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PERSONNEL ADMINISTRATION  
AS A FACTOR IN THE  
CHRISTIAN EDUCATION OF COLLEGE STUDENTS  
WITH SPECIAL REFERENCE  
TO SELECTED PRESBYTERIAN COLLEGES

BY

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To the Memory

of

My Husband

who won the confidence and love of  
countless students through his  
never-failing sympathy, his wise  
counsel, and his Christ-like life.

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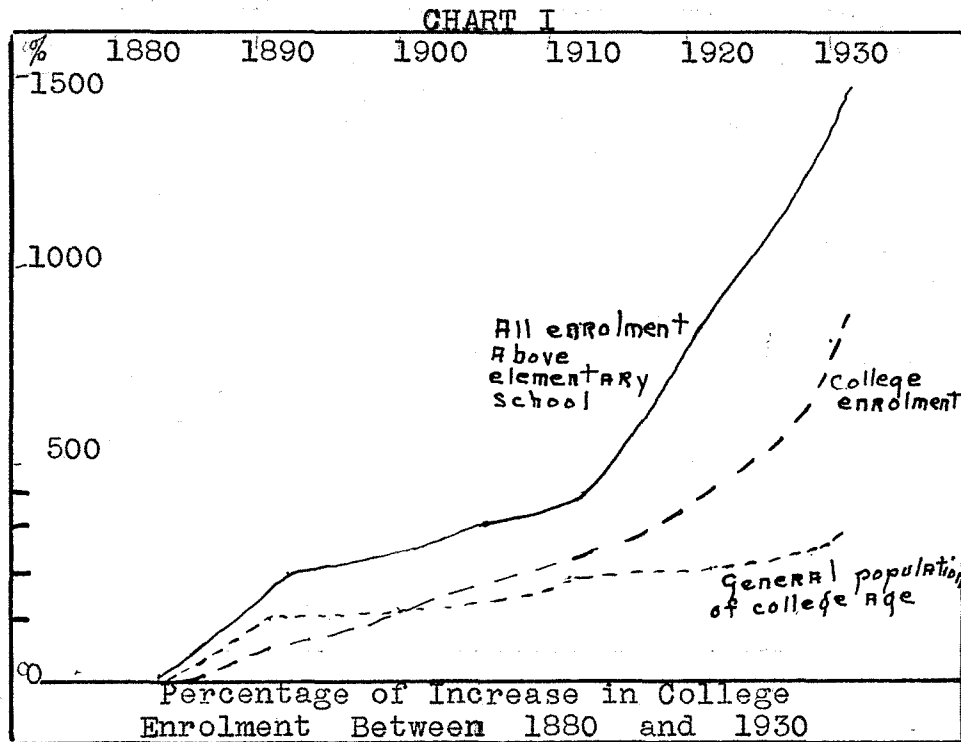
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PERSONNEL ADMINISTRATION AS A FACTOR IN  
 THE CHRISTIAN EDUCATION OF COLLEGE STUDENTS  
 WITH SPECIAL REFERENCE TO PRESBYTERIAN COLLEGES

INTRODUCTION

It has long been a principle of democracy that education should be available to all. This principle has been especially active since the beginning of the twentieth century in the development of our great state universities and public school systems. The accompanying graph,<sup>1</sup> based upon actual statistics, clearly indicates this.



1. Cole, Luella: Psychology of Adolescence, p. 7

That "there is an economy in dealing with the mass"<sup>1</sup> is readily granted. Teachers can reach more pupils, and the larger groups supply a certain stimulation to learning.

There are obvious disadvantages, however. The individual may become lost in the larger group. Many teachers give instruction to a class, without being conscious of the individuals who make up the class.<sup>2</sup> The subject matter is treated as if the abilities and needs of all students were the same.

In recent years educational institutions have become increasingly aware of the importance of recognizing individual differences and of aiding the individual to adjust to his particular situation within his capabilities. It is to meet this need that the personnel administration has been established in many colleges and universities.

