3). The judicial branch
   The university court

Generally the President of the University or College sends the policies to both Faculty and Student Senate to ask their suggestions, and the President or Vice President of the Student Senate are also usually appointed as members of an Advisory Team to the University President. Under such conditions, the students surely can influence the university policies.

In present days, most of the governing boards of universities
have student members from every university. In Illinois, the Board of Governors of State Colleges and Universities has a total of thirteen members, nine appointed members and five student members, therefore if the appointed members are divided in opinions, the student members may decide policy.

It is an honor to be an American college student, the university prepares his food, housing, financial aid, counseling and testing, movies, activities, occupations, ... etc. These services the university does not provide for the professors. Through the student government and student publications, the student may supervise the university and make many suggestions. It should surprise President Gregory, University of Illinois and the founder of student government, for

"The origin of student self-government in modern university, according to Sheldon, appears to be an attempt of President Gregory at the University of Illinois to establish self-government in 1868 as a means of controlling misbehavior." (3)

(3) From Williamson E. G., and Foley J. D.: "Counseling and Discipline". p.39
2. The Student Governments of Chinese Colleges

Service Themselves

The student government of each Chinese college usually is divided into two branches:

(1). The executive branch

President
Vice President
Committee of Student Learning and Publications
  " of Student Recreation Activities
  " of Student Art Activities
  " of Student Social Services
  " of Student Residence Halls
  " of Student Foods
  " of Student Friendship Society

The college usually trains the students to do everything under the assistance of an advisor. If any problem occurs, an advisory committee will discuss it, and send it to the college President to make a final decision.

(2). The legislative branch

Student Representatives from every class, every department, every college or school.

The President of executive branch makes all plans and budget and send to the legislative branch for approval. If any dispute happens, the advisory committee will make a fair suggestion. Thus the two branches keep a balance between them.

The student government can only decide student affairs. It is a self-government, the college still makes the final decision.
CHAPTER IV

THE SERVICES OF STUDENT PERSONNEL WORK

1. The American Colleges Emphasize Guidance and Counseling

The student personnel work includes both guidance and discipline, with the American colleges emphasis on guidance more than discipline.

In the early stages, the American university emphasized discipline training (the end being self discipline). A report from the University of Minnesota for the school year 1946-1947 was as follows:

TABLE 1

DISCIPLINE SITUATION AND CHARGES FOR 358 STUDENTS
FROM THE UNIVERSITY OF MINNESOTA 1946-1947

<table>
<thead>
<tr>
<th>Category type</th>
<th>Disciplinary situation</th>
<th>Charges against individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Financial irregularity</td>
<td>49</td>
<td>53</td>
</tr>
<tr>
<td>2. Minor misconduct</td>
<td>30</td>
<td>127</td>
</tr>
<tr>
<td>3. Disorderly conduct</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>4. Sex misconduct</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>5. Theft and burglary</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>6. Misuse of privileges</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>7. Miscellaneous</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>8. Total</td>
<td>312</td>
<td>378</td>
</tr>
</tbody>
</table>

In table 1, except item 5, misuse of privileges, the number of charges in each category is greater than the number of situations. This means that:

(1). More than one individual student was involved in some of the disciplinary situations.

(2). The same individual student was charged with more than one offense occurring at different times during the indicated school year.

The disciplinary actions taken by the University were as follows:

**TABLE 2**

**CLASSIFICATION OF DISCIPLINARY ACTION, 1946-1947**

<table>
<thead>
<tr>
<th>Types of action</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not guilty or charge not proved</td>
<td>32</td>
</tr>
<tr>
<td>2. No disciplinary action: Investigation and review</td>
<td>98</td>
</tr>
<tr>
<td>3. Restitution made by student</td>
<td>23</td>
</tr>
<tr>
<td>4. Counseling interviews</td>
<td>195</td>
</tr>
<tr>
<td>5. Consultation and referral for diagnosis &amp; therapy</td>
<td>61</td>
</tr>
<tr>
<td>6. Restriction on privileges</td>
<td>61</td>
</tr>
<tr>
<td>7. &quot; Why not reenter without special review &quot;</td>
<td>53</td>
</tr>
<tr>
<td>8. Disciplinary probation</td>
<td>29</td>
</tr>
<tr>
<td>9. Suspension for a specified period</td>
<td>22</td>
</tr>
<tr>
<td>10. Permanently dismissed or excluded</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>557</strong></td>
</tr>
</tbody>
</table>

(5) Action taken in the case of 358 students with respect to 312 disciplinary situations (Ibid p.186).
According to Hall's: "A Collection of College Words and Customs", the American types of punishments are as follows:

Fines (from 2 pence to 10 shillings), Imposition (rewrite), Letter home, Private admonition, Deduction, Degradation, Warning, Suspension to the room, Confession, Sconce, Rusticate, etc. (5)

At present days, the American colleges treat the student as a first class citizen. (6) The student personnel work emphasize guidance and counseling. This study takes Eastern Illinois University as an example.

