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PERSONNEL SERVICES EXTENDED TO STUDENTS OF SELECTED CHURCH-RELATED COLLEGES IN SOLVING THEIR PROBLEMS

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PERSONNEL SERVICES EXTENDED TO STUDENTS

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IN SOLVING THEIR PROBLEMS

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF ILLUSTRATIONS	x
Chapter	
I. THE DEVELOPMENT OF THE PROBLEM	1
II. THE CHURCH-RELATED COLLEGE	10
III. PROBLEMS OF COLLEGE STUDENTS	36
IV. ANALYSIS OF ENROLLMENT DATA OF THE TWELVE COLLEGES INCLUDED IN THE STUDY	65
V. PERSONALITY PROBLEMS	87
VI. RELIGIOUS PROBLEMS	113
VII. ACADEMIC PROBLEMS	121
VIII. VOCATIONAL PROBLEMS	137
IX. FINANCIAL PROBLEMS	153
X. HEALTH PROBLEMS	168
XI. THE ADMINISTRATION OF STUDENT PERSONNEL SERVICES IN SELECTED CHURCH-RELATED COLLEGES	187
XII. CONCLUSIONS AND RECOMMENDATIONS	199
BIBLIOGRAPHY	208
APPENDIX	218

LIST OF TABLES

Table		Page
1.	Colleges Meeting the Criteria for Inclusion in This Study	5
2.	Schools That Merged to Form Bethany-Peniel College	21
3.	Percentage of Friends University Students Who Were Residents of Wichita, Kansas	29
4.	Percentage of Problems Recognized as Their Own by Students in a Seventh-Day Adventist College and Academy	45
5.	Rank Order of the Seriousness and Frequency of Problems of University of Oklahoma Students as Determined by Hall	47
6.	Rank Order of the Most Serious Problems of Men Attending Twelve Selected Church-Related Colleges as Ranked by Personnel Workers	54
7.	Rank Order of Frequency of Problems of Men in Twelve Selected Church-Related Colleges as Ranked by Personnel Workers	55
8.	Rank Order of the Most Serious Problems of Women Students in Twelve Church-Related Colleges as Ranked by Personnel Workers	56
9.	Rank Order of the Most Frequent Problems of Women Students of Twelve Church-Related Colleges as Ranked by Personnel Workers	57
10.	Rank Order of Most Serious Problems of Men Residing in Dormitories of Twelve Church-Related Colleges as Ranked by House Counselors	58
11.	Rank Order of Frequency of Problems of Men Residing in Dormitories of Twelve Church-Related Colleges as Ranked by the House Counselors	59

LIST OF TABLES - - Continued

Table		Page
12.	Rank Order of Most Serious Problems of Women Living in the Dormitories of Twelve Church-Related Colleges as Ranked by House Counselors	60
13.	Rank Order of Frequency of Problems of Women Students Residing in Dormitories of Twelve Church-Related Colleges as Ranked by House Counselors	61
14.	Rank Order of the Most Serious Problems of All Students in Twelve Selected Church-Related Colleges as Ranked by Personnel Workers and House Counselors	62
15.	Rank Order of the Most Frequent Problems of All Students in Twelve Selected Church-Related Colleges as Ranked by Personnel Workers and House Counselors	63
16.	Comparison of Problems of Students in Church-Related Colleges and Students of the University of Oklahoma .	64
17.	Analysis of Total Enrollments of Twelve Church-Related Colleges During the Regular Session, 1952-53	66
18.	Analysis of Enrollment of College Number One, Regular Session, 1952-53	68
19.	Analysis of Enrollment of College Number Two, Regular Session, 1952-53	69
20.	Analysis of Enrollment of College Number Three, Regular Session, 1952-53	70
21.	Analysis of Enrollment of College Number Four, Regular Session, 1952-53	71
22.	Analysis of Enrollment of College Number Five, Regular Session, 1952-53	72
23.	Analysis of Enrollment of College Number Six, Regular Session, 1952-53	73
24.	Analysis of Enrollment of College Number Seven, Regular Session, 1952-53	74
25.	Analysis of Enrollment of College Number Eight, Regular Session, 1952-53	75

LIST OF TABLES - - Continued

Table		Page
26.	Analysis of Enrollment of College Number Nine, Regular Session, 1952-53	76
27.	Analysis of Enrollment of College Number Ten, Regular Session, 1952-53	77
28.	Analysis of Enrollment of College Number Eleven, Regular Session, 1952-53	78
29.	Analysis of Enrollment of College Number Twelve, Regular Session, 1952-53	79
30.	Summary of Enrollment Data of Twelve Selected Church-Related Colleges, Regular Session, 1952-53	81
31.	Changes in Enrollments in Church-Related Colleges From First to Second Semesters, 1952-53	82
32.	Analysis of Enrollments of Twelve Church-Related Colleges in Terms of Geographical Distribution, Regular Session, 1952-53	83
33.	Distribution of Enrollments of Twelve Church-Related Colleges by Expressed Denominational Affiliation, Regular Session, 1952-53	85
34.	Problems of Personal and Social Adjustment Reported to the Personnel Office of College Nine	91
35.	Academic Training of Residence Hall Counselors in Twelve Church-Related Colleges	101
36.	Academic Training of Personnel Workers in Twelve Selected Church-Related Colleges, 1952-53	102
37.	Offenses Reviewed By Disciplinary Agents of Twelve Selected Church-Related Colleges, 1952-53	105
38.	Student Organizations Aiding in the Counseling Program of Twelve Selected Church-Related Colleges	110
39.	The Number of Organized Religious Activities in Twelve Selected Church-Related Colleges	119

LIST OF TABLES - - Continued

Table		Page
40.	Rank Order of Factors Contributing to Academic Problems of Men Students in Twelve Selected Church-Related Colleges as Ranked by Personnel Workers	124
41.	Rank Order of Factors Contributing to Academic Problems of Women Students in Twelve Selected Church-Related Colleges as Ranked by Personnel Workers	125
42.	Rank Order of Factors Contributing to Academic Problems of all Students in Twelve Selected Church-Related Colleges as Ranked by Personnel Workers	126
43.	Factors Contributing to Academic Problems of Students in College Number Nine as Revealed by the Records of the Dean of Students	129
44.	Frequency of Academic Probations in Church-Related Colleges Session 1952-53	131
45.	Placement Tests Used Regularly in Twelve Church-Related Colleges	134
46.	Distribution of Vocational Problems of Students Handled by the Deans of Students of Colleges Four and Nine . . .	143
47.	Program of Careers Conference of College Nine February 2, 1953.	151
48.	Fixed Charges Made by Twelve Selected Church-Related Colleges During 1952-53.	157
49.	Scholarships Granted Students of Twelve Selected Church-Related Colleges During 1952-53	159
50.	Grants-in-Aid Made to Students of Twelve Selected Church-Related Colleges During 1952-53	160
51.	Loans Made to Students of Twelve Church-Related Colleges During 1952-53	162
52.	Financial Aids Awarded Students of Twelve Selected Church-Related Colleges in 1952-53	163
53.	Students Placed in Part-Time Jobs in Nine Church-Related Colleges During 1952-53.	164

LIST OF TABLES -- Continued

Table		Page
54.	Teacher Placements Made by the Centralized Placement Services of Seven Church-Related Colleges, 1952-53 . . .	166
55.	Problems of Students of Eight Church-Related Colleges That Led to Withdrawal During 1952-53	170
56.	Health Services Offered by Twelve Selected Church-Related Colleges to Their Students	175
57.	Types of Physical Disorders Handled by the Health Services of Eleven Church-Related Colleges During 1952-53	177
58.	Health Services Rendered to Students of Eleven Church-Related Colleges During 1952-53	178
59.	Students Attending Twelve Selected Church-Related Colleges Under Vocational Rehabilitation, 1952-53	181
60.	The Number of Male Students in Twelve Selected Church-Related Colleges Participating in Intramural Athletics During 1952-53	183
61.	The Number of Female Students in Twelve Selected Church-Related Colleges Participating in Intramural Athletics During 1952-53	184

LIST OF ILLUSTRATIONS

Figure		Page
1.	An Analysis of Discipline	107
2.	The Functional Pattern for the Administration of Student Personnel Services according to Plan I	192
3.	The Functional Pattern for the Administration of Student Personnel Services according to Plan II	194
4.	The Functional Pattern for the Administration of Student Personnel Services according to Plan III	195
5.	The Functional Pattern for the Administration of Student Personnel Services according to Plan IV	196

PERSONNEL SERVICES EXTENDED TO STUDENTS OF SELECTED CHURCH-RELATED COLLEGES IN SOLVING THEIR PROBLEMS

CHAPTER I

THE DEVELOPMENT OF THE PROBLEM

Statement of the Problem

A basic assumption generally accepted among student personnel workers is that some time in his life every individual will face a situation in which he will need assistance. This is often referred to as a problem or a need of the individual. For the purposes of this study it is necessary to differentiate between needs and problems of students. This distinction is clearly pointed out in the following statement by Gilbert C. Wrenn.

> A need is a demand of the organism, whether or not acknowledged or understood by the individual. A need is a construct, or hypothetical concept, of a physiological tension which is electrochemical in nature. The situation which gives rise to the construct may be psychological or social in nature. This tension or need may be instigated from either within or without the organism. It is as real as the physical structure itself although it may not be within the range of conscious awareness.
>
> A problem, on the other hand, is something of which the individual is aware and for which he has no immediate solution. Without awareness there is no problem. But the individual may not link a felt problem with a basic need. . . . A problem is the outward expression or result of a need. It could be classified as a symptom

of some unmet need.[1]

A number of studies, such as those of Keatley and Reeves and Russell, have been made in recent years concerning the problems of college students.[2] In 1950 Hall made a study to determine the character and distribution of problems of the students of the University of Oklahoma.[3] Hall went even further in an attempt to determine the services which were available to students to aid them in reaching solutions to their problems.

The present study was inspired by a desire to compare the problems of students of church-related colleges with those of a large state university and to determine whether those students are offered comparable services to aid them in the solutions of their problems. The results of this study should accomplish for the church-related colleges the same end discovered by Hall: "The results of the inquiry points to the end for an active, alert, trained personnel who will not only spot student problems, but who will dedicate their best efforts to just and acceptable solutions of such problems."[4]

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[1]Gilbert C. Wrenn, Student Personnel Work in College, Pp. 13-14. New York: The Ronald Press Co., 1951.

[2]Mary Joe Keatley, "The Relationship between the Personal Problems of College Freshman Women and Other Selected Factors." Unpublished Master's Thesis, Department of Education, University of Oklahoma, 1949.

Floyd W. Reeves and John Dale Russell, Some University Student Problems. University of Chicago Survey, Vol. X. Chicago: University of Chicago Press, 1933.

[3]Ernest Clifford Hall, "Personnel Services Extended to Students of the University of Oklahoma In Solving Their Problems." Unpublished Doctor's Thesis, College of Education, University of Oklahoma, 1950.

[4]Ibid., p. 1.

This is a study of the problems of students in church-related colleges which are revealed by careful analyses of the records of the colleges included in the study. In those cases where adequate records were not available data were taken from the results of personal interviews with administrators, teachers, and counselors. When such procedures were necessary the data given are clearly marked. In this study a sincere effort has been made to point out the areas of student problems and to show how the personnel services of the colleges operate to alleviate those problems. The results of this study should serve as a point of departure for the administrators and teachers as well as personnel workers of the colleges included in improving this part of their programs. Its importance, however, should not be limited to the twelve colleges included in the study. In it all church-related colleges should find guide posts for evaluation and improvement of their student personnel services.

Limitations of the Study

This study has been limited to a consideration of the problems of the students of twelve church-related colleges as revealed by examination of the school records, and by personal interviews with administrators, faculty members and counselors. Student opinion was sought only in exceptional cases where it has been included for clarity or emphasis. In order to obtain comparable data it was necessary to set time limits; so the school year 1952-53 was selected and only those problems reported during that year have been considered.

Because of the large number of protestant church-related colleges in the United States, it was necessary to limit the number included in

this study. The five criteria listed below were adopted as bases for selection.

1. The colleges must be church-related.
2. The colleges must offer work leading to a bachelor's degree.
3. The colleges must be co-educational.
4. The colleges must be located within a three hundred mile radius of Oklahoma City.
5. The colleges must be accredited by the North Central Association of Secondary Schools and Colleges or must be a participating member of the North Central Association Study of Liberal Arts Education.

The first of these limitations is inherent in the character of this study since it does concern the problems of students in church-related colleges. In order to assure uniformity of purpose and, consequently, of procedure the writer believes it necessary to limit the study to four-year co-educational colleges. The limitation of distance is included for reasons of finances and time available.

The requirement of membership in the North Central Association or of participation in the North Central Study of Liberal Arts Education is believed to be justified because it furnishes a uniformity of criteria for evaluating the programs of personnel services. Another reason for this limitation is that the writer has been intimately acquainted with and has participated in this study as related to his own college for some eight years.

Using these criteria as a basis fourteen schools were selected for study. They are listed and their denominational affiliations stated in Table I. According to the Directory of Higher Education these are the

TABLE 1

COLLEGES MEETING THE CRITERIA FOR INCLUSION IN THIS STUDY

College	Location	Denominational Affiliation
Baker University	Baldwin City, Kansas	Methodist
Bethany College	Lindsborg, Kansas	Lutheran
Bethany-Peniel College	Bethany, Oklahoma	Nazarene
Bethel College	Newton, Kansas	Mennonite
College of Emporia	Emporia, Kansas	Presbyterian
College of the Ozarks	Clarksville, Arkansas	Presbyterian
Drury College	Springfield, Missouri	Congregational
Friends University	Wichita, Kansas	Friends
McPherson College	McPherson, Kansas	Church of the Brethern
Oklahoma Baptist University	Shawnee, Oklahoma	Baptist
Oklahoma City University	Oklahoma City, Oklahoma	Methodist
Ottawa University	Ottawa, Kansas	Baptist
Phillips University	Enid, Oklahoma	Disciples of Christ
Southwestern College	Winfield, Kansas	Methodist

only schools in the designated area that meet the criteria stated.[5] Initial contacts with the presidents of these schools resulted in permission being received to include twelve of them in this study. Both Baker University and Ottawa University declined because of their local situations.

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[5]Education Directory: 1953-54. Higher Education. Office of Education, Washington: Government Printing Office, 1953.

Justification of the Study

The writer's interest in this study may be attributed to three sources. His experience in employing men recently graduated from college for positions in the petroleum industry had indicated that college students did not find solutions to all their problems while in school. A second and probably the most potent reason for this interest lies in the close association which he has had with students and their problems in a church-related college for the past seven years. Finally, the appearance of Hall's study challenged the author to compare the services extended by church-related colleges to their students in solving their problems to those offered by a large state university.[6]

Very little data have been published concerning problems of students of church-related colleges or concerning the efforts expended by the colleges to aid their students in solving their problems. The present study was undertaken with a three-fold purpose:

1. To identify the problems of students in selected church-related colleges and to determine, if possible, the extent to which these problems are unique as compared to the problems of a state university student.

2. To determine the strengths and weaknesses of the student personnel programs of the colleges included in the study and to determine the extent to which these programs are effective in aiding students in solving their problems.

3. To point the way for further developments in pupil personnel services in church-related colleges that will enable them to more effectively meet the needs of those students who choose to enter their gates.

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[6] Hall, Op. Cit.

In the educational world today administrators and teachers are becoming more alert to the necessity of clearly stating and then using every available resource to attain worthwhile objectives which are oriented to the life needs of the students. Cunningham states the views of educators generally when she says: "The responsibility of the church colleges is to develop young men and women who are thinking members of the community, unafraid to tackle community problems, who have high standards and are not afraid to support them."[7] Here she identifies the task of the church-related college with that of all other colleges whose responsibilities were so ably stated by Blaesser and others: "The college must rededicate itself to the development of strong men and women, intelligent, emotionally sturdy, sensitive to community need, equipped with deep and penetrating insight into the meaning and values of living."[8]

It is the purpose of this work to aid those in the various colleges who work with students and their problems.

The Sources of Data

The primary data used in this study were gathered from the records of the various colleges and from interviews and questionnaires returned by the staff members.

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[7]Marjorie I. Cunningham, "Social Life in a Church-Related College", Educational and Psychological Measurement, IX, No. 3, Pt. 2 (1949), 614.

[8]Willard W. Blaesser, et al., Student Personnel Work in the Post War College, p. 1. Council on Education Studies, Series 6, No. 6: Washington: American Council on Education, April, 1945.

The secondary data were obtained from current literature references to the problems of college students and to the currently acceptable practices in student personnel work. In addition to an examination of the current literature, information was sought on possible unpublished researches from four general sources. Personal contacts were made with the persons in the four areas listed below:

1. Eighteen persons who are recognized as outstanding in the field of pupil personnel services.[9]

2. The executive directors of the Boards of Education of twelve denominations.

3. Eleven theological seminaries affiliated with various denominations.

4. Personnel workers in twenty-six church-related colleges selected from the Education Directory in such a manner as to give a wide geographical distribution and to represent the several denominations.

Forty-eight replies were received from the contacts listed above. These replies contained references to four unpublished studies and to two books. These references were secured and examined carefully. The consensus of opinions given by the respondents seemed to be that expressed by Longnecker of Southern Methodist University who said, "I am not at all sure that the problems experienced by students in church-

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[9]Replies were received from: Willard W. Blaesser, University of Utah; Edward S. Bordin, University of Michigan; Lyle W. Croft, Univeristy of Kentucky; Daniel D. Feder, Denver University; Clifford P. Froelich, University of California; Melvene Hardee, Florida State Univeristy; Esther Lloyd-Jones, Teachers College, Columbia University; Ross L. Mooney, Ohio State University; Francis P. Robinson, Ohio State University; Carl R. Rogers, University of Chicago; Milton Schwebel, New York University; Ruth Strang, Teachers College, Columbia University; Gilbert Wrenn, University of Minnesota.

related colleges differ from those of students in tax-supported institutions."[10]

Adequacy and Treatment of the Data

This is not a statistical study in the full technical sense of the term. No attempt has been made to determine the limits of error of the data. It is rather a study of every problem revealed to all service agencies of the colleges included in the study during the school year 1952-53. There is no doubt that there are many student problems that were not reported to these agencies and that in a number of cases the records kept were inadequate but the data as reported in this study are as reliable as the sources from which they were obtained.

In this study no sampling procedures were used and only established types of research were applied. The conclusions that are drawn and the recommendations that are made are in terms of the data presented.

In order to insure complete anonymity to the participating colleges a code system has been employed throughout this report which makes possible a comparison among the colleges as well as enabling one to study a single college in all the areas covered by this work.

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[10] Letter from Mayne Longnecker, Director of Student Personnel, Southern Methodist University, Dallas, Texas, March 5, 1954.

CHAPTER II

THE CHURCH-RELATED COLLEGE

The Church-Related College in American Educational History

As a background for the work of this study and in order that the reader may more intelligently interpret the findings, it is necessary that a brief consideration be given to the unique characteristics of the church-related college and that the role played by those colleges in the history of American education be recognized. The church-related colleges believe that they have a definite task to perform in contemporary American society. It shall be the purpose of this chapter to point out that generalized purpose and to show that the colleges included in this study accept it as their own.

There are in the United States today 768 colleges that grant the bachelor's and/or the first professional degree. Of this number 154 are controlled by a governmental unit, either federal, state, city or district while 614 are under private control. Two hundred sixty-five of these independent colleges may be designated as protestant church-related institutions since they receive support and/or are controlled by a sponsoring denomination or sect.[1] Guy E. Snavely, the Executive Director of

[1] Education Directory: 1953-54. Higher Education. Op. Cit., p. 11.

the Association of American Colleges, pointed out that in 1947 while the ratio of independent to public colleges was about 4.3:1, the ratio of student enrollment for the two types of schools was almost unity with each type of school enrolling close to 1,000,000 students.[2]

It is imperative that we realize that both types of institutions are necessary to carry on the democratic processes of our nation. They both complement and supplement each other. "It is agreed by almost everyone," says Rainey, "that education that does not take religion into account is deficient and negligent of one of the great areas of human experience and interest. Education and religion are natural allies. One without the other is incomplete and they are mutually self-supporting."[3] This is further emphasized by Bishop Henry K. Sherrill of the Protestant Episcopal Church when he says: "Simply from the point of view of a proper education, it is absurd to ignore the greatest formative influence in our civilization, the Christian religion. We have taught many generations Shakespeare and Samuel Johnson and we have neglected the messages of the prophets and life of Jesus Christ. We have learned of the rise and fall of empires and yet have been totally ignorant of the history and contribution of the Christian Church. As a part of general education these facts should be known."[4]

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[2]Guy E. Snavely, "The Church-Related College in the Atomic Age," Association of American Colleges Bulletin, XXXIII (December, 1947), 688.

[3]Homer P. Rainey, "Religion in the State University," Vital Speeches, XVII (April 15, 1951), 410.

[4]Henry K. Sherrill, "The Colleges and Christian Leadership," Association of American Colleges Bulletin, XL (March, 1954), 40.

The democratic processes of this nation are founded upon the respect for and recognition of the integrity of the individual and the worth of man. The President's Commission on Higher Education emphasized this in their report by making the following statement.

> The first goal in education for democracy is the full, rounded, and continuing development of the person. The discovery, training, and utilization of individual talents is of fundamental importance in a free society . . . .
>
> A free society is necessarily composed of free citizens, and men are not made free merely by the absence of external restraints. Freedom is a function of the mind and spirit. It flows from strength of character, firmness of conviction, integrity of purpose. It is channeled by knowledge, understanding, and the exercise of discriminating judgment. It consists of freedom of thought and conscience in action. Free men are men who not only insist on rights and liberties but who of their own free will assume the corresponding responsibilities and obligations.[5]

Turck believes that this is a summary of the Christian philosophy and as long as the church-related colleges exist and hold true to their purpose the democratic institutions of America will endure. There is little danger of dictatorship in government until there is at least the pattern and possibility of dictatorship in education.[6] It must be recognized that a spirit of militarism is antagonistic to the church-related college and to the objectives of education in America. Before Hitler could set up his totalitarian form of government he found it necessary first to silence the universities.

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[5]Higher Education for American Democracy, p. 9. President's Commission on Higher Education, Sec. 1. Washington: Government Printing Office, 1947.

[6]Charles J. Turck, "Significant Developments in Higher Education," Christian Education, XXXIV (December, 1951), 324.

It is highly significant that the church should so literally interpret Christ's command, "Go ye therefore and teach . . ."[7] This interpretation was so literal and the command so strong that eight of the first nine colonial colleges were founded as the result of church influences. This is well illustrated by Ludwig's quotations concerning the chartering of Harvard and Yale Universities.

> Harvard was founded to protect Massachusetts from the peril of an 'illiterate ministry'. Yale was chartered as a school 'where youth may be instructed in the Arts and Sciences who through the blessings of Almighty God may be fitted for public employment, both in church and civil state'.[8]

Contributions of the protestant churches to education have been highly significant. It has been stated that of the first 120 colleges founded in the United States about 100 were established under the auspices of the church and that as late as 1860 only seventeen of the 246 colleges were state institutions.[9] As the population moved westward and it became increasingly difficult for the youth to attend the established colleges, the church stepped in and founded colleges in those sparsely populated areas witnessing again to the zeal of the church for education. This expression of dynamic religious faith is beautifully described by Paul Elmer More in An Oxford Diary with reference to the founding of Oxford University.

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[7] Matt. 28:19.

[8] S. T. Ludwig, "The Church College in a Changing Culture," Vital Speeches, XVII (November 1, 1950), 56.

[9] Snavely, Op. Cit., p. 689.
Henry H. Sweets, "Some Plans for the Church in Education," Association of American Colleges Bulletin, XXXVII (December, 1951), 586.

> The higher learning and the institutions in which it flourished were products of the dynamic inner nature of religious faith itself. Religion stimulated the intellect and encouraged the life of reason, and it is within these institutions and among these devotees one finds the birth of scientific inquiry as it is known today. It was religion's appraisal of the nature and potentialities of men and the nature of the natural world as the handiwork of God which gave the initial drives to the vast expanse of modern knowledge.[10]

In the United States religious faith was a prominent if not a primary factor in establishing institutions of higher learning. Consequently, it is expected that the church-related college will produce men and women who, along with facts and skills, will possess a critical temper, a world view and a religious faith compounded of: (1) a knowledge of the universe in which we live and our relation to it, what we know about God and how He operates the natural universe; (2) what we know about the nature of man, of his origin, and of his destiny; and (3) our relationships to our fellowman.

The Task of the Church-Related College in Contemporary Society

"Educationally, the relevance of religion to the purposes for which colleges and universities exist is increasingly acknowledged."[11] It is true that the tasks of both the church-related and independent colleges have been more difficult in the past twenty-five years. The determination of the state colleges to fill the large plants which have been constructed has made competition for students much keener. Rising

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[10] Paul J. Braisted, Religion in Higher Education, p. 18. Haddam, Connecticut: The Edward W. Hazen Foundation.

[11] R. H. Edwin Espy, The Religion of College Teachers, p. xiii. New York: The Association Press, 1951.

costs of construction and maintenance of the physical plant, of instructional and laboratory supplies and equipment, and of faculty stipends have presented problems on no small moment to the church-related college. However, the unique functions of the church-related college that cannot be performed by state institutions cannot be dispensed with safely.

Under existing laws it is impossible for state colleges to present religion with the emphasis which it deserves. That these laws are in harmony with the indispensable precept of separation of church and state is recognized and appreciated by the writer. However, he does agree with Dr. William S. Carlson, President of the University of Vermont, when he says, "Religion is a dimension in the life of all men. To understand Western Civilization one must realize the extent to which it is permeated with the Judeo-Christian tradition."[12] Today it is often difficult for the individual to make satisfactory adjustments and it may be that an inadequate orientation in religion is the basis for psychological malfunctioning. This is verified by Carlson when he quotes from the psychologist, Jung.

> During the past thirty years, people from all the civilized countries of the earth have consulted me . . . . Among all my patients in the second half of life - that is to say, over 35 - there has not been one whose problem in the last resort was not that of finding a religious outlook on life. It is safe to say that everyone of them felt ill because he had lost that which the living religions of every age have given to their followers and that none of them has been really healed who did not regain his religious outlook.[13]

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[12] William S. Carlson, "Religion in a State University," Association of American Colleges Bulletin, XXXVII (October, 1951) , 409.

[13] Ibid.

To fully understand and appreciate the Christian college requires more than a mere recital of statements of objectives. It demands the recognition of the church-related college as a unique institution filling a position in our democracy that no other institution could fill. Snavely summarizes the position of the church-related college with the statement: ". . ., the main mission of the church-related college would be to turn out men and women who would live the more abundant, the more cheerful and richer life; to educate those who will become leaders, imbued with the spirit of the Golden Rule, in all professions and human activities, in a word those who would put "service above self"; to inspire all who pass through its portals to become active citizens in local, state, national and international politics."[16]

According to Turck the spelling out of these objectives into more specific statements requires that the church-related college recognize the position of such educators as Nicholas Murray Butler, A. Lawrence Lowell and James A. Angell who have been very outspoken on the point that the aim of the American college should be cultural rather than vocational. However, he declares that even though the liberal arts college has always been more or less vocationally centered in its training of men for the ministry and for law, it will be the strength of the Christian college if it learns how to prepare under Christian auspices men and women who will go into every significant and worthwhile occupation.[17]

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[16]Snavely, Op. Cit., p. 691.

[17]Turck, Op. Cit., p. 334.

In summarizing the task of the church-related college in contemporary society Ludwig states that there are three fundamental functions of the church-related college. First, the church-related college is to select the best from the culture of the past and unite it with the culture of the present thereby preserving those worthwhile elements of our heritage. Second, the church-related college must face the culture of today and infuse it with a new dynamic. Religious faith is the seed bed of moral conviction and without moral order there can be no lasting social or political institution. Third, the church-related college must set the pattern for a renewed culture in the future.[18] Many have decried the secularization of education today. Secularization means bound within earth and time. The function of the church-related college then is to set a pattern which will lift the minds of men above earth and time giving them that dynamic - a vital faith in God - that is both the reason for the church-related college and the imperative for its continuation.

The Colleges Included in This Study

Bethany College

Bethany College was founded at Lindsborg, Kansas, under the auspices of the Kansas Conference of the Augustana Lutheran Synod. In 1884 arrangements were completed for the training of teachers for both parochial and public schools and in 1891 the degree of Bachelor of Arts was conferred on each of the four members of the first graduating class.[19]

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[18] Ludwig, Op. Cit., pp. 57-58.

[19] Catalogue of Bethany College, 1953-54, p. 14. Bethany College Bulletin, Vol. XLVIII No. 3. Lindsborg, Kansas, Bethany College, 1953.

That Bethany College recognizes its responsibility to its sponsoring church is seen in these two objectives.

> To develop an integrated personality in the student and to stress the importance of applying the principles of Christ to all human activities and relations . . . .
>
> . . . . . .
>
> To develop Christian leadership in students of mental and spiritual power who are preparing for the gospel ministry or who may wish to serve the church as teachers and as lay workers.[22]

The college strives to attain the objectives in both curricular and extra-curricular activities providing opportunities for understanding the Christian interpretation of life with the student's mental, physical and spiritual development providing the emphasis for educational experience.

Bethany-Peniel College

Bethany-Peniel College is the result of the merger of several educational institutions to form the college now located at Bethany, Oklahoma. Table 2 gives the pertinent information concerning the original schools.

For purposes of instruction the college is organized as a unit with five divisions: Humanities, Religion and Philosophy, Social Sciences, Natural Sciences and Fine Arts. Upon completion of the requirements in general education and the specific requirements the student may have conferred upon him a Bachelor of Arts degree, a Bachelor of Science degree, or a Bachelor of Music Education degree. If a ministerial student desires to do so he may complete an additional thirty

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[22]Catalogue of Bethany College, 1954-55, p. 15. Bethany College Bulletin, Vol. XLIX, No. 3. Lindsborg, Kansas: Bethany College, 1954.

TABLE 2

SCHOOLS THAT MERGED TO FORM BETHANY-PENIEL COLLEGE[23]

Institution	Date Founded	Location	Date united to Form Bethany-Peniel College
Peniel University	1899	Peniel, Texas	1920
Arkansas Holiness College	1900	Vilonia, Arkansas	1931
Bresee College	1905	Hutchinson, Kansas	1940
Beulah Heights College	1906	Oklahoma City, Okla.	1909
Oklahoma Holiness College	1909	Bethany, Oklahoma	1920
Central Nazarene University	1910	Hamlin, Texas	1929

hours of upper division work in the field of religion and receive the Bachelor of Theology degree.

Freshmen are admitted to the college upon graduation from an accredited high school or, in the case of mature students, upon a satisfactory score on the United States Armed Forces Institute General Educational Development Tests. While no specific pattern of high school subjects is required for admission, the student is required to demonstrate by satisfactory achievement on certain tests that he possesses an adequate proficiency in certain basic subjects to qualify him for work at the college level. Persons lacking this proficiency are required to enroll in basic skills courses that are designed especially to fill these deficiences.

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[23] Catalogue of Bethany-Peniel College, 1951-52, p.16. Bethany-Peniel College Bulletin, Vol. XXV, No. 2. Bethany, Oklahoma: Bethany-Peniel College, 1951.

Bethany-Peniel College is an institution of the Church of the Nazarene and subscribes to the doctrinal belief and practices as stated in the Manual of the Church of the Nazarene. It emphasizes the necessity for vital Christianity as achieved by personal salvation through faith in Jesus Christ. The motto of the college, "Character, Culture, Christ" is enlarged and emphasized in the following statements of specific objectives.

> The objectives of Bethany-Peniel College have as their goal an orientation of students in their cultural and physical environment and their spiritual heritage which will make for integrated Christian personality and a Christian social order. . . .
> . . . . . .
> To achieve a definite understanding of the Christian teachings, as presented in the Bible, to make personal commitment to God through Christ and to apply Christian principles to daily living . . . .
> . . . . . .
> To formulate a Christian philosophy of life.[24]

Bethel College

Bethel College Corporation of the Mennonites of America owns and controls Bethel College. This college was founded in Newton, Kansas, in 1893 to serve the group of over 100,000 Mennonites west of the Mississippi River. The student body, however, is not limited to members of the Mennonite Church. Admission to the college is on the basis of moral character, educational achievement in high school, college aptitude, and general aim of the applicants.[25]

The college is organized for curriculum and instruction as one unit with the five divisions of Humanities, Social Studies, Bible and

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[24] Ibid., pp. 14-15.

[25] Catalogue of Bethel College, 1953-55, p. 13. Bethel College Bulletin, Vol. XL, No. 3. North Newton, Kansas: Bethel College, 1953.

Christian Education, Natural Sciences, and Applied Arts. Students may qualify for either the Bachelor of Arts degree or the Bachelor of Science degree. To meet the needs of those who for financial or other reasons find that they are unable to complete a four year course, Bethel College may grant at the end of two years an Associate of Arts degree.[26]

Bethel College recognizes its close relationship to its sponsoring church and aims to meet its responsibility by providing (1) a spiritual force making for integration of the Mennonite Brethren, (2) a center for conserving historic Mennonitism (3) an opportunity for a Christian College education to those who would not otherwise avail themselves of one, and (4) a trained leadership and intelligent, consecrated laymen for the church. Among objectives which the college endeavors to have each student attain are these:

> To foster discipline in conduct, develop the moral life, and lead students into a regenerated religious life and the acceptance of Christ as their Lord; and to prepare for intelligent and effective Christian participation in the life of the family, the community, the nation, and the international order.[27]

The statement of faith as given in the catalog completely identifies the college with the church and substantiates the following quotation from the Western District Conference Report of 1895.

> It will therefore be the high and noble aim of Bethel College to give an opportunity to the sons and daughters of Mennonite families to obtain their education within the pale of their own church, as well as to pay the debt of gratitude to other denominations by opening wide the doors of the institution so that all may partake of whatsoever advantage may be offered.[28]

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[26] Ibid., pp. 28-42. [27] Ibid., p. 6.

[28] H. P. Peters, History and Development of Education Among the Mennonites in Kansas, pp. 108-109. Hillsboro, Kansas: Tabor College, 1925.

character by achieving these objectives:

> To create an awareness of the relationship between God and man as that of Father and son; to emphasize the necessity of love and service to our neighbor as an outgrowth of our relation to God, to guide each student in developing a Christian philosophy of life which will find expression in a gracious refined, mentally adjusted personality.[31]

The College of the Ozarks

The College of the Ozarks was founded in 1834 as Cane Hill College near Fayetteville and is the oldest college in the state of Arkansas. After the establishment of Arkansas State University in Fayetteville in 1871, Cane Hill College was moved to Clarksville and the name changed to Arkansas Cumberland College. In 1906 the Cumberland Presbyterian Church reunited with its parent organization bringing the college under the control of the Presbyterian Church in the state. The name of the college was then changed to College of the Ozarks as being more expressive of the real character of the school.[32]

The school is organized as a college of liberal arts with divisions of Humanities, Natural Science and Social Science. A School of Pharmacy was founded in 1949 as the only school in Arkansas offering such professional training but was discontinued in 1951. Students may qualify for either the Bachelor of Arts degree or the Bachelor of Science degree.