#### A. Purpose of the Study

The purpose of the study is fourfold: (1) to investigate the need for personnel work; (2) to ascertain its value; (3) to analyze and evaluate its methods; and (4) to propose certain standards which may be used to meet the need more adequately. In this fourfold purpose, the development of Christian character will be a constant

. . . . .

1. Burkhart, Roy A.: Guiding Individual Growth, Editor's Introduction, p. 9
2. Ibid.

factor.

## B. Definition and Delimitation

Personnel work in its broad sense is defined as that which has for its object, as defined by Bragdon:

" . . . the discovery and development of the best in each individual. It includes the selection, orientation, educational and vocational guidance of students, their placement in and out of college, attention to their habits, attitudes, speech defects, health and hygiene including mental hygiene."<sup>1</sup>

Thus it is seen to touch every phase of student life.

While the service of the personnel administration in all these fields is recognized, as is the fact that they all belong in a study of Christian education, three areas have been chosen for special study, because they are conceived as being of primary importance in the development of Christian character. The first of these has to do with that difficult area of development, which is generally known by the somewhat elusive name - personality; the second is the field of social adjustment; and the third, that of religious adjustment. In these three fields, the source of maladjustments will be studied, with the methods and techniques that are employed to remove them; typical cases will be presented.

The term 'personnel administration' as used here

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1. Bragdon, Helen D.: Counseling the College Student, p. 2



applies to those individuals and functions which deal directly with the Christian education of students. It is intended to include any formal organization, such as classes or groups, and the individual contact with students. The terms 'guidance' and 'counseling' will be used synonymously.

The colleges of which a survey is being made are those of the Presbyterian Church, U. S. A., and the United Presbyterian Church. Some selection was necessary and was made arbitrarily on the basis of the knowledge of the college, contacts with faculty members, its reputation, or its geographical location.

### C. Procedure

In approaching this study, typical student attitudes will be presented with special attention given to the three specific fields of adjustment which have been selected as those of primary importance. A discussion will follow of the college's responsibility to the state, to standardizing agencies, to the church, and to the individual.

In the second chapter the contribution of the personnel administration to the Christian education of students will be taken up. Its objectives and techniques will be scrutinized and evaluated. An attempt will be made to determine the responsibility of the personnel

worker to the institution and to the individual. The place of the personnel administration in dealing with the three areas of this specific study will be determined.

There will follow a survey of typical personnel problems arising in the selected areas. These will include problems taken from secondary sources and those reported in questionnaires. The questionnaires, which will be discussed in detail in chapter III, were sent to twenty-eight colleges with the request that they be given to personnel officers to be filled out and returned. They were designed to discover the more serious problems of college students, methods of dealing with them, aims of the personnel department, and the organization of the department.

The survey will include the type of problem, its effect as shown in attitudes, and the method of meeting the problem, in the light of the objectives which are discussed in chapter II.

In the following chapter an analysis of the program of the personnel administration in the selected colleges will be attempted. This will include the aims of the colleges, as stated in current catalogues and bulletins; the specific aims of the personnel departments, obtained from the questionnaires or catalogues; a survey of the officers and functions included under the term; finally, typical plans of organization for effective personnel work.

The conclusion will include a review of the study in order to form a total impression of the personnel work of the church colleges, as it deals with the specific problem areas. An attempt will be made to evaluate the methods and results, so far as the survey permits an evaluation. Suggestions for the future in personnel work will be included.

CHAPTER I

STUDENT ATTITUDES AND THEIR SIGNIFICANCE TO THE COLLEGES

PERSONNEL ADMINISTRATION AS A FACTOR IN THE  
CHRISTIAN EDUCATION OF COLLEGE STUDENTS  
WITH SPECIAL REFERENCE TO PRESBYTERIAN COLLEGES

CHAPTER I

STUDENT ATTITUDES AND THEIR SIGNIFICANCE TO THE COLLEGES

A study of college personnel work begins and ends with the individual student. It is therefore the purpose of this chapter to present a survey of student attitudes as a background for the later study of student problems and of personnel work in relation to them. Attitudes arising from environmental influence prior to college entrance and those arising from the college environment itself will be studied, and, then, with these as a constant factor, it is purposed to present the college's responsibility to the individual, with consideration of its responsibility to church and state.