Eastern Illinois University, as most of the other American universities, provides the following guidance and counseling services:

1. The academic advisor -- Each student with an advisor to help him or her to arrange the study program.
2. The office of Career Planning and Placement -- To help the student to find a job.

(6). In 1961 in Dixon V. Alabama State Board of Education, the court upheld that "A student must be given adequate notice and hearing" (D.P. Young: Due Process Standards and Guidelines for Student Discipline in Higher Education).
3. Office of Student Activities and Organization—with advisor to plan the student activities.

4. Residence Hall Counselor—to help the student live on the campus.

5. Advisor for veterans services.

6. Advisor for international students.

7. Counseling and Testing Center.

Every year two thousand students, nearly 20% of all registered, ask for counseling and testing. The totals over the past five years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total(7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>2,289</td>
</tr>
<tr>
<td>1973-74</td>
<td>1,853</td>
</tr>
<tr>
<td>1974-75</td>
<td>2,237</td>
</tr>
<tr>
<td>1975-76</td>
<td>2,135</td>
</tr>
<tr>
<td>1976-77</td>
<td>1,809</td>
</tr>
</tbody>
</table>

All the above guidance and counseling services are certainly very useful to the students.

2. The Chinese Colleges Emphasize Discipline and Moral Education

The Chinese student personnel work emphasizes discipline, from external to self discipline; and the discipline is based on Moral Education.

The Chinese moral education includes three parts:

1. Moral education: The college regulates all the students group activities on the campus, such as classroom activities once per week, department or college meeting once a month, and some other group activities.

2. Daily-life education: It includes eight items such as daily-life habits, health education, public services, vocational education, citizenship education, recreation activities, moral behavior and learning activities.

3. Nationality or Chinese education: It requires the student to identify himself with the nation, to love his country, and to take part in related activities such as gathering all the students in raising the national flag every morning, parading on the National Day and Revolution Day (also called the Youth Day).

The moral education teaches the student the necessary conditions of "Man". The daily-life education teaches the student to be a "Modernized" man, and the national education teaches the student to be a modern "Chinese" man. The writer would like to take a hand as an
example. The daily-life habits as the hand's surface (can be easily seen), the moral education as the hand's back (can hardly be seen), and the national education just as the blood flowing in the hand (can not be seen). With these three combined together it will be best education so far as the Chinese considered.

The Behavior Scores for All Students

For evaluation of the effects of the moral education, the most important thing is to see if the students had good behavior, and this must be done by giving each student a Behavior Score.

The Behavior Score has a basic 80 points for each student, then additional scores for good behavior (from the activities and daily-life behavior), and minus scores for bad behavior, thus every one received a Behavior Score. The formula is as follows:

\[ 80 + \text{Prizes} - \text{Punishments} = \text{Actual score} \]
\[ \text{(Basic score)} \times \text{(Good behavior)} \times \text{(Bad behavior)} \]

The prizes and punishments are based on all student did in the classroom (the Advisor reports it), in the Department (the chairman and committee members make the report), and in the campus (all the faculty members make the report).

Certainly, the prize and punishment must be objective. It is according to the principle of learning (reinforcement). A good behavior with a positive reinforcement (prize), a bad behavior
with a negative reinforcement (punishment). The writer makes an out-
lines as follows:

The prizes and punishments for students at Taiwan Provincial
Kaohsiung Teachers' College:

(1). Prizes (Positive reinforcement) (with number added to the
behavior score).
   a. A small or 3rd prize (1)
      The good behavior such as helping others, to be number 3
      in all contests.
   b. A middle or 2nd prize (2)
      Such as special contribution to his class or Department,
      or to be number 2 in all contests.
   c. A great or 1st prize (6)
      Such as great contribution to the university, to the
      society, or to be number 1 in intercollege contests.

(2). Punishments (Negative reinforcement) (with number deduced
    from basic score).
   a. A small or 3rd punishment (1)
   b. A middle or 2nd punishment (2)
      Such as impolite to teachers, destroying public facilities.
   c. A great or 1st punishment (6)
      Such as fighting, gambling, drinking in the residence hall,
      dishonest in examination.
   d. Retention for observation (the behavior score is 60).
      A serious misbehavior harmful to the university or society,
      or a total of two great and two middle punishments.
e. Suspension (no behavior score)

A serious misbehavior which can't be tolerated, or a total of three great punishments.