Admissions of high school graduates is made on a dual basis. Graduates of regionally accredited and Class A high schools may be

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[31] Ibid., p. 12.

[32] Catalog of the College of the Ozarks, 1953-54, pp. 18-19. The College of the Ozarks Bulletin, Vol. XXXVI, No. 2. Clarksville, Arkansas: The College of the Ozarks, 1953.

admitted without reference to units offered. Graduates of other high schools must present at least fifteen units including three in English, two in mathematics and one in American History.

The College of the Ozarks is the synodical College of the Presbyterian Church, U. S. A., and emphasizes that position with the following statement of purpose.

> The College of the Ozarks, being a church-related college of the liberal arts and sciences, responsive to the cultural and certain professional needs of its region, emphasizes the harmonious development of its students, guiding them to be not only intelligent, but beneficient citizens, effectively Christian in all activities, public and private . . . . It is dedicated to the proposition that Christianity is a way of life, best exemplified today by those whose lives and works are guided by Christian principles actively applied to all areas of life.[33]

DRURY COLLEGE

Drury College opened in September, 1873, under the auspices of the Congregationalists. In the intervening years it has drawn its support largely from this denominational group although it is not under the ecclesiastical control of any religious group. The School of Religion which functions as a part of Drury College was established in 1909 by the Disciples of Christ.

In order to provide opportunity for the student to become familiar with the best in the main fields of knowledge the college of liberal arts is organized into the divisions of Science and Mathematics, Social Sciences, and Humanities, and Fine Arts. Upon completion of the requirements a student may receive either the degree of Bachelor of Arts degree,

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[33] Ibid., p. 4.

Bachelor of Science degree or Bachelor of Music degree.[34]

Admission to Drury College is granted to graduates of fully accredited high schools who rank in the upper half of the class and who are recommended by the high school principal. The applicant must present fifteen acceptable units including three units in English and eight selected from the fields of social sciences, mathematics, natural sciences and foreign languages.

Drury College was founded for the purpose of offering Christian education and of developing Christian character. This purpose is implemented through offering a "personalized education for social living, which is accomplished by encouraging the development of the student's moral and religious life and the highest ideals and qualities of character.[35] Five ways are proposed for the attainment of this goal:

1. Participation in the corporate religious experience of the college.
2. An understanding of the basic religions and moral principles of mankind.
3. Guidance toward a Christian philosophy of life.
4. Manifestation of ethical standards and practical religion in everyday life.
5. Formulation by each student of a definite personal philosophy.[36]

Friends University

In 1898 the property of Garfield University at Wichita, Kansas, was presented to the Kansas Yearly Meeting of the Society of Friends for

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[34] Catalog of Drury College, 1952-53, pp. 29-58. Drury College Bulletin, Vol. LIII, No. 4. Springfield, Missouri: Drury College, 1952.

[35] Ibid., p. 27

[36] Ibid.

an institution of higher learning. An endowment of fifty thousand dollars was raised as a beginning fund and the name changed to Friends University. In 1939 the value of the property and equipment had increased to $442,228.00.[37]

Curriculum organization is on a departmental basis with the student selecting a major or field of concentration from a particular department. Upon completion of the general and special requirements the student may have conferred upon him one of the three degrees: Bachelor of Arts, Bachelor of Science or Bachelor of Music.

Friends University requires the completion of a specific pattern of high school courses for admission. The applicant must present three units each in English and a second major, two units each in social science and a second minor and one unit in mathematics or natural science.[38] It is interesting to note the contribution that the college makes to its own community through the large percent of its students who are local residents. Table 3 summarizes this contribution by ten year periods.

Friends University is controlled by the Society of Friends and as such subscribes to the doctrines and philosophy of the Society as outlined in the following statement of objectives.

> As a Christian college, Friends University is grounded in the faith that Christianity provided the only possible solution to the critical problems of our civilization. It is therefore the aim of the college to develop graduates capable of the devoted Christian

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[37]Gould Wickey and Ruth E. Anderson, Christian Higher Education, p. 182. Washington: Council of Church Board of Education, 1940.

[38]Catalog of Friends University, 1953-55, p. 26, Friends University Bulletin, Vol. XLVIII, No. 9. Wichita, Kansas: Friends University, 1953.

TABLE 3

PERCENTAGE OF FRIENDS UNIVERSITY STUDENTS WHO WERE RESIDENTS OF WICHITA, KANSAS[39]

Ten Year Periods	Percentage of Wichita Residents
1898-1908	46
1908-1918	58
1918-1928	50
1928-1938	50
1938-1948	63

living which alone can transform our present confused and violent society . . . .

As a Quaker College, Friends University is trying honestly to meet the demands of two major aims of Quaker education: first, to develop the personality of every student in the qualities of honesty, sincerity and genuine integrity; and second, to develop a Christian democratic society of persons with tolerance and love toward all mankind - the kind of individuals from which a healthy society is made. Both of these aims are to be realized within the range of the contributions of Jesus to these problems, the methods to be grounded in a firsthand relationship of man with God through Christ.[40]

McPherson College

McPherson College was established in McPherson, Kansas, in 1887. The first classes convened September 5, 1888, with sixty students and seven instructors. The college has made steady progress, including a merger with Mt. Morris College in 1932, to its present status of a total college and precollege enrollment of 492 students and forty-one faculty members in 1952-53.

For instructional purposes the college is organized into three divisions with eighteen different departments. The divisions are

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[39] Juliet Reeve, Friends University, The Growth of an Idea, p. 321. Wichita: Wichita Eagle Press, 1948.

[40] Catalog of Friends University, 1953-55, Op. Cit., p. 10.

(1) Division of Natural Sciences, (2) Division of Social Sciences, and (3) Division of Languages, Literature and Arts. The college confers both the Bachelor of Arts degree and the Bachelor of Science degree.

Graduates of accredited high schools may be granted unconditional admission to the college. Graduates of unaccredited high schools may be granted full admission through examination or they may be given unclassified status pending a demonstration of their ability to do satisfactory college work.[41]

As a Christian college, owned and operated by the Church of the Brethren, McPherson College states its aims as:

1. To lead students to an intelligent understanding of the basic doctrines of the Christian religion.
2. To lead students into a Christian outlook on the universe.
3. To develop a Christian philosophy of life.
4. To deepen the devotional life.
5. To teach the ethical ideals of the Christian religion.
6. To inspire students to Christlike living.[42]

Oklahoma Baptist University

In September, 1911, Oklahoma Baptist University first opened its doors in Shawnee, Oklahoma. Earlier efforts in higher education had been initiated by the Baptists in Blackwell and Mangum. Because of financial difficulties these schools were discontinued in 1913 and 1914 respectively.

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[41] Catalog of McPherson College, 1953-54, pp. 40-59. McPherson College Bulletin, Vol. XLII, No. 8. McPherson, Kansas: McPherson College, 1953.

[42] Ibid., p. 11.

Carey College, also established in 1911 in Oklahoma City, was forced to close at the end of four weeks. Many of the students and teachers transferred to Oklahoma Baptist University.

Oklahoma Baptist University is organized into two colleges: The College of Liberal Arts and the College of Fine Arts. The College of Liberal Arts embraces five divisions: Languages and Literature, Natural Sciences, Philosophy and Religion, Social Sciences, and Applied Arts and Sciences. As a member of the "Oklahoma State System of Higher Education" degrees are conferred by the Oklahoma State Regents for Higher Education through the college. Those degrees are Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Music Education.

Admission to the freshman class is based upon graduation from an accredited high school with a minimum of sixteen units. Any student admitted with a high school grade average below "C" is placed on scholastic probation.

> Oklahoma Baptist University, a co-educational institution claims as its reason for existence the high purpose of offering liberal education in an atmosphere of Christian culture . . . . Specifically, the University seeks . . . to stimulate spiritual consciousness and a sense of social obligation.[43]

To implement these purposes the Division of Philosophy and Religion seeks to aid the student to a better understanding of life, to give him an appreciation for the Bible as God's revelation of truth and to cause him to recognize and accept his responsibilities.[44]

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[43] Catalog of Oklahoma Baptist University, 1954-55, p. 18. Quarterly Bulletin of Oklahoma Baptist University, Vol. XXXIX, No. 2. Shawnee, Oklahoma: Oklahoma Baptist University, 1954.

[44] Ibid., pp. 18-40.

Oklahoma City University

Oklahoma City University is the one Methodist school for higher education in the state of Oklahoma. Brewer summarizes its founding in the following statement.

> Oklahoma City University is the school which grew out of a series of attempts on the part of the Methodist Episcopal Church and the Methodist Episcopal Church South to establish an institution or institutions of higher learning in Oklahoma. This school operated under the names of Epworth University, Methodist University Of Oklahoma, and Oklahoma City College . . . It received the faculty and equipment of Fort Worth University when that school was discontinued. The efforts to establish Oklahoma Wesleyan College and Oklahoma Women's Colleges were also absorbed in Oklahoma City University . . .[45]

In addition to the School of Liberal Arts, Music and Business, the University also embraces a School of Law and Technical Training Institute. To render service to those who are regularly employed the University has operated a downtown school since 1922. In order that the similarity among the college population included in this study may be maintained consideration shall be given only to the School of Liberal Arts, Music and Business.

In 1952-53 the University enrolled 1538 students in the School of Liberal Arts, Music and Business. The total enrollment including the College of Law and the Technical Training Institute was 2378.

The objectives that most closely identify Oklahoma City University with its parent institution, the Methodist Church, are those which emphasize the preparation of the students for active participation in building and maintaining a Christian society. The specific aims which

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[45] Wallace Brewer, "History of Advanced Church Education in Oklahoma," p. 125. Unpublished Doctor's Thesis, University of Oklahoma, 1945.

aid in the effective realization of these purposes are stated as:

1. To develop the moral and religious life of its students.
2. To provide training for the Christian ministry and other types of religious service.
3. To help them become intelligent and responsible participants in family, church, community, state and world affairs.[46]

Phillips University

Oklahoma Christian University was chartered in 1906 to fill a felt need for a Christian college with its cultural advantages and facilities for training ministers and Christian leaders. Since the first students were admitted in 1907, the University has expanded to embrace, in addition to the College of Liberal Arts, the College of the Bible which includes both the undergraduate school and the graduate seminary. It also offers graduate work in educational administration.

It is possible for a student to earn any of the commonly offered baccalaureate degrees or a Master of Arts (Bible) or a Master of Education degree at the University.

Phillips University is open to all persons, regardless of religious belief, who can meet the specific requirements for admission. An applicant for regular admission must have graduated from a secondary school accredited by the department of education of the respective states.[47]

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[46] Catalog of Oklahoma City University College of Arts and Sciences, 1953-55, p. 18. Oklahoma City University Bulletin. Oklahoma City: Oklahoma City University Press, 1953.

[47] Catalog of Phillips University, 1954-55, p. 22. Phillips University Bulletin, Vol. XLVIII, No. 2. Enid, Oklahoma: Phillips University, 1954.

The University belongs to, and is controlled by the Disciples of Christ and as a church-related college attempts to provide education which is thoroughly Christian in all of its aspects. One of the most distinctive Phillips traditions of education is said to be the emphasis both in classroom and out of Christian living. "This distinctive aim views all of life in terms of Christian faith—the basic convictions implicit in personal commitment to Jesus Christ."[48]

Southwestern College

Southwestern College was founded in 1885 by the Southwest Kansas Conference of the Methodist Episcopal Church. In the intervening years it has grown to its present status of enrolling 556 persons in 1952-53.

The educational program of the University is organized into four divisions: The Division of Languages and Literature, the Division of Natural Science, the Division of Social Science and the Division of Fine Arts. Each division is composed of a number of departments and offers curricula leading to the degree of Bachelor of Arts or the degree of Bachelor of Music.[49]

Southwestern College was founded by the Methodist Church to be a liberal arts college and it attempts to be true to that original purpose. As a Christian liberal arts college it contributes to the non-academic areas of the students' thought and life. This is emphasized in the catalog statement that "The entire campus life of students and faculty is

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[48] Ibid., pp. 17-18.

[49] Catalog of Southwestern College, 1953-54, pp. 27-30. Southwestern College Bulletin, Vol. LIII, No. 2. Winfield, Kansas: Southwestern College, 1953.

such as to develop happy and constructive human relationships which form the basis for all Christian home life, citizenship and ideals toward world friendship."[50]

Summary

The preceding brief analysis of the twelve colleges included in this study has pointed out that each was founded with a distinctive purpose and that while each has progressed both numerically and in the quality of its educational program not one has discarded the basic tenets upon which it was founded.

The material presented on these colleges, indicates that today the church-related colleges are making the following contributions:

1. The church-related college has maintained its true purpose of education.
2. The church-related college has awakened interest in and has brought higher education to millions of youth.
3. The church-related college produces an effective educational leadership.
4. The church-related college conserves the values of religion in education.
5. The church-related college is preparing Christian leaders for all walks of life.

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[50] Ibid., p. 10.

CHAPTER III

PROBLEMS OF COLLEGE STUDENTS

Much research has been done in an attempt to discover and characterize the problems which face college students today. A great deal of the literature concerning this area of study is repetitious but there are some basic principles which stand out as pertinent to an understanding of the problems of college students. Among these are (1) an understanding of the dynamic nature of human personality, (2) the influences of a changing society, and (3) a recognition of the breadth of the need for guidance.

In recent years much emphasis has been placed upon the fact that the individual personality can not be segmented. "Personality is today conceived of in terms of structures rather than traits. There is an attempt to study the individual as a whole rather than to isolate very small elements for study. Behavior is considered to be an interaction of person and situation, rather than as a property of the person alone."[1] Whether one wishes to accept and subscribe to the gestalt concept of personality in its entirety is not altogether important at this point. Wrenn

[1]Lee J. Cronbach, "A Validation Design for Qualitative Studies of Personality," Journal of Consulting Psychology, XII (November-December, 1948), 365.

states the proposition thus:

> Without identifying oneself with any particular school, it is possible to hold the point of view that the personality is a dynamic whole and that the part must be seen in relation to the whole. When this view, prevails, any item of case history or any test datum gains its significance from the context within which it exists. This would also imply that no element of human personality is static. When any element of the situation changes, some phase of the total personality, and therefore the pattern itself changes. . . . The weight of empirical evidence is in the direction of a dynamic, that is, changeable, totality within which the various known characteristics of behavior exist. One cannot take any number of specific facts about the person and add them up in a quantitative fashion to secure a meaningful understanding of the whole. By the same token, the interpretation of specific information about the individual must always be referred back to the clinician's concept of the total personality, even though only dimly understood.[2]

The adjustment of the individual, then must necessarily include all the areas of the student's living including his emotional life, his vocational orientation, his educational potentialities, his moral and religious tendencies, his social relations and whatever other avenues of life one might name. Teachers and personnel workers must recognize that the student's present behavior is not the result of a single and immediate force acting upon the personality. It is, rather, the resultant of all the forces, home and family background, financial status, health, social relations, etc., which have acted upon him throughout his life from its earliest beginnings up to the present moment. They must realize that for every problem enumerated by the student there are probably many others which are basic underlying causes for the present behavior. According to Bruce Grant it is possible for each of the problems identified

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[2]C. Gilbert Wrenn, Student Personnel Work in College, pp. 66-67. New York: The Ronald Press Co., 1951.

by the student to be merely symptomatic of a more basic one.[3] This interpretation of behavior then implies that all types of student behavior and problems can be understood only in the light of basic causes.

The influences brought to bear on college students in the social and technological world in which they live are difficult to evaluate. In 1900 sixty percent of the population of the United States was rural in character but with the rapid changes that have occurred in modes of transportation and communication, with the rapid advances in technology and the demand for trained and skilled personnel to staff the factories, laboratories and offices the shift from rural to urban population had progressed until in 1947 only forty-one percent of the population resided in communities of less than 2500 population or on farms.[4] This process of urbanization of American population has resulted in a multiplicity of problems with recreational, moral, vocational, educational and religious implications.

The international scene with its ever present threat of open warfare has tended to create among the youth of college age a condition which, on the one hand, drives the high school graduate to get as much college as possible before being called into military service while, on the other, it helps to create a "don't care, I'll have to go to the army, anyway" attitude. Recently, a student complained to the writer. "I just can't seem to get interested in going to school when I can never be sure

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[3] Bruce Grant, "Survey of Studies on Problems of Adolescents", California Journal of Secondary Education, XXVIII (May, 1953), 294.

[4] Arthur J. Jones, Principles of Guidance and Pupil Personnel Work, p. 18. New York: McGraw Hill Book Co., 1951 (Fourth edition).

that I will be able to do more than finish out this one year." For the college World War II and the more recent Korean War have created a myriad of problems as a result of the influx of veterans to take advantage of the educational opportunities offered under the provisions of the so-called G. I. Bills No. 346, 16, and 550. In 1944 it was predicted that there would be "650,000 veterans as candidates for full-time education at the higher levels."[5] That this prediction was grossly in error was pointed out by Robert Story whose analysis of enrollment statistics showed that 1,122,000 veterans were enrolled in colleges and universities in the United States in 1947.[6] This tremendous increase plus that afforded as a result of an increased appreciation for the role of college education in the world of today has resulted in increasing the college enrollments from 237,592 in 1900[7] to 2,465,000 in 1949.[8]

To state that all students have problems is to state a truism that needs no elaboration. There is one basic assumption of guidance that holds that sometime in the life of every individual there arises a situation with which he needs assistance. Erickson emphasizes this variety of nature and universality of scope of these problems by stating that "All of us have had and will continue to have problems. Some of

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[5]Willard W. Blaesser, et al., Student Personnel Work in the Post War College, pp. 1-2. Council on Education Studies, Series 6, No. 6: Washington: American Council on Education, April, 1945.

[6]Robert C. Story, "1948 Fall College Enrollment," Higher Education, V (December 15, 1948), 2.

[7]Higher Education for American Democracy, p. 19. President's Commission on Higher Education, Vol. VI, Sec. 4. New York: Harper and Brothers, 1947.

[8]Robert C. Story, "1950 Fall College Enrollment," Higher Education, VII (December 15, 1950), 1.

these difficulties are individually induced; others are social problems which can only be cared for by group action."[9]

Previously, the college population was drawn principally from the upper strata of society with only a few exceptionally competent youths from the lower levels having opportunity to gain a "higher education." Today the student population of American universities and colleges are a veritable cross-section of the population of the country. This has resulted in the development of a large number of agencies whose duties are to assist the individuals in their adjustments to life whether they are on the campus or in some industrial establishment. Cassidy and Kozman contend that:

> Each of the institutions which yesterday thought of their functions as simple and clear--whether it was to produce glass bottles, or teach arithmetic, or develop swimming skill, or prepare for heaven--now has this supplementary function of orientation -- of the employee who is a puzzled person as well as a machine operator, of the child who must learn its social role as well as long division, of the camper whose swimming skill is only one count in the long battle for recognition in the group of freedom from adult surveillance, and of the parishioner who may be anxious enough to serve his God, but is often very unsure whether moving to California or Panama will or will not increase his ability to do so. Each considerable part of the individual life, as a student or worker, member of the community or member of the church, is beginning to be seen as a phase of development, in which it is possible to give such a wrong emphasis that the whole later pattern of life may be distorted or an opportunity missed to correct some past distortion.[10]

This points up the present day philosophy that all members of society, and especially the college society, need some help and guidance

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[9]Clifford E. Erickson, The Counseling Interview, p. 16. New York: Prentice-Hall Co., 1950.

[10]Rosalind Cassidy and Hilda C. Kozman, Counseling Girls in a Changing Society, p. xvi. New York: McGraw-Hill Book Co., 1947.

in their efforts to achieve that state of maturity in which they will be self-directing to the extent that they can arrive at adequate solutions to, at least, a major portion of their own problems. Out of this recognition has grown the guidance movement that has become such a vital part of the modern system of education. Klohr states that this development of offering guidance and counseling services has developed within the past two decades as a result of the increasing complexity of curricula and the large classes necessitated by spiraling enrollments. These conditions have emphasized the fact that learning can be furthered by promoting individual growth and development.[11] Mooney had previously recognized this truth when he wrote in 1943 "Student problems have been recognized for some time as of vital importance to the design and conduct of personnel work and have been accepted as basic considerations in the construction of curricula."[12]

In the process of evaluating any school or any school system it is essential that the evaluation begin with the determination of the needs of its students. These needs can only be identified as they are revealed in the problems that confront the students. In this study an effort is made to identify those areas in which the students of the twelve colleges included recognized problems.

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[11]Mildred C. Klohr, "Personal Problems of College Students", Journal of Home Economics, XL (1948), p. 447.

[12]Ross L. Mooney, "Exploratory Research on Students' Problems," Journal of Educational Research, XXXVII (November, 1943), p. 224.

Problems of College Students as Revealed Through a Search of the Literature

Before attempting to evaluate the effectiveness of the programs of personnel services offered by the colleges included in this study as agencies for assisting their students in the solution of their problems, it is necessary to determine to what extent, if any, the problems of students in church-related colleges differ from those of the general college population. A number of studies have been conducted which purport to identify the areas in which college students have problems. However, very few studies have been made which have dealt primarily with the problems of students in church-related colleges.

In attempting to categorize the problems that face college students, the writer examined reports of twenty-nine studies.[13] Of these

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[13] Lena C. Adams, "A Study of Attitudes Among Women Students of the University of Oklahoma." Unpublished Master's Thesis, Department of Education, University of Oklahoma, 1948.

Elizabeth G. Andrews, "Guidance Survey of Student Problems," Educational and Psychological Measurement, IV (1944), 209-15.

Howard M. Bell, Youth Tell Their Story. Washington: American Council on Education, 1938.

Brogdon, Helen D., Counseling the College Student. Cambridge: Harvard University Press, 1929.

Nora A. Congdon, "The Perplexities of College Freshmen", Educational and Psychological Examination, III (1943), 367-75.

M. A. Durea and L. L. Love, "The Vocational Problems of College Students", Occupations, XVIII (October, 1939) 21-27.

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only two, those of Reeves, et al. and Wittschiebe, were directly concerned with the problems of students in church-related colleges.

Reeves and his co-workers reported a total of 3,513 problems as revealed in a survey of thirty-five Methodist colleges. The distribution

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13 Continued, Norman Fredericksen and W. B. Shrader, Adjustment to College, Princeton: Educational Testing Service, 1951.

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George M. Lott, "Clinical Problems of College Students", Mental Hygiene, XXXIV (1950), 641-45.

Karl A. Menninger, "Adaptation Difficulties in College Students", Mental Hygiene, XI (1927), 519-35.

Ross L. Mooney, "Personal Problems of Freshman Girls", Journal of Higher Education, XIV (1943), 84-90.

Luella C. Pressey, Some College Students and Their Problems. Columbus, Ohio: Ohio University Press, 1929.

Robert H. Prout, "Changes in Adjustment Problems of Students over a Four Year Period," Unpublished Master's Thesis, Department of Education, Bowling Green State University, 1951.

Floyd W. Reeves et al., The Liberal Arts College, Chicago: University of Chicago Press, 1932.

of these problems was: finances, 31.3 percent; vocational, 24.2 percent; forming acquaintance with members of the opposite sex, 20.8 percent, fear of failure in courses, 18.7 percent; poor study habits, 16 percent, religious questions or doubts, 15.8 percent; difficulty with instructors, 15.3 percent; timidity, 13.6 percent; worry, 12.5 percent; homesickness, 10.9 percent. Fifteen additional items, each checked by less than ten percent of the group were included in the check list.[14]

The second study dealing primarily with problems of students in church-related colleges was conducted by Charles E. Wittschiebe in 1953 when he administered the Mooney Problem Check List to 323 students at Washington Missionary College and to 212 students at Takoma Academy.

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13 Continued, C. H. Smeltzer, "A Method for Determining What College Students Consider Their Own Difficulties", School and Society, XXXII (November 22, 1930), 709-10.

L. Gordon Stone, "Student Problems in a Teachers College," Journal of Educational Psychology, XXXIX (1948), 406-16.

Dorothy C. Stratton, Problems of Students in a Graduate School of Education. New York: Columbia University Press, 1933.

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Charles E. Wittscheibe, "Expressed Problems of Students in a Seventh-Day Adventist College and in a Seventh-Day Adventist Academy." Unpublished Bachelor of Divinity Thesis, Seventh-Day Adventist Theological Seminary, 1953.

Gilbert C. Wrenn and Reginald Bell, Student Personnel Problems. New York: Farrar and Rinehart, 1942.

E. G. Williamson and John Darley, Student Personnel Work. New York: McGraw-Hill Book Co., 1937.

Tsung-kao Yiek, The Adjustment Problems of Chinese Graduate Students. Chicago: University of Chicago Press, 1934.

[14] Floyd Reeves et al., Op. Cit., p. 389.

The results were tabulated in terms of married college men, single college men, college women, academy boys and academy girls. The results are summarized in Table 4.

TABLE 4

PERCENTAGE OF PROBLEMS RECOGNIZED AS THEIR OWN BY STUDENTS IN A SEVENTH-DAY ADVENTIST COLLEGE AND ACADEMY[15]

Problem Area	Married College Men	Single College Men	College Women	Academy Boys	Academy Girls
Health and Physical Development	8.05	8.16	9.80	6.69	9.00
Finances, living conditions and employment	3.58	8.38	7.07	8.52	9.40
Social-psychological relations	8.46	8.35	10.16	6.76	9.91
Social-recreational relations	15.25	14.28	14.44	10.79	10.33
Personal-psychological relations	8.93	9.10	10.47	8.19	11.19
Courtship, sex and marriage	1.22	6.53	7.08	7.23	7.43
Home and family	3.47	4.92	6.60	6.69	7.76
Morals and religion	7.42	8.23	8.39	8.16	7.29
Adjustment to college work	20.64	16.51	14.64	17.29	14.69
Future-vocational and educational	8.52	7.64	4.93	8.11	5.00
Curriculum and Teaching procedures	9.44	7.90	6.42	11.57	8.00

The average number of problems reported by the different groups was: married college men, 35.2; single college men, 42.9; college women, 44.1; academy boys, 42.6; academy girls, 42.6. Wittschiebe points out that these average scores are much higher than those reported from other

[15]Charles E. Wittschiebe, Op. Cit.

schools; namely, Colorado State College of Education, Illinois State Normal University, and Ohio State University. He concludes that this higher incidence may be due to the more liberal atmosphere of the college campus as compared to the more rigid standards of the home. This could account for the fact that the students in Wittschiebe's study ranked morals and religion as sixth in importance of eleven catagories while it was ranked eleventh by the other investigators who used the Mooney Problem Check List.

The studies examined show that the problems with which students are confronted most often are those which deal with distribution of time, the accomplishment of assigned tasks and recreational activity but those that are the most serious deal with human relationships, particularly those of personal status on the campus. While those troubling the students least were those concerned with morals and religion and courtship, sex and marriage. These conclusions were verified by Luker's study at Colorado State College where he found that students were most concerned with and showed the greatest interest in problems of personal, social and emotional adjustment.[16]

In his study Hall interviewed house counselors, university clinicians, and Veteran's Administration counselors, concerning the problems of students of the University of Oklahoma. They were asked to rank the eleven problem areas identified by the previous investigators as they had observed them among the students of the University.

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[16]Arno H. Luker, "A Determination of Content for the Course in General Psychology at a Teacher Education Institution." Field Study No. 2, Unpublished Doctor's Field Study, Colorado State College of Education, 1949.

Examination of Table 5 which summarizes the rankings received by Hall discloses that problems of personal and social adjustment and

TABLE 5

RANK ORDER OF THE SERIOUSNESS AND FREQUENCY OF PROBLEMS OF UNIVERSITY OF OKLAHOMA STUDENTS AS DETERMINED BY HALL[17]

Problems	Rank Order in Terms of Seriousness	Rank Order in Terms of Frequency
1. Academic, scholastic, of study problems	2	1
2. Employment	7	7
3. Financial	6	4
4. Health, Physically Handicapped	10	10
5. Home, or Family Problems	3	5
6. Living Conditions	8	8
7. Moral problems, Self-Discipline	4	6
8. Personal and Social Adjustment	1	2
9. Recreation and Leisure	9	9
10. Religion	11	11
11. Vocational	5	3

academic or scholastic problems were both the most frequent and the most serious among the problems of students at the University of Oklahoma. Further analysis of these results reveals that these students have problems in all areas identified by previous investigators.

[17] Hall, Op. Cit., pp. 48-49.

In 1950 Eugene Youngert, Superintendent of Oak Park and Forest High Schools, reported to the First Knox College Conference on Adjustment Problems of High School Students in College on what their students say, when they come back, about the difficulties of adjustment in the colleges. These difficulties are grouped under major headings in order of frequency as follows:

> Under the general heading — that they have difficulty in learning how to make effective use of their time and freedom — they identified the following five points. Number one was that they feel that they do not know how to plan and budget their study time. Number two was that they feel that they do not make reasonable and creative use of leisure time. Three, they do not establish regular and suitable personal habits. Four, they have difficulty in meeting many kinds of personal responsibilities outside the family restraints and supervision to which they have been accustomed. Five, they are not trained in the preparation of the long-term assignments that they have to meet when they go to college . . . .
>
> The second one that I shall mention as a major heading is this. They say that they come into a sense of insecurity because of infrequent evaluation of work done on the college level . . . .
>
> . . . . . .
>
> The third major item that they give us is that of social adjustment . . . . They say that the most difficult job in the social realm when they go to college is making new friends . . . . They tell us secondly, that they haven't the maturity yet to use new friends beneficially; that frequently the new friends are time wasters . . . . In the third place, they say that in the absence of close counselorship they join too many extra-curricular activities . . . . Fourth, there is the terrific strain of breaking home ties . . . . Five, there is difficulty in the transition from the position of "big shot" on the high school campus to that of a practical nonentity on the college campus . . . . A sixth item under social adjustment that appears often, but it underlies the whole thing, is that they find it difficult to live within their income . . . .
>
> The fourth general heading is that of developing morale. The students find it hard to accept a situation which seems somewhat impersonal . . . . The final area about which I shall speak for a moment is one that I had not expected to receive from college freshmen. They say, "I don't think they did enough for me when I came into the college to help me recognize and accept and appreciate the values of a liberal education.[18]

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[18] Eugene Youngert, "Opening Address". Unpublished Report of First Knox College Conference on Adjustment Problems of High School Graduates in College, 1950.

These observations were the result of a carefully kept record of the reports brought back by their graduates. It is easily recognized that in the eyes of the students the colleges are not giving them the necessary assistance to make the adjustment to college as smoothly as it should be.

While the literature does not clearly reveal any appreciable differences in the problems of students in church-related and other colleges, there do seem to be some areas in which problems of youth are found in a moral context. Hullfish finds that character development in young people between the ages of eighteen and twenty-five poses problems in four areas. First, how are youth to deal with differences between moral formulations set before them by adults which obviously stem from contrary ideals? Second, how are youth to grow in their sense of community which is essential in their stability of character? Third, how can moral standards be clarified and youth motivated on a large scale to raise their character objectives? Fourth, how can youth be provided with outlets for responsible participation in the creation of a wholesome society? Hullfish believes that the forces that are brought to bear on the youth should center around these central foci in order that character of the right calibre may be developed.[19]

A careful analysis of the problems of college students as reported in the literature will reveal the fact that the number of individual problems is almost limitless and the variety of manifestations of

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[19]H. Gordon Hullfish, "Problems of Youth at College Age," Religious Education, XLII (1947), pp. 243.

these problems is innumerable. However, the precise observer will recognize that behind every behavior manifestation there is a reason and unacceptable behavior is caused by a constellation of problems which affect the individual.

Ranking of Problems of Students of the Twelve Colleges

Earlier in this chapter it was pointed out that Hall had identified eleven problem areas among the students of the University of Oklahoma. These same eleven categories were identified by the writer as a part of the present study. For comparative purposes personnel workers and house counselors in the twelve colleges included in this study were asked to rate these eleven areas as they pertained to the students in their respective colleges. All of the colleges included maintain dormitories for women and all except one have dormitory facilities for men. No effort is made in any of the colleges to separate the dormitory residents according to classification except that one dormitory has a separate floor for freshman women.

The ratings by personnel workers of the problem areas in terms of frequency and seriousness are shown in Tables 6 to 9. Rankings by house counselors are given in Tables 10 to 13. Careful consideration of these tables will indicate wide discrepancies in rankings even among workers in the same college. For instance the Director of Student Personnel in one college ranked the problem of employment as the second most serious problem facing the men in his institution while the Dean of Men in the same school ranked it seventh. Differences in ratings by personnel workers in different schools are even more pronounced. Seven of the

nineteen personnel workers rated academic, scholastic or study problems as the most serious problems of women students while two of them rank it as the least serious of the eleven areas.

Tables 14 and 15 indicate that academic problems are both the most frequent and serious to the students of the selected church-related colleges; while financial problems and problems of personal and social adjustment rank second and third. Religious and health problems are both the least frequent and the least serious in the opinion of the college personnel making the rankings.

Several of the persons interviewed volunteered pertinent observations concerning the problems of students in their institutions. The following are suggestive of the comments made by counselors in the interview situations.

> A great many students come with no vocational choice.
>
> The school has blindly assumed that the question of vocational choice was settled.
>
> Sufficient financial aids for the physically handicapped are not available.
>
> No records of the problems of students has been kept since we, in this institution, are more interested in the students as individuals than as statistics.
>
> Students need to be aided in working out a balance between the curriculum and co-curricular activities.
>
> The main thing the freshman needs is a friend on the campus.
>
> Religious problems are at a minimum because most of our students have settled that before coming to college.

A comparison of the problems of students in the colleges included in this study with those of students in the University of Oklahoma is given in Table 16. The greatest contrasts are found in the frequencies of

vocational problems and in the seriousness of problems of recreation and leisure and home and family problems. All agree that problems of health and physical development and religion are both the least frequent and the least serious. It seems possible that the problems of social and personal adjustment were ranked first, ahead of academic problems, by the University of Oklahoma clinicians and counselors while they were rated as third in seriousness by the personnel of church-related colleges because of the greater degree of the professional training of the staff of the former institution. Finances seem to occupy a much more significant position in the hierarchy of problems on the church-related campus than at the University of Oklahoma while home and family relations are not so important as sources or problems.

Summary

Even though many of the persons in church-related colleges who work directly with students and their problems are not professionally trained in personnel work, all of them are cognizant of the fact that the problems that face students are many and varied. In general there is close agreement among those interviewed concerning the frequency and seriousness of the problems of students. It will be noted that five problems were rated as more frequent than serious. These five problems are: employment, finances, health, living conditions and vocational problems. Four problems that appeared more serious than frequent are home and family, morals and self-discipline, social and personal adjustment and religious problems. No difference appeared in the seriousness and frequency of academic problems and problems of recreation and leisure.

These data also point out the fact that it is impossible to completely divorce one problem from the others. The very nature of the various problems necessitates an interrelationship among them which is only intensified by efforts to isolate individual problems.