A. Factors in Background of Students Which Influence Attitudes in College

In approaching a study of personnel administration as a factor in the Christian education of students, it is desirable that at the beginning we examine the cultural backgrounds and characteristic attitudes and viewpoints of the students. The influences which surrounded the

students before their entrance to college play a decisive part in determining their reactions to the world of college.<sup>1</sup> It is important for us to know whatever we may be able to discover about those influences. A factor that has great significance to the college is the variety of backgrounds represented in a single college group.

1. Economic and Cultural Status of Student before College

The following table is a compilation of the paternal occupations of a group of 215 college women,<sup>2</sup> secured for the purpose of discovering cultural and economic backgrounds.

TABLE I

OCCUPATIONS OF FATHERS	NUMBER	PERCENT
Proprietors	63	29.3
Professional Service	62	28.8
Managerial Service	35	16.3
Commercial Service	18	8.4
Clerical Service	8	3.7
Artisan-proprietors	7	3.2
Agricultural Service	2	0.9
Transportation Service	2	0.9
Machine and related trades	1	0.5
Printing Trades	1	0.5
Miscellaneous trades: manu- facturing and mechanical	1	0.5
Building and related trades	0	0.0
Common laborers	0	0.0
Miners and lumbermen	0	0.0
Personal Service	0	0.0
Public Service	0	0.0
None given, or indefinite	15	7.0
	<u>215</u>	<u>100.0</u>

.....

1. Cf. Edwards, Artman, & Fisher: Undergraduates, p. 2  
 2. Bragdon: Counseling the College Student, p. 10

A similar survey of fifty-five colleges<sup>1</sup> indicates some variability in that all the trades which had a percentage of 0.0 in the first table had at least 0.2 in the second. These facts will serve to indicate the varying degrees of cultural background which are to be found in any student body. It is recognized that the degree of culture is not to be judged by one's economic status, but it is also recognized that the economic status frequently has a definite influence on the ability of a student to adjust to certain situations in college. This survey indicates the complexity of the problem which arises when students are brought together into the community life of college.

## 2. Normal Adolescent Traits

A second significant factor is the emotional attitude of the students, especially of the Freshmen. It must be recognized that, typically, the new college student is still in adolescence and that certain characteristics of that period must be considered. Rational powers have not overtaken the emotional, and that balance and control which marks maturity is not yet established.<sup>2</sup> There is still a great sensitiveness to social stimuli of all sorts. One of the greatest fears of the college

. . . . .

1. Cf. Bragdon: op. cit., p. 10

2. Cf. Tracy: The Psychology of Adolescence, p. 19

student is that of being socially unacceptable. He is also deeply concerned about his appearance and clothes. Moreover, while the reputation of his friends, to whom he is blindly loyal, is precious to him, he is intolerant of those in other social groups.<sup>1</sup>

### 3. Situations Which Cause Emotional Disturbance

Besides these traits which one may expect from a normal adolescent, there may be other emotional sets which are the result of some environmental factor. Many students have had bitter and difficult experiences as the result of changed economic conditions, broken homes, or keen disappointments. One may look for a degree of cynicism and doubt, unconventionality, and loss of faith in some things that are generally considered vital. The experiences of the last few years -- the depression years-- have developed in incoming students a seriousness which was not apparent before.<sup>2</sup>

#### B. Factors in College Environment Which Influence Attitudes

##### 1. External Authority Removed

From the moment of entrance to college the young

. . . . .