Every student with the 80 basic score, plus the prize and minus the punishment, receive his actual score. From 90 to 100 is excellent, 80-89 is A, 70-79 is B, 60-69 is C, below 60 must be suspension.

The following two tables present the results of punishments, Prizes, and Behavior Scores of the students of Taiwan Provincial Kaohsiung Teachers' College.

**TABLE 3**

**PRIZES AND PUNISHMENTS OF THE STUDENTS OF TAIWAN PROVINCIAL KAOSHIUNG TEACHERS' COLLEGE, FALL, 1977**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Case</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st prize</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2nd prize</td>
<td>11</td>
<td>93</td>
<td>88</td>
<td>81</td>
<td>60</td>
<td>40</td>
<td>65</td>
<td>568</td>
</tr>
<tr>
<td>3rd prize</td>
<td>333</td>
<td>214</td>
<td>366</td>
<td>332</td>
<td>161</td>
<td>222</td>
<td>168</td>
<td>1796</td>
</tr>
<tr>
<td>1st Punish.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2nd Punish.</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3rd Punish.</td>
<td>7</td>
<td>12</td>
<td>38</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>12</td>
<td>93</td>
</tr>
<tr>
<td>Suspension</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>483</td>
<td>323</td>
<td>499</td>
<td>439</td>
<td>227</td>
<td>267</td>
<td>247</td>
<td>2485</td>
</tr>
</tbody>
</table>

* Some students may be prized or punished more than one time.
### Table 4

The Student Behavior Scores of Taiwan Provincial KaoHSIUNG Teachers' College, Fall, 1977

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td>86.39</td>
<td>83.47</td>
<td>85.83</td>
<td>84.09</td>
<td>85.95</td>
<td>85.20</td>
<td>84.93</td>
</tr>
<tr>
<td><strong>Excellent</strong> (90-100)</td>
<td>58</td>
<td>24</td>
<td>45</td>
<td>21</td>
<td>29</td>
<td>20</td>
<td>18</td>
<td>215</td>
</tr>
<tr>
<td><strong>A (80-89)</strong></td>
<td>247</td>
<td>264</td>
<td>213</td>
<td>233</td>
<td>112</td>
<td>103</td>
<td>107</td>
<td>1279</td>
</tr>
<tr>
<td><strong>B (70-79)</strong></td>
<td>23</td>
<td>68</td>
<td>25</td>
<td>36</td>
<td>10</td>
<td>19</td>
<td>16</td>
<td>197</td>
</tr>
<tr>
<td><strong>C (60-69)</strong></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>330</td>
<td>357</td>
<td>284</td>
<td>291</td>
<td>241</td>
<td>143</td>
<td>141</td>
<td>1697*</td>
</tr>
</tbody>
</table>

*This number is from the full-time day school students.*

1. Conclusion

From the above study, the writer has found some similarities and some differences in student personnel work between USA and China (Taiwan).

The similarity is that all the student personnel work is a service to the students, and a service for the purpose of their education and the society of tomorrow.

The differences are as follows:

The United States is a democratic and open society. Every individual wants to have more freedom and independence. Only when a crisis happens, do they stand together. In ordinary days, they would rather emphasize individuality, liberty and diversity. All of these thoughts reflect in their student personnel work as follows:

1. The colleges has many offices which prepares many things for the students.

2. The colleges accept students as first class citizens; the student government can influence the college policy.
3. The important student personnel work is guidance and counseling.

As to China, they are basically an agricultural society, with a large population and a system of larger family. They need more unity and communication. They emphasize on the needs of society, more unity and obeisance. All of these reflect in their student personnel work as follows:

1. The colleges have only a few offices, so they need to train the students to do things for themselves.
2. The student government has limited power, it can service the student themselves.
3. The most important student personnel work is moral education and discipline.
2. Recommendation

With the different social backgrounds between the USA and China (Taiwan), it is very hard to make any recommendation acceptable to every one. The writer will try to make a few suggestions and ask all my friends to comment on them.

(1). Recommendations to American student personnel workers:
   a. Obtain harmony between individual and society; cultivating within the student a keen sense of community.
   b. Perform the student personnel work as an integrated process of education.
   c. Arrange more group guidance and communication for the classes, the departments, the colleges, and whole campus.

(2). Recommendations to Chinese student personnel workers:
   a. More emphasis on individual liberty and independence.
   b. Accept the student as a first class citizen.
   c. Prepare more services for the students.
   d. Give the student government more power.
   e. Prepare more guidance and counseling services.
BIBLIOGRAPHY