TABLE 6

RANK ORDER OF THE MOST SERIOUS PROBLEMS OF MEN ATTENDING TWELVE SELECTED CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS

		Types of Problems										
College	Rater*	Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	c	1	7	3	8	4	6	2	5	9	10	11
2	c	4	10	9	7	11	8	1	2	5	3	6
3	b	2	7	4	11	9	10	5	3	1	6	8
	d	2	5	6	9	11	8	1	3	4	10	7
4	b	3	10	2	9	7	1	8	4	5	11	6
	c	5	6	3	10	7	2	4	1	8	9	11
5	b	1	6	2	8	9	7	11	4	5	10	3
	c	1	5	3	9	6	8	7	2	4	11	10
6	d	4	2	1	11	10	7	8	6	3	9	5
7	c	5	10	4	11	8	1	3	6	2	7	9
8	b	1	4	3	9	6	5	10	2	8	7	11
9	a	1	2	5	10	9	7	11	6	8	4	3
	e	4	5	2	10	6	8	11	7	9	1	3
	f	2	6	3	7	8	11	1	5	10	4	9
10	c	2	9	4	10	11	1	6	3	5	8	7
11	b	1	2	3	8	7	9	4	6	10	5	11
	c	1	7	2	6	8	11	9	3	4	10	5
12	b	11	10	5	1	3	6	8	2	9	7	4
Sum of Rankings		51	113	64	154	140	116	110	70	109	132	129
Rank Order		1	6	2	11	10	7	5	3	4	9	8

*Legend

a Dean of Students
b Director of Student Personnel
c Dean of Men
d University Counselor
e Religious Counselor
f General Counselor

TABLE 7

RANK ORDER OF FREQUENCY OF PROBLEMS OF MEN STUDENTS IN TWELVE SELECTED CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS

College	Rater*	Types of Problems										
		Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	c	1	5	6	4	7	8	2	3	10	11	9
2	c	4	10	9	7	8	6	2	1	5	11	3
3	b	1	3	2	11	9	8	6	5	4	10	4
	c	9	7	6	8	11	3	5	1	2	10	4
4	b	3	5	6	8	9	2	4	1	7	10	11
	c	3	10	2	9	7	1	8	4	5	11	6
5	b	1	6	2	8	9	7	11	4	5	10	3
	c	1	3	2	8	7	6	10	5	4	11	9
6	d	4	2	1	11	10	7	8	6	3	9	5
7	c	2	9	3	11	10	1	4	5	6	7	8
8	b	1	6	3	10	4	2	11	7	5	8	9
9	a	1	3	2	10	8	9	11	6	5	7	4
	e	3	2	1	11	4	8	5	6	10	7	9
	f	2	7	1	11	4	8	10	5	9	3	6
10	c	1	7	2	10	11	4	6	5	3	8	9
11	b	1	2	3	8	7	9	4	6	10	5	11
	c	6	5	1	8	2	7	10	3	4	9	11
12	b	11	8	7	1	2	10	3	9	4	6	5
Sum of Rankings		55	100	59	154	129	106	120	82	102	152	126
Rank Order		1	4	2	11	9	6	7	3	5	10	8

*Legend

a Dean of Students
b Director of Student Personnel
c Dean of Men
d University Counselor
e Religious Counselor
f General Counselor

TABLE 8

RANK ORDER OF MOST SERIOUS PROBLEMS OF WOMEN STUDENTS IN TWELVE CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS

College	Rater*	Types of Problems										
		Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	c	1	7	3	8	4	6	2	5	9	10	11
2	c	2	6	3	5	8	11	4	1	9	10	7
3	b	5	4	7	3	10	6	2	1	11	8	9
	c	1	6	7	3	9	4	8	2	5	11	10
4	b	3	10	2	9	7	1	8	4	5	11	6
	c	5	9	8	6	7	3	1	4	2	11	10
5	b	1	7	2	9	3	11	4	5	10	6	8
	c	1	7	2	9	3	8	11	4	5	10	6
6	d	4	2	1	11	10	7	8	6	3	9	5
7	c	5	4	7	3	10	9	6	2	1	11	8
8	b	1	6	4	7	3	2	8	5	9	10	11
9	a	1	3	2	9	7	10	11	4	8	5	6
	e	2	5	6	7	11	9	10	4	8	1	3
	f	4	7	6	5	10	8	2	1	11	3	9
10	c	2	9	4	10	11	1	6	3	5	8	7
11	b	1	2	3	8	7	9	4	6	10	5	11
	c	11	9	10	7	2	1	5	8	6	3	4
12	b	11	3	10	1	4	2	6	9	5	8	7
	c	4	7	6	8	9	11	2	1	3	5	10
Sum of Rankings		65	113	93	128	135	119	108	75	125	145	148
Rank Order		1	5	3	8	9	6	4	2	7	10	11

*Legend

a Dean of Students
b Director of Student Personnel
c Dean of Women
d University Counselor
e Religious Counselor
f General Counselor

TABLE 9

RANK ORDER OF MOST FREQUENT PROBLEMS OF WOMEN STUDENTS OF TWELVE CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS

College	Rater*	Types of Problems										
		Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	c	1	5	6	4	7	8	10	3	4	9	11
2	c	2	5	4	6	9	11	3	1	7	10	8
3	b	7	6	5	4	10	3	1	2	9	11	8
	c	1	6	7	3	9	4	8	2	5	11	10
4	b	3	10	2	9	7	1	8	4	5	11	6
	c	6	9	8	5	7	1	4	2	3	11	10
5	b	1	7	2	9	3	8	11	4	5	10	6
	c	1	3	4	10	8	6	9	2	7	11	5
6	d	4	2	1	11	10	7	8	6	3	9	5
7	c	7	6	5	4	10	8	3	1	2	9	11
8	b	1	11	3	10	4	2	7	5	9	6	8
9	a	1	2	5	9	8	10	11	3	7	4	6
	e	1	2	4	8	11	10	7	5	9	3	6
	f	1	6	3	5	11	9	8	2	7	4	10
10	c	1	7	2	10	11	4	6	5	3	8	9
11	b	1	2	3	8	7	9	4	6	10	5	11
	c	11	10	9	8	2	1	5	6	7	3	4
12	b	9	3	7	1	11	2	10	8	5	6	4
	c	4	2	7	8	9	3	6	5	1	11	10
Sum of Rankings		63	104	87	132	154	107	129	72	106	152	148
Rank Order		1	4	3	8	11	6	7	2	5	10	9

*Legend

a Dean of Students
b Director of Student Personnel
c Dean of Women
d University Counselor
e Religious Counselor
f General Counselor

TABLE 10

RANK ORDER OF MOST SERIOUS PROBLEMS OF MEN RESIDING IN DORMITORIES OF TWELVE CHURCH-RELATED COLLEGES AS RANKED BY HOUSE COUNSELORS

College	Types of Problems										
	Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	2	7	8	3	9	5	4	11	9	7	3
1	1	7	3	8	4	6	2	5	9	10	11
2	4	10	9	7	11	8	1	2	5	3	6
3	4	3	6	11	9	10	7	2	5	8	1
3	1	4	2	11	9	8	6	5	3	10	7
4	5	6	3	10	7	2	4	1	8	9	11
4	2	5	3	10	11	1	4	7	6	8	9
5	1	5	3	9	6	8	7	2	4	11	10
6	6	3	2	9	5	7	8	1	4	11	10
7	5	10	9	11	8	6	1	4	2	3	7
7	6	7	5	11	10	4	2	1	9	3	8
9	9	2	1	7	8	11	5	4	10	6	3
9	2	7	1	11	4	8	10	5	9	3	6
10	2	9	4	10	11	1	6	3	5	8	7
10	4	10	2	11	9	3	7	5	1	8	6
11	1	7	2	6	8	11	9	3	4	10	5
12	6	4	3	5	2	9	8	1	7	11	10
Sum of Rankings	61	106	66	150	131	108	91	62	100	129	120
Rank Order	1	6	3	11	10	7	4	2	5	9	8

TABLE 11

RANK ORDER OF FREQUENCY OF PROBLEMS OF MEN RESIDING IN DORMITORIES OF TWELVE CHURCH-RELATED COLLEGES AS RANKED BY THE HOUSE COUNSELORS

College	Types of Problems										
	Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	1	5	6	4	7	8	2	3	10	11	9
1	3	6	8	2	9	4	3	11	10	6	2
2	4	10	9	7	8	6	2	1	5	11	3
3	1	4	2	11	10	8	9	7	5	6	3
3	1	4	2	11	9	8	6	5	3	10	7
4	3	5	6	8	9	2	4	1	7	10	11
4	1	3	2	10	11	5	4	7	6	8	9
5	1	3	2	8	7	6	10	5	4	11	9
6	6	3	2	9	5	7	8	1	4	11	10
7	3	9	6	11	4	8	1	5	7	2	4
7	7	1	2	11	10	9	4	3	5	8	6
9	8	2	1	7	11	9	5	4	10	6	3
9	2	7	1	11	4	8	10	5	9	3	6
10	1	7	2	10	11	4	6	5	3	8	9
10	4	10	2	11	9	3	7	5	1	8	6
11	6	5	1	8	2	7	10	3	4	9	11
12	2	3	5	7	8	10	9	1	4	11	6
Sum of Rankings	54	87	49	146	134	112	101	72	97	139	114
Rank Order	1	4	2	11	8	6	5	3	9	10	7

TABLE 12

RANK ORDER OF MOST SERIOUS PROBLEMS OF WOMEN LIVING IN THE DORMITORIES OF TWELVE CHURCH-RELATED COLLEGES AS RANKED BY HOUSE COUNSELORS

College	Types of Problems										
	Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	1	7	3	10	5	11	2	4	8	9	6
2	6	2	1	7	5	11	3	8	4	9	10
3	4	3	1	10	8	11	2	5	7	9	6
4	5	9	8	6	7	3	1	4	2	11	10
5	1	6	8	3	5	10	4	2	7	11	9
6	6	3	2	9	5	7	8	1	4	11	10
7	5	4	7	3	10	9	6	2	1	11	8
8	1	5	2	7	3	4	8	6	9	10	11
8	4	3	1	10	5	7	11	6	8	2	9
9	1	5	4	10	9	8	11	3	2	6	7
9	7	4	3	9	10	6	1	5	2	11	8
10	4	10	2	11	7	3	9	5	1	8	6
11	1	7	5	11	2	3	6	8	4	10	9
12	1	2	3	11	4	5	7	4	8	9	10
Sum of Rankings	47	70	50	117	85	98	79	63	67	127	119
Rank Order	1	5	2	9	7	8	6	3	4	11	10

TABLE 14

RANK ORDER OF THE MOST SERIOUS PROBLEMS OF ALL STUDENTS IN TWELVE SELECTED CHURCH-RELATED AS RANKED BY PERSONNEL WORKERS AND HOUSE COUNSELORS

Problems	Sum of Rankings of Problems of Women		Sum of Rankings of Problems of Men		Sum of Rankings	Rank Order of Problem Areas
	Personnel Workers	House Counselors	Personnel Workers	House Counselors		
1. Academic, scholastic and study problems	65	47	51	61	224	1
2. Employment	113	70	113	106	402	6
3. Financial problems	93	50	64	66	273	3
4. Health and physical disability	128	117	154	150	549	11
5. Home and family problems	135	85	140	131	491	8
6. Living conditions	119	98	116	108	441	7
7. Moral problems, self-discipline	108	79	110	91	388	4
8. Problems of personal and social adjustment	75	63	70	62	270	2
9. Recreation and Leisure	125	67	109	100	401	5
10. Religious Problems	145	127	132	129	533	10
11. Vocational Problems	148	119	129	120	516	9

TABLE 15

RANK ORDER OF THE MOST FREQUENT PROBLEMS OF ALL STUDENTS IN TWELVE SELECTED CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS AND HOUSE COUNSELORS

Problems	Sum of Rankings of Problems of Women		Sum of Rankings of Problems of Men		Sum of Rankings	Rank Order of Problem Areas
	Personnel Workers	House Counselors	Personnel Workers	House Counselors		
1. Academic, scholastic and study problems	63	35	55	54	207	1
2. Employment	104	67	100	87	358	4
3. Financial problems	87	41	59	59	246	2
4. Health and physical disability	132	127	154	146	559	10
5. Home and family problems	154	93	129	134	510	9 6
6. Living conditions	107	101	106	112	426	6
7. Moral problems, self-discipline	129	97	120	101	447	7
8. Problems of personal and social adjustment	72	57	82	72	283	3
9. Recreation and Leisure	106	75	102	97	380	5
10. Religious problems	152	124	152	139	567	11
11. Vocational problems	148	107	126	114	495	8

TABLE 16

COMPARISON OF PROBLEMS OF STUDENTS IN CHURCH-RELATED COLLEGES AND STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Problem	Frequency of Student Problems		Seriousness of Student Problems	
	University of Oklahoma[20]	Twelve Church-Related Colleges	University of Oklahoma[21]	Twelve Church-Related Colleges
1. Academic, scholastic and study problems	1	1	2	1
2. Employment	7	4	7	6
3. Financial problems	4	2	6	3
4. Health and physical disability	10	10	10	11
5. Home and family problems	5	9	3	8
6. Living conditions	8	6	8	7
7. Moral problems, self-discipline	6	7	4	4
8. Problems of personal and social adjustment	2	3	1	2
9. Recreation and Leisure	9	5	9	5
10. Religious problems	11	11	11	10
11. Vocational problems	3	8	5	9

[20]Hall, Op. Cit., p. 47.

[21]Ibid., p. 48.

CHAPTER IV

ANALYSIS OF ENROLLMENT DATA OF THE TWELVE COLLEGES INCLUDED IN THE STUDY

In attempting to evaluate the effectiveness of the personnel services offered to their students by the colleges included in this study, it was believed necessary to analyze the enrollment data for the two semesters in order to understand the character of the populations included. In some cases, it was possible to obtain the necessary data from the annual summary reports prepared by the registrars of the various colleges. There were some cases, however, where it was necessary for the writer to study each individual enrollment card in order to insure a complete set of data including classification, sex, marital status and service in the armed forces.

The range in enrollments in the several colleges extends from two hundred and five students enrolled in College Two during the regular session, 1952-53, to 1538 enrolled in College Ten. Table 17 lists the total enrollments by schools, classifications and sexes.

The total number of students in each class was: freshmen, 2673, sophomores, 1606; junior, 1272; seniors, 1273; graduates, 342; specials, 607; unclassified, 365; and nurses, 46. The difference in enrollments in the freshman and sophomore classes represents a mortality of

TABLE 17

ANALYSIS OF TOTAL ENROLLMENTS OF TWELVE CHURCH-RELATED COLLEGES DURING THE REGULAR SESSION 1952-53

Class	Sex	College 1	2	3	4	5	6	7	8	9	10	11	12	Total
Fresh.	M	144	57	87	57	250	182	90	78	148	330	45	91	1559
	W	104	21	42	54	205	170	72	68	144	120	33	81	1124
	T	248	78	129	111	455	352	162	146	292	450	78	172	2683
Soph.	M	77	22	46	31	153	126	38	55	96	232	36	65	987
	W	66	13	35	28	85	109	46	35	70	72	15	45	619
	T	143	35	81	59	238	235	84	90	166	314	51	110	1606
Junior	M	64	15	50	42	117	103	40	50	96	210	14	43	844
	W	42	24	18	25	75	82	40	39	61	60	22	39	527
	T	106	39	68	67	192	185	80	89	157	270	36	82	1371
Senior	M	74	18	31	30	115	113	40	54	61	179	22	51	788
	W	48	15	32	17	55	92	23	41	44	58	14	46	485
	T	122	33	63	47	170	205	63	95	105	237	36	97	1273
Grad.	M	...	...	...	...	3	179	...	11	12	18	1	...	224
	W	...	...	...	...	11	62	...	23	10	12	...	...	118
	T	...	...	...	...	14	241	...	34	22	30	1	...	342
Special	M	...	...	...	55	...	13	21	7	37	34	...	21	188
	W	...	3	...	44	2	85	34	38	82	31	27	73	419
	T	...	3	...	99	2	98	55	45	119	65	27	94	607
Unclass-ified	M	11	1	10	...	7	...	23	14	11	94	...	...	171
	W	2	2	63	...	10	...	5	29	5	78	...	...	194
	T	13	3	73	...	17	...	28	43	16	172	...	...	365
Nurses	W	32	14	...	...	...	...	...	...	...	...	...	...	46
Totals		664	205	414	383	1088	1316	472	542	877	1538	228	556	8283

approximately 40 percent. It seems safe to assume that a majority of those who did not return for a second year did not attain their educational objectives.

The breakdowns according to marital status and military service are shown by schools in Tables 18 through 29. It will be noted that while only one college, Number Six, offered graduate level work during the regular session five others had some students classified as graduate students. It is probable that this classification included the few students who returned to complete undergraduate deficiences in some particular vocational field. All of the colleges carry a classification of special and/or unclassified students. In many cases these are students who are enrolled for less than a regular college load or students who could not qualify for full college standing. Two of the colleges also list a special classification of Nurses because of their cooperative programs in nursing worked out with the local hospitals. The tables also reveal that while all twelve colleges enrolled male veterans during the year only five of them included female veteran students in their student bodies. Sixty-three percent of the female veterans were enrolled in College Ten.

A composite picture of the enrollments in the colleges studied is shown in Table 30 which indicates the number of students in each classification. Since two of the colleges, Number Three and Number Eleven, operate on the quarter rather than the semester system it was necessary that an adjustment be made. Therefore, the summary for semester one includes the data for the fall quarter while the data for the spring quarter is included in semester two.

TABLE 18

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER ONE,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	8	5	128	3	0	0	109	3	256
	II	5	2	122	1	0	0	99	2	231
Sophomores	I	2	6	53	5	0	2	57	1	126
	II	2	6	49	2	0	2	53	1	115
Juniors	I	2	6	55	4	0	0	35	1	103
	II	1	5	57	4	0	0	36	1	104
Seniors	I	3	13	47	7	0	0	42	6	118
	II	4	12	49	5	0	0	40	5	115
Nurses	I	0	0	0	0	0	0	34	0	34
	II	0	0	0	0	0	0	19	0	19
Unclassified	I	1	3	3	3	0	0	2	1	13
	II	1	2	3	3	0	0	1	1	11
TOTALS	I	16	33	286	22	0	2	279	12	650
	II	13	27	280	15	0	2	248	10	595

*S = Single M = Married

TABLE 19

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER TWO,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	3	0	44	5	0	0	20	1	63
	II	3	1	43	4	0	0	18	1	70
Sophomores	I	1	0	19	1	0	0	13	0	34
	II	1	0	18	1	0	0	12	0	32
Juniors	I	1	2	9	2	0	0	19	2	35
	II	2	0	8	2	0	0	16	1	29
Seniors	I	1	2	9	4	0	0	12	3	31
	II	2	2	9	3	0	0	10	2	27
Newman Hospital Nurses	I	0	0	0	0	0	0	14	0	14
	II	0	0	0	0	0	0	14	0	14
Special	I	0	0	0	0	0	0	3	0	3
	II	0	0	0	0	0	0	2	0	2
Unclassified	I	0	0	0	1	0	0	1	1	3
	II	0	0	0	1	0	0	1	1	3
TOTALS	I	6	4	81	13	0	0	82	7	182
	II	7	3	78	11	0	0	73	5	177

*S = Single M = Married

TABLE 20

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER THREE,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	1	0	73	3	0	0	36	3	116
	II	1	0	70	2	0	0	33	2	108
Sophomore	I	1	1	37	1	0	0	29	2	71
	II	0	1	33	2	0	0	27	2	65
Juniors	I	3	2	33	7	0	0	14	2	61
	II	2	3	30	7	0	0	13	1	56
Seniors	I	2	4	17	4	0	0	22	5	54
	II	2	3	14	5	0	0	23	4	51
Unclassified	I	1	2	2	1	0	0	39	17	62
	II	0	2	2	3	0	0	42	15	64
TOTALS	I	8	9	162	16	0	0	140	29	364
	II	5	9	149	19	0	0	138	24	344

*S = Single M = Married

TABLE 22

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER FIVE,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshman	I	33	13	143	20	0	1	168	12	390
	II	26	11	126	12	0	1	155	15	346
Sophomores	I	37	17	75	13	0	0	72	10	224
	II	27	12	70	12	0	0	56	7	184
Juniors	I	22	9	67	15	0	0	60	11	184
	II	25	11	68	15	0	0	52	12	183
Seniors	I	22	21	45	21	0	0	41	9	159
	II	25	24	43	20	0	0	45	9	166
Graduates	I	1	0	0	1	0	0	4	1	7
	II	0	0	0	2	0	0	3	3	8
Unclassified	I	0	0	0	0	0	0	0	2	2
	II	1	2	1	1	0	0	6	4	15
TOTALS	I	115	60	331	73	0	1	347	48	975
	II	104	60	308	62	0	1	317	50	902

*S = Single M = Married

TABLE 23

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER SIX,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	38	23	72	18	3	0	116	9	279
	II	38	18	64	12	2	0	104	7	245
Sophomores	I	22	9	60	11	0	1	71	7	181
	II	10	10	62	7	0	1	59	3	152
Juniors	I	24	11	37	13	1	0	51	6	143
	II	21	16	38	14	0	0	47	5	141
Seniors	I	8	19	36	21	1	1	69	11	166
	II	10	12	45	25	2	0	62	16	172
Graduates	I	18	51	41	37	0	0	24	15	186
	II	20	56	44	33	0	1	33	12	199
Special	I	4	1	4	2	2	1	43	19	76
	II	3	2	3	3	2	0	37	8	58
Unclassified	I	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	0	0	0
TOTALS	I	114	114	250	102	7	3	374	67	1031
	II	102	114	256	94	6	2	342	51	967

*S = Single M = Married

TABLE 24

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER SEVEN,
REGULAR SESSION, 1952-53

Classification	Quarter	Men				Women				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	0	0	76	1	0	0	65	0	142
	II	0	0	73	0	0	0	63	0	136
	III	0	0	60	0	0	0	48	0	108
Sophomores	I	1	0	35	0	0	0	43	3	82
	II	1	0	35	1	0	0	38	3	78
	III	1	0	35	1	0	0	29	3	69
Juniors	I	2	0	25	4	0	0	29	3	63
	II	2	0	27	4	0	0	31	3	67
	III	2	0	28	4	0	0	25	3	62
Seniors	I	0	0	24	8	0	0	15	3	50
	II	0	0	26	7	0	0	15	4	52
	III	0	0	26	8	0	0	16	4	54
Graduates	I	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	0	0	0
	III	0	0	0	0	0	0	0	0	0
Special	I	0	0	0	6	0	0	0	9	15
	II	0	0	0	10	0	0	1	11	22
	III	0	0	1	8	0	0	1	12	22
Unclassified	I	0	0	1	4	0	0	0	2	7
	II	0	0	0	4	0	0	0	1	5
	III	0	0	0	4	0	0	0	2	6
TOTALS	I	3	0	161	23	0	0	152	20	359
	II	3	0	161	26	0	0	148	22	330
	III	3	0	150	25	0	0	119	24	320

*S = Single M = Married

TABLE 25

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER EIGHT,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	4	2	47	12	0	0	50	11	126
	II	2	2	47	8	0	0	45	10	114
Sophomores	I	4	3	36	5	0	0	24	8	80
	II	3	4	38	7	0	0	21	6	79
Juniors	I	2	6	34	4	1	0	31	6	84
	II	2	7	28	8	1	0	30	4	80
Seniors	I	7	8	24	13	0	1	26	8	87
	II	7	6	20	11	0	0	26	10	80
Graduates	I	0	2	1	3	0	0	12	3	21
	II	0	2	1	4	0	0	14	5	26
Special	I	0	0	0	6	0	0	12	14	32
	II	0	1	0	2	0	0	11	10	24
Unclassified	I	0	0	0	5	0	0	11	5	21
	II	0	0	2	8	0	0	8	17	35
TOTALS	I	17	21	142	48	1	1	166	55	451
	II	14	22	136	48	1	0	155	62	438

*S = Single M = Married

TABLE 26

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER NINE,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	0	4	94	26	0	0	133	4	261
	II	7	15	86	7	0	0	97	5	217
Sophomores	I	1	13	51	25	0	0	66	4	160
	II	1	17	38	23	0	0	50	1	130
Juniors	I	3	20	46	26	0	0	49	6	150
	II	2	15	46	19	0	0	45	5	132
Seniors	I	0	14	22	18	0	0	32	6	92
	II	3	10	15	22	0	0	28	7	85
Graduates	I	0	1	2	3	0	0	7	0	13
	II	0	2	5	3	0	0	2	0	12
Specials	I	1	3	0	4	0	0	17	17	42
	II	1	7	1	2	0	0	12	15	38
Unclassified	I	0	2	0	1	0	0	2	2	7
	II	1	1	2	3	0	0	2	1	10
TOTALS	I	5	57	215	103	0	0	306	39	725
	II	15	67	193	79	0	0	236	34	624

*S = Single M = Married

TABLE 27

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER TEN,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	130	46	118	36	2	2	91	25	450
	II	118	30	115	23	3	0	91	23	403
Sophomores	I	151	31	48	12	1	2	60	9	314
	II	120	35	58	15	1	1	55	7	292
Juniors	I	109	38	50	13	5	3	40	12	270
	II	89	33	46	5	4	3	42	7	229
Seniors	I	67	44	47	21	2	4	38	14	237
	II	61	36	53	23	2	3	38	14	230
Graduates	I	6	8	0	4	0	0	8,	4	30
	II	5	4	3	6	0	0	7	3	28
Specials	I	5	13	10	6	0	2	14	15	65
	II	6	12	10	7	0	0	10	17	62
Unclassified	I	34	24	18	18	1	2	50	25	172
	II	37	19	24	32	2	2	51	23	190
TOTALS	I	502	204	219	110	11	15	301	104	1538
	II	436	169	309	111	12	9	294	94	1434

*S = Single M = Married

TABLE 28

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER ELEVEN,
REGULAR SESSION, 1952-53

Classification	Quarter	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	3	3	28	8	0	0	25	0	67
	II	2	3	43	5	0	0	27	0	80
	III	2	3	31	7	0	0	22	0	65
Sophomores	I	4	3	26	3	0	0	12	3	51
	II	4	3	19	3	0	0	11	1	41
	III	4	2	15	3	0	0	6	2	32
Juniors	I	2	9	13	2	0	0	13	2	41
	II	3	9	8	2	0	0	12	2	36
	III	3	9	9	2	0	0	11	2	36
Seniors	I	6	8	10	3	0	0	10	1	38
	II	6	8	8	4	0	0	8	1	35
	III	6	8	4	4	0	0	9	1	32
Specials	I	0	0	8	0	0	0	23	0	31
	II	0	0	6	0	0	0	27	0	33
	III	0	0	12	0	0	0	31	0	43
TOTALS	I	15	23	85	16	0	0	83	6	228
	II	15	23	84	14	0	0	85	4	225
	III	15	22	71	16	0	0	79	5	208

*S = Single M = Married

TABLE 29

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER TWELVE,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	5	2	60	7	0	0	61	5	140
	II	4	2	57	6	0	0	66	4	139
Sophomores	I	5	0	40	8	0	0	35	2	90
	II	4	1	42	6	0	0	36	2	91
Juniors	I	5	3	24	3	0	0	32	0	67
	II	2	4	24	4	0	0	33	1	68
Seniors	I	3	3	23	4	0	0	20	3	56
	II	3	4	28	2	0	0	21	4	62
Graduates	I	1	0	0	0	0	0	0	0	1
	II	1	0	0	0	0	0	0	0	1
Special	I	7	2	16	1	0	0	59	15	100
	II	5	1	14	2	0	0	51	11	84
TOTALS	I	26	10	163	23	0	0	207	25	454
	II	19	12	165	20	0	0	207	22	445

*S = Single M = Married

Careful analysis of the data included in Table 30 reveals that the total loss in enrollment from the first to the second semester was four hundred ninety-four or 6.75 percent. Of this loss two hundred forty-nine were freshmen. The decrease represents a drop of 10.4 percent in the freshman enrollment. The decrease in enrollment in the freshman class was distributed among eleven of the colleges while College Two showed an eleven percent increase. The greatest loss in enrollment was in the sophomore class with a decrease of 13.5 percent. The colleges showed an increase of 6.2 percent among graduate students. Table 31 summarizes the data concerning changes in enrollments in these colleges.

Hall found a total decrease in veteran enrollment equal to ten percent while Table 30 reveals that in the colleges included in this study there was a drop of 9.3 percent.[1] However, he reported a decrease of 55.1 percent in freshmen veteran enrollment, while the writer found a decrease of only 10.1 percent in the same group in the church-related colleges. This table also discloses that during the first semester of 1952-53 only 2.8 percent of the veterans enrolled in the twelve colleges were women. This percentage decreased to 2.56 percent during the second semester. While the total number of married veteran students decreased slightly from the first to the second semesters, the percentage of enrollment increased from 40 percent to 41.2 percent.

Manifest in the summary is the fact that approximately 80 percent of the enrolment in the twelve colleges was in the non-veteran

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[1]Ernest C. Hall, "Personnel Services Extended to Students of the University of Oklahoma in Solving Their Problems." Unpublished Doctor's Thesis, University of Oklahoma, 1950.

TABLE 30

SUMMARY OF ENROLLMENT DATA OF TWELVE SELECTED CHURCH-RELATED COLLEGES, REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	228	100	928	140	5	3	918	78	2394
	II	208	88	861	86	5	1	820	76	2145
Sophomores	I	227	89	494	85	1	5	505	52	1507
	II	173	88	482	82	1	4	427	35	1292
Juniors	I	179	110	416	98	7	3	393	55	1260
	II	154	109	401	88	5	3	371	44	1175
Seniors	I	121	138	322	136	3	6	342	70	1133
	II	125	118	326	132	4	3	332	79	1119
Graduates	I	26	62	44	48	0	0	55	23	258
	II	26	64	53	45	0	1	59	23	274
Special	I	17	20	67	46	2	3	203	103	461
	II	15	24	66	43	2	0	181	87	416
Unclassified	I	36	31	25	36	1	2	107	56	294
	II	40	26	34	55	2	2	111	64	335
Nurses	I	0	0	0	0	0	0	48	0	48
	II	0	0	0	0	0	0	33	0	33
TOTALS	I	836	544	2311	589	19	22	2572	436	7316
	II	741	517	2223	534	19	14	2367	408	6822

*S = Single M = Married

TABLE 31

CHANGES IN ENROLLMENTS IN SELECTED CHURCH-RELATED COLLEGES FROM FIRST TO SECOND SEMESTER, 1952-53

Class	Percent Change in Church-related Colleges 1952-53
Freshmen	-10.4
Sophomores	-13.5
Juniors	- 6.7
Seniors	- 0.8
Graduates	+ 6.2

group and that 78.4 percent of the total enrollment were unmarried students. The data also reveal that 58.4 percent of the total enrollment were male students and 41.6 percent were women.

Table 32 analyzes the enrollments of the twelve church-related colleges for the regular session, 1952-53, according to geographical distribution. It is readily recognized from these data that these colleges fill a distinct need in the local communities in which they are located. Three thousand four hundred five, 41.3 percent, of the 8,283 students enrolled in the selected colleges during 1952-53 were residents of the local communities in which the institutions were located while 39.3 percent were state residents outside the local community. Table 32 indicates the number of states, territories, and foreign countries, and the enrollment from each, represented in the student bodies of the respective colleges.

While each of the twelve colleges included in this study was founded by and receives some support from its particular denominational group, none is narrowly sectarian to the extent of excluding persons of

TABLE 32

ANALYSIS OF ENROLLMENTS OF TWELVE CHURCH-RELATED COLLEGES IN TERMS OF GEOGRAPHICAL DISTRIBUTION, REGULAR SESSION, 1952-53

College	Local Community	Local State	Other States		Territories*		Foreign Countries		Totals
			Number	Students	Number	Students	Number	Students	
1	210	356	27	84	2	9	4	4	664
2	34	140	10	28	1	1	2	2	205
3	129	155	22	133	2	2	6	15	414
4	71	232	25	78	0	0	2	2	383
5	418	474	38	163	2	6	4	7	1088
6	310	513	37	465	4	5	11	23	1316
7	156	196	14	87	2	2	10	31	472
8	284	201	14	49	0	0	6	8	542
9	173	216	24	483	2	4	1	1	877
10	1201	288	18	43	0	0	5	6	1538
11	64	140	11	24	0	0	0	0	228
12	154	341	17	45	3	8	6	8	556
TOTALS	3405	3252	48	1682	5	37	34	107	8283

*Includes District of Columbia

other faiths. A close examination of the admissions regulations of the colleges fails to disclose a single statement barring any person because of religious beliefs. On the other hand, the recognition of indebtedness to sister denominations and an acceptance of all who wish to profit by the offerings of the college is evidenced by such statements as the following:

> The offering of Bethany-Peniel College have been planned to meet the needs of: . . . .
> . . . . . .
> Young people of any faith who wish to secure training in a Christian environment . . . .[3]

> Oklahoma Christian University belongs to, and is controlled by the religious body known as the Christian Church . . . . It is the desire and aim of its founders to make it a Christian school in the broadest sense and to guard it from the narrowing tendencies of sectarian biases and influences . . . . No denominational tests will be imposed, and no sectarian tenets will be inculcated, but the aim will be to offer liberal courses of instruction in a healthy Christian atmosphere.[4]

Consideration of Table 33 indicates that the schools not only give lip service to the precept of tolerance but actually practice it. It will be noted that the colleges located in the larger population centers draw from a larger number of denominations than those in the smaller communities. A total of fifty different Christian denominations were represented in the twelve colleges with the distribution of students of other faiths being as follows:

College Number Seven . . . . . 1 Moslem

College Number One . . . . . 1 Jew - 2 Buddhists

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[3]"The Development of Personnel Services and Counseling Procedures at Bethany-Peniel College." Unpublished Studies in Institutional Development, No. 1, Bethany-Peniel College, 1952.

[4]Catalog of Phillips University, Op. Cit., p. 17.