1. Cf. Cole: op. cit., pp. 245 ff.
2. Cf. 1936 Yearbook: National Association of Deans of Women, pp. 106-107



student is in a new world.<sup>1</sup> Heretofore he has accepted life for the most part as he found it. It has been a "mediated experience,"<sup>2</sup> controlled more or less by his parents, teachers, friends, and by social, religious and moral standards which he has accepted as authority.<sup>3</sup>

"Up to a certain age or stage of development individuals are ruled more or less by external authority... During the college period students tend to throw off the control of external authority. This may or may not be followed by a personal assumption of responsibility."<sup>4</sup>

Many young collegians have a sense of uncertainty and perplexity, of not being sure of their environment or themselves.<sup>5</sup>

## 2. Spiritual and Intellectual Freedom

The transition from home to college is a tremendous experience and is likely to reveal elements of strength or weakness.<sup>6</sup> College offers a spiritual and intellectual freedom which our youth has not known before.<sup>7</sup> He is no longer watched and dictated to. He is, in a great measure, released from the restraint and traditions of his high-school days. He no longer needs to accept ideas and

. . . . .

1. Cf. Fitch: The College Course and Preparation for Life, p. 3
2. Fitch: op. cit., p. 2
3. Cf. Ibid.: op. loc.
4. Cf. Hawkes: Measurement and Guidance of College Students, p. 185
5. Fitch: op. cit., p. 7
6. Cf. Edwards, Artman, and Fisher: op. cit., p. 5
7. Cf. Fitch: op. cit., p. 3

convictions as given to him.<sup>1</sup> "It is this abrupt and radical transition which . . . is as swift and sudden as it well could be, which intoxicates the Freshmen and imparts to the first college year both its danger and its splendors."<sup>2</sup>

A further consideration is the attitude toward college itself. We are justified in assuming "that the undergraduate's life is, for the most part, cast into a romantic aspect, and that it is with intense absorption and idealizing passion that he lives his four college years."<sup>3</sup>

### 3. Characteristic Problems Attendant

It is out of this situation that all the characteristic problems of college young people arise. In order that we may have a general view of the extent of the problems faced by undergraduates, the following tables<sup>4</sup> are reproduced.

TABLE II

NUMBER AND PERCENTAGE OF 3513 COLLEGE STUDENTS WHO HAVE FACED VARIOUS PERSONAL PROBLEMS

PROBLEM	NUMBER	%
Finances	1,098	31.3
Choosing a vocation	851	24.2

. . . . .

1. Cf. Fitch: op. cit., pp. 2 - 3
2. Ibid., p. 4
3. Ibid., p. 7
4. Reeves: The Liberal Arts College, p. 389, Table 104

TABLE II (continued)

*Forming acquaintances and friendships with students of the opposite sex	732	20.8
*---with students of the same sex	726	20.7
Fear of failure in courses	658	18.7
Poor study habits	562	16.0
*Religious questions and doubts	556	15.8
Difficulty and misunderstanding with the instructor	538	15.3
*Timidity	477	13.6
*Worry and extreme nervousness	440	12.5
*Attitude toward life	425	12.1
*Homesickness	383	10.9
*Undesirable personal habits	346	9.8
*Personal conduct, violating rules	339	9.6
Attitude toward work	313	8.9
*To join a fraternity or not	291	8.3
*To accept a proffered date	281	8.0
Failure in courses	261	7.4
*How to secure a date	259	7.3
Recreation	256	7.3
Overwork	241	6.9
Health	221	6.3
*Difficulty or misunderstanding with fellow-student	174	5.0
*Family difficulties or misunderstanding	172	4.9
*Physical handicap	129	3.7
*How to avoid being "over-social"	116	3.3
Whether to invite a chaperon	96	2.7

\*Problems definitely within the three selected areas: personality, social and religious.

Although there is an intricate interweaving of problems and it is difficult to separate them, certain ones are judged pertinent to this study. These are marked with a star. Out of more than ten thousand problems, 5500, or more than 50%, are seen to be in these areas.

4. The Correlation of Life, Social and Academic Adjustment

A second chart will further indicate the complexity of the problems.