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TABLE 33

DISTRIBUTION OF ENROLLMENTS OF TWELVE CHURCH-RELATED COLLEGES
BY EXPRESSED DENOMINATIONAL AFFILIATION
REGULAR SESSION, 1952-53

	Bethany College	Bethany-Peniel College	Bethel College	College of Emporia	College of the Ozarks	Drury College	Friends University	McPherson College	Oklahoma Baptist University	Oklahoma City University	Phillips University	Southwestern College
Baptist	18	11	11	11	59	114	77	14	954	380	59	23
Catholic	7	1	6	6	2	34	33	3	2	138	30	6
Church of Christ	1	0	0	1	9	13	15	2	11	62	0	3
Church of the Brethren	1	0	2	0	0	0	4	219	0	0	0	0
Congregational	3	0	3	1	1	62	1	7	0	6	12	4
Disciples of Christ	6	3	8	12	6	71	40	15	0	169	801	33
Friends	1	0	0	4	0	1	100	0	0	0	2	0
Lutheran	161	0	0	5	2	8	6	15	0	27	17	8
Mennonite	3	1	361	1	0	0	7	25	0	0	12	1
Methodist	48	0	26	44	63	117	111	54	30	455	82	287
Nazarene	0	813	2	0	1	2	5	2	6	14	6	0
Presbyterian	20	0	9	111	63	81	27	26	0	79	39	14
Other Denominations	34	27	27	7	10	69	40	17	16	165	39	15
None	0	10	0	0	10	0	0	8	10	11	14	5
No Preference Stated	6	19	10	2	5	0	7	4	59	26	20	15
TOTALS	309	875	468	205	231	572	473	413	1088	1538	1133	414
Total Number of Denominations	23	14	24	15	14	19	33	26	11	26	18	18

College Number Eight . . . . . 2 Moslems

College Number Three . . . . . 2 Moslems - 1 Jew

College Number Six . . . . . 4 Jews

It seems somewhat surprising that there are so few Jewish students enrolled in these schools since there are few distinctly Jewish colleges in the mid-continent of the United States. Further information concerning the enrollment data of the several colleges may be secured from their respective catalogs.

Summary

During 1952-53, the colleges included in this study enrolled a total of 8283 students from forty-eight states, five territories and thirty-four foreign countries. These students represented thirty-three protestant denominations and sects and three non-Christian faiths.

The enrollments included 1421 veteran students of which only forty-one were women. One thousand five hundred ninety-one married students were enrolled during 1952-53.

CHAPTER V

PERSONALITY PROBLEMS

In presenting the problems of students as revealed by this study in this and the next five chapters, the categorization presented by Williamson is used as a basis.[1] The writer is aware that he is making a completely arbitrary separation when he classifies student difficulties as personal and social, religious, academic, vocational, financial and health problems. The student who is plagued with a constant financial worry may also have serious academic difficulties resulting from a sense of personal inadequacy, a lack of study time due to a heavy work load, or a combination of causes. The physically handicapped student may find that he is unable to cope with the problems of personal and social adjustment without special assistance. Brouwer describes this interrelationship of human needs thus:

> All human beings in our culture appear to have certain basic needs, the satisfaction of which is necessary for normal and happy development. Some of these needs are physical; others are mental and spiritual. The distinction between these three categories of needs is a logical rather than a psychological one, for if the physical needs are not adequately met, there may be a stunting of mental and spiritual growth. And the accumulating literature on psychosomatic disease shows that deleterious physical effects may result from mental and spiritual deprivation. We do not, therefore, emphasize the distinction between these needs, since they are mutually interactive and are inextricably associated in their satisfaction or

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[1] Edmund G. Williamson, How to Counsel Students, pp. viii-xiii. New York: McGraw-Hill Book Co., 1939.

frustration with the personality as a whole.[2]

Since this mutual relationship among the needs of individuals exists, the writer has chosen to consider those problems that are most specifically related to the development of a sense of personal worth under the heading, Personality Problems.

It should be noted that none of the colleges included in this study maintain an organized psychological service center or psychiatric clinic that is capable of handling cases of serious maladjustment. Students with real or incipient psychoses must be referred to a state agency, a community guidance clinic, or a private psychiatrist or be sent home for treatment under the supervision of the parents. Since the vast majority of personality problems never reach the severity level of psychoses, the colleges included in this study believe that they can render most effective service to the greatest number of students with the limited finances available by not attempting to maintain such a service center. They do recognize these maladjustments in terms of Williamson's concept that "A normal personality development does not imply rigid and continuous conformity. Rather, adjustment implies the development of modes of behavior in school, in recreational relationships, and in the home which approximate the norm sufficiently to be socially acceptable and which also yields satisfaction to the individual."[3]

Since it is impossible to predict and, therefore, to prepare for all the situations one encounters in life it is necessary that the human

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[2]Paul J. Brouwer, Student Personnel Services in General Education, p. 232. Washington: The American Council on Education, 1949.

[3]Williamson, How to Counsel Students, Op. Cit., p. 183.

organism be capable of making the necessary adjustment in a manner that yields satisfaction. Carroll believes that all persons experience frustration in attempting to adjust to their environments and that, because of the compulsion to maintain his ego, the individual resorts to adjustment mechanisms that may or may not be harmful.[4] Among the many lists of mechanisms available for adjustment are those of Cassidy and Kozman and Averill. Cassidy and Kozman recognize aggression, withdrawal, and substitution as mechanisms that result in "problem behavior."[5] Averill, however, emphasizes the fact that adjustment by compensation and direct attack are both desirable reactions that result in acceptable behavior.[6]

Most people, it seems, have the ability to make wholesome adjustments and to develop desirable personality characteristics. These persons generally attempt to solve their problems in a frank, straight-forward manner regardless of how unpleasant they may be at the moment. Wallin believes that the well-adjusted individual, in handling both his personal and his social relationships, will attack his problems in a scientific, objective manner that will provide a basis for future actions.[7]

The student entering college for the first time faces many problems of adjustment. Hulme describes the situation of the new college

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[4]Herbert Carroll, Mental Hygiene, p. 134. New York: Prentice-Hall, Inc., 1947.

[5]Rosalind Cassidy and Hilda C. Kozman, Counseling Girls in a Changing Society, pp. 120-124. New York: McGraw-Hill Book Co., 1947.

[6]Lawrence A. Averill, Mental Hygiene for the Classroom Teacher, pp. 28-30. New York: Pitman Publishing Corp., 1939.

[7]J. E. Wallace Wallin, Personality Maladjustments and Mental Hygiene, pp. 263-264. New York: McGraw-Hill Book Co., 1944.

student as:

> Youth who go away to school are on their own, usually for the first time, and unlike heretofore, they cannot withdraw from the demands of life to the security of their homes . . . . The student barely steps on the campus before he is faced with a social adjustment. All about are young people whom he does not know, but whom he must learn to know if his college life is to be a happy one. He has come from a high school where he probably knew everybody and where, due to his superior talents, he was able to find his niche. At college he finds his talents are not superior, that his fellow students are from the same high school bracket as was he. There are many scholars, many athletes, many musicians, many dramatists, many leaders, yes, even many show-offs.[8]

The manner in which he meets these problems will determine in a large measure the extent of his success in college and will color his post-college life to an appreciable degree. Some of the ways in which college students adjust to their new situations are described by Shaffer in his Psychology of Adjustment.

> Some persons successfully adapt themselves to their surroundings. Others acquire unfortunate habits of conduct which hinder rather than aid the eventual satisfactory solution of their difficulties. Each autumn thousands of freshman arrive at the colleges and universities. In a new environment many adjustive problems confront them. Most of these students adjust satisfactorily. They find new friends, cultivate new interests, and participate in new activities that serve as outlets to their needs and drives. Other freshmen fare less well. Some become seclusive and shun the situations that compel them to adjust. A few will become homesick, seeking satisfactions that have hitherto been cherished instead of acquiring new ones. A number will adjust by showing off or becoming eccentric, gaining in this way a certain notice and distinction that they fail to attain in more usual channels.[9]

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[8] W. E. Hulme, "The Problems of College Students", Christian Education, XXXIV (March, 1951), 18.

[9] Laurance Shaffer, The Psychology of Adjustment, p. 4. Boston: Houghton-Mifflin Co., 1936.

Problems of Personal and Social Adjustment

Efforts of the colleges included in this study to assist students with their problems of personal and social adjustment seem to have been more hopeful than helpful. In each of the colleges both administrators and faculty members were profuse in their protestations of help given students in this area. However, systematic records showing the number of problems of this type handled were kept in only one school. In College Nine, the Office of Personnel Services maintained a record of persons reporting problems of personal and/or social adjustment. The distribution of persons reporting problems of personal adjustment in this college is shown in Table 34 which indicates that the number of problems decreases with advanced classification. This record of 0.05 problems per student in College Nine fails to correspond very closely with the fourth place rating given this category by personnel workers

TABLE 34

PROBLEMS OF PERSONAL AND SOCIAL ADJUSTMENT REPORTED TO THE PERSONNEL OFFICE OF COLLEGE NINE

Classification	MEN			WOMEN			Totals
	S	M	T	S	M	T	
Freshmen	10	5	15	5	3	8	23
Sophomores	5	0	5	1	1	2	7
Juniors	3	0	3	2	2	4	7
Seniors	3	0	3	1	1	2	5
Graduates	1	0	1	0	0	0	1
Specials	0	2	2	0	0	0	2
Unclassified	0	1	1	0	0	0	1
Totals	22	8	30	9	7	16	46

and house counselors in the twelve colleges. (See Tables 6 through 13).

The decrease in the number of problems with advanced classification is in agreement with the expressed opinions of the Deans of Women of two colleges who believe that "There is a tremendous improvement in four years of college" and that "While the adjustment problems of freshmen are much more frequent those of seniors are much more serious."

When questioned concerning the lack of records of problems in the area of personal and social adjustment most of the personnel workers admitted their desirability but declared their inability to keep adequate records with the limited amount of finances available for office help and physical equipment. While all seemed to possess some degree of awareness of the presence of personal adjustment problems among their students, a lack of a full understanding of their significance was indicated by statements, such as those given below, by some persons holding responsibilities in the personnel program.

> We have a fairly homogeneous student body. There are no differences between classes nor between veterans and non-veterans. Most of our students come from a high type of home so have a minimum of adjustments to make.

> Our students have a comparatively easy time of adjusting to college routines. The most common causes of personality problems are finances, over-protective parents and love affairs.

The manner in which records are kept of problems of personal and social adjustment and such statements by personnel workers as those given above do not harmonize very well with the second and third place ratings given this area in Table 14 and Table 15. It would appear that with a basic philosophy of the inherent value of the individual professed by the church-related colleges greater efforts would be extended

to identify personality problems. However, in the absence of organized psychological service centers, efforts are made in various ways to alleviate conditions such as is illustrated in the following case taken from the files of the physician of one of the colleges.

A nineteen year old male student, who shall be called Jim, was enrolled as a sophomore in the Department of Ministerial Studies of one of the colleges included in this study. Jim was described as a sincere, dependable, studious individual who showed promise of becoming a successful minister in his chosen denomination.

For three semesters Jim earned an average grade of "B" but during his fourth semester his grades began to drop. He became restless and irritable. He reported to his dormitory supervisor that he was unable to sleep or to concentrate on his studies. He failed to report for meals and began to lose weight. The dormitory counselor described him as "having gone all to pieces".

Jim visited a local physician who prescribed sedation and bed rest. This failed to effect any improvement so, in the absence of an organized psychological service, Jim called on the college physician. A physical examination failed to reveal any organic difficulties so the physician began to look for emotional disturbances. Little by little he was able to piece the story of Jim's conflicts together.

Jim had been reared in a very strict orthodox home in which all matters pertaining to sex were considered sinful and a disgrace. He had been taught that any sexual reaction toward the opposite sex was evidence of sin. Several months before, Jim had fallen in love with a young lady on the campus. During the progress of the courtship they had engaged in,

what Jim termed, "heavy petting". During the petting process sexual desires were aroused for which there were no socially acceptable modes of relief.

Here were all the elements of a conflict situation. If he engaged in sexual relations, he would build even higher the guilt complex. The situation was complicated by Jim's going for counsel to a faculty member whom he admired. Here he was told that such sexual desires were evidences that one had sinned against the Holy Ghost. The result was a conflict so strong that he had experienced both physical and emotional reactions which made satisfactory adjustments impossible.

With the aid of the college's skilled physician Jim was helped to see that the sex drive is only one of a number of drives experienced by a normal individual. When viewing the sex desire objectively, Jim was able to realize that in experiencing sexual tensions, he was merely evidencing one of those basic drives of humanity. He was also able to recognize that religious apostasy was not in any way involved so long as sexual desires were properly controlled and directed. With this insight into his own difficulties Jim has been able to adjust to his situation and it appears likely that he will be able to complete his college course successfully.

Speech Disorders

That speech disorders cannot be divorced from other problems of personal adjustment is verified by Williamson's statement that "Speech disorders interfere with the students' scholastic pursuits, handicapping him in setting up and attaining social, vocational, and educational goals.



For example, stuttering and lisping, . . . , not only constitute handicaps within themselves; they also generate emotional disturbances which have a decidedly unfavorable effect on the student's behavior, attitudes and achievement."[10]

In this area, the writer is forced to the conclusion that the colleges included in this study are failing to meet the needs of the students. In only three of the colleges, Numbers Three, Eight and Ten, was he able to find any distinct efforts to assist the individual with speech disorders. The other colleges seem to feel that they have discharged their responsibilities in this area by requiring each entering student to enroll in a course in Fundamentals of Speech; consequently, no records of the frequency of speech disorders were available.

College Three provided a two-hour credit course in Corrective Speech. Admission is limited to fifteen and can be gained only upon recommendation of the personal counselor. In College Eight one of the instructors in the speech department devotes a portion of his teaching load to individual assistance given students referred to him by the personnel office. This college may also make referrals to a private "Institute of Logopedics" but, according to the Dean, this has been of very little value to them.

College Ten has made and is now making the greatest efforts to assist students with speech handicaps. During 1952-53 this college offered a Speech Clinic Course in which twelve persons enrolled. Enrolled in the speech clinic during the year were a spastic, a case of

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[10] Williamson, Op. Cit., p. 204.

cerebral palsy, a paralytic and an epileptic. Five cases were handled as individual clinical cases and forty persons were enrolled in the bilinqual classes.

Failure in this area is emphasized since each of the colleges proposes to prepare ministers to serve its sponsoring church. The Director of the Speech Clinic Course of College Ten stated that ministerial students of that school failed to realize that success in the ministry requires one to enunciate well and speak clearly. The writer knows one student who has a decided speech handicap and yet plans to enter the ministry. The college should furnish remedial work in speech or encourage the student to select a different vocational objective.

Home and Family Problems

Tables 14 and 15 show Home and Family Problems to be the eighth most serious and the ninth most frequent among the problems of students in twelve selected church-related colleges. These rankings seem to be significantly different from the third and fifth place rankings assigned this area by clinicians and house counselors at the University of Oklahoma.[11]

The variety of problems that may be included in this category extends from actual conflicts within the family to that of obtaining care for a pre-school child while one parent attends school and the other works. Here,too, fall the problems of community living required by dormitory residence. Pressey found that of 500 cases of maladjustment to college, ten percent were directly traceable to poor family

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[11] Ernest C. Hall, Personnel Services Extended to Students of the University of Oklahoma in Solving Their Problems," pp. 47-48. Unpublished Doctor's Thesis, University of Oklahoma, 1950.

relationships and another thirty percent were indirectly attributable to poor home environment.[12]

The case of Jane illustrates the variety of problems that fall in this area. This case is worthy of consideration at this point since it is taken from the files of the Personnel Office of one of the colleges. Jane desired very much to attend the University of her home state. Her parents, however, were well-to-do alumni of the church-related college that was located in a neighboring city. To help persuade Jane to attend the smaller college they agreed to furnish her a Cadillac convertible and one hundred dollars per month spending money. To add to Jane's frustration the parents would not or could not accept her desires to become a social case worker. They felt that a "lady" should prepare herself for a career as mother, homemaker, and helper in furthering the career of the man she eventually married.

Jane came to the college with her Cadillac and her hundred dollars per month allowance. Her parents came along to explain to the Dean of Women and the housemother what an exceptional child she was and how she should be handled.

The situation set up by these parents was loaded with frustrations and conflicts. Jane had compromised on two very important points not, as she said, "to get the automobile but to stop the eternal nagging of her parents". She was in a school she did not want to attend. She was enrolled in a course which to her view bore no relation to her

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[12]Luella C. Pressey, "Some Serious Maladjustments among College Students", Social Forces X (December, 1931), 236.

desired vocational objective. She had been brought up to believe that the world should respond to her every desire and now she was placed in situation that required her cooperation and compliance with regulations placing upon her some external restraints. Her friends from the large high school had entered the University and many of them had been pledged by national sororities and here she was in a school that did not permit sororities on the campus.

The result was that Jane began to move in the direction that seemed to offer the best possibilities of resolving the conflicts that she was experiencing. Her fine automobile and her generous allowance served not to make her an accepted member of the group but to isolate her from her college and dormitory mates. Therefore, she chose her associates from the campus hangers-on and; consequently, it became easy for her to disregard the college regulations concerning hours, smoking, and drinking. Since she lived in a nearby city, she spent her week-ends there rather than on the campus thereby losing the opportunities for social and religious contacts that participation in campus activities would have provided.

Jane did not voluntarily provide an opportunity for counseling. She and a male companion were arrested for drunkeness as she returned from a week-end trip. She was released in custody of the college president who called the parents to meet with the discipline committee to consider Jane's case. During this conference Jane matter-of-factly and without any apparent attempt at melodrama pointed out that her parents had had their way in the selection of her college and her course of study and had made a bargain with her that she expected them to keep. The

fact that conflicts between parents and daughter were of long standing was indicated by Jane's statement to her parents that "You have never been interested in the friends that I liked; you have always wanted me to run around with the rich kids. Now, I'm in college, I have a good car, and as long as you keep your word, I have enough money to live my life as I want to and you can't do anything about it."

On the surface, this may appear as an unusual or extreme case. Actually, in nine years of working as a counselor, the writer has encountered many cases with elements common to this one. A student's being sent to a particular college against his will, either too much or too little financial aid from home, domineering parents, guilt complexes built up by resentment against parents, rejection of and by the social group, the uncertainty of the future are all factors that have operated to produce the present situation.

The head residents and counselors in the college dormitories commented frequently that homesickness was a major cause of maladjustment among freshmen. However, for the most part, those who remained after one semester had been able to adjust to life on the campus. It also appears from comments of the counselors, that in most cases it is easier for the student to break the home ties than it is for parents to permit these ties to be broken.

Bob's mother brought him to enroll in one of the colleges included in this study. Upon arrival at the residence hall, she proceeded to unload the car, help carry the luggage into the assigned room. She dusted, swept, hung curtains, made the bed, unpacked his luggage and placed his clothes in the closet and dresser. After all was in order

she visited the Personnel Office, to inform them that she expected to return weekly to care for Bob's room and to see that everything was in order. The personnel officer noted Bob's agitation and correctly interpreted it as a desire to break parental control. He was able to convince the mother that developing self-reliance and self-direction was a part of college and therefore Bob should shoulder those responsibilities and relieve her of them.

Students living in the residence halls provided by the twelve colleges are for the most part granted a great deal of freedom of action. As a rule, however, the young women are much more closely supervised than are the men. Since community living as found in a college residence hall requires adjustments on the part of the individual tensions and conflicts sometimes arise that cause definite problems. It is here that the resident counselors make their greatest contribution.

One weakness that the writer identified was the lack of training in the field of guidance or counseling on the part of these hall counselors. The educational background of the counselors in the various dormitories is shown in Table 35. The comments of a counselor of a women's hall emphasized this condition. She said: "I was out in New Mexico when I received a telegram asking me if I would accept this position. I had no training nor experience but I'll try anything once so I came. I arrived three days after school had begun. Nobody gave me any instructions, I just went into the dormitory and took over and have been running it my way ever since".

The situation concerning training among the personnel workers of the colleges appears much better although many of these have had no formal

training for their respective positions.

TABLE 35

ACADEMIC TRAINING OF RESIDENCE HALL COUNSELORS IN TWELVE CHURCH-RELATED COLLEGES

Level of Training	Major	Men	Women
Students enrolled in the Institution	. . .	7	0
Non-students but with no Academic degree	. . .	6	15
Bachelor's Degree	Music	1	0
	English	0	1
Master's Degree	Industrial Arts	1	0
	History	3	0
	Home Economics	0	1
	Education	0	1
	Secretarial Science	0	1
Doctor's Degree	English	1	1

Table 36 reveals that only ten of thirty persons charged with personnel responsibilities hold doctor's degree and three of those are in history and English. Eleven hold graduate degrees with majors in guidance, psychology or education. One Dean of Women holds no degree nor does she have faculty status. Her additional responsibilities consist of doing secretarial work in one of the college offices.

Table 30 indicated that 1133 married men and 458 married women were included in the first semester enrollments of the twelve colleges included in this study in 1952-53. These totals were reduced to 1051 men and 422 women during semester two. Married students constituted

TABLE 36

ACADEMIC TRAINING OF PERSONNEL WORKERS IN TWELVE SELECTED CHURCH-RELATED COLLEGES, 1952-53

Degree	Major	Director of Student Personnel or Dean of Students	Dean of Men	Dean of Women	Totals
Ed.D.	Education	2	1	2	5
Ph.D.	Psychology	1	1	0	2
Ph.D.	History	0	1	0	1
Ph.D.	English	0	1	1	2
M.Ed.	Guidance	3	0	0	3
M.A.	History	1	2	0	3
M.A.	Psychology	1	0	0	1
M.A.	Secondary Education	1	0	1	2
M.A.	Sociology	1	0	0	1
M.A.	English and Speech	0	1	2	3
M.A.	French	0	0	1	1
M.S.	Home Economics	0	0	3	3
M.S.	Industrial Arts	0	1	0	1
M.S.	Business Management	0	0	1	1
None	Office Secretary	0	0	1	1

approximately 21.5 percent of the total enrollment during each of the two semesters. Nine of the colleges either own or lease a number of apartments, trailers or houses that are rented to married students at nominal rents. During 1952-53 there were a total of 199 housing units of this type available to married students in the twelve colleges. Many of these were built by the government to provide housing for veteran students with children and were later given to the respective colleges. All twelve of the colleges provide housing services that assist the married student in obtaining suitable housing. The local congregations of the sponsoring denominations also aid in making such housing available.

A major problem of the married student is that of finances. This is often complicated by the presence of one or more small children which makes it impossible for the wife to work while the husband attends classes, or vice versa. Two colleges, Numbers One and Six, have established nurseries that care for children between the ages of six months and four years. In addition, two of the colleges are in cities that are sufficiently large to provide nursery services.

The large number of married students on the campus emphasizes the need for understanding the basic foundations of American citizenship, the home. During 1952-53 eleven of the twelve colleges offered a course in the field of marriage and family relationships. One of these courses was described as: "Courtship, marriage, social and sexual adjustment, children, religion in the home, economic and other problems."[13] Comments from the deans of the various colleges indicate that these are

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[13] Bulletin of Southwestern College, Op. Cit., p. 62.

probably the most popular courses in the curricula, among the single as well as the married students.

Discipline Problems

That all students in the church-related colleges are not able to make satisfactory adjustments to college life is evidenced by the variety and number of problems reviewed by the disciplinary agents of the several colleges. Examination of Table 37 reveals that a total of 545 problems were viewed as disciplinary measures during 1952-53 exclusive of the estimated 360 traffic violations reported by College Five. In Hall's study at the University of Oklahoma he found only sixty-seven cases in which problems were reviewed by the Discipline Committee.[14] Eleven of the sixty-seven cases reviewed led to dismissal from the University. Of the 545 cases reviewed by the disciplinary agents of the colleges included in this study only thirteen were dismissed from college. This low percentage was no doubt due to the attitude of the colleges that discipline should be a counseling function rather than an attempt at coercion. As one Dean of Students expressed it: "We try to make the punishment fit the criminal and not the crime." It must be assumed, however, that these students failed at least in a degree, to make the adjustments necessary to college life.

It must be recognized that the definition of disciplinary offense in the respective schools is determined to a great degree by the standards of the sponsoring denominations. While a state university would not consider smoking an offense to be reviewed by the disciplinary

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[14] Hall, Op. Cit., p. 76.

TABLE 37

OFFENSES REVIEWED BY DISCIPLINARY AGENTS OF TWELVE SELECTED CHURCH-RELATED COLLEGES, 1952-53

COLLEGE	1		2		3		4		5		6		7		8		9		10		11		12		TOTALS		
SEX	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Altering Records						1	2	2			5				1										8	3	11
Cheating					1	2				2	6	3					1						27	23	35	30	65
Destroying Property													4						2						6	0	6
Disorders in Library		1	1	2	3		2		2	2		4		1	2		3		1	3	4	4	1	1	19	18	37
Disorders in Residence Halls	3		3	5		2		80*	15	6	4	4	18				7	5	3		2	5		15	55	112	177
Disregard of Hours				1		7		25									4								4	33	37
Drinking	2			1	2	2	3	2					6		1				1		1			1	16	6	22
Fighting																			2						2	0	2
Morals									1	2					3	2	2	3	4	2	2	2	1	1	13	12	25
Movies																	2								2	0	2
Petting					1	2							2	5			5	3						4	8	14	22
Police Record																			1						1	0	1
Poor Scholarship		1		5					3	4				12	2		6	4		1					11	27	38
Smoking				1	4	2	6	8			3	1	5		3		2	7							23	19	42
Stealing	1		1		1						1		1				1	1	1					1	7	2	9
Traffic Violations									360#				18				2								20	0	20
Untruthfulness	1	1		1	2	1		3	10				1		2			4						3	16	13	29
TOTALS	7	3	5	16	14	19	13	120	31	16	19	12	55	18	14	2	35	27	15	6	9	11	29	49	246	299	545

*Dean of Women stated that this was due to the installation of new supervisory controls.
#Estimate by Dean of Man - not included in totals.

agent, it was so considered by seven of the colleges included in this study. It will also be noted that thirty-two and one-half percent of all the offenses reviewed were listed as disturbances in the residence halls. This high percentage was due to the inclusion of eighty offenses in College Four, where, according to the Dean of Women, "the girls had been let run wild and they rebelled against the institution of the new system of supervisory controls". Sixty-five students, or 11.9 percent were disciplined for cheating, six for destruction of property, and twenty-two for drinking. There were nine cases of stealing dealt with in the twelve colleges during 1952-53.

An approach to the problem of discipline was made by College Nine as a part of its program of institutional studies. An "Analysis of Discipline" was made in which the principles and results of authoritarian versus self-discipline were discovered and a compromise embracing the school's responsibility to the students, the constituency, and its sponsoring denomination was worked out. This "Analysis of Discipline" is shown in Figure I.

Each of the twelve selected colleges in this study provided a variety of agencies that are designed to assist the student in reaching satisfactory solutions to his problems and to make an adjustment to his college environment that is both acceptable to society and personally satisfying to him. To attempt to divide these agencies into groups dealing with problems of personal and social adjustment, speech disorders, home and family problems, or discipline would be sheer folly. All of them serve to their individual limits in all areas of adjustments.

FIGURE I

An Analysis of Discipline

Authoritarian discipline	Self-discipline
1. Absolute control from without	1. A development of controls from within
2. Sets up standards for conduct	2. Building up of serviceable habits that are socially acceptable
3. Assumes responsibility for actions	3. Modifying and changing unserviceable habits
4. Establishes methods for reaching the standards	4. Learning the right place in the group
5. Establishes techniques for enforcing controls	5. Learning to respect own rights
6. Offers protection through careful direction	6. Learning to respect rights of others
	7. Learning careful observation in strange situations
	8. Learning to adjust to the group
	9. Recognizes when own wishes infringe on the rights and desires of others
	10. Recognizes extent to which own wishes and desires may be expressed
Results	
1. Increases dependence upon adults	1. Positive in its results on character
2. Leaves youth unprepared for personal responsibility	2. A more difficult way to live at first as freedom implies responsibility
3. Does not develop habits of personal guidance	3. Develops self responsibility
4. Prevents youth from linking errors with own inadequacies	4. Develops power of judgment
5. Does not insist that youth assume responsibility for own decisions	5. Permits of many mistakes during learning
6. May prevent disaster for some untrained youth	6. May prove a pitfall for persons who do not want to assume responsibility
	7. Insists upon responsibility for actions and decisions

Recommendation: A compromise of the above

1. College responsibility and control for establishing of standards for group living worked out on a joint basis with representative students.

2. Protection of standards of church interests and parental expectation.

3. Decisions made by students for the students whenever feasible.

4. Standards set up by faculty or board when experience furnished best basis for standards.

5. Acceptance and enforcement by student body in so far as possible.

The thirty-eight residence hall counselors and the thirty personnel workers devote a major portion of their time to aiding in the alleviation of student problems. Each of the twelve colleges conducts a pre-school orientation program commonly referred to as "freshman days" or "freshman week". The common elements of these orientation programs are group and individual conferences, placement tests, and social activities. Efforts are made to acquaint the incoming student with both the physical facilities of the college and its traditions. Particular emphasis is placed on this by Colleges Three, Four, Five, Ten and Eleven where orientation courses carrying one hour of credit are required of all entering freshmen. Two colleges, Numbers Five and Twelve, conduct a "Big Brother and Big Sister" program while College Three omits the "Big Brother" part of the program.

All of the colleges make available to all students a Handbook that is designed to assist in the orientation of students to the particular campus of their choice. In a number of cases these are mailed to the student upon receipt of his application for admission. The adequacy of these programs was attested, in at least one case, by a freshman who said, "After that first week I felt that I had been here all my life and I know there was nothing about me that the college didn't know".

The faculties of the colleges are organized for counseling functions under the Directors of Personnel or, in two cases, under the Committee on Personnel Services. Generally, all members of the faculty are assigned a number of counselees whom they are to assist during their first two years in the college. There is, however, no objective measure of the effectiveness of this program due to the dearth of records which

has already been pointed out. College Eleven reported an attempt to check its counseling program over a period of six months. The generalization was drawn that during that six months period eighty percent of the students were advised regularly and that approximately fifteen percent of the problems discussed were of a personal nature. During 1951-52, Bethany-Peniel College had conducted an evaluation study using the instrument of Kamm and Wrenn, "An Inventory of Student Reaction to Student Personnel Services." Seventy-seven percent of a random sample of students reported that the counseling services were functioning properly. Thirteen percent believed they were not functioning properly while ten per cent were undecided.[15]

In addition to the more formally organized counseling and orientation programs of the colleges a variety of agencies and student organizations operate on each of the campuses in such a manner as to promote student adjustment. The variety and distribution of these agencies among the twelve participating colleges may be seen in Table 38. The only agency that is common to all twelve of the colleges is a form of student government known either as a Student Council or a Student Senate.

The Student Council is the executive agent for the student bodies in the respective colleges. It serves as the liaison agent between the student and college administration and considers all problems relative to student life on the campus. The Student Council may make recommendations to the administration on matters of policy affecting students and

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[15] Development of Personnel Services at Bethany-Peniel College, Op. Cit., p. 53.

TABLE 38

STUDENT ORGANIZATIONS AIDING IN THE COUNSELING PROGRAMS OF TWELVE SELECTED CHURCH-RELATED COLLEGES

Type of Activity, Agency or Organization	Number of Participating Colleges Having Activity on Campus
Student Council or Senate	12
Student Court	1
All Men's Council	3
Women's League	4
Interdormitory Council	1
Interfraternity Council	2
Panhellenic Council	3
Independent Student Association	2
Inter-Club Councils	3
Dormitory Councils	4

is often asked by the administration to consider specific problems of student personnel.

In College Three a Student Court operates as a subsidiary of the Student Council. This court is composed of four seniors, three juniors and two sophomores. Referrals of both general problems for consideration and specific cases for handling are made to the court by the Dean of Students. The President of the Court described its effectiveness thus: "When necessary for the greatest good to the entire student body the Court will suspend or expell a student from the college. However, we feel that our primary function is to assist the student in adjusting to life on the Campus of _____ College."

The general purposes of the Men's Councils that operate in three of the colleges are stated by one of the colleges as:

> The purpose of the Men's Council is to aid the Dean in whatever way he desires. It assists in the orientation of new students to

> the campus. Its members discuss such problems as student employment, campus relationships, student loans, cultural development and social adjustments. An effort is made to recognize the existent needs on the campus, then to meet these needs.[16]

The Women's Leagues that are active on four of the campuses are composed of all the women in their respective colleges. The Leagues handle government among the women, assist in the orientation of new students and sponsor a number of campus activities.

The social fraternities and sororities that function on three of the campuses provide social orientation in community living that the student has not experienced before. He is required to adjust to the discipline of the group rather than to his own desires. The more experienced residents of the houses furnish much valuable aid in his adjustment.

Three of the remaining nine colleges that do not have fraternities and sororities have organized social clubs to which all students belong. It is the responsibility of these clubs and the Interclub Council to provide a well-balanced program of activities for the members.

Summary

As Hall pointed out in his study, "The student in a university environment finds he is subjected to many conditions and ideas to which he must adjust."[17] The students in the church-related colleges participating in this study are no less affected by their new environments than are those of a state university. Unless he is able to make adequate

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[16] The Growl, Student Handbook of McPherson College, August, 1953, p. 35.

[17] Hall, Op. Cit., p. 87.

adjustments many and varied problems arise: the intensity of which is determined only by the degree to which his adjustment is inadequate.

The various colleges provide a variety of agencies and services to assist the student in making the necessary personal and social adjustments. The adequacy and effectiveness of these agencies is sometimes limited by the lack of professionally trained personnel and the lack of finances.

CHAPTER VI

RELIGIOUS PROBLEMS

In Religious Counseling of College Students Merriam identifies a religious problem as one that involves an individual's personal loyalties.[1] That religious problems are inextricably entwined within the total framework of personal adjustment is very forcibly stated by Wise.

> . . . . the majority of the problems expressing themselves in religious terms arise as a result of emotional conflict rather than on a strictly intellectual basis. Sometimes they arise because of lack of experiences which give a groundwork for religious interpretation. The real meaning of religious creeds and ideas can be grasped only by persons who have experienced the realities to which these interpretations point. Religious experience produces the interpretation; the interpretation never produces the experience.[2]

The bases on which problems of a religious nature are founded have proven to be multitudinous ranging from a desire to accept the Revised Standard Version of the Bible along a continum to the question of interfaith marriages and of guilt complexes developing from certain types of religious teaching. Dean Lemke states that two personal problems facing students at Heidelberg College are "the development of new mores which conflict with old patterns and the need for squaring established

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[1] Thornton W. Merriam, Religious Counseling of College Students, p. 5. Washington: American Council on Education Studies, April, 1943.

[2] Carroll A. Wise, Pastoral Counseling, Its Theory and Practice, p. 219. New York: Harper and Brothers, 1951.

religious concepts with new ones."[3]

Personnel workers in church-related colleges recognize the fact that there may be problems that have their origin at least partially in the nature of the institution. Dean Lemke describes one of these problems in this manner.

> One problem that might offer a greater difficulty in a church college would be interfaith marriages. The fact that students in church colleges often come from homes that are strict in matters of faith would accentuate the difficulty.[4]

That other church-related colleges are experiencing some of these same difficulties was pointed out in a letter from Dr. G. O. Thompson, Dean of Westmar College.

> Among the problems which appear in a school of this kind due in part to its church relationship, one might list a sample of what is found. Some of these are the choice of a life vocation, the choice of a life companion, and religious problems caused by reinterpretation of religious belief, experience and the Bible. We have found various kinds of emotional tensions -- in one case a type of very serious guilt complex which appeared to have come from a certain type of religious teaching. This case required prolonged psychiatric care . . . .[5]

This situation was also recognized by Wittschiebe in his study of students in a Seventh-Day Adventist College. While these students ranked moral and religious problems, as identified by the Mooney Problem Check List, in eleventh place the average number of these problems was much greater than that found by investigators in public institutions. Wittschiebe attempts to explain this condition in this manner.

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[3] Letter from F. D. Lemke, Dean of the College, Heidelberg College, Tiffin, Ohio, March 12, 1954.

[4] Ibid.

[5] Letter from Dr. G. O. Thompson, Dean of the College, Westmar College, LeMar, Iowa, May 3, 1954.

> Seventh-Day Adventist young people because of their religious philosophy-including stewardship, a belief in the imminence of the second coming of Christ, and a striving for a goal of perfection - naturally tend to be self-critical and more keenly aware of deficiencies and weaknesses. For many the effort to live Christian lives, without a true understanding at the dynamics of conversion and sanctification, creates tensions and conflicts. Spiritually speaking, however, the presence of more problems among them does not need to be interpreted as a pathological symptom.[6]

In Tables 14 and 15 it was noted that religious problems were ranked by personnel workers and house counselors as the tenth most serious problem area and the eleventh most frequent. When that is broken down it is found that the same raters placed the religious problems of men as slightly more serious and more frequent than those of women students. A comment by the Dean of Women of one of the colleges surveyed indicates a lack of understanding of the true nature of religious problems. In substance she said that religious problems hardly exist among the students of that school because they were practically all from homes of that particular denomination and consequently they had arrived at answers to all questions pertaining to religion before coming to the campus. Yet it will be noted from Table 9 that the Director of Personnel in the same college ranked religious problems as the sixth most frequent and fifth most serious among women of that college.

It was pointed out in Chapter II that each of the colleges included in this study subscribes definitely to the religious philosophy of its sponsoring denomination and attempts to make it a dynamic force in the lives of the students. It must be admitted that, at least in some cases, the realization falls far short of the expectations. The Head of

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[6]Wittschiebe, Op. Cit., p. 74.

the Department of Religion in one college pointed this up by his statement: "Our problem is to build a more religious atmosphere on the campus. We seem to be training a group of 'happy pagans'." When asked if he considered the religious activities on the campus adequate for the needs of the students he declared, "Definitely not. Actually only seventy-five to one hundred are reached and the core of those who are faithful in their participation will not exceed forty to fifty. A large percentage of the student body of this college are not being reached in a vital way religiously."

Even though the person quoted above feels that the program of religious activities in his own school is inadequate, each of the twelve colleges carried on a program of religious activities that serve to keep the students both individually and collectively aware of their religious responsibilities. Illustrative of the intensity of those programs on the various campuses is the activities calendar for 1952-53 of College Nine which is summarized below.

September 10 - 14	Opening of School Religious Convention
October 12 - 19	Fall Revival Meeting in the College Church
October 20 - 24	Memorial Series of daily lectures on Evangelism
November 10 - 14	Sponsored Series of daily lectures on Religion
December 1 - 5	Missionary emphasis week sponsored by the Student Mission Band
January 19 -23	Christian Service Training Week at College Church
March 15 - 22	Spring Revival in College Church

April 20 - 24	Sponsored Series of daily lectures on Religion
May 1 - 3	Youth Emphasis in College Church

In this particular college other religious activities are regularly scheduled at the following times:

Sunday	9:30 A. M.	Sunday School
	10:45 A.M.	Worship Service
	6:30 P.M.	Young Peoples' Meeting
	7:30 P. M.	Evangelistic Service
Monday	6:30 P. M.	Individual Class Prayermeetings
Tuesday	6:30 P. M.	Ministerial Association (Meets on Alternate Tuesdays)
Wednesday	7:30 P. M.	Midweek Prayer and Praise Service
Thursday	6:30 P. M.	Student Gospel Team Student Mission Band
Friday	12:00 Noon	Prayer and Fasting League

When it is considered that, in addition to the above religious activities, there is also a compulsory daily chapel service it is not surprising that there is no formal Religious Emphasis Week in this college. However, ten of the colleges do sponsor a Religious Emphasis each year and four of the ten have one each semester. During these special emphases outstanding leaders in the field of religion are brought to the campus for both public lectures and individual counseling on matters of spiritual import. Concerning the importance of these the President of the Student Council of College Seven said, "Our Christian Life Week is not just an added attraction. It is the climax of all the other religious activities on the campus. We point all the efforts of our Student Christian Association, Student Volunteers for Christ, and our Student Ministers Fellowship toward one end: that of making our Christian Life Week the outstanding time of the college year and the outstanding days in

the lives of the individual students."

The problems of counseling on religious matters is a very real one on campus for the number and kind of religious problems encountered varies directly with the number of students enrolled in the colleges. A teacher in one of the colleges identified one set of problems as "Guilt complexes fostered by the confusion generated in coming from a more rigid home onto a more liberal campus." To assist students with their religious problems one college, Number 1, has a College Chaplain whose primary responsibilities lie in the counseling area. Colleges, Three, Seven, Nine and Twelve designate the heads of their Departments of Religion as religious counselors and other staff members are instructed to refer problems of a religious nature to them. A major resource in the field of religious counseling is the pastors of the churches that are located either on the campus or sufficiently near that students have easy access to them. The average student seems to have built up a confidence in the pastoral ministry that makes it relatively easy for the college pastor to establish rapport and consequently to aid the individual. A student in College Eleven stated that it was easy for him to talk his problems over with the pastor because "I have been so used to talking things over with my own pastor that it just seems more natural to go to the pastor here than to one of the teachers."

The number and types of activities of a religious nature are determined by the individual colleges and are dependent upon the contributions that the activities make to the total program of the college. The number of organized religious activities, exclusive of those that constitute a regular part of the local church program are shown in Table 39.

TABLE 39

THE NUMBER OF ORGANIZED RELIGIOUS ACTIVITIES IN TWELVE SELECTED CHURCH-RELATED COLLEGES.[7]

Number of the College	Number of Organized Religious Activities
1	2
2	1
3	4
4	4
5	3
6	2
7	3
8	2
9	4
10	4
11	1
12	4

In seven of the colleges, a chapter of the Student Christian Association is operative and was included in the totals given in Table 39. The Student Christian Association is a national affiliate of the Y. M. C. A. and Y. W. C. A. and as such provides opportunity for Christian action jointly by members of both sexes without the limitations of denominational barriers. This is a very important characteristic since the student bodies of the several colleges are drawn from such a large number of denominations.

The extent of participation in religious activities extends from the very low percentage indicated on page 116 for College One to sixty percent of the student body in College Nine.[8] Here again the writer experienced difficulty in obtaining accurate information due to

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[7]Data summarized from the Student Handbooks of the twelve colleges included in this study.

[8]Development of Personnel Services at Bethany-Peniel College, Op. Cit., p. 97.

the lack of adequate records either on membership or participation in the religious activities.

Summary

Religion is recognized as a major dimension in the lives of individuals associated with the colleges included in this study. However, the records kept by the colleges are too meager and inadequate to determine the extent to which the various religious activities are contributing to the realization of the institutional objectives or to the strengthening of the educational programs of the colleges. On the surface, it appears that sufficient activities are provided but that the percentage of participation is below that which would be expected in church-related colleges.

CHAPTER VII

ACADEMIC PROBLEMS

Since the primary purpose of attending college is to obtain an education which includes learning a body of subject matter the problems of an academic nature assume major importance. However, any attempt to attribute academic difficulties to a single causal factor would be entirely worthless. Academic problems may stem from any one or combination of a constellation of causes, including such items as poor study habits, lack of reading ability, unhappy home conditions, personal and social maladjustments, conflicts between roommates, financial difficulties resulting in an undue work load, etc. Here again is found that interrelationship that exists among the various problem areas that confront young people. Lemke emphasizes only three, however; weakness in basic reading skills, failure to use time effectively, and lack of proper motivation.[1]

Hahn and MacLean have summarized Williamson's categorization of educational problems into eight simple statements.

1. Unwise choice of college, curriculums, and specific courses.
2. Differential scholastic achievement.
3. Insufficient general verbal and scholastic aptitude.
4. Ineffective study habits in terms of organizing, time budgeting, concentration and resistance to distraction and persistence.

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[1] Lemke, Op. Cit.

5. Reading, writing and speaking disabilities.
6. Insufficient scholastic motivation caused by feeble comprehension of purposes of academic training, satisfaction and rewards produced by it, and other factors.
7. Overachievement of the occasional student.
8. Underachievement by far too many students.[2]

The data presented in Tables 6 through 15 indicate that personnel workers and house counselors in the twelve colleges ranked academic, scholastic and/or study problems first in both frequency and seriousness. These tables also reveal that there is no difference in the importance of these problems between men and women students.

In Hall's study he found that twenty-five percent of the resident students of the University of Oklahoma made failing or conditional grades. Of those receiving unsatisfactory grades, 61 percent were freshmen, 21 percent sophomores, 14 percent juniors and 4 percent seniors. He also found that there were eight major factors that contributed to the creation or intensification of academic problems. Those factors were:

Too heavy scholastic load
Too heavy work load
Waste of time
Poor Study habits
Spends too much time dating
Incapable of doing college work
Financial worry
Personal problems

Of these eight factors personal problems was found to be the most frequent while improper use of time was second.[3]

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[2]Milton E. Hahn and Malcolm S. McLean, General Clinical Counseling in Educational Institutions, pp. 64-66. New York: McGraw-Hill Book Co., Inc., 1950.

[3]Ernest C. Hall, "Personnel Services Extended to Students of the University of Oklahoma in Solving Their Problems," pp. 59-62. Unpublished Doctor's Thesis, University of Oklahoma, 1950.

Examination of the very meager records kept by the twelve church-related colleges included in this study, and individual conferences with personnel workers and house counselors indicated that Hall's list of eight factors was applicable but incomplete. It was believed that five other factors definitely contributed to academic problems of students on these campuses. They were:

1. Too much time spent in off-campus religious activities.
2. Too much time spent in off-campus activities other than those of a religious nature.
3. Housing conditions not conducive to study. (Dormitories too noisy.)
4. Reading disabilities
5. Home and family worries

Since adequate records were not available in the colleges, the writer prepared a rating chart of the thirteen factors and asked the personnel workers in the several schools to rate the factors as they believed them to be applicable to students in their particular schools. The ratings shown in Tables 40 and 41 are composite ratings arrived at by summating the ratings of all personnel workers in a school in order to determine the rank order of factors as they applied to the students of that college. It will be noted that there is little difference in the importance of these factors as they apply to men and women students. For both sexes poor study habits appears to be the principal factor contributing to academic difficulty with improper use of time as a close second. Table 42 indicates that personal problems, which ranked first in Hall's study, was rated in sixth place considerably behind reading difficulties which was ranked in fifth place. Even though the problems of off-campus activities, both religious and non-religious, were quite prominent in the thinking of college staff members, they were ranked in

TABLE 40

RANK ORDER OF FACTORS CONTRIBUTING TO ACADEMIC PROBLEMS OF MEN STUDENTS IN TWELVE SELECTED CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS

Contributing Factor	COLLEGE												Sum of Rankings	Rank Order
	1	2	3	4	5	6	7	8	9	10	11	12		
Scholastic Load too heavy	5	2	4	4	7	7	5	2	1	4	10	7	58	4
Outside Work load too heavy	4	13	7	3	9	5	3	1	2	1	1	5	54	3
Wastes time	1	1	3	1	1	1	1	8	9	10	3	1	40	2
Poor Study habits	2	2	2	2	3	2	2	4	3	2	2	2	28	1
Spends too much time dating	10	10	13	8	13	8	11	11	6	11	9	4	114	11
Incapable of doing College Work	13	11	5	7	10	12	7	9	8	8	10	8	108	9
Financial Worries	7	4	9	12	8	10	6	3	5	5	8	9	86	6
Worries about home and family	9	6	8	13	6	11	12	6	11	6	12	13	113	10
Worries about personal problems	8	3	6	11	2	9	9	7	10	7	5	10	87	7
Spends too much time in off-campus activities-religious	12	12	12	5	12	13	13	10	7	12	13	12	133	13
Spends too much time in off campus act.-other than relig.	11	9	11	6	11	6	10	12	13	9	6	11	115	12
Housing Conditions--Dormitories too noisy	6	7	10	9	4	4	8	13	12	13	4	6	96	8
Reading Difficulties	3	5	7	10	5	3	4	15	4	3	7	3	69	5

TABLE 41

RANK ORDER OF FACTORS CONTRIBUTING TO ACADEMIC PROBLEMS OF WOMEN STUDENTS IN TWELVE SELECTED CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS

Contributing Factors	COLLEGE												Sum of Rankings	Rank Order
	1	2	3	4	5	6	7	8	9	10	11	12		
Scholastic load too heavy	1	4	12	5	9	11	6	1	5	3	8	5	70	5
Outside Work load too heavy	5	3	11	2	10	6	8	2	2	4	7	6	66	4
Wastes time	2	2	2	1	1	2	1	8	8	9	1	1	38	2
Poor Study Habits	3	1	1	4	2	3	2	4	3	5	5	2	35	1
Spends too much time dating	11	6	13	8	13	12	7	12	1	13	3	4	103	10
Incapable of doing College Work	13	10	3	9	6	5	9	9	10	1	10	9	94	8
Financial Worries	8	7	8	6	7	7	10	3	7	8	6	8	85	7
Worried about home/family	7	13	9	7	8	13	13	6	9	10	11	11	110	11
Worries about personal problems	6	5	10	3	5	8	3	5	6	6	4	10	71	6
Spends too much time in off-campus activities-religious	10	12	4	13	12	9	12	10	11	11	13	13	130	13
Spends too much time in off-campus act.-other than relig.	9	9	5	12	11	10	11	11	13	7	9	12	121	12
Housing Conditions -- Dormitories too noisy	12	8	6	11	3	1	5	13	12	12	12	7	102	9
Reading Difficulties	4	11	7	8	4	4	4	7	4	2	2	3	60	3

TABLE 42

RANK ORDER OF FACTORS CONTRIBUTING TO ACADEMIC PROBLEMS OF ALL STUDENTS IN TWELVE SELECTED CHURCH-RELATED COLLEGES AS RANKED BY PERSONNEL WORKERS

Contributing Factor	Sum of Rankings for Men	Sum of Rankings for Women	Total of Rankings	Rank Order
Scholastic load too heavy	58	70	128	4
Outside Workload too heavy	54	66	120	3
Wastes Time	40	38	78	2
Poor Study habits	28	35	63	1
Spends too much time dating	114	103	217	10
Incapable of doing College Work	108	94	202	9
Financial worries	86	85	171	7
Worries about home and family	113	110	223	11
Worries about personal problems	87	71	158	6
Spends too much time in off-campus activities-Religious	133	130	263	13
Spends too much time in off-campus act.-other than relig.	115	121	236	12
Housing Conditions -- Dormitory too noisy	96	102	198	8
Reading Difficulties	69	60	129	5

thirteenth and twelfth places respectively in the final ratings.

Typical comments of personnel workers and house counselors who had contacted students with unsatisfactory grades included:

> The trouble is a student starts out with a full college load, and then adds band, orchestra, choir and church work.
>
> Too many just waste time.
>
> There is too much dating on this campus.

A lot of our students are ill prepared for college work.

There is no definite motivation toward an objective.

Automobiles are the greatest contributing factor to poor scholarship.

They don't know how to study. This is the top problem for freshmen.

Work load is the first problem and becomes greater with advanced classification.

Administrative practices concerning admissions eliminates those who are incapable of college work.

Basic entrance requirements are not sufficiently rigid.

Need better motivation.

Too heavy academic load for outside work load.

Home problems are important.

Ministerial students want to pastor full-time and go to school full time.

Work load is the Number 1 problem; financial worries are Number 2.

Everybody has a right to at least try for an education.

The screening program should be strengthened to eliminate the incapable.

Some are smart enough not to have to study.

Girls seem to feel that the important part of college is having fun.

Ten percent don't know how to study.

Students hold too many revival services.

In 1950 Dr. Ryden, Dean of Men of Oklahoma City University, made a study of one hundred college freshmen men using the Mooney Check list. From this study he identified the seven most important factors contributing to academic problems of freshmen in his school. These seven

factors in the order of their importance were:

1. Poor study habits.
2. Worry about military service.
3. Doubting the wisdom of vocational choice.
4. Inadequate high school background.
5. Wanting a more pleasing personality.
6. Nervousness
7. Financial worries[4]

In College Nine, the Dean of Students had records of 177 interviews with students concerning academic problems. Since more than one factor could be identified as contributing to a single problem 270 factors were isolated. Six of the students failed to indicate any causal factor. Table 43 indicates that in this college the areas of greatest difficulty are those of scholastic and outside work loads. Improper study habits was also indicated as an area of major difficulty for first year students. This summary shows that seventeen percent of the difficulties were experienced by the veterans who composed only 10.5 percent of the total enrollment. The male non-veterans experienced forty-six percent of the problems while the women, all non-veterans, were responsible for 37 percent of the difficulties. Analysis of these data in a different manner reveals that 17.5 percent were experienced by married men, 2.0 percent by married women, 33.0 percent by single women and 47.5 by single men.

The only official record of the frequency of academic problems found in the twelve colleges other than the one above was found in the academic probation lists. While each of the colleges had published catalog statements regarding academic probation for unsatisfactory

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[4]Letter from Dr. G. H. Ryden, June 4, 1954.

TABLE 43

FACTORS CONTRIBUTING TO ACADEMIC PROBLEMS OF STUDENTS IN COLLEGE NUMBER NINE AS REVEALED BY THE RECORDS OF THE DEAN OF STUDENTS

Contributing Factor	Classification	MEN		WOMEN	Total
		Veterans	Non-Vet.		
Too heavy Scholastic load	Freshman	2	13	6	21
	Sophomore	3	11	2	16
	Junior	2	8	4	14
	Senior	0	3	0	3
Too heavy Work load	Freshman	4	5	6	15
	Sophomore	6	13	4	23
	Junior	4	7	4	15
	Senior	1	6	1	8
Improper use of Time	Freshman	0	5	1	6
	Sophomore	1	2	0	3
	Junior	0	0	1	1
	Senior	0	0	0	0
Poor Study Habits	Freshman	3	4	11	18
	Sophomore	0	3	3	6
	Junior	0	0	0	0
	Senior	0	0	0	0
Spends too much time dating	Freshman	0	3	5	8
	Sophomore	1	1	8	10
	Junior	0	1	3	4
	Senior	0	2	2	4
Incapable of doing College level work	Freshman	0	3	2	5
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
Worries about home and family problems	Freshman	1	1	2	4
	Sophomore	0	1	1	2
	Junior	0	1	4	5
	Senior	2	0	3	5
Financial Worries	Freshman	1	2	1	4
	Sophomore	0	2	0	2
	Junior	1	3	2	6
	Senior	0	0	0	0
Worries about personal problems	Freshman	1	0	1	2
	Sophomore	0	1	1	2
	Junior	1	0	1	2
	Senior	0	1	1	2
Spends too much time in off-campus religious activities	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	1	0	0	1
	Senior	2	1	0	3

TABLE 43, Continued

FACTORS CONTRIBUTING TO ACADEMIC PROBLEMS OF STUDENTS IN COLLEGE NUMBER NINE AS REVEALED BY THE RECORDS OF THE DEAN OF STUDENTS

Contributing Factor	Classification	MEN		WOMEN	Total
		Veterans	Non-Vet.		
Housing Conditions not conducive to study	Freshman	0	6	5	11
	Sophomore	1	2	3	6
	Junior	0	0	0	0
	Senior	0	0	0	0
Reading Difficulties	Freshman	3	4	3	10
	Sophomore	3	1	2	6
	Junior	2	3	1	6
	Senior	0	1	0	1
Health and/or Physical Disability	Freshman	0	2	3	5
	Sophomore	0	0	1	1
	Junior	1	0	0	1
	Senior	0	1	2	3
Totals by Classes	Freshman	15	48	46	109
	Sophomore	15	37	25	77
	Junior	12	23	20	55
	Senior	5	15	9	29
GRAND TOTALS		47	123	100	270

achievement in only five of the schools was an actual probation list found. The frequency of probationary status by classification is shown in Table 44.

Typical of the comments concerning the frequency of academic problems and the dearth of records were these:

> I have never kept any record because I am never asked for one. (Dean of Women)

> In this school no records of problems are kept either by the Dean of the College, the Dean of Men or the Dean of Women. The Assistant Director of Personnel did hold 124 conferences on academic problems in 1952-53 but made no effort to segregate them according to classes or to record the results.

> After the freshman year the student is more or less on his own. About the only contact the counselor's office has with him is when he wishes approval for a change in schedule; therefore, we have no record of the frequency of academic problems.

TABLE 44

FREQUENCY OF ACADEMIC PROBATIONS IN CHURCH-RELATED COLLEGES SESSION 1952-53

College	Number Four	Number Five	Number Seven	Number Nine	Number Eleven
Freshmen	19	276	23	60	15
Sophomores	21	62	7	41	14
Juniors	5	36	9	33	7
Seniors	2	18	7	10	3
Graduates	0	0	1	0	0
Specials	0	0	3	2	0
Unclassified	0	0	4	1	0
Totals	47	392	54	147	39

Thirty-five to forty percent of the residents of the men's dormitory are on the unsatisfactory grade list.

I have felt no need for a record of academic problems. (Dean of a College)

Frequency of academic problems decreases with advanced level of students.

There is no decrease in academic problems with advanced level of enrollment.

Girls often use illness as an excuse for poor college work.

A lack of a sense of responsibility causes poor attendance and contributes to academic problems.

Examination of Table 42 reveals that personnel workers in the colleges consider reading disabilities to be the fifth most serious factor contributing to academic difficulties. This belief is based on the results of tests administered by each college as a part of the freshman

orientation program. These results are obtained either from reading tests or from the reading portions of English and Psychological tests. None of the colleges maintain a Reading Clinic as such and yet all of them give particular attention to this phase of the Freshman Communications Course. Special efforts to assist students who have reading disabilities are made by Colleges Five, Six, Seven, Eight and Eleven.

College Five offers English 101 for those who are deficient in reading and/or English. Two sections of this course, each limited to an enrollment of 25, are offered by the Head of the English Department during the first semester of each year. The course meets five times weekly and the student receives three semester hours credit. College Six has a remedial reading course that is required of all entering students who make below the twenty-fifth percentile on any one of the three available scores, rate, comprehension, or total, on the Iowa Silent Reading Test. In College Seven the student who is deficient in reading ability is identified and given assistance as a special project in his English course.

Colleges Eight and Eleven have released a member of the English Department faculty from one-half of their regular teaching loads in order that they might devote that time to giving individual assistance to poor readers.

Colleges Three, Four and Five attempt to assist all freshmen with their reading by including a rather intensive unit on reading in the required Orientation Course.

That the colleges included in this study, recognize the importance of adequate reading ability was evidenced by the Dean of one of the Colleges who said, "I believe that there is sufficient research

available to prove that inability to read is a major factor in academic failures at the college level." It is not a disinterest but generally a lack of funds to finance such a service program that has caused the colleges to fail to provide a Reading Clinic. In 1951 the Chairman of the Department of Education and the Dean of Students of College Nine drew up detailed plans for a Reading Clinic designed to meet the needs of that student body. These plans included a statement of objectives, equipment and materials needed, necessary personnel, and plan of operation. The plans were approved by the college administration but funds were not appropriated for the clinic and it has not yet become operative.

The advisory or counseling programs of the colleges are planned to assist students in solving their academic problems as well as those in other areas. The group testing that is a part of the orientation program is an attempt to anticipate possible academic problems as well as to provide proper placement of incoming students in terms of their levels of achievement in certain areas. Table 45 shows that all of the colleges included in this study administered an English test, four gave entering students a General Achievement examination, and three required a test of proficiency in mathematics. In each case students found deficient in mathematics are required to enroll in a basic course in mathematics. Three of the colleges grant credit for this course while the others do not. Five of the schools maintain special sections for those students ranking below the twenty-fifth percentile on the English test while one college separates those ranking above the eighty-fifth percentile into a special section. The records show that seventy percent of the students enrolled in this special class ranked in the upper quartile of their

TABLE 45

PLACEMENT TESTS USED REGULARLY IN TWELVE CHURCH-RELATED COLLEGES

Type of Test	Level	Number of Colleges Using Test
Psychological Examination	Freshman	12
English Placement	Freshman	12
Mathematics Placement	Freshman	3
General Culture	Freshman	1
Personality Inventory	Freshman	5
Interest Inventory	Freshman	2
General Achievement	Freshman	4
General Culture	Sophomore	5
Psychological Examination	Sophomore	2
Interest Inventory	Sophomore	1
Comprehensive Examination in Major Field	Junior	1
Comprehensive Examination	Senior	3
Graduate Record Examination	Senior	2

college class in total grade points.

The number of colleges giving tests to sophomores, juniors and seniors, decreases with increased level of classification which would seem to indicate that counseling at the upper levels does not require as much data as for freshmen. The principal use of counseling tests given at the senior year is to aid the student in the solution of problems relative to graduate study.

The results of these tests are made available to the counselor to aid him in assisting the student with the solution of his problems. The administrators of each college recognizes that in the rush of registration more advising than counseling is apt to be done. Therefore, each of the colleges attempts to insure adequate contacts between counselor and counselee by maintaining a minimum contact program. College One requires that the faculty adviser contact each of his counselees biweekly during his freshman year. Records of these conferences become a part of the students' cumulative record in the office of the Director of the Student Personnel. In five of the colleges the student receives his mid-semester and semester grades from his counselor, thereby insuring a minimum of five contacts during the year. The remaining six colleges have no formal program of contacts but rely on the ingenuity of the counselor and the desire for aid on the part of the student to provide the counseling situations.

Counseling does not mean merely giving advice or telling the student what to do. It is providing a situation wherein the counselee may recognize his own problems and to arrive at his own solutions to those problems. Many of the faculty advisers may fall short of this ideal; yet the writer was impressed with the sincerity of their desires to aid the young people attending their colleges in meeting their academic problems.

Summary

Personnel workers and house counselors of the twelve church-related colleges included in this study ranked academic problems as both

the most frequent and most serious facing their students. They also ranked poor study habits as the most important factor contributing to these academic problems. Edward S. Jones, Director of Personnel Research, Buffalo University, agrees with this by stating that one-fifth of all failures in college is due to inability to handle a specific curriculum and more than another one-third should be debited to poor habits of study.[5]

The colleges attempt to identify and alleviate these problems through group testing and individual counseling. They are prevented from being very effective in areas such as remedial reading due to lack of finances and personnel. Here again lack of adequate records makes impossible an accurate evaluation of the effectiveness of the programs carried on in the respective colleges.

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[5]Edward S. Jones, "Why Students Fail in College", Association of American Colleges Bulletin, XXXIX (May, 1953), 285.

CHAPTER VIII

VOCATIONAL PROBLEMS

The fact that individuals may need help in solving problems relative to their vocational life is attested to by the fact that present day guidance trends or practices grew out of a movement to provide vocational guidance. In the past several years the amount of literature available concerning the increasing numbers of occupations that have been born under the impetus of the war economies in which we have lived has made vocational choice for many, a thing of no small moment. Twenty-three thousand five hundred fifty-nine separate jobs were described in the Dictionary of Occupational Titles up to April, 1945.[1] Many of these occupations are listed under more than one title so that the total number of job titles approaches 40,000. Since this multitude of possibilities are available to a young person it complicates, to a large degree, his chances of satisfactory vocational adjustment.

Vocational adjustment is an integral part of that broad process of personal adjustment which determines to so great a degree his self-concept. According to Berg this self-concept is the product of his

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[1] Dictionary of Occupational Titles, Part I, XVI. Washington: Government Printing Office, 1939.

Dictionary of Occupational Titles, Supplement, Edition III, Washington, Government Printing Office, 1945.

native endowment and his learning experiences.[2] If this is true, then it is the responsibility of the college to provide those experiences that will enable the student to develop to his fullest extent. Berdie believes this can be expedited by an adequate counseling program.

> The counseling situation offers the student an opportunity to recognize explicitly his goals and to verbalize the processes which resulted in their selection. Most students are reaching toward goals they have previously chosen. Frequently, they have not defined realistically those goals; often they have not understood the means by which they selected these goals, and usually they know little of the motivations underlying these selections.[3]

A number of studies verify Berdie's findings that many students either have no vocational objective or have chosen one without a realistic appraisal of the field or their own capabilities to succeed in it. Spaulding found that "large numbers of boys and girls about to leave school either have no vocational plans or have plans which are quite out of line with their own demonstrated abilities and with opportunities for employment."[4]

Sparling is even more emphatic conerning the lack of realism in the vocational choices of college students. In his study of 900 college students on Long Island he arrived at some very striking conclusions. Fifty percent of the students wishing to study medicine were earning grades that were too low to gain them admittance to medical schools.

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[2]Irwin A. Berg, "Personality Structure and Occupational Choice", Personnel and Guidance Journal, XXXII (November, 1953), p. 153.

[3]Ralph F. Berdie, "Counseling — An Educational Technique", Educational and Psychological Measurement, IX (Spring, 1949), p. 89.

[4]Frances T. Spaulding, High School and Life, p. 55. New York: McGraw-Hill Book Co., 1938.

Seventy-five percent of those planning to teach were receiving grades below 80 in the subject in which they expected to teach. Approximately two-thirds of these students had selected vocational fields in which the intellectual level of the average practitioner was higher than their own while only one-third could compete intellectually in their chosen vocation. Seventy percent of the students expected to enter one of the three most overcrowded vocations in the country and entertained exalted ideas that they would earn more than the average earnings in the profession.[5]

In annual studies made at the University of Minnesota, Wrenn found twenty-five to thirty-five percent of the entering freshman each year have no vocational choice.[6]

Those students who do come to college with a stated vocational preference often have such nebulous ideas concerning it that they need definite guidance before having progressed too far in college. Sparling found that only seven percent of his research group had sufficient knowledge of their chosen field to know how to proceed toward the realization of their goal.[7] Blaesser found that "The expressed vocational interests of the students in any college or university present a strange and varied pattern. Sometimes such expressed interests are scarcely more than casual and temporary preferences. In other instances they have clear

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[5]E. J. Sparling, Do College Students Choose Vocations Wisely? pp. 95-96. Teachers College, Columbia University, New York: Concord, N. H.: Rumford Press, 1933.

[6]C. Gilbert Wrenn, "Vocational Guidance and the College Curriculum," Occupations: The Vocational Guidance Magazine, XVI (October, 1937), p. 36.

[7]Sparling, Op. Cit., p. 96.

implications for self-initiated activities."[8]

For vocational counseling to be effective it must be up-to-date. The changing industrial scene, the shift in population from rural to urban centers, the demand for specialization and the increased importance of general education in the professional fields have made it imperative that vocational counseling be done in terms which makes possible the choice of flexible courses of action rather than one characterized by too great a degree of specificity. Bell discusses it thus:

> This social order of ours is a moving, increasing fluid thing. And likewise the occupational distribution of the working population is subject to endless alteration and often unpredictable change. Thus, it is impossible for the progressive administrators of a social or economic program to take it for granted that yesterday's realities exist today or that today's realities will exist tomorrow. There are few eternal verities in the labor market.[9]

The counselor, therefore, must provide a situation in which the student will be able to develop a positive attitude toward personal limitations as well as strengths, and toward the "acceptance of responsibility for making an occupational choice."[10]

Each of the twelve colleges included in this study is a liberal arts college and yet each recognizes that upon graduation each student will embark upon the serious task of participating in the world of work. They agree that "Colleges and Universities assume many responsibilities for their students upon admitting them to the institution. Among these responsibilities should be included assistance in working out their plans

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[8]W. W. Blaesser, Student Personnel Work in the Post War College, p. 37. Council on Education Studies, Series 6, No. 6: Washington: American Council on Education, April, 1945.

[9]Howard M. Bell, Matching Youth and Jobs, p. 91. Washington: American Council on Education, 1940.

[10]Blaesser et al, Op. Cit., p. 37.

and methods for achieving economic productivity . . . ."[11] Consequently, each of these colleges has made some type of provision for assisting students with their vocational problems. Typical of the attitudes of the colleges toward vocational guidance is a statement in the introduction to a brochure, Vocations, published by McPherson College.

> This book is dedicated to that group of young people who are facing the very real problem of discovering a vocation in which they can find happiness and at the same time fill a large place in the serious activities of the world. To those who are honestly searching for the proper answers to the future and the fullest investment of their lives in the work of the world, we hope to be of some help.
>
> . . . . . .
>
> Before you can determine what vocation is best for you, you will need to judge your own independence, self-reliance, special talents, personality, interests, and the physical stamina with which you are endowed. To assist you in this self-appraisal, McPherson College offers interesting courses and wise guidance which is characteristic of the small Christian college.[12]

For similar statements showing the recognition of the importance of vocational counseling the reader is referred to the catalogs of the several colleges.

Since the colleges included in this study are unable to finance an elaborate program such that operated by the University of New Hampshire[13] or the University of Oklahoma Guidance Center, it is necessary that other means of handling vocational guidance be provided. Each of the schools has attempted to solve this problem in ways that are adapted

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[11] Esther Lloyd Jones and Margaret Smith, A Student Personnel Program for Higher Education, p. 236. New York: McGraw-Hill Book Co., 1938.

[12] Vocations, McPherson College.

[13] Everett B. Sachett, "Fitting the Veteran to the Academic Mold", Occupations: The Vocational Guidance Magazine, XXII (May, 1944), 471-474.

to its peculiar situation. For instance the President of College One had had special training in pupil personnel work and is particularly interested in vocational guidance so he directs that particular phase of the guidance program. In the other colleges the responsibility for vocational guidance is placed primarily on the Director of Personnel Services. His major task in this field is coordinating the various services offered by the colleges.

A joint faculty-student committee at Bethany-Peniel College devised the following statement of objectives for the vocational guidance program of the college.

> 1. To enable the student to plan his life's work and to enroll in subjects adapted to this plan, thereby effecting fewer vocational and academic failures.
> 2. To bring to the attention of the student the various vocations from which he may select.
> 3. To furnish the student with various vocational guidance helps.
> . . . . . .
> 6. To create in the student a greater sense of personal responsibility for his life's work.[14]

Bethel College operates a Guidance Bureau through the office of the Dean of the College that "Maintains up-to-date information concerning vocations and a list of references intended to help the student make an intelligent choice of life work."[15] Each of the other colleges carries on a similar type program.

That some weaknesses are present in this relatively decentralized counseling program is to be expected. One weakness discovered was

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[14] "Development of Personnel Services at Bethany-Peniel College," Op. Cit., 61.

[15] Bethel Guide, p. 10.

the lack of a system of adequate records in the area of vocational problems. In only three of the colleges was the writer able to find any type of cumulative record concerning the frequency of vocational problems. In College Ten the Associate Director of Student Personnel had conducted during 1952-53 one hundred-fifteen conferences relative to vocational problems and had recorded them by tally-marks with no reference to classification of student counseled or to the degree of seriousness or the nature of the problem. Table 46 shows the distribution of vocational problems by sex and by classification handled by the Deans of Students of College Four and Nine. It will be noted that there is a rather abrupt drop in the number of vocational problems between the sophomore and the junior year. As one counselor phrased it "By the end of the sophomore year if students cannot recognize the vocational possibilities of their college work they become drop outs."