TABLE III

		Social			Academic				
		S	T	U	A	B	C		
					1.30				
					1.19	.61			
					.78	.88	1.23		
					1.19	.92			
					1.00				
Life	L	.225	.47	0	1.29	.78	.50	L	
	M	.86	1.16	.93	1.17	1.01	.32	M	.40
	N	.68	1.17	1.18	.79	1.31	.93	N	.71
	O	.63	.70	2.08	.26	.87	4.22	O	
		A	B	C	S	T	U		
		Academic			Social				

Legend.

- I. Social adjustments
  - S - Students who have friends and are well-integrated socially.
  - T - Students who feel their social situation is somewhat unsatisfactory, and those who seem satisfied with an inadequate social adjustment.
  - U - Students who are not well-integrated and have few or no friends.
- II. Life adjustments
  - L - Students who have thought seriously about their life situations and seem to be well-oriented.

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1. Angell: A Study in Undergraduate Adjustment, p. 30, Table II

M - Students who have thought sufficiently to criticize traditional patterns of thinking and conduct, but who have not yet oriented themselves, though they seem to have character enough to bring them through.

N - Students who are adjusted on the basis of habitual or traditional patterns and have not thought for themselves.

O - Students who are badly adjusted to life, depressed and confused, seemingly unable independently to effect adequate adjustment.

### III. Academic

A - Serious students who are doing good academic work.

B - Students not deeply interested in their academic work but who are passing in their courses; and serious students who are barely getting along.

C - All those whose academic adjustment is unsatisfactory.

The positive correlation between life adjustments (which term includes both the personality and religious areas) and social adjustment is evident. This is noted especially in the poor state of each. This correlation is of significance to the college, and especially to the personnel administration. An adjustment in the area which is the one of basic maladjustment will probably result in adjustment in the other areas, if it has not been a problem of too-long duration.

The faults of college youth are easily summarized. As Coe has stated them, they are:

"craze for excitement; immersion in the external and superficial; lack of reverence and respect; disregard for reasonable restraints in conduct and for reasonable reticence in speech; conformity to mass sentiment; lack of individuality; living merely in the present and general purposelessness."<sup>1</sup>

. . . . .

1. Coe: What Ails Our Youth?, p. 2

These are not maladjustments in themselves, but are symptoms, and sometimes serious symptoms of failure in integration. We must see individual conduct not only in relation to its immediate stimuli but in relation to the whole social movement. Until we can give our young people a proper perspective of life and can get them "to feel the pull of large ambitions, we must expect petty conduct and the following of ill-considered views."<sup>1</sup>

### C. The College's Responsibility

#### 1. To the State and Standardizing Agencies

In view of the foregoing attitudes what then is the responsibility of the church-related college? In seeking to determine this responsibility we must consider the relation of the college to the state-controlled system of education and to the church.

The college must meet certain state requirements in regard to curriculum and equipment before it is granted a charter at all. This curriculum and equipment not only must be maintained but must be increased from time to time. The educational standardizing agencies, which have been created by the colleges themselves, also make increasing demands. These agencies have done much good in requiring the colleges to maintain a scholastic and financial standing. On the other hand their influence has not all been

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1. Coe: op. cit., p. 16

constructive.<sup>1</sup> As Hites has said,

"They have done inestimable harm in their failure (perhaps inevitable) to recognize and demand other things than financial endowments, doctors of philosophy, books in the library, and teaching in determined fields."<sup>2</sup>

A second consideration is that the church-related college, to a great extent, must compete with the state-owned institutions. New courses, new buildings, new equipment, larger faculties must be provided. The state institutions control almost all the graduate schools and so establish the standards for entrance.<sup>3</sup>

2. To the Church

a. Founded by the Church

The college has an equally great, and even greater, responsibility to the church. Most of the church-related colleges were established for the explicit purpose of helping to solve the problem of ministerial leadership.<sup>4</sup> They owe their existence to devoted Christians who saw that trained, intelligent thinkers were needed in the cause of Christ. The colleges soon expanded to include laymen and laywomen, with the basic motive of training Christian leadership.<sup>5</sup> Thus we have institutions, created and

. . . . .