TABLE 46

DISTRIBUTION OF VOCATIONAL PROBLEMS OF STUDENTS HANDLED BY THE DEANS OF STUDENTS OF COLLEGES FOUR AND NINE 1952-53

Classification	COLLEGE FOUR			COLLEGE NINE		
	Men	Women	Total	Men	Women	Total
Freshmen	6	5	11	18	10	28
Sophomores	10	7	17	25	16	41
Juniors	3	3	6	9	13	22
Seniors	0	1	1	2	2	4
Totals	19	16	35	54	41	95

Interviews with the various personnel workers in the colleges indicated that even though records are not kept considerable work is

being done in this area. However, there appears to be a feeling on the part of some colleges that vocational guidance does not hold a place of sufficient importance on the individual campuses. Among comments by personnel workers which indicate this lack of a realization of the fundamental importance of vocational guidance are:

> In this school it has been blindly assumed that the matter of vocational choice was settled.
>
> A great many students come without a vocational choice and expect us to make a choice for them.
>
> The upperclassmen, especially, are just left to shift on their own. We don't do much for them vocationally.
>
> There is no one in the institution who has the assigned responsibility for vocational guidance.

This feeling is agreed with to a degree by the writer in view of the ratings given vocational problems by personnel workers in the several colleges. In Chapter III it was shown that personnel workers and house counselors ranked vocational problems as the eighth most frequent and the ninth most serious problem area for students in the twelve church-related colleges. Table 16 showed the contrast between these ratings and the third and fifth place rankings given them for students at the University of Oklahoma as reported by Hall.

That there are some strengths in the manner in which vocational problems are handled also seems evident. Students on a number of the campuses commented on the depth of rapport that existed between the student and his counselor. The consensus of opinion seemed to be that the personal relationship was a more vital aid to the student than the more professional approach of the formal clinic. A major problem found on each of the twelve campuses dealt with the students' intense desire

to enter some field of Christian Service and yet they did not feel a "call" to the ministry or mission work. Here the close contact between counselor and student often enabled the student to see the intense need of Christian men and women in all occupational areas. The stability of choices is shown by the very few changes in objective approved by the Veteran's Administration for veteran students in the Church-related colleges. During the year 1952-53, there were a total of seventy-nine approved changes in objectives for the 1421 veterans enrolled in the twelve colleges. This was a shift of 5.6 percent as compared to 18.7 percent change found by Hall among the veterans at the University of Oklahoma in 1947-48.[16] Since records of changes in vocational objectives are not kept by the colleges no estimate of the changes by non-veteran was possible.

Recognizing the necessity for adequate occupational information each of the colleges maintains, as a part of the library holdings, a library of publications describing vocational opportunities. For example, nine of the colleges subscribe to Science Research Associates Occupational Briefs and Monographs. All of these are regular recipients of the Bureau of Labor publications concerning the occupational outlook. To facilitate circulation and to insure its availability when needed, Colleges Two, Five, Eight, Nine and Twelve duplicate the literature on vocations in the office of the Department of Personnel Services. These materials are available at all times to both students and counselors.

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[16]Ernest C. Hall, "Student Personnel Services Extended to Students of the University of Oklahoma in Solving Their Problems," p. 98. Unpublished Doctor's Thesis, University of Oklahoma, 1950.

In order that the student and the counselor may have objective data for use in arriving at solutions to problems in terms of the students' aptitudes, abilities and interests each of the colleges maintains a testing service, that is available to all students. The service at Bethel College is typical of that rendered by each of the colleges.

> Bethel makes available to its students a testing service that is helpful in supplying objective data regarding the individual student's academic aptitude, special aptitudes, interests and attributes of personality. Certain tests in the above areas are standard and are required of all new students. Others are given only upon request . . . Information yielded by these tests may be of assistance to the student in meeting his personal, academic and occupational problems . . . .[17]

The testing services of the various colleges have available a great many tests to be administered on the request of either the student or his counselor. The number of tests and the kinds of tests used are determined by the character and intensity of the student's problem as identified through personal interviews. Since the schools do not maintain psychological service centers, no attempt at diagnosis through the use of projective type instruments is made. The tests available in most of the schools include:

Achievement Tests

Cooperative General Affairs Test for College Students, Lindquist and others
Cooperative General Achievement Tests, Willes and others
Cooperative General Culture Test, Bradford and others
Iowa High School Content Examination, Stuit and others
Michigan Vocabulary Profile, Greene
Tests of General Educational Development, United States Armed Forces Institute

Aptitude Tests, General

American Council on Education Psychological Examination for

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[17] Bethel College Bulletin, Op. Cit., 27.

College Freshmen, Thurstone and Thurstone
Army Group Examination Alpha
California Test of Mental Maturity, Sullivan, Clark and Tiegs
Chicago Tests of Primary Mental Abilities, Thurstone and Thurstone
Ohio State University Psychological Test, Toops
Otis Self-Administering Tests of Mental Ability
Pintner General Ability Tests: Verbal Series
Revised Stanford-Binet Scale, Terman and Merrill
Wechsler-Bellevue Intelligence Scale, Wechsler

Aptitude Tests, Special

Engineering and Physical Science Aptitude Test, Moore, Lapp and Griffin
Meier-Seashore Art Judgment Test, Meier and Seashore
Minnesota Clerical Test, Andrew, Paterson and Longstaff
Minnesota Spatial Relations Test, Paterson and others
Minnesota Revised Paper Formboard Test, Likert and Quasha
Stanford Test of Scientific Aptitude

Interest Tests

Preference Record, Kuder
Vocational Interest Blanks, Strong

Problem Check Lists

Problem Check List, Mooney

Personality Tests

Personal Audit, Adams and Lepley
Adjustment Inventory, Bell
Minnesota Personality Scale, Darley and McNamara

Reading and Study Habits Tests

Diagnostic Examination of Silent Reading Ability, Dvorak and Von Wagener
Iowa Silent Reading Tests, Greene, Jorgensen and Kelley
Study Habits Inventory, Wrenn

Other tests that were found in use by two or more of the colleges included:

Kwalwasser-Dykema Music Tests
Science Research Associates Youth Inventory
A Test of Nursing Aptitude
Guilford Martin Inventory of Factors - Gamin

The interpretation of the test results is generally made by the Director of the Testing Service in conference with the student and his counselor. To facilitate this Colleges Two, Four, Nine and Eleven have prepared brief test manuals in which the tests most generally used in their respective services are discussed in detail. The advantage of this procedure is described by one counselor who said, "After studying the test manual I can discuss the test results with at least a degree of familiarity and confidence. I feel that I am not groping entirely in the dark".

The use of the very large number and variety of tests testifies again to the recognition of the interrelationships that exist among the different types of problems. The colleges have accepted the student personnel point of view that "Education involves the student as a whole, his intellectual capacity and achievement, his emotional makeup, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his esthetic appreciation".[18] Therefore, for the counselor to do acceptable counseling, he must have the information supplied by achievement, aptitude, interest, personality and other types of tests.

A variety of efforts are made to utilize the test data obtained on students. In College Six the college counselor attempts or plans to hold at least two conferences with each freshman. These conferences are primarily concerned with a study of the test profiles built from the results of the freshman test battery. Other colleges make the test data

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[18] The Student Personnel Point of View, p. 1. Washington: American Council on Education, 1937.

available to the individual counselors for use in assisting their counselees. In all cases the data become part of the permanent cumulative records of the students.

In one college, Number Ten, the Associate Dean of Student Personnel conducts each year a separation interview with each graduating senior. This interview is described as being vocationally oriented particularly to helping the graduate enter into his chosen profession.

Colleges Number One and Two use a series of convocations, usually ten to twelve per year, for vocational guidance. For these convocations, persons in the various professions are brought to the campus to present their respective fields. Points that the speakers are asked to emphasize are:

Necessary preparation for the vocation
Opportunities for entry into the field
Possibilities for progressing in the field
Variety of occupations available within the broad vocational family

The Deans of Men in these two schools report an excellent response to this program. The principal weakness seems to be in the limited number of resource personnel available each year.

Colleges Six and Nine hold an Annual Careers Conference which is similar in purpose to the convocations mentioned above except that it is concentrated into one day and a broader sampling of the occupational fields are available. These conferences are considered so important that all classes are dismissed for the day and students are urged to attend as many conferences as possible. The general plan of the conference requires that the program for the day be published in the college newspaper at least one week in advance and that it be posted in conspicuous places

on the campus. On the day of the conference a general assembly is held in which students are oriented anew as to the purposes and plan of the conferences and programs are distributed. In addition to the group conferences, the consultants are requested to be available for individual conferences with those students who are particularly interested in their fields. The student response to the Career Conference is excellent, although they are often slow to take advantage of the individual conference hours. Typical of the conferences is the one held at College Nine on February 2, 1953, and summarized in Table 47.

Areas that have been included in conferences in other years include Journalism, Wild Life Conservation, Careers in Insurance, Chemistry, Marriage as a Career, College Teaching, Governmental Services and Public Offices, Biological Research, Careers in Youth Work, Vocational Possibilities for History Majors, Architecture, Electronics, Library Work, Vocational Fields for Mathematics Majors and Careers for Christians in Radio and Television.

The consultants who serve at these conferences furnish complete up-to-date information concerning working conditions, wage scales, nature of the work, personal qualities and preparation needed and both the advantages and disadvantages of the field.

Another aid to vocational choice found in the colleges included in this study that may be attributed at least in part to their size, are trips of exploration. Since the classes are usually rather small, particularly at the upper levels, it is rather easy to arrange trips to explore the vocational possibilities in various industries with a radius of a few hundred miles. This type of assistance in vocational planning

TABLE 47

PROGRAM OF CAREERS CONFERENCE OF COLLEGE NINE
FEBRUARY 2, 1953

Vocational Field	GROUP CONFERENCES		Number of Individual Conferences
	Number	Total Attendance	
Accounting	1	23	0
Business Management	2	49	4
Counseling	2	82	7
Dentistry	1	25	2
Education, Elementary	2	97	15
Education, Secondary	2	85	12
Education, Music	1	62	3
Education, Physical	2	36	2
Education, Special	2	64	4
Engineering	2	51	18
Home Economics	3	49	6
Hospital Administration	2	32	3
Law	2	38	0
Medicine	2	39	7
Missions	1	87	19
Music, Applied	1	22	1
Music, Church	1	44	0
Nursing	2	30	3
Pastoral Ministry	3	133	22
Personnel Management	2	19	2
Religious Education	3	199	17
Secretarial Science	2	42	2
Science and Technology	2	38	3
Social Work and Mental Hygiene	2	114	5
Speech Therapy	2	76	2
Writing	2	34	1

was found in nine of the twelve colleges. As a rule the trips were arranged by departments and lasted from one to five days. For example, the students in the chemistry department of one of the colleges took a three day trip in which they explored the vocational possibilities of a petroleum refinery, a research laboratory, a glass factory, a zinc smelter and a cement plant.

Summary

The church-related liberal arts colleges included in this study have recognized that while the intellectual and cultural traditions of the past still prevail yet assisting the student to prepare for earning a livelihood must not be neglected. With the limited funds that are available to them, the colleges are making a sincere effort through testing, personal counseling, convocations, career conferences, and trips of exploration to meet the need of their students for vocational guidance. These efforts are supplemented by a fairly large collection of literature on vocational opportunities. However, more effective guidance could probably be furnished if the colleges would keep a record of the types of vocational problems germane to their particular student bodies.

CHAPTER IX

FINANCIAL PROBLEMS

The necessity for providing some type of financial aid to worthy students has been a concern of American educators since colonial times. In Thomas Jefferson's plan for education in Virginia he included provision for free education for poor boys.

> Each overseer of the "hundred" schools was to appoint, annually, from the ten schools under his supervision one promising boy, whose parents were too poor to provide him further education, to be sent, at public expense, to the grammar school. Each September, one third of the boys sent to the grammar school by appointment . . . were to be sent home, and of the appointees who had been in school two years, only one was kept on at state expense for the four remaining years of the grammar school course. At the end of six years instruction, one-half of the remaining scholarship students, ten in number, of "best learning and most hopeful genius and disposition were to be authorized by the visitors to proceed to William and Mary College, "there to be educated, boarded and clothed, three years" at the expense of the state.[1]

The problem has been accentuated by the increasing cost of maintaining and operating college and university plants. The requirements for higher salaries for faculty and staff members and the rising costs of materials, supplies and services have made increased tuition costs mandatory if the college is to continue to operate. "The institution which proposed average budgets, a few years ago, at six hundred dollars, now

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[1]Newton Edwards and Herman G. Richey, The School in the American Social Order, pp. 241-42. New York: Houghton-Mifflin Co., 1947.

lists average costs of twelve hundred dollars per year, and many are higher."[2]

College administrators and others interested in higher education have recognized the dangers that are inherent in the trend toward increased tuition costs. The Presidents' Commission on Higher Education emphasizes this point in its statement:

> By allowing the opportunity for higher education to depend so largely on the individual's economic status, we are not only denying to millions of young people the chance in life to which they are entitled; we are also depriving the Nation of a vast amount of potential leadership and potential social competence which it sorely needs.[3]

That the colleges must exert every effort to alleviate this condition is becoming increasingly apparent. Floyd Reeves expresses it in this manner:

> It is essential that we find some more appropriate criterion than the financial status of the student or his family for his selection by a college and his ability to complete his course. For the forces that create poverty are often as impersonal as a cyclone removing livelihoods equally from the skilled and the unskilled, the trained and the untrained, the ambitious and the drone.[4]

The Presidents' Commission states that:

> The time has come to make education through the fourteenth grade available the same way that high school education is now available . . . . . .
> The time has come to provide financial assistance to competent

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[2] Fred H. Turner, "How Can the Students' Financial Problems Be Met Realistically?", Current Issues in Higher Education 1954, pp. 122-128. Proceedings of the Ninth Annual Conference on Higher Education. Washington: Association for Higher Education of the National Education Association, 1954.

[3] Presidents' Commission on Higher Education, Op. Cit., p. 29.

[4] Floyd W. Reeves quoted in Samuel C. Newman, Employment Problems of College Students, p. xii. Washington: American Council on Public Affairs, 1942.

> students in the tenth through the fourteenth grades who would not be able to continue their education without such assistance . . . .
> . . . . . .
> The time has come to revise the present tendency of increasing tuition and other student fees in the senior college beyond the fourteenth year, and in both graduate and professional schools, by lowering tuition costs in publicly controlled colleges and by aiding deserving students through inaugurating a program of scholarships and fellowships.[5]

To attempt a statement as to the number of capable youth who do not continue their education in college or university would be mere conjecture. There are, however, some studies that indicate that finances are a large factor in preventing many from entering college. The results from a series of studies of the reasons superior youth do not go to college show that while 38.8 percent of those with I.Q. of 115 or above now enter post-high school institutions, another 22.2 percent of the group would do so if financial aid were available. The same series of studies showed that twenty-five percent of those possessing I. Q.'s between 101 and 114 now enter college while 12.5 percent more would do so if the financial difficulties could be solved.[6] A survey of high school graduates of Minnesota showed that for every graduate who ranked in the upper ten percent of his class and entered college, there was one of equal rank who did not.[7] Risty believes that financial aids should be available to enable these capable youth to enter college and thereby to conserve human national resources.

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[5] Presidents' Commission on Higher Education, Op. Cit., pp. 37-38

[6] Esther Lloyd Jones and Margaret Smith, Student Personnel Work as Deeper Teaching, Op. Cit., p. 21.

[7] George B. Risty, "Financial Counseling", Trends in Student Personnel Work, E. G. Williamson (ed.), Op. Cit., p. 221.

Hall found that 9.1 percent of the withdrawals from the University of Oklahoma during 1947-48 were due to the lack of adequate finances.[8] He also found that financial problems were ranked as the sixth most serious and the fourth most frequent problems of students at the University of Oklahoma.[9] In Chapter III it was pointed out that financial problems were rated by personnel workers in the colleges to be second only to academic problems in both frequency and seriousness. The colleges included in this study make efforts in a number of directions in their attempts to relieve the financial stresses of their students.

These efforts include a sincere attempt to keep the fixed charges to a minimum, the granting of scholarships and grants-in-aid, making loan funds available, arranging deferred payment plans, and assisting students in obtaining part-time employment.

Table 48 shows the schedules of fixed charges for the years 1952-53 as shown in the catalogs of the respective colleges. The variations in costs of $452.00 is largely determined by local conditions. It will be noted that the church-related colleges have kept the average expenses of attendance well in line with the costs at state colleges in the same localities. According to the University of Oklahoma Bulletin the fixed costs per student in 1952-53 were six hundred forty-two dollars.[10] The average fixed cost of attending Kansas State College is seven hundred

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[8]Hall, Op. Cit., p. 107.

[9]Ibid., pp. 46.47.

[10]Catalog of the University of Oklahoma, 1952-53, p. 41. University of Oklahoma Bulletin, No. 1116. Norman, Oklahoma: University of Oklahoma, 1953.

sixty dollars per student per year.[11] It appears that, in view of the limited sources of revenue, these church-related colleges have been very conservative in their schedules of fixed charges.

The colleges make three types of financial aids; namely, scholarships, grants-in-aid, and loans, available to students. In their established policies concerning these aids the colleges follow closely the distinctions among the three types of aids set up by the North Central Association of Secondary Schools and Colleges. Scholarships are defined as aid given a student on the basis of academic excellence. Grants-in-aid are grants made to deserving students on the basis of need without the requirement of outstanding scholarship. Loans are funds that are made available to students secured by promissory notes.[12] Only one of

TABLE 48

FIXED CHARGES MADE BY TWELVE SELECTED CHURCH-RELATED COLLEGES DURING 1952-53

College Number	General Tuition	Additional Fees	Room and Board	Total Cost Per Year
1	390.00	4.00	450.00	844.00
2	250.00	35.50	500.00	785.50
3	330.00	45.00	410.00	785.00
4	320.00	46.00	500.00	866.00
5	250.00	90.00	440.00	780.00
6	350.00	. . .	550.00	900.00
7	330.00	4.00	360.00	694.00
8	380.00	40.00	438.00	858.00
9	220.00	. . .	308.00	528.00
10	350.00	. . .	470.00	820.00
11	148.00	. . .	300.00	448.00
12	360.00	. . .	414.00	774.00

[11] Catalog of Kansas State College, 1954-55, pp. 21-32. Kansas State College Bulletin, Vol XXXVIII, No. 12. Manhattan, Kansas: Kansas State College, 1954.

[12] North Central Association of Secondary Schools and College, Revised Manual of Accreditation, 1941.

the colleges regularly offers any work on the graduate level and it does not offer any fellowships so the aids are limited to the three mentioned above.

In 1952-53 a total of $248,891.38 was awarded as scholarships to 2395 students in the twelve church-related college. Table 49 shows the distribution of these scholarships to the colleges. The funds for these grants are obtained generally from private sources and yet in almost all colleges some awards are made from the college general fund. College Nine is the only one of the twelve colleges that makes all of its scholarship awards from the general fund. The number of awards varied from twenty-eight by College Nine to 1372 by College Five. The majority, approximately seventy percent, were granted to high ranking high school graduates for their freshman years. The percentage of students receiving scholarship aid ranges from 3.9 percent of students in College Nine to 70.8 percent of those in College Five. Table 49 also indicates that while some students received sizeable grants in only four colleges, Numbers Six, Ten, Eleven and Twelve, did a student receive a scholarship large enough to care for his total tuition and fixed fees. The maximum scholarship awarded to any student in the twelve colleges was $604.00. This was given to a student of College Eleven and was sufficient to care for all fixed charges with a balance of $156.00 for books and incidental expenses.

Grants-in-aid are made to students who are deserving and needy and yet cannot qualify for a scholarship. In general, grants-in-aid are made by these colleges to foreign students, children of ministers, students preparing for or actively engaged in the ministry, students faced

TABLE 49

SCHOLARSHIPS GRANTED STUDENTS OF TWELVE SELECTED CHURCH-RELATED COLLEGES DURING 1952-53

College Number	Number of Funds Available	Maximum Grant per Student	Number of Grants	Average Grant per Student	Total Amount Granted
1	29	300.00	172	116.66	20,065.00
2	27	250.00	43	109.53	4,710.00
3	9	330.00	72	117.54	8,463.00
4	24	350.00	102	126.96	12,951.00
5	8	300.00	689	155.05	106,831.58
6	16	365.00	265	137.66	36,480.59
7	11	150.00	48	74.46	3,574.33
8	15	380.00	64	94.96	6,077.50
9	1	160.00	28	68.90	1,930.00
10	24	593.10	77	229.47	17,669.68
11	8	604.00	60	110.98	6,658.70
12	11	400.00	92	255.22	23,480.00
TOTAL	183		1712	145.44	248,891.38

with emergencies that would require withdrawal from school if aid were not furnished. The writer has also included in this category grants made to athletes since it is his opinion that athletic ability does not necessarily connote excellence in scholarship. Among the special grants that were made to students were:

1. Grants of tuition to children of faculty members by Colleges Four, Eight and Nine.

2. Distance allowance of twenty dollars per semester granted students from Idaho and Montana by College Three.

3. Discount of fifteen percent of tuition granted from one tuition when two members of the same family are enrolled in College Three. For three or more members of the same family enrolled in College Three the second member received a fifteen percent discount on tuition while the third and succeeding members receive a twenty-five percent discount.

Table 50 shows in tabular form the data concerning grants-in-aid made by the twelve colleges. A total of 862 grants, averaging $146.67, amounted to a total of $126,435.90. Of this amount $30,706.87 were granted to athletes in Colleges Five, Ten and Eleven. The maximum grants shown for these colleges in Table 50 are those made to athletes. The

TABLE 50

GRANTS-IN-AID MADE TO STUDENTS OF TWELVE SELECTED CHURCH-RELATED COLLEGES DURING 1952-53

College Number	Maximum Grant per Student	Number of Grants	Average Grant Per Student	Total Amount Granted
1	390.00	11	226.14	2,487.50
2	250.00	18	174.00	3,125.00
3	110.00	68	84.78	5,765.00
4	255.00	11	201.50	2,216.50
5	500.00	310	181.70	56,317.78
6	340.00	26	124.87	3,246.79
7	150.00	19	138.55	2,632.49
8	190.00	38	113.30	4,305.50
9	220.00	4	220.00	880.00
10	350.00	265	116.07	30,757.91
11	539.00	42	230.99	9,701.43
12	145.00	50	100.00	5,000.00
TOTALS		862	146.67	126,435.90

data shown in Table 50 concern only those grants handled by the colleges; the Boards of Education of three sponsoring denominations made some grants to students but these records were not available to the writer so they could not be included in this study.

All of the colleges studied operate on a deferred payment plan whereby students are enabled to budget their college expenses throughout the year. Typical of this plan is the one of Drury College and described in The Drury Mirror.

> Under the system, each student who wishes to settle his account on a deferred-payment basis makes a down payment of at least 25% of the total charge at the time of registration. At that time, a note is signed for the balance, calling for equal monthly payments with the final payment due five days before the end of the semester. The note carries three percent interest after maturity.
>
> A two dollar handling charge is made for all accounts carried on the deferred plan. All student aid is credited against the balance due on the note.[13]

The system of deferred payments or open accounts strengthens what would be, in a number of these colleges, a fairly weak program of student loans.

During 1952-53, 618 students borrowed $104,119.76 from the 119 loan funds that were available in the twelve colleges. The largest average loans were received by thirty-five students of College One, while the greatest number of loans were made to students of College Five. Table 51 indicates that while loan funds were available to students in eleven of the colleges, those of Colleges Two, Three, and Eleven were not used. College Nine had no loan funds available. The average loan made to students of the eight colleges was $168.38.

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[13] The Drury Mirror, May 14, 1954.

TABLE 51

LOANS MADE TO STUDENTS OF TWELVE CHURCH-RELATED COLLEGES DURING 1952-53

College	Number of Loan Funds	Number of Loans Made	Average Loan	Total Loaned
1	13	35	373.99	13,089.79
2	2	0	0	0
3	18	0	0	0
4	2	4	234.62	938.47
5	32	210	201.48	42,310.03
6	16	177	128.30	22,720.72
7	3	1	226.69	226.69
8	7	12	225.56	2,706.77
9	0	0	0	0
10	10	22	151.14	3,325.00
11	2	0	0	0
12	14	157	119.76	18,802.29
TOTALS	119	618	168.38	104,119.76

Table 52 summarizes the data concerning scholarships, grants-in-aid, and loans made to students of twelve colleges included in this study during 1952-53. Thirty-eight hundred seventy-five students received financial aid in the amount of $479,447.04 or an average of $123.73 per student.

A very important source of financial aid to students is that of part-time employment. It is so important that the president of College Eleven estimates that during the years 1942 to 1952 fifty percent of all

TABLE 52

FINANCIAL AIDS AWARDED STUDENTS OF TWELVE SELECTED CHURCH-RELATED COLLEGES IN 1952-53

College Number	Number of Students Aided	Amount of Scholarships Granted	Amount of Loans Made	Amount of Grants-in-Aid Awarded	Total Amount of Financial Aids Given
1	218	20,065.00	13,089.79	2,487.50	35,642.29
2	61	4,710.00	• • •	3,125.00	7,835.00
3	140	8,463.00	• • •	5,765.00	14,228.00
4	117	12,951.00	938.47	2,216.50	16,105.97
5	1892	106,831.58	42,310.03	56,317.78	205,459.39
6	468	36,480.59	22,720.72	3,246.79	62,448.10
7	68	3,574.33	226.69	2,632.49	6,433.51
8	114	6,077.50	2,706.77	4,305.50	13,089.77
9	32	1,930.00	• • •	880.00	2,810.00
10	364	17,669.68	3,325.00	30,757.91	51,752.59
11	102	6,658.70	• • •	9,701.43	16,360.13
12	299	23,480.00	18,802.29	5,000.00	47,282.29
TOTALS	3875	248,891.38	104,119.76	126,435.90	479,447.04

students received one hundred percent of their college expenses through part-time employment for the college supplemented by scholarships and grants-in-aid. Nine of the twelve colleges maintained part-time employment services that were organized to the extent of maintaining records of placements. Table 53 shows the number of part-time placements recorded by the nine colleges. That other students were aided in obtaining employment is indicated in comments, such as the following, made by

personnel workers.

We cannot keep records of all students placed in jobs off the campus.

Many students work at various jobs in the community of which we have no record.

The merchants and business men of the city are very cooperative in hiring our students but we do not attempt to keep a record of these.

That the other three colleges do some work in this field seems quite certain. The Dean of Men in one of the colleges stated that his college attempted to aid students in obtaining work but since no one was assigned the responsibility no concerted effort was made nor were there any records kept. The Dean of Women in another college observed that a majority of the students in that college earned a portion of their expenses but that they had no formal assistance in obtaining employment.

It seems safe to assume that a large portion of the students of these church-related colleges are developing those qualities of character that are the concomitants of earning a portion of their college expenses.

TABLE 53

STUDENTS PLACED IN PART-TIME JOBS IN NINE CHURCH-RELATED COLLEGES DURING 1952-53

College Number	Number of Placements
1	95
2	57
3	150
4	31
6	78
9	382
10	245
11	108
12	63

Another source of financial aid is the Vocational Rehabilitation Service of the various states. The details of the sixty cases given financial aid through these services will be discussed in the following chapter.

The placement services of the colleges endeavor to aid students leaving the colleges and graduates in obtaining positions that are in harmony with their aptitudes and interests and in which there is the promise of a measure of success. In general, these services are organized in two ways. In Colleges One, Three, Five, Six and Eight the heads of the respective departments assume the responsibilities of making placements in industry, the ministry and teaching. In the other colleges the placements are handled through the offices of the Directors of Personnel Service. In the former cases it was not possible for the writer to obtain data concerning placements. Since the majority of the graduates of these twelve church-related colleges enter either full-time Christian service or teaching and since the sponsoring denominations absorb practically all those entering Christian service occupations, the principal efforts of the placement services are directed toward teacher placements. During the year 1952-53, the seven colleges that maintain centralized placement services placed a total of 294 teachers in the field out of a total of 527 graduates. If the same ratio of placements in the teaching field held for all twelve of the colleges, there would have been 624 persons placed in teaching positions. It should be noted, however, that thirty-five persons included in the 294 were placed in teaching positions requiring only thirty or sixty hour certificates. Table 54 summarizes the data on teacher placements in the seven colleges. The writer is

unable to explain the very large number of vacancies reported to Colleges Two and Four as compared to those reported to the other colleges.

TABLE 54

TEACHER PLACEMENTS MADE BY THE CENTRALIZED PLACEMENT SERVICES OF SEVEN CHURCH-RELATED COLLEGES, 1952-53

College Number	Vacancies Reported	States Reporting Vacancies	Teachers Placed	
			Non-Grad.	Grad.
2	1191	9	4	9
4	1564	9	0	35
7	204	5	0	25
9	188	11	0	26
10	126	7	0	81
11	210	5	0	53
12	No record	5	31	30
Totals			35	259

It should be pointed out that four of the remaining five colleges have organized formal teacher placement services since 1952-53.

Placements in full-time jobs in other fields have not been formally organized. Most of the colleges have been able to assist graduates in obtaining positions through a variety of means. For instance, in Colleges Six and Ten the personnel staff conducts a separation cpnference with each graduating senior. One purpose of this conference is to assist in vocational placement. In each of the colleges the President is in close touch with the leaders of his denomination and makes many ministerial placements. The heads of the various departments are active in aiding their graduates find positions in industry or in obtaining assistantships, etc., for graduate study. The chemistry department of College Nine is an example of this. During the years 1946 through 1953 twenty-two students were graduated from that department. Of that number fourteen enrolled in graduate schools, seven with assistantships and

two with fellowships. The other eight graduates were given assistance in obtaining positions immediately upon graduation.

Summary

The twelve selected church-related colleges included in this study recognize their responsibilities for assisting worthy and capable young people in obtaining an education. During 1952-53, 3875 different individuals were aided by scholarships, grants-in-aid and loans in the amount of $479,447.04. In addition several hundred students were placed in part-time employment either on or off the campuses.

Several of the colleges maintain centralized placement services and all of them make efforts to assist graduates and others leaving school in obtaining suitable employment. The major contribution in this area is made through the placement of teachers in the public schools of the various states.

CHAPTER X

HEALTH PROBLEMS

Health was among the earliest problems recognized by college administrators as requiring a personnel worker. As early as 1825 Harvard instituted mass physical education to provide for the health needs of students. In the early 1900's it was recognized that more than a gymnasium program was necessary to provide adequately for these needs. Hence steps were devised to care for communicable diseases and campus sanitations. Today the concept of health is much broader than a mere freedom from illness. This concept of health and its importance are emphasized by Boynton when she declares:

> The present concept of health is a condition of well-being which embraces physical, mental and emotional health and controls, to a very large extent, personal and social behavior . . . . Little is gained in the education of students for the professions or for the important responsibilities of citizenship and family life if their abilities and ambitions are handicapped by poor physical and mental health habits or by defects that could have been prevented or corrected. There is no greater tragedy than to see a young man or woman prepare himself for a life job and then, after long years of preparation, find that because of some health factor he is unable to be placed in his chosen vocation . . ."[1]

In this area the overlapping of problems is again emphasized. Health problems are closely related to other personnel problems. The

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[1] Ruth E. Boynton, "Medical Services for Students", Trends in Student Personnel Work, (ed.) E. G. Williamson, Op. Cit., p. 235.

student with insufficient finances will attempt to reduce expenditures for food and thereby create dietary problems. The writer recalls the incident of the young engineering student who became ill and when examined by the university physician was found to be suffering from malnutrition induced by an attempt to cut expenses by preparing his own meals in his room. Elizabeth McHose says that a simple cold may lead to serious respiratory difficulties or mild constipation to the laxative habit because they were considered, by the inexperienced student, to be too insignificant to report to the health service.[2]

The importance of health was shown by Hall who found that 14.4 percent of all withdrawals from the University of Oklahoma during 1948-49 were due to health problems.[3] This was higher than that found by the writer in a study at Bethany-Peniel College. He found that, during a two year period, health was responsible for only 5.9 percent of those who did not return.[4]

Data were available in eight of the colleges concerning the reasons for students withdrawing from school during the year 1952-53. Table 55 indicates these reasons and the percentage of withdrawals due to each reason. Inadequate records in the other four schools failed to do more than indicate that a withdrawal had been effected. Table 55 shows that

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[2]Elizabeth McHose, "Learning to Live Healthfully," Student Personnel Work Deeper Teaching, Lloyd-Jones and Smith (ed) Op. Cit., p. 151-52.

[3]Ernest C. Hall, "Student Personnel Services Extended to Students of the University of Oklahoma in Solving Their Problems," p. 120. Unpublished Doctor's Thesis, University of Oklahoma, 1950.

[4]E. B. Shannon, "Why Students Drop Out of Bethany-Peniel College," Unpublished Study Report. Bethany-Peniel College, 1952.

TABLE 55

PROBLEMS OF STUDENTS OF EIGHT CHURCH-RELATED COLLEGES
THAT LED TO WITHDRAWAL DURING 1952-53

College	Scholarship	Finances	Married	Transferred for Special. Work	Armed Forces	Religious Differences	Health	Family Problems	Disinterest	Morals	Personal Adjustments	No Reason Given	Total Withdrawals	Percent of Withdrawals Due to Health
1	8	11	2	0	9	0	7	3	1	0	12	3	56	12.5
2	17	6	4	5	7	2	1	0	0	0	0	0	42	2.4
7	1	12	3	1	1	0	3	3	4	0	0	8	36	8.3
8	6	8	0	2	4	0	4	2	0	0	0	2	28	14.3
9	8	21	0	0	7	0	9	12	0	2	8	0	67	13.4
10	27	27	4	2	13	0	8	5	5	0	8	0	99	8.0
11	0	6	4	1	1	0	4	0	4	0	0	4	24	16.6
12	3	1	3	7	4	1	1	0	0	0	0	1	21	4.8
Totals	70	92	20	18	46	3	37	25	14	2	28	18	373	10.1

health problems were the fourth most frequent cause of withdrawal following financial problems, academic problems and entry into the armed forces. The varying percentages of withdrawals due to health could be due to a number of reasons ranging from inadequate screening at the time of admission to a lack on the part of the faculty to realize that health is a vital part of education today. To attempt to say why College Two has only 2.4 percent withdrawals due to health while College Eleven has 16.6 percent would be beyond the powers of this writer. The average 10.1 percent of withdrawals due to health from the eight colleges compared favorably with Hall's 14.4 percent found at the University of Oklahoma and mentioned above. In fact only two of the colleges equalled that and only one, Number Eleven, exceeded it.[5]

The colleges included in this study not only recognize the importance of good health to their students but also accept their responsibility for providing services which are sufficiently adequate to include the three major aspects which make for an effective health program; namely, "(a) a well conceived educational and preventive program; (b) a program of essential health services; and (c) a plan to make provision for a healthful environment."[6] Bethany College phrases it thus: "Bethany College recognizes the importance of protecting the health of students as individuals and as a group. Health, physical efficiency and recreational activities are regarded as major objectives in higher education;

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[5]Hall, Op. Cit., p. 120.

[6]Thomas Richardson, "Student Health and Welfare", Current Problems in Higher Education, pp. 127-128. Official Group Reports of the National Conference on Higher Education. Washington: Department of Higher Education of the National Education Association, 1947.

hence, provisions are made for the attainment of this goal."[7]

The College of the Ozarks spells it out in a different manner but with the three-fold emphasis.

> The Student-Health Service of the College of the Ozarks has a three-fold purpose:
>
> I. To assist the students in maintaining a high standard of healthful living on the college campus.
> II. To care for illness of the students while on the college campus.
> III. To help educate students in intelligent use of medical facilities.[8]

The recognition by the college of the necessity for providing a competent staff and adequate facilities for meeting health problems does not, in any way, enhance the importance of health problems above those of other areas. In Chapter III it was shown that religious problems alone were considered less frequent and none was considered less serious among the students of these selected church-related colleges. However, it is not to be assumed that failure by personnel workers to recognize the health problems as more serious or frequent than other problem areas relieves the colleges and their staffs of any responsibility relative to the physical, mental, emotional and social health of their students. It is possible that this failure by faculty and personnel workers to realize the significance of health problems leads to the post-college apathy toward health in general. Quanbeck, in a study of the alumni of ten Minnesota colleges, found that six years after graduation almost half reported no regular physical exercise and twenty percent had not had a complete

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[7] Bethany College Bulletin, Op. Cit., p. 26.

[8] College of the Ozarks Bulletin, Op. Cit., p. 27.

medical examination in two years.[9]

In an attempt to determine the extent to which the colleges realized the full significance of health as a major dimension in education, the writer asked personnel workers in the colleges, "What emphasis is laid on mental and physical health in the total program of the college?" Typical of the replies are those listed below.

> No special emphasis is placed on health. The counselors are expected to be aware of the health needs of their counselees.
>
> There is nothing special done to emphasize the need for good health.
>
> Mental health is something one doesn't talk about on this campus. The physical education courses are expected to fill the physical needs of the students.
>
> One of the most profitable courses in the curriculum is the course in hygiene taught by the college physician. It is required of all students.
>
> A two hour course in personal health is required of all sophomores.
>
> A two hour course in Health Education that is required of all freshmen and two years of physical education are supposed to insure healthful living after college.

These comments indicate a dissatisfaction with the efforts expended in the area of health by most of the colleges. There is, however, some uniformity in practices. All of the colleges require physical education courses of all students. A course in personal health or hygiene is required of students in six of the colleges.

Each of the colleges has provided a student health service to care for the needs of the greatest number of the students. The services

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[9]Martin Quanbeck, "A Study of Teacher Education in the Lutheran Colleges of Minnesota, Based on a Follow-up of Graduates", p. 71-79. Unpublished Doctor's Thesis, Department of Education, University of Minn., 1952.

provided varies among the colleges and are in terms of the needs of the local situations. For instance, two of the colleges, Numbers One and Two, are located adjacent to local hospitals and have working agreements with the hospitals that make infirmaries or dispensaries unnecessary on the campuses. Table 56 lists essential data concerning the health services of the colleges. Five of the colleges maintain infirmaries but only two operate them as separate facilities outside the dormitories. Four maintain dispensary services only, while College Four provides only that the student shall report directly to the physician's office in the community. College Six maintains a health and hospitalization insurance plan that provides for a portion of the expenses of a student hospitalized. College Four also pays up to one hundred dollars per year per student for emergency surgery. Table 56 indicates that four of the colleges do not include physical examinations in the services offered. However, each of the four requires that the student furnish the results of a complete recent examination before he is admitted to the college.

It should be noted that none of the colleges provides for psychiatric, dental, oculist or other special services that may be required upon occaion.

That the students are aware of the services and utilize them is evident in the fact that during 1952-53 records were kept in eleven of the colleges totaling 13,162 cases treated. College Three made no attempt to keep any record of any kind. The one part-time nurse insisted that with carrying a full college load and ministering to the needs of the students she did not have time to keep records. The only data the writer was able to obtain concerning the health disorders of students in

TABLE 56

HEALTH SERVICES OFFERED BY TWELVE SELECTED CHURCH-RELATED COLLEGES TO THEIR STUDENTS

College	Type of Facilities	Director of Health Service	Physicians		Nurses		Number of Beds in Infirmary	Location of Infirmary	Services Offered					
			Full-Time	Part-Time	Full-Time	Part-Time			Physical Examination	Days Free Hospitalization	Days Free Infirmary Care	Inoculations Required	T. B. Tests	Hours per Day Services Available to outpatients
1	Local Hospital	College Physician	Hospital Staff		1	0	0	• • •	yes	5	0	0	yes	24
2	Local Hospital	Nurse	Hospital Staff		0	1	0	• • •	yes	0	0	0	yes	24
3	Dispensary	Nurse	0	0	0	1	0	• • •	no	3	0	0	no	4
4	None	Physician	0	1	0	0	0	• • •	yes	0	0	0	no	On Call
5	Infirmary	Nurse	0	4	3	0	8	Dorms	no	0	5	0	no	6
6	Dispensary	Physician	0	1	0	1	0	• • •	no	0	0	0	no	2
7	Infirmary	Nurses	0	1	1	3	10	Health Center	yes	0	7	1	yes	9
8	Infirmary	Nurse	0	1	2	0	4	Dorm	yes	4	4	1	yes	8
9	Infirmary	Dean of Students	0	2	1	1	6	Health Center	yes	0	5	1	yes	12
10	Dispensary	President	0	3	1	0	0	• • •	yes	0	0	1	no	7
11	Infirmary	Nurse	0	1	1	0	11	Dorms	no	0	7	1	yes	8
12	Dispensary	Nurse	0	On Call	0	1	0	• • •	no	4	0	0	no	7

College One was the total number of patients treated. This was due to the treatments being made at a local hospital which refused to release more specific data.

After consultation with several of the college physicians and nurses the writer believed it wise to classify the disorders treated into the seventeen categories shown in Table 57 with cases not covered classed as miscellaneous items. This table shows that the use of the health services varies considerably among institutions. College Eight reported only 166 cases or one case for each 2.7 students while College Eleven reported 3845 cases or 17.1 calls per student. It is possible that the manner of keeping records could bear upon this extreme variation. One college may have recorded each call that was made while another recorded only the specific cases without regard to return calls for treatment. The total of 13,162 complaints reported is equivalent to 1.9 complaints per student in the eleven colleges from which reports were received.

Five thousand three hundred ninety of the ailments listed were respiratory disorders. The nurses on the various campuses seemed to feel that this was due to general fatigue caused by lack of sleep, irregular hours, unbalanced meals. They felt that many of these cases were brought about by the lack of experience in the student's caring for himself. The second most frequent complaint was female disorders with about ninety percent being due to primary dysmennorhea.

Table 58 attempts to show the actual services provided by the eleven colleges in which some records were available. It should not be assumed that College Three makes no effort to assist students who are ill. The complete absence of records was explained by the nurse who said,

TABLE 57

TYPES OF PHYSICAL DISORDERS HANDLED BY THE HEALTH SERVICES OF ELEVEN CHURCH-RELATED COLLEGES DURING 1952-53

Type of Disorders	COLLEGE											Totals
	1	2	4	5	6	7	8	9	10	11	12	
Allergies		1	6	2	26	4		5	2	241	2	289
Anemia		7				2		3		29		41
Cardiac Disorders						1				3		4
Closed Injuries		15	6	8	18	27	8	2		350	30	464
Dental						5		2		32		39
Dietary Disorders		7	12	97	7	39		14	94	27	5	302
Ear Infections		4	6	3	10	7		8	2	57		97
Eye Infections		6	3	5	26	17		8	5	94		164
Female Disorders		13	46	180	62	73		10	144	169		697
Headaches		26				31		17		97		171
Intestinal Disorders		18	17	120	111	42		21	95	207	15	646
Nerves		1	4	3	7	9	2	10	2	50	5	93
Respiratory Infections		233	194	890	417	217	142	449	705	1944	199	5390
Skin Infections		4	24	8	45	3	1	22	8	3	20	138
Specific Diseases		2				5		2		34		43
Urinary Tract Disorders		1	2			1				12		16
Wounds and Simple Inf.		17		12	19	12	7	62	11	496	57	693
Miscellaneous		3	1				6	18				28
TOTALS	3847	358	321	1328	748	495	166	653	1068	3845	333	13162

TABLE 58

HEALTH SERVICES RENDERED TO STUDENTS OF ELEVEN CHURCH-RELATED COLLEGES DURING 1952-53

Services Rendered	COLLEGE											Totals
	1	2	4	5	6	7	8	9	10	11	12	
No. of Disorders Treated	3847	358	321	1328	748	495	166	653	1068	3845	333	13,162
Physical Examinations	0	185	128	0	69	170	499	287	621	0	30	1,982
Eye Tests	0	13	0	0	0	11	43	19	0	243	0	329
Vaccinations and Diagnostic Tests	0	41	140	0	3	21	17	23	0	172	0	417
Laboratory Analyses	0	0	18	4	0	0	1	16	0	18	0	57
Physiotherapy	0	0	48	0	12	0	0	0	0	0	0	60
X-Rays, Regular	0	0	0	0	0	0	0	0	0	9	0	9
Chest X-Rays	0	0	0	0	0	0	0	678	0	141	0	819
Casts	0	0	0	0	0	0	0	0	0	1	0	1
Referrals to Physicians	3847	358	0	9	0	0	0	222	0	0		4427
Admissions to Hospital	16	11	2	16	15	0	0	4	0	0	17	71
Operations, Supervised By Health Services	2	1	1	4	0	0	0	3	0	3	3	17

"I am a member of the student body and the dispensary is in my room in the dormitory. There is a constant stream of students with minor ailments in and out at all hours. When I have a free moment, I use it for study and not for making records."

Six of the colleges require physical examinations of entering students each year. Since the hospital records were not available the number of physical examinations performed for students of College One is not included in Table 58. In all cases of required examinations eye tests and smallpox vaccinations and urinalyses were included. The data on these services shown in Table 58 are those in addition to the regular examinations. Only one college, Number Nine, in addition to those maintaining health centers in local hospitals, kept a record of students referred to a physician. In this college the part-time physicians do not keep office hours on the campus, while those in the other colleges attempt to do so. A total of seventeen operations were performed during the year under the supervision of the health services. The total number of operations performed upon students in the colleges probably was considerably higher but since so many local students were included in the student body the parents assumed responsibility for supervision. The Director of Personnel in College Eight stated that, while their services seemed rather meager, more than fifty percent of the student body was composed of local students who had their own medical arrangements and family physicians.

Facilities and finances for assisting physically handicapped students are very limited in the colleges included in this study. However, efforts are made to assist the handicapped in their adjustments to

college life. During 1952-53 each of the colleges except College Seven enrolled one or more persons whose physical handicap was sufficiently great to receive assistance from the Vocational Rehabilitation Services of their respective states. A total of fifty-seven students received this type aid during 1952-53. Table 59 indicates that a total of sixteen disabilities were bases for aid. There are no duplications in Table 58 and yet there could be some overlapping since the Kansas Vocational Rehabilitation Service reports results, such as crippled leg, while the other services report causes such as poliomyelities. The most frequent disability was serious eye defects with eleven cases. There were ten cases of crippled legs and nine cases of poliomyelitis. That the majority of these handicapped students are making adequate adjustments to college is attested by the fact that they are continued on Vocational Rehabilitation for succeeding years.

It was pointed out earlier in this chapter that early efforts toward health education were largely concerned with physical education. It was also noted that a basic objective of the health program of the college should be preventive health as well as remedial. Hughes believes that the physical education program can make the six definite contributions listed below to the lives of the students.

1. Assist organic development.
2. Provide opportunities to acquire recreational skills.
3. Develop an interest that will function in leisure time throughout life.
4. Contribute to release of emotional tensions.
5. Develop social relations through participation.
6. Provide opportunity for creative self-expression.[10]

[10]William L. Hughes, "The Physical Education Program," Student Personnel Work as Deeper Teaching, (ed). Esther Lloyd-Jones, Op. Cit., pp. 165-171.

TABLE 59

STUDENTS ATTENDING TWELVE SELECTED CHURCH-RELATED COLLEGES
UNDER VOCATIONAL REHABILITATION, 1952-53

Disability That Is Basis for Voc. Rehab. Aid	COLLEGE																				Totals		
	1		2		3		4		5		6		8		9		10		12				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Arrested T.B.		1							1		1	1					1				3	2	5
Arthritis																	1				1		1
Cerebral Palsy														2								2	2
Cardiac Disability										2				1			1				1	3	4
Crippled leg (s)					1		2		1	1	1						1	1	2		8	2	10
Crippled arm (s)			1								1						1		1		3	1	4
Diabetes											1								1		2		2
Disability of hip						1										1						2	2
Lung Removed	1																				1		1
Osteomyelitis																	1	1			1	1	2
Paralysis, Partial											1						1				2		2
Poliomyelitis									1		1				2		2	3			6	3	9
Ruptured disc																		1				1	1
Serious Eye Defect									1			1			1	1	5	2			7	4	11
Serious Hearing Defect															1	1					1	1	2
Syndactrilism, bilateral																		1				1	1
TOTALS	1	1	1	0	1	1	2	0	4	3	5	2	0	3	4	3	14	10	4	0	35	22	59

The colleges included in this study agree that physical exercise contributes to the development of a sound physique and good health habits. Characteristic of the attitudes of the colleges toward the significance of physical education and exercise are the three statements of objectives selected from the several catalogs and listed below.

> The College of Emporia aims to prepare students to become constructive members of society by . . . encouraging the formation of habits of exercise, recreation and intelligent care of the body that will function adequately through life.[11]

> Bethany College proposes to emphasize the importance of aquiring a knowledge of the right use of leisure and all recreational facilities.[12]

> Bethany-Peniel College endeavors to help all students . . . to form habits of good health by learning the principles of hygiene and by participating in wholesome physical activities.[13]

> Because life is integral it is important that a cultivated mind be supported by a sound body . . . It is the aim of the college to assist the student in developing himself physically and socially through a program of physical education, recreation and athletics.[14]

To implement these objectives each of the colleges supports and encourages a program of intramural athletics that is designed to reach the maximum number of students. Table 60 indicates that during 1952-53 a total of 3743 male participants engaged in the twelve sports included in the various intramural athletic programs. Table 61 discloses that there were 2146 women participants in eleven different events. The total

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[11] College of Emporia Bulletin, 1953-54, p. 11. Emporia, Kansas: The College of Emporia, 1953.

[12] Bethany College Bulletin, 1953-54, p. 15. Lindsborg, Kansas: Bethany College, 1953.

[13] Bethany-Peniel College Bulletin, 1953-55, pp. 13-14. Bethany, Oklahoma: Bethany-Peniel College, 1953.

[14] McPherson College Bulletin, 1953-54, p. 12. McPherson, Kansas: McPherson College, 1953.

TABLE 60

THE NUMBER OF MALE STUDENTS IN TWELVE SELECTED CHURCH-RELATED COLLEGES PARTICIPATING IN INTRAMURAL ATHLETICS DURING 1952-53

College	Archery	Badminton	Basketball	Football, Touch	Golf	Horseshoes	Softball	Swimming	Table Tennis	Tennis	Track and Field	Volleyball	Totals
1		30	54	67		29	58	41	74	40	65	70	528
2		20	40				25		10			50	145
3						10				8		125	143
4			60				60				40	40	200
5	1	39	52	73	5	80	51		56	28	38	61	484
6		24	150	100	30		75	30	15			180	604
7		12	83				65		28			60	248
8			84						35		35		154
9	5		156	54		42	65		39	37	53	87	538
10			72				69		27			40	208
11	11		32	45		13	34				44	52	231
12			150						35			75	260
TOTALS	17	125	933	339	35	174	502	71	319	113	275	840	3743

TABLE 61

THE NUMBER OF FEMALE STUDENTS IN TWELVE SELECTED CHURCH-RELATED COLLEGES PARTICIPATING IN INTRAMURAL ATHLETICS DURING 1952-53

College	Archery	Badminton	Basketball	Field Hockey	Shuffleboard	Softball	Swimming	Table Tennis	Tennis	Track and Field	Volleyball	Totals
1	14	18	46	40	35	42		55	32		52	334
2	10	10	16			14	10	10			32	102
3	10	10	70		25	20	10	25	15	2	125	312
5		20	29	64	19	30	34	50	64		36	346
6		15	84	24		72	20	13			120	348
7		16	64					16			70	166
8	8	18	20					12		12		70
9	11	16	61			45		15	20	18	42	228
10			50					19			37	106
11	12	25	30					23		17	27	134
Totals	65	148	470	128	79	223	74	238	131	49	541	2146

of 5889 participants does not represent accurately the number of different individuals since in many cases the same student participated in two or more events.

The most popular sport for men was basketball with 933 participants and being included in the intramural program of eleven of the twelve colleges. Basketball was followed closely by volleyball with 840 participants in eleven schools. College Five provided the greatest variety for men with a total of eleven events while Colleges Three and Eight offered only three events for men.

Colleges Four and Twelve do not provide intramural athletics for their women students. In contrast to the minimum program offered for men, College Three provides ten events for its women students. For women students volleyball proved to be the most popular with 541 participants in nine colleges. Table 61 also indicates that basketball was included in the womens' program of ten colleges and attracted 470 students.

It should be noted that the intramural program is also a socializing process. Analysis of Tables 60 and 61 reveals that seventy percent of the men and sixty-four percent of the women participated in group contests while only thirty and thirty-six percent respectively engaged in individual sports. The total participation in group sports was sixty-eight percent as compared to only thirty-two percent in individual contests.

Summary

Health is a condition that flows from the kind of life a person lives. The personnel worker helps to create conditions where good

> living can go on - where students can live abundantly and feel satisfaction in the process . . .[15]

The church-related colleges included in this study recognize the importance of health as a dimension of life and its effect upon every other aspect of the students being. They have attempted to provide health services in keeping with local requirements. Financial limitations, however, have served to curtail both the quality and number of services offered. The services provided include different types of facilities; namely, dispensary, infirmary and arrangements with the local hospitals. None of the colleges employ full-time physicians but seven have full-time registered nurses on their staffs. The others have part-time registered nurses or refer all student ailments to a local hospital.

A varied program of intramural athletics is provided in each of the schools to assist in meeting the objectives of good mental and physical health that will carry over to post-college life. No evaluative study of the extent to which this objective is attained is available.

Two weaknesses noted by the writer were the absence of any health service facilities for the families of married students and the lack of an organized effort to promote mental health among the students.

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[15] C. Gilbert Wrenn, Student Personnel Work in College, Op. Cit., p. 347.

CHAPTER XI

THE ADMINISTRATION OF STUDENT PERSONNEL SERVICES IN SELECTED CHURCH-RELATED COLLEGES

Administration is that process by which a given program is organized, coordinated and directed toward the realization of a specific purpose or goal. Each college included in this study has a stated group of objectives and, therefore, the pupil personnel services of the college must operate to the end that they aid in achieving those goals. Lloyd-Jones and Smith insist that there must be an intimate relationship between the administration of personnel services and the basic philosophy of the institution.[1] Any effort, they believe, that is expended in implementing the personnel services program that is not in harmony with the philosophy of the individual college is misdirected and, at least to a degree, wasted effort.

The philosophy of the colleges of the inherent worth of the individual must then reflect itself in an administrative set up that will utilize all the resources of the entire college. According to Erickson and Smith "It is difficult to conceive of any member of the school staff

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[1] Esther Lloyd-Jones and Margaret Smith, A Student Personnel Program for Higher Education, Op. Cit., p. 1.

as being free from some guidance responsibilities."[2]

That modern educational practices endorse this position is pointed out by Lloyd-Jones and Smith in the introduction to Student Personnel Work as Deeper Teaching.

> The book shows clearly that teachers of subject matter have magnificent opportunities to this kind of deeper learning by their students. As they strive to know the students as individuals, to help them find significant experiences both inside and outside the classroom, in reading books, in relationships with their peers, in conversations with their teachers, in service to their community, teachers are clearly seen to be the pivotal persons around whom more effective programs for deeper learnings must be developed.[3]

Effective conservation of the results of any program demands competent leadership. The institutions of higher education in America generally accept the position of Hawkes who believes that "It is essential that the administration and coordination of personnel services be made the responsibility of an administrative official or, in some cases, of a personnel committee under one person's leadership."[4] Wrenn points out that coordination does not necessarily mean centralization of functions but it must be in terms of the manner in which those functions touch student lives.[5] Brouwer subscribes to this philosophy in his belief that effective administration recognizes that organization is subsequent to function and that it must provide satisfaction of the needs

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[2]Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services, p. 53. New York: McGraw-Hill

[3]Lloyd-Jones and Smith, Student Personnel Work as Deeper Teaching, Op. Cit., p. 13.

[4]Mrs. Herbert Hawkes, "Student Counseling," Current Problems in Higher Education, 1947, Op. Cit., pp. 111-112.

[5]C. Gilbert Wrenn, Student Personnel Work in College, Op. Cit.,

of students regardless of the character of those needs.[6]

Organization must never be considered an end within itself. It must be one of the means by which the institution achieves its basic objectives. The administrative pattern will vary from college to college as each seeks the one that will be most appropriate to the local situation and that will be most effective in achieving the goals of the particular school. To assume that the same pattern of organization and administration of student personnel services would meet the needs of the small church-related colleges included in this study and large universities would reveal a complete lack of understanding of both the basic objectives of the institutions and the purposes of the programs of student personnel services.

The basic characteristic of any effective program must be its quality of dynamism which permit alterations that may be necessary to adapt it to changing situations. To insure its dynamic quality care must be exercised to guard against over-administration. The services of the program as they relate to student needs must never become subordinate to records, reports, methods and techniques. This would necessitate the establishment of definite policies under which the program could operate while meeting the needs of the students of the institution.

According to Wrenn there are two plans that are used generally by colleges for the organization of their personnel services programs. These are the Line-and-Staff Plan and the Council Plan. He emphasizes the belief that the Line-and-Staff Plan must differ from the traditional

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[6]Brouwer, Op. Cit., Pp. 161-175.

military line-and-staff plan in that the responsible head will work with his colleagues rather than over them.[7] Both of these plans are subject to numerous variations and are not mutually exclusive for there are certain features of organization that are applicable to both.

In examining the organizational patterns employed by the twelve colleges included in this study, the writer found that they tended to follow the Line-and-Staff Plan with individual variations brought about by local conditions. He found that a major point of difference was in the determination of what administrative officer should be the responsible head of the program.

Each of the colleges included in this study has organized its program of personnel services according to one of the following four plans.

Plan I. The primary responsibility for the program is vested in the president of the college.

Plan II. The academic dean is charged with the major responsibility for student personnel services.

Plan III. The responsibility of the program is divided between a dean of men and a dean of women.

Plan IV. A dean of students, college counselor or director of student personnel is directly responsible for coordinating the various student personnel services.

Figures Two, Three, Four and Five depict schematically the plans as they were identified by the writer. It was found that there were discrepancies between the announced and the functional plans of administration in some of the colleges. To arrive at the plans presented in Figures Two through Five it was necessary to interview each person charged

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[7] Wrenn, Op. Cit., pp. 29-54.

with personnel responsibilities and to isolate each personnel function in terms of the workers involved.

Illustrative of the services offered is the following statement concerning the program of personnel services offered by one college in this study.

> Since Bethany-Peniel College is interested not only in the academic training of young men and young women but also in their all around development, it has created the Department of Student Personnel Service. This department, which is maintained through the Office of the Dean of Students, includes all those agencies of the college that aid the student in making the proper adjustments for his college life and his post-college career.
>
> The areas which are included in the program of personnel services and which are coordinated in the Department of Personnel Services include the orientation and counseling programs, the health service, extra-curricular activities, housing and boarding, placement, discipline, and, to a somewhat lesser degree, the admission procedures and the program of financial aid. All these services are available to any student to aid him in the solution of any problem whether it be personal, religious, educational or social.[8]

Plan I is illustrated in Figure Two which reveals a pattern of organization in which six members of an Administrative Council are charged with the various personnel functions. These members are directly responsible to the president for the execution of their responsibilities. It should be noted that the Director of Student Personnel is responsible for recruitment, testing, the cumulative records, and the program of faculty counseling and yet is not a member of the Administrative Council. A weakness in this plan seems to be the lack of authority vested in the Director of Student Personnel with a consequent lack of coordination of services. This general plan was found only in Colleges Four and Five.

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[8] Bethany-Peniel College Catalog, 1952, Op. Cit., p. 29.

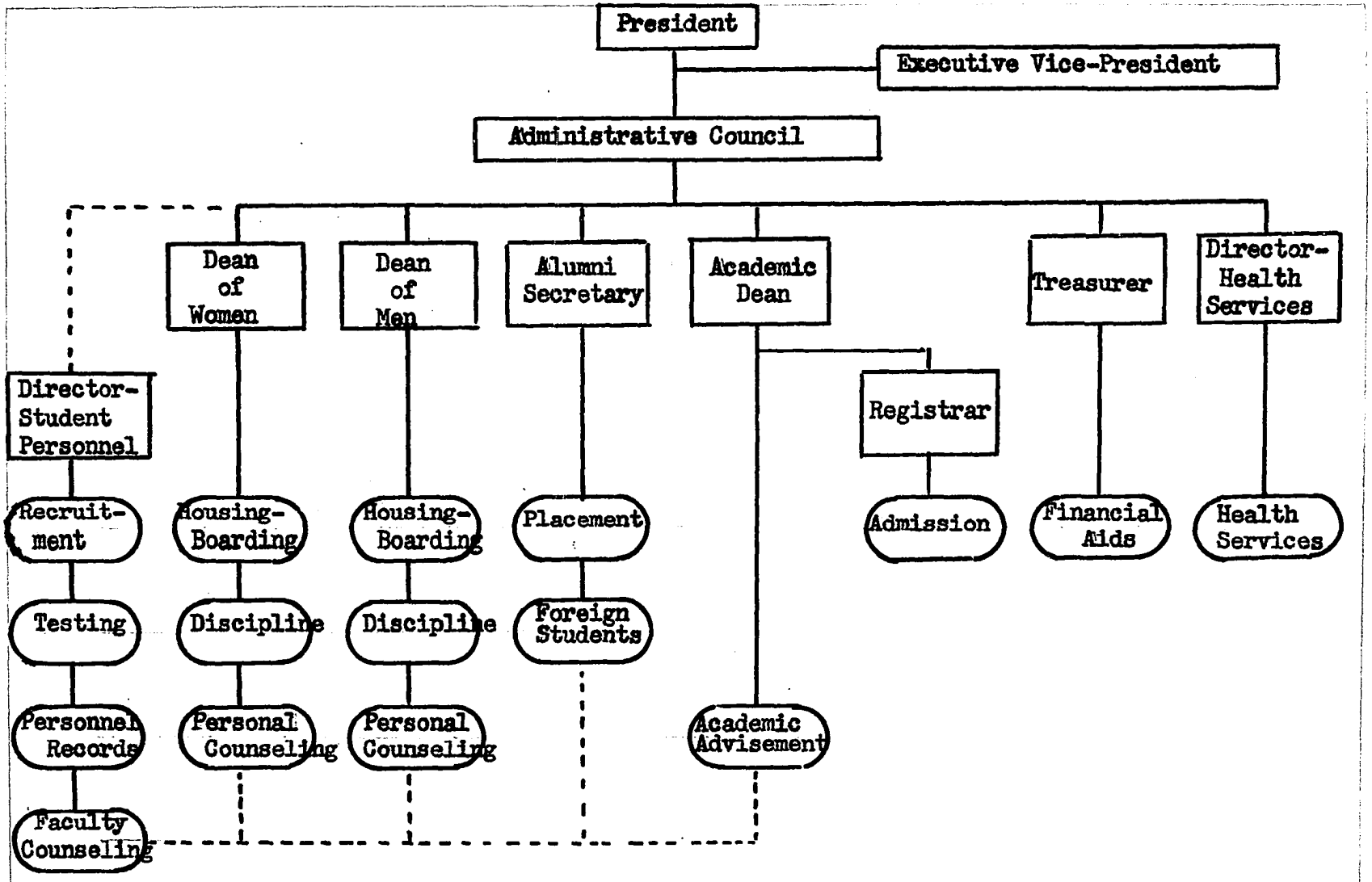

Figure 2. - - Functional Pattern for the Administration of Student Personnel Services according to Plan 1.

The pattern of administration described in Plan II depicted in Figure Three is centralized in the office of the Dean of the College. In this particular instance the dean has the direct responsibility for counseling, placement, intercollegiate athletics and financial aids and exercises an advisory relationship to the president in matters of discipline. The Director of Student Personnel is responsible to the Dean and is charged with the direction of the cocurricular program and supervision of the health services and housing and boarding through the counselors of men and women. The personnel services of Colleges Three, Seven and Twelve are organized in this general pattern. The specific weakness in this plan lies in the fact that the academic dean is not able to devote sufficient time and effort to the program of student personnel services because of his heavy load of academic administrative responsibilities.

Plan III in which a dean of men and a dean of women share the responsibilities for student personnel services is rather common among smaller colleges. This plan is diagrammed in Figure 4. In a college operating under this plan each of the student deans is responsible for the housing, discipline and personal counseling of his group of students. Other functions are delegated to them by the president as he deems wise. The distinctive feature about this plan of organization is that the Dean of Men is given equal authority with the Dean of the College in directing the faculty in their counseling functions. This plan of organization was found in Colleges One, Two and Ten.

Colleges Six, Eight, Nine and Eleven have organized their programs of student personnel services according to Plan IV which is illustrated in Figure 5. Under this plan a single individual is reponsible

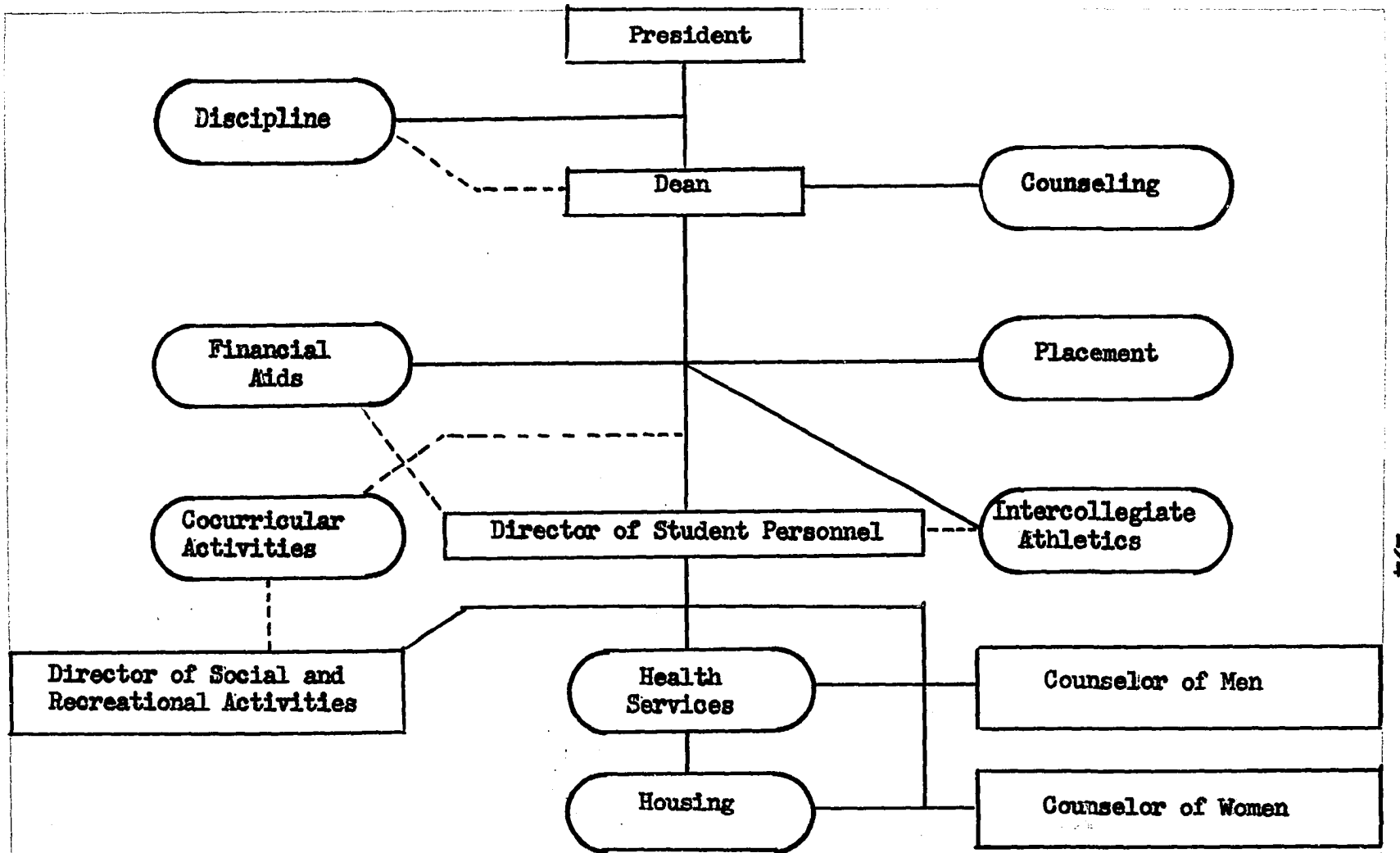

Figure 3. - - The Functional Pattern for the Administration of Student Personnel Services according to Plan II.