1. Cf. Hites: The Effective Christian College, p. 114
2. Ibid., loc. cit.
3. Ibid., p. 112, p. 113
4. Cf. Mode: Frontier Spirit in American Christianity, p. 65
5. Cf. McAfee; Mildred H.: The College and Its World Relations, Advance, January 1938

supported by the churches for the definite purpose" of helping carry forward a religious mission in society."<sup>1</sup>

b. Not an Addition to, nor a Department of, the Church but an Instrument

The Christian college is neither an addition to, nor a department of, the church, but it is essentially an instrument. Its chief service as such should be to prepare young people to become workers, both lay and professional, in the Christian movement;<sup>2</sup>

"educated to know true religion as they know true science, and to realize that there is no conflict inherent between them; educated to know that the Christian movement has a profound mission in the world; educated to know that the spirit of Jesus is still abroad in the land, and that, with Him as a guide of their intelligent faith, they may revitalize the Christian Church from which they came, and make it a more useful, a more intelligently consecrated instrument for good and for God in the world."<sup>3</sup>

3. To the Individual

a. In so far as Possible Every Student an Educated Christian

This brings us directly to the college's responsibility to the individual, for such leaders as have been described are individuals. If it is so, and there can scarcely be any dissent, that the real responsibility

. . . . .

1. Hites: op. cit., p. 39
2. Cf. Ibid., p. 78
3. Ibid., p. 78



of the college is not to give a college education, but to educate college youths,<sup>1</sup> there is the serious responsibility laid upon the Christian college that in so far as possible

" every student leave the institution an educated Christian, intelligent in his faith, and capable of making that intelligence effective both inside and outside of the church."<sup>2</sup>

b. The Distinct Function of Providing a Religious Education

It is clearly seen then, that the Christian college has the distinct function of providing a religious education for youth. It has been true, and to some extent is still true, that few of the denominational colleges conceive of this as their primary function. One or the other of two attitudes is usually present. They attempt either to give a general education under conditions favorable to religious life, or to keep students religiously steady while they are getting a general education.<sup>3</sup> It is becoming increasingly apparent that religious education must be the chief concern of these church-supported institutions. With this, there must be the definite aim of establishing and developing Christian ideals of thought and action in the lives of the students.<sup>4</sup> This responsi-

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1. Educational Record: volume 9, 1928, p. 29
2. Hites: op. cit., p. 121
3. Cf. Coe: op. cit., p. 57
4. Cf. 14th Annual Report, Board of Christian Education, Presbyterian Church, U. S. A., p. 54

bility has been ably stated by an eminent minister as follows:

"Is it not the supreme responsibility of the church-related college or university to teach through every subject, by every possible method, and by the lives of the administrators and professors that there is a God 'keeping watch above His own' and in the long years executing judgment among men; that righteousness is its own reward and has consequences which reach far beyond the individual life?"<sup>1</sup>

#### D. Summary

Certain student attitudes that are significant to the college have been presented. It has been seen that the influences surrounding students before their arrival in college play a decisive part in determining their attitudes in college. The transition from home to college has been seen as an experience which is fraught with dangers for the undergraduate. It has been noted that the church-related college has the peculiar function of providing a religious education for its students. It has also been shown that the students must be dealt with as individuals. One of the more important factors in individual work is the personnel service. In the next chapter, personnel objectives and techniques will be surveyed, and the place of student personnel work in helping students to adjust on the Christian level will be studied.

. . . . .

1. Seaton, John L.: "Suggestions Toward an Educational Policy for the Methodist Episcopal Church" in Christian Education, June 1935, p. 287

CHAPTER II

THE CONTRIBUTION OF PERSONNEL WORK  
TO THE CHRISTIAN EDUCATION OF COLLEGE STUDENTS

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## CHAPTER II

### THE CONTRIBUTION OF PERSONNEL WORK TO THE CHRISTIAN EDUCATION OF COLLEGE STUDENTS

In the preceding chapter it has been shown that the church-related college, because of its obligation to the supporting denomination, has a unique responsibility to the individual student, to help him toward an acceptance of Christian ideals and standards to such an extent that he will be a positive force in the work of the church.