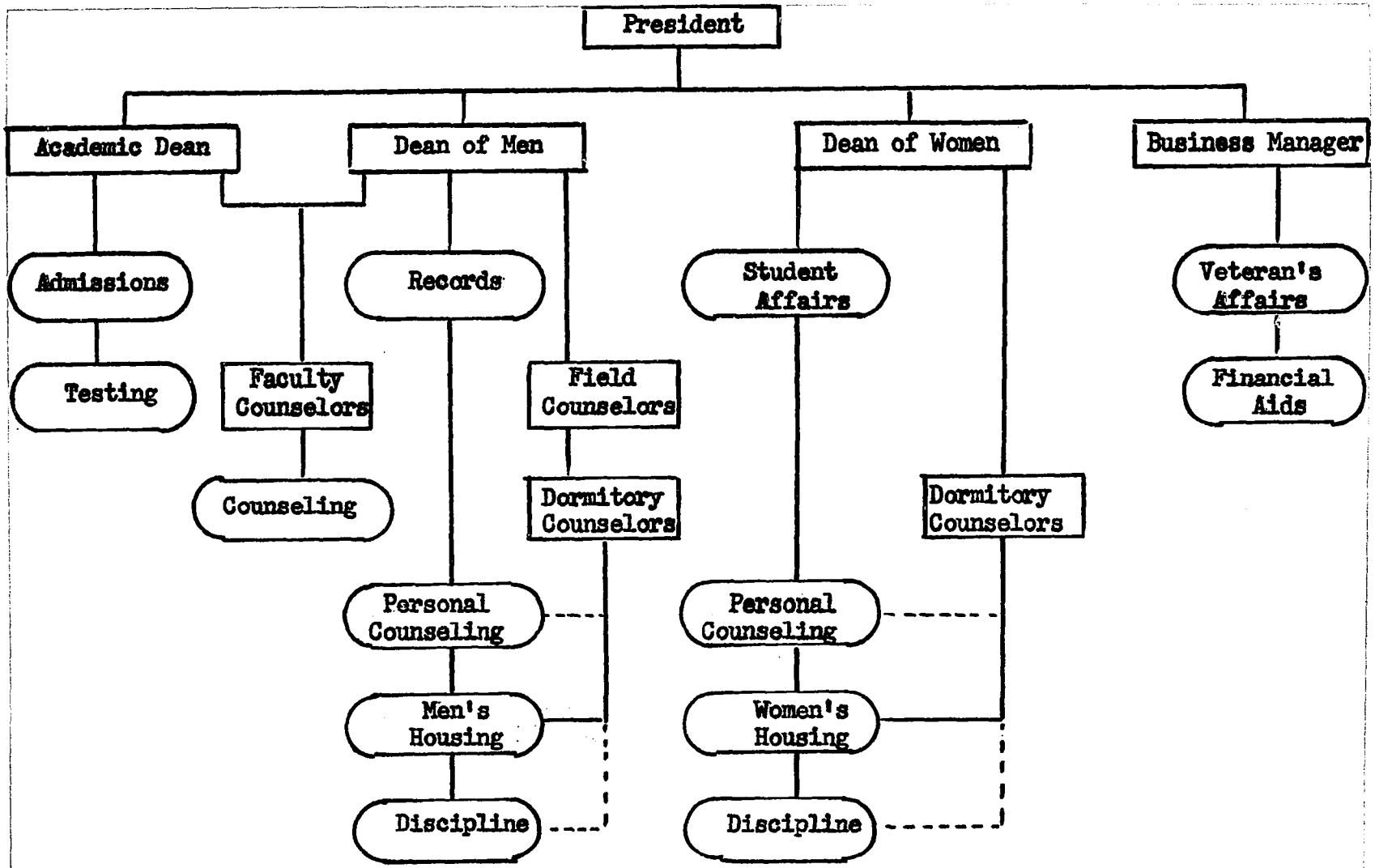

Figure 4. - - The Functional Pattern for the Administration of Student Personnel Services according to Plan III.

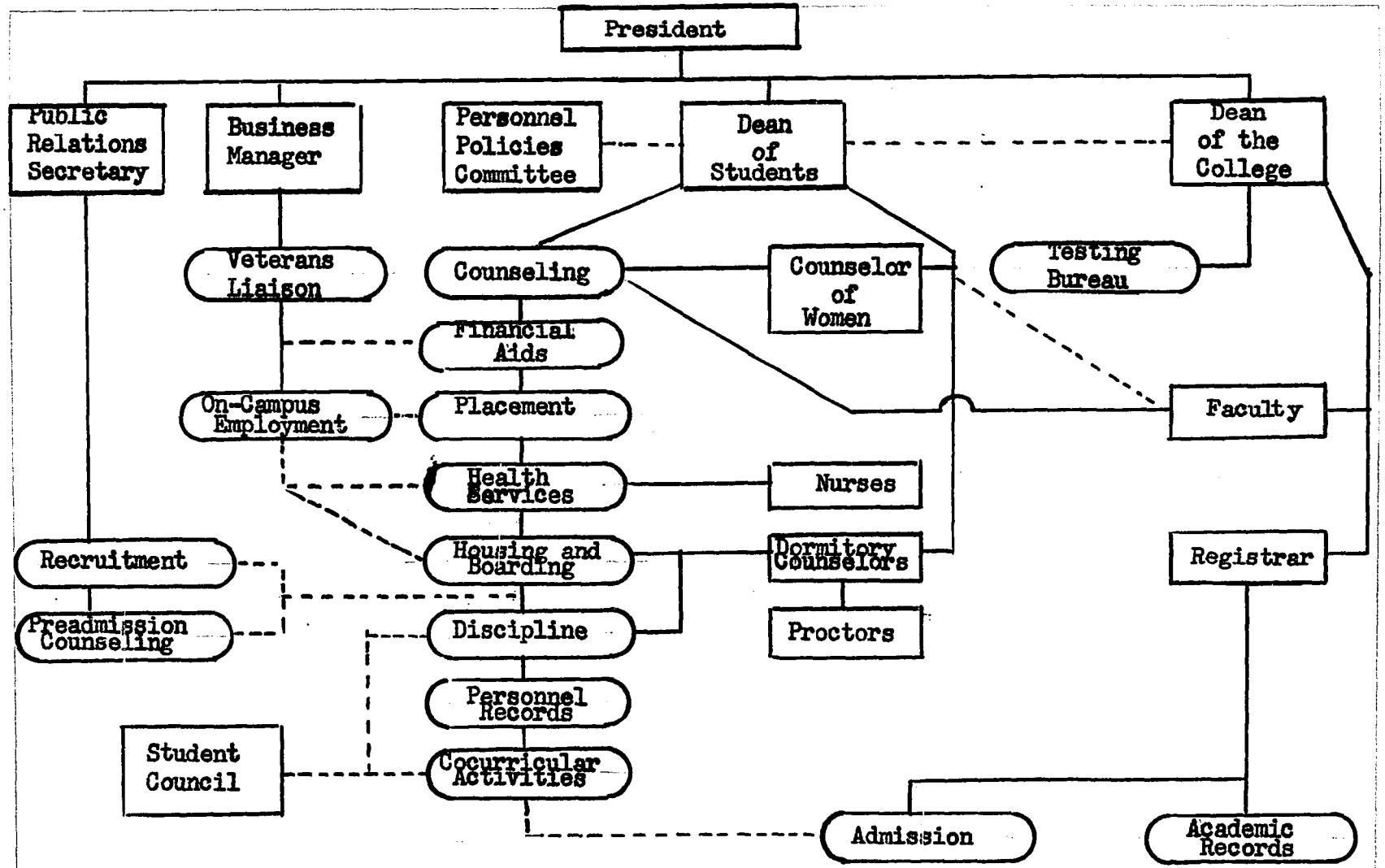

Figure 5. - - The Functional Pattern for the Administration of the Student Personnel Services under Plan IV.

for the coordination of all the functions of the programs. That individual, who is known in the respective colleges as Dean of Students, University Counselor or Director of Student Personnel, is advised on matters of policy by a committee composed of both faculty and students. Certain specific functions such as veterans' liaison or recruitment, may be the primary responsibility of other administrative officials but the head of the program of student personnel services exercises an advisory relationship in these areas. Figure Five depicts the close coordination of functions in this type organization. It also shows how student organization may accept responsibility and share in the development of the program.

Summary

The organization and administration of pupil personnel services in these selected church-related colleges does not approach the complexity of that of large universities such as shown by Thorpe who depicts the organizational pattern of the University of Southern California.[9]

The patterns of administration of the various schools vary in terms of the needs of the local situations. Yet all programs of personnel services are organized and administered to the end that needs of students are satisfied. The variety of organizations found among the colleges included in this study testifies to their adaptability to meet

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[9]Louis P. Thorpe, "Mental Health Practices at the College Level", Mental Health in Modern Education, The Fifty-fourth Yearbook of the National Society for the Study of Education, Part II, p. 255. Chicago: University of Chicago Press, 1955.

immediate demands in terms of achievement of specific goals. The lines of authority are not adamant and many advisory relationships exist that cannot be shown on the diagram. The writer believes that all of the persons and agencies employed in these services are primarily interested in students and their needs.

CHAPTER XII

CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken to determine whether or not there was a significant difference between the problems faced by students in church-related colleges and students in state universities and to furnish to church-related colleges some data and information that can be used as guideposts for strengthening their efforts in aiding young people in their life adjustments.

No attempt at an exhaustive evaluation of the personnel programs has been made. The programs have been studied in detail and it seems appropriate at this point to attempt an appraisal of the programs. This will be done in terms of the seven guides to effective appraisal outlined by Blaesser and his associates.[1] These guides are:

1. A single, qualified individual must be charged with reviewing, coordinating and directing the program of student personnel services.
2. The program of student personnel services must be developed in close cooperation with the teaching faculty.
3. The faculty counselors must be carefully selected, trained and assigned with due regard to their other responsibilities.
4. The diversity of personnel services required makes the use of specialists in certain areas almost mandatory.
5. Student personnel data should be readily accessible to the teaching faculty and easily interchanged among departments.
6. Institutional research should be the basis for establishing policy relative to student personnel services.

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[1] Blaesser, et al, Op. Cit., pp. 85-88.

7. Adequate financial support of the program of student personnel services must be provided by the institution.

The results of this study indicate that in almost every case the colleges included are meeting the requirements set forth in the majority of these guides. Given below is a brief statement of some of the points of conformity found during the study.

Guide 1. The colleges in this study have charged specific administrative officials with the responsibility of directing the personnel services offered to their students. However, five of the colleges placed these added responsibilities on the already heavily loaded academic deans or presidents.

Guide 2. Interviews with faculty members on the various campuses seemed to show clearly that the majority of the teaching faculty in the colleges were well acquainted with the developments within the program. It was indicated on only one campus that changes in the program were handed down as arbitrary decrees. In eight of the colleges students are used on committees that recommend changes in pupil personnel policy to the faculty.

Guide 3. Seven of the church-related colleges included in this study subscribe to the belief that all faculty members should serve as counselors for students while two others include all except those serving their first year on the local staff. This obviates the necessity for selection and at times includes individuals who are neither trained professionally nor interested in the opportunity provided for personal contacts with students. Another weakness noted was that no provision is made for including counseling as a part of the "load" of faculty members

and assignments are made without due regard to the faculty members' other duties.

Guide 4. Due to limitations of finances it is impossible for most of these colleges to obtain the services of sufficient specialists to meet the needs of the students. It was especially noted that psychiatrists, clinical psychologists, speech and reading specialists, and audiologists were not available to students as a part of the personnel services program.

Guide 5. Each of the institutions studied maintained a cumulative record on each student in the office of the administrator charged with this responsibility. These data were available, in every case, to any faculty member desiring to use them. Test scores for a student were made a part of the permanent files of his faculty counselor and the counselors were encouraged to refer students for further testing as they deemed it advisable.

Guide 6. The program of student personnel services should be kept up-to-date and in harmony with changing institutional objectives through a regular program of institutional research. In four of the colleges standing committees on personnel services were charged with the responsibility of developing, adopting, and revising the programs to meet current needs. Some of the other schools had just completed or were planning such a program of self-evaluation. Quite evident in all of the colleges was an attitude of desire to maintain a dynamic program that would meet the needs of the students.

Guide 7. The church-related colleges included in this study have recognized personnel services as a legitimate and necessary part of



the educational program and have provided for these services in the regular budgets of the colleges. However, the limited resources of the colleges have thus far made it impossible for them to offer many of the special services often found in the larger universities.

Conclusions

On the basis of data secured from records, interviews, examination of literature and correspondence the following conclusions were reached.

1. Academic problems are considered the most serious and frequent problems of students in these colleges. This corresponds to the rankings obtained by Hall at the University of Oklahoma where academic problems were ranked as the most frequent and second most serious.[2] The colleges studied offer many services directed toward alleviating academic, scholastic and study problems. Most of them, however, fail to provide certain specialized services such as speech and reading clinics that are designed particularly to meet these needs.

2. Financial problems of students in church-related colleges seem to be both more frequent and more serious than those of students at the University of Oklahoma.[3]

3. Students coming into church-related colleges are subjected to many conditions that require personal adjustments. Hall found that at the University of Oklahoma problems of personal and social adjustment

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[2] Ernest C. Hall, "Student Personnel Services Extended to Students of the University of Oklahoma in Solving Their Problems," pp. 47-48. Unpublished Doctor's Thesis, University of Oklahoma, 1950.

[3] Ibid.

second only to academic problems in frequency.[4] This study reveals that they are second in seriousness and third in frequency. The church-related colleges included in this study are making a sincere effort to provide services that will facilitate optimum adjustments. They employ a variety of means to assist in orienting the new student to college. These include handbooks, conferences, Big Brother and Big Sister Programs, student organizations and others. Each college has a program whereby each new student is assigned to a faculty member who is to serve as his personal counselor. The writer's observation is that in some cases this is no more than a registration advisement program. Other weaknesses detected were the lack of finances for special services and the dearth of professionally trained personnel.

4. Religion plays a vital part in the life of the individuals associated with the colleges included in this study. However, it was noted that problems of a religious nature were rated by personnel workers in these colleges as no more frequent or serious than those confronting students in a state university. Of eleven problem areas religious problems were ranked as the tenth most serious and the eleventh most frequent.

5. Vocational guidance is recognized as an imperative in the colleges studied. Problems of a vocational nature, however, do not seem to be considered either as serious or as frequent among their students as among the students of a state university. The colleges studied have not discarded their cultural and intellectual traditions but have integrated them into a program that includes "permitting the student to

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[4] Ibid.

prepare to make a living:"

6. Many problems of students in colleges have their bases in conditions pertaining to home and family life. However, these do not seem to be as significant among students in the colleges studied as among students at the University of Oklahoma.[5]

7. Students in all types of colleges have problems. There is no indication in the literature or in the results of this study to indicate that the problems of students in church-related colleges differ significantly from those in public institutions. The presence and prevalence of problems among college students demands that personnel workers have a thorough understanding of the student and his problems. They should be thoroughly familiar with the most effective diagnostic and therapeutic methods and devices in order that the student may have the advantages which they afford.

8. The programs for the administration of personnel services in the twelve selected church-related colleges have been organized in terms of local conditions. In some of the schools the president or the academic dean has been charged with the additional responsibilities for personnel services. This overloading of an administrator has, at times, resulted in the personnel services program being neglected to some degree.

9. Administrators of colleges and universities generally subscribe to the belief that no member of a college staff can be completely divorced from the personnel services program. In the colleges studied

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[5] Ibid.

this has resulted, in a measure, in expecting faculty members who are untrained in personnel work to assume duties that should be the normal tasks of trained personnel workers.

10. An adequate evaluation of the personnel services offered to the students of the church-related colleges included in this study is impossible because of the lack of records maintained by the administrators, counselors and faculty members.

Recommendations

It appeared fairly evident to the writer that the administrators of the church-related colleges visited during this study are cognizant of the need for adequate student personnel services. It appears equally evident that a number of conditions operate to keep these services below the level desired by the colleges. Finances probably could be listed as the most important among the factors that mitigate against the most effective services. The lack of finances is responsible to some degree for the failure to offer some services or to expand others. It limits the number of staff members that can be employed. This results in the counseling function being an added load upon already heavily laden faculty members. Limited finances also hinder obtaining the most competent workers due to the competition with heavily endowed schools.

A general recommendation would be that the colleges exert every effort to strengthen the lines of financial support, commonly referred to as "living endowments", and to obtain permanent endowments from outside sources exercising care to insure that those endowments do not

hamper the development of the total educational programs of the institutions.

The limitations inherent in the situations of the colleges studied do not eliminate the possibility of improvements in specific areas of student personnel services. The following recommendations are made as the results of the information revealed by this study.

1. That each college increase its efforts to alleviate academic and study problems by providing clinical services in reading and speech and by requiring the student who is deficient in study skills to enroll in a course designed to remedy that deficiency.

2. That particular emphasis be placed upon obtaining additional funds for financial aids for college students. Sufficient grants-in-aid, scholarships and loan funds should be available to enable many students to take full advantage of their college opportunities without the disadvantage of such a heavy work load.

3. That the colleges maintain, on a sustaining basis, a relationship that will make available, when needed, the services of a clinical psychologist and a psychiatrist to assist the sorely troubled student in making his adjustments.

4. That the colleges employ persons to serve as personnel workers and house counselors persons who have had professional training in the areas of human growth and development, group dynamics and counseling and guidance.

5. That the programs of vocational guidance and placement be broadened in each of the colleges to include all students as well as those entering the ministry or the teaching profession.

6. That each faculty member, personnel worker and house counselor be trained for his specific personnel service responsibilities with special emphasis upon the necessity for maintaining a complete and accurate set of records.

7. That the programs of student personnel services in the various colleges be organized in such a way that some administrator other than the president or the academic dean is responsible for coordinating and integrating the total program.

8. That faculty members who serve as personal counselors within the framework of the student personnel services be given some consideration of these services when calculating teaching loads.

9. That each college institute a continuous program of evaluation of its student personnel services in order that it may be kept dynamic and in harmony with the latest developments in the field.

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APPENDIX

The forms shown on the succeeding pages were developed by the writer for use in collecting the data needed in this study. Since the data were collected through personal visitation to each college campus, the forms are not as self-explanatory as would have been necessary had the conventional questionnaire form been used.

It should be noted that each form clearly indicates the particular individual interviewed on each item. The Interview Data Sheet was used as a guide for each interview with the necessary tabulations being made on the required forms.

INTERVIEW DATA SHEET

College_____ Person Interviewed_____

Date_____ Title_____

Counseling

Who directs the counseling program?_____

Counselors on staff: Full-time_____ Part-time_____

Counselors' preparation: Doctorate_____ Master's Degree_____

Bachelor's Degree_____ Certificate_____ Other_____

Are regular faculty members used in the counseling program?_____

How are they selected?_____

In which of the following areas do regular faculty members counsel? Academic_____ Vocational_____ Religious_____

Financial_____ Social and Personal Adjustment_____

Other_____

Are certain persons designated as counselors for foreign students?_____

If so, how many?_____ How are they selected?_____

Are records kept on the frequency and seriousness of student problems?

_____. If so, by whom?_____

Problem Area	Seriousness	Frequency
Vocational	_____	_____
Academic	_____	_____
Personal and Social	_____	_____
Financial	_____	_____
Religious	_____	_____
Other		
_____	_____	_____
_____	_____	_____

Remarks:

Remedial Services

What remedial services are offered in the following?

Reading _____

Speech _____

Hearing _____

Other _____

Remarks:

Discipline

Who is the disciplinary agent on the campus? _____

If a committee is used, how is it selected and organized? _____

_____

_____

What is the basic philosophy of discipline as demonstrated on the campus?

_____

_____

Do students have any voice in discipline on the campus? _____

Explain _____

_____

Remarks:

Health Services

Who directs the health services?_____

Physicians: Full-time_____ Part-time_____ Referral only_____

Psychiatrists: Full-time_____ Part-time_____ Referral only_____

Dentists: Full-time_____ Part-time_____ Referral only_____

Nurses: Full-time_____ Part-time_____

Facilities: Dispensary_____ Infirmary_____ Hospital_____

Are there printed materials available which explain to the student the health services?_____

Is the fee for health services a part of the regular tuition charge?____

If not, how is the program financed?_____

What emphasis is laid on physical and mental health as a part of the total college program?_____

Remarks:

Housing and Boarding

Dormitories, Men: Freshmen_____ Upperclass_____ Mixed_____

What counseling program is carried on in connection with the dormitories?_____

_____

Dormitories, Women: Freshmen_____ Uperclass_____ Mixed_____

What counseling program?_____

_____

Who supervises the dormitories for men?_____

What training has he had?_____

Who supervises the dormitories for women?_____

What training has she had?_____

What provision is made for off-campus housing?_____

_____

What housing facilities are available for married students?_____

_____

What boarding facilities are available for single students?_____

_____

Remarks:_____

Financial Aids, Employment and Placement

Who directs the program of financial aids?_____

Who directs student employment services?_____

Who directs the placement bureau?_____

Are there any unusual aspects in your program of financial aids?_____

_____

Are there outside agencies which aid students financially?_____

_____

_____

How many students are actually employed by the college?_____

Approximately what percent of their expense do these students receive from their employment?_____

How many students are employed off-campus?_____

What percent received aid from the placement bureau in obtaining their positions?_____

Placement	Director	Applicants	Jobs	Referrals	Placements
Part-time					
Full-time (Student)					
Graduate (Not teacher)					

Remarks:

Miscellaneous

Have any studies pertaining to the problem of students been conducted on this campus?_____ If so, where may the reports be obtained?___

_____

Author_____ Title_____

Are there any outstanding aspects of student personnel work as carried on by this college?_____

_____

Remarks:

Check List of Materials

_____1953-54 Catalog
_____Student Handbook
_____Faculty Handbook
_____Health Service
_____Intramural Handbook
_____Student Newspaper

_____Housing regulations
_____
_____
_____
_____
_____

ENROLLMENT, 1952-53

College: _____ FORM I

Source of data _____

Class	Sem.	Veterans				Non-veterans				Total
		Men		Women		Men		Women		
		M	S	M	S	M	S	M	S	
Freshman										
Sophomore										
Junior										
Senior										
Graduates										
Specials										
Unclassified										

M = Married S = Single

DISTRIBUTION OF ENROLLMENT BY

DENOMINATION IN 1952-53

College:_____ FORM II

Source of data:_____

	Sem I	Sem II
Baptist		
Catholic		
Christian		
Church of Christ		
Church of God		
Church of the Brethren		
Congregational		
Episcopal		
Friends		
Jewish		
Lutheran		
Mennonite		
Methodist		
Nazarene		
Presbyterian		
None		
No preference listed		

GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT, 1952-53

College: _____ FORM III

Source of data: _____

	SEMESTER I	SEMESTER II	REMARKS
LOCAL COMMUNITY			
State - other than local community			
Other States (No.)			
TERRITORIES			
1. Alaska			
2. Hawaii			
3. Philippines			
4. Puerto Rico			
5. Virgin Islands			
6.			
7.			
8.			
FOREIGN COUNTRIES			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

COMMENTS:

RANKING OF PROBLEMS

College:_____ FORM IV

Rater:_____ Title_____

Level of house_____

TYPES OF PROBLEMS	MEN		WOMEN	
	Seriousness Ranking	Frequency Ranking	Seriousness Ranking	Frequency Ranking
Academic, Study, Scholastic				
Employment				
Financial				
Health-Physical Handicaps				
Home and family				
Moral Problems; Self-discipline				
Personal & Social Adjustment				
Recreation and Leisure				
Religion				
Vocational				

RANK ORDER OF FACTORS THAT CONTRIBUTE
TO ACADEMIC PROBLEMS OF STUDENTS

College:_____ FORM V

Rater:_____ Title_____

CONTRIBUTING FACTOR	Men	Women	Rank Order of Problem as It Applies to Individual Classes			
			Fresh.	Soph.	Junior	Senior
Attempts to carry too heavy scholastic load						
Attempts to carry too heavy outside work load						
Wastes time						
Does not know how to study						
Spends too much time dating						
Incapable of doing college work						
Financial worries						
Worries about home and family						
Worries about personal problems						
Spends too much time in off-campus activities--religious						
Spends too much time in off-campus activities--other than religious						
Housing conditions--dormitories too noisy for study						
Reading difficulties						

Directions: If there are factors which contribute to academic problems on your campus that are not listed here, please list them in the blank spaces provided.

FREQUENCY OF PROBLEMS

AREA _____ FORM VI

College: _____

Problems handled by: _____

	MEN				WOMEN				TOTALS
	VETS		NON-VETS		VETS		NON-VETS		
	S	M	S	M	S	M	S	M	
Freshmen									
Sophomores									
Juniors									
Seniors									
Graduates									
Specials									
Unclassified									
Totals									

S = Single M = Married

Remarks:

By definition, and connection, the church-related college is expected to help develop in students some of the Christian convictions, precepts and character for which its supporting church stands. To accomplish this end they must be truly and sincerely Christian in purpose and program which is the one sure way of being unique, distinctive and appealing. President Montgomery of Lynchburg College describes it in this manner: "To me the Christian college means a pioneering school with its compelling purposes to inspire and to motivate the learning and living experience of young people toward becoming Christian persons imbued with the challenging prospects of creating a Christian society of Justice, righteousness and peace on earth."[14]

That these purposes are recognized by the liberal arts colleges of the type included in this study is evidenced by the definite catalog statements of objectives which include the enhancing of religious values as an educational aim. Typical of these statements of objectives relative to religious values is this statement quoted from the Baker University Bulletin. "It is the primary purpose of Baker University to see that all the phases of the college program function in ways which give the greater promise of growth in Christian living. The college interprets this to mean not only ethical conduct on the part of each student, but a working Christian faith."[15] A similar statement could be quoted from the catalogue of each of the twelve colleges included in the study.

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[14] R. B. Montgomery, "Admitting Young People to Christian Colleges," Educational and Psychological Measurement, IX, No. 3, Pt. 2 (1949), 618

[15] Catalogue of Baker University, 1952-53, p. 3. Baker University Bulletin, Vol. LII, No. 2, Baldwin City, Kansas: Baker University, 1952.

PROBLEMS REVIEWED BY DISCIPLINARY AGENT

College: _____ FORM VII

Disciplinary agent: _____

	MEN				WOMEN				TOTALS
	VETS		NON-VETS		VETS		NON-VETS		
	S	M	S	M	S	M	S	M	
Cheating									
Disorderly Conduct in House									
Poor Scholarship, Indifference									
Forging Signature on Enrollment									
Changing Drop Card									
Untruth for Another									
Drunkenness									

Remarks:

FREQUENCY OF PROBLEMS OF COLLEGE STUDENTS
WHICH LED TO WITHDRAWAL, SUSPENSION

FORM VIII

College: _____

Source of data: _____

PROBLEMS	MEN				WOMEN				TOTALS
	VETS		NON-VETS		VETS		NON-VETS		
	S	M	S	M	S	M	S	M	

Remarks:

PHYSICALLY HANDICAPPED STUDENTS
RECEIVING AID, 1952-53

College: _____ FORM IX

Source of aid: _____

PROBLEMS	MEN		WOMEN		TOTALS
	S	M	S	M	
Speech defect					
Partially paralyzed					
Serious eye defect					
Bad heart condition					
Amputated Limb					
Polio					
Short leg					
Arthritis					
Inflammation of bone					
Serious Hearing Difficulty					
Arrested Tuberculosis					
Inflammation of walls of veins					
Diabetes					

Remarks:

SERVICES RENDERED BY THE COLLEGE STUDENT
HEALTH SERVICE FOR THE YEAR, 1952-53

College: _____ FORM X

Source of data _____

Services Rendered	Students		Non-Student	Total
	Men	Women		
Physical examinations given				
Eyes tested				
Vaccinations and diagnostic tests				
Physiotherapy treatments				
Admissions to hospital				
Laboratory examinations (blood count, urinalyses, etc.)				
TOTALS				

Remarks:

CHARACTER OF DISEASES MOST FREQUENTLY HANDLED BY THE COLLEGE HEALTH SERVICE, 1952-53

College:_____ FORM XI

Source of data:_____

Disease	Frequency	Disease	Frequency
Common Cold		Dermatophytosis	
Pharyngities		Verruca Vulgaris	
Nasopharyngitis		Strain, back	
Gastro-enteritis		Myositis	
Impacted cerumen		Influenza	
Bronchitis, acute		Non-suppurative	
Conjunctivitis		Furuncle of trunk	
Epidermophytosis, skin		Dermatitis	
Tonsillitis, acute		Primary Dysmenorrahea	
Allergic rhinitis		Erosion of cervix	
Sprain of ankle		Stomatitis, aphthous	
Laceration of finger		Contusion, head and face	
Steatoma		Otitis, externa	
Diarrhea		Hordeolum, externum	
Laceration, head & face		Laceration of hand	
Areolar tissue, generally		Uriticaria	
Vincent's Angina		Sprain of fingers	
Mycotic infection		Poison ivy	
Acne Vulgaris		Blister of toe, due to trauma	
Laryngitis, acute		Asthma	
Burn, 1st degree, hand and finger		Poisoning, generally	
Gastro-enteritis, food poisoning		Constipation	
Contusion of finger		Stomatitis	
Furuncle, extremities		Unguis Incarnatus	
Tinea Corporis		Sinusitis	
Anxiety state		Nerves	

OTHER DISEASES:

TYPE OF OPERATIONS MOST SUPERVISED BY THE COLLEGE STUDENT HEALTH SERVICE, 1952-53

FORM XI cont.

Operation	Frequency	Operation	Frequency

Remarks:

SCHOLARSHIPS GRANTED STUDENTS OF THE COLLEGE
FOR THE REGULAR SESSION, 1952-53

College:_____ FORM XII

Source of data:_____

Name of Scholarship	Maximum Grant each Student	Number Granted	Average Grant	Total Grant

Remarks:

GRANTS-IN-AID MADE TO STUDENTS OF THE COLLEGE FOR THE REGULAR SESSION, 1952-53

College:_____ FORM XIII

Source of data:_____

Name of Grant	Maximum Grant each Student	Number Granted	Average Grant	Total Grant

Remarks:

LOANS MADE TO STUDENTS OF THE COLLEGE IN THE REGULAR SESSION, 1952-53

College:_____ FORM XIV

Source of data:_____

Name of Loan Fund	Number of Loans Made	Average Loan	Total Loaned

Remarks:

TEACHER PLACEMENT SERVICES

College: _____

FORM XV

Source of data: _____

YEAR	TEACHERS REGISTERED	VACANCIES REPORTED	STATES REPORTING VACANCIES	TERRITORIES REPORTING VACANCIES	FOREIGN COUNTRIES REPORTING VACANCIES	NUMBER OF TEACHERS PLACED

Remarks:

STUDENTS PARTICIPATING IN INTRAMURAL SPO

College: _____

Source of data: _____

Sport	MEN	
Touch football		
Horseshoes		
Golf		
Handball		
Badminton		
Basketball		
Wrestling		
Table tennis		
Volleyball		
Boxing		
Softball		
Tennis		
Swimming		
Archery		
Field Hockey		

Form XVI

	WOMEN	Totals

The college is organized into two schools. The College of Liberal Arts and Sciences confers either the Bachelor of Arts degree or the Bachelor of Science degree while the College of Fine Arts grants both the Bachelor of Music degree and the degree of Bachelor of Fine Arts.

Admission to the Freshman class is granted upon presentation of credentials showing proper training and moral fitness. Unconditional admission is received by graduates of accredited high schools and by those who make acceptable scores on an entrance examination. Qualities of character are verified by recommendations. Students may be admitted with advanced standing upon the presentation of an official transcript from an accredited college or university.[20]

In small town community achievement, Lindsborg, the home of Bethany College, has a record of distinction that has brought recognition throughout the United States and many parts of the world. The uniqueness of this small town in Kansas is generally associated with the "Messiah" tradition of Holy Week and the achievement of Bethany College in cultural and religious values. This widespread acceptance is vividly described by Lindquist in the following terms:

> Thousands of people make annual pilgrimages to Lindsborg during Holy Week to hear the Bethany College Oratorio Society sing Handel's "The Messiah" on Palm and Easter Sunday and Bach's "The Passion of Our Lord According to St. Matthew" on Good Friday and to listen to recitals by renowned artists. They view the current showing of the Mid-West Art Exhibit, the oldest of its kind in the Plains area, and visit several art studios where outstanding achievement in various media is demonstrated. They worship in Lindsborg's churches; they share the friendly atmosphere of the Bethany campus; they visit with Lindsborg residents. They become a part of the great tradition that had its origin in the pioneer world of 1881.[21]

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[20] Ibid., pp. 27-28.

[21] Emory K. Lindquist, Smoky Valley People, p. 108. Rock Island, Illinois: Augustana Book Concern, 1953.

The College of Emporia

The College of Emporia, Kansas, was founded in 1883 under the auspices of the Synod of Kansas of the Presbyterian Church. It began with seventeen students and three instructors and had grown until in 1949-50 its enrollment had increased about 2200 percent. It now has about 2000 alumni scattered throughout all parts of the world.

The departments of instruction are grouped into six divisions as follows: (1) Languages, (2) Mathematics and Natural Science, (3) Political and Social Science, (4) Education, Psychology and Religion, (5) Music and Art, and (6) Hygiene and Physical Education. Students may receive one of the following degrees upon completion of the requirements for such degree.

1. Bachelor of Arts
2. Bachelor of Music
3. Bachelor of Music Education
4. Bachelor of Science.[29]

Admission to the College of Emporia is granted to graduates of accredited high schools or mature students who make acceptable scores on the tests of General Educational Development. While the majority of the student body are Presbyterian in belief, no student is denied admission because of his religious faith.[30]

The distinctive purpose of the College of Emporia as a church-related college is demonstrated by its effort to prepare students to become constructive members of society through the development of Christian

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[29]Catalog of the College of Emporia, 1953-54, pp. 13-40. College of Emporia Bulletin, Vol. XLIV, No. 1. Emporia, Kansas: The College of Emporia, 1953.

[30]Ibid., p. 15

TABLE 13

RANK ORDER OF FREQUENCY OF PROBLEMS OF WOMEN STUDENTS RESIDING IN DORMITORIES OF TWELVE CHURCH-RELATED COLLEGES AS RANKED BY HOUSE COUNSELORS

	Types of Problems										
College	Academic and Study	Employment	Finances	Health, Physical Disability	Home and Family	Living Conditions	Morals, self-discipline	Personal and Social Adj.	Recreation-Leisure	Religious	Vocational
1	2	5	1	9	7	8	6	4	3	11	10
2	6	2	1	7	5	11	3	8	4	9	10
3	4	4	2	7	9	11	8	3	6	10	5
4	6	9	8	5	7	4	4	3	2	11	10
5	4	3	4	10	8	6	9	2	7	11	5
6	6	3	2	9	5	7	1	4	10	11	8
7	2	6	3	10	5	11	7	1	4	9	8
8	1	3	2	10	6	7	11	8	5	4	9
8	1	6	2	10	5	3	7	4	8	11	9
9	2	7	6	10	8	9	11	3	5	1	4
9	1	3	2	7	8	10	9	4	5	11	6
10	4	9	3	11	7	1	10	5	2	8	6
11	1	5	2	11	9	10	4	3	6	8	7
12	1	2	3	11	4	6	7	5	8	9	10
Sum of Rankings	35	67	41	127	93	101	97	57	75	124	107
Rank Order	1	4	2	11	6	8	7	3	5	10	9

TABLE 21

ANALYSIS OF ENROLLMENT OF COLLEGE NUMBER FOUR,
REGULAR SESSION, 1952-53

Classification	Semester	MEN				WOMEN				Totals
		Veterans		Non-Veterans		Veterans		Non-Veterans		
		S*	M	S	M	S	M	S	M	
Freshmen	I	3	2	45	5	0	0	44	5	104
	II	2	4	40	4	0	0	42	7	99
Sophomore	I	0	0	27	2	0	0	22	2	43
	II	0	0	24	3	0	0	23	1	51
Juniors	I	4	4	23	5	0	0	20	4	60
	II	3	6	19	4	0	0	21	2	55
Seniors	I	2	2	18	7	0	0	15	1	45
	II	3	1	20	4	0	0	14	3	45
Graduates	I	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	0	0	0
Specials	I	0	1	29	21	0	0	32	12	95
	II	0	1	25	19	0	0	26	14	85
Unclassified	I	0	0	0	0	0	0	0	0	0
	II	0	0	0	0	0	0	0	0	0
TOTALS	I	9	9	144	40	0	0	135	24	359
	II	8	12	128	34	0	0	126	27	335

*S = Single M = Married