This chapter will present a discussion of personnel work and its contribution to the Christian education of students, studying first the general objectives and techniques of personnel work; then its place in helping the student to make adjustments on the religious level.

#### A. The Objectives of Personnel Administration

Never before in the history of the world has there been such emphasis on individual growth. Every care is given to the preservation of health and the development of life. All our great institutions - the home, the church, the school, and the state - assume that the

individual is of greatest importance, and their whole plan is organized around that assumption. Yet here is a strange paradox. The very social structure which creates and cares for the individual destroys him.<sup>1</sup> It has been aptly said that

"The creed of individualism may lead to the enslavement of individuals by powerful men and groups because it discourages adequate social checks upon their power. It may also lead to the absorption of the individual into the crowd by robbing individuality of the resources necessary to resist the mass. The tendency of individualism to destroy the inner resources of the individual is a sad and pathetic aspect of modern history."<sup>2</sup>

So, too, the individual is largely lost in the educational system. Much is included in the curriculum that has little, if any, vital relation to the life of the student.

The social order today is one sustained by its satisfactions rather than by its convictions, and thus is dependent on keeping the mass moving in one direction. The great need is for a social order that is based on the intelligent loyalty of individuals whose convictions have their root in the nature of that order.<sup>3</sup> It is apparent that there is then an imperative need for the rediscovery of the individual in the mass and for the guidance of the growth of personality.<sup>4</sup> Personnel administration is an

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1. Cf. Burkhardt: Guiding Individual Growth, p. 22-23
2. Burkhardt: op. cit., p. 23. Quoted from Niebuhr, Reinhold: Reflections on the End of an Era, p. 99
3. Cf. Ibid., p. 27
4. Cf. Ibid., loc. cit.

attempt to meet this need. "In the midst of mass procedure we are seeking to have the individual find and express himself."<sup>1</sup>

### 1. Personnel Work Defined

Personnel work is concerned with developing an individual's abilities to meet the situations of life with satisfaction to himself and in consideration of the satisfactions of other human beings.<sup>2</sup> The term is used to describe the process of helping individuals to make the most of their potential powers.<sup>3</sup> It is, in effect, maturity directing youth, the voice of experience speaking to inexperience. A prominent dean of **women** states this as follows:

"Youth will always furnish the pioneer spirit without which no progress is made; maturity will always furnish the restraint of conservation to make progress steady and dependable."<sup>4</sup>

The primary purpose of college personnel work is conceived of as the wise guidance of college youth toward a self-reliant maturity.<sup>5</sup>

The foregoing statements would seem to fall short of the objectives of a counselor in an institution

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1. National Association of Deans of Women: op. cit., p. 79
2. Cf. Meek, Lois H.: "What is Guidance in the Classroom?" in Understanding the Child, April 1937
3. National Association of Deans of Women: op. cit., p. 119
4. Ibid., p. 80
5. Cf. Ibid.

where the development of Christian character is a basic element. In a church-related college there is present, whether really or ideally, the religious purpose. Here, then, the primary objective of personnel work must be toward the integration of personality toward the highest meaning or value that the individual can know in the light of life's supreme devotion, which is to God.<sup>1</sup>

Personnel work, then, constitutes all activities undertaken or sponsored by the institution aside from curricular instruction in which the student's personal development toward the above objective is the primary consideration.<sup>2</sup> No person or group can force an individual to participate in this integrating process, but they can do much, - "sometimes that crucial much"<sup>3</sup> - to establish those conditions which will help the process.<sup>4</sup>

## 2. Major Aspects of Personnel Work

There are three major aspects of personnel service: curriculum matters, vocational guidance, and problems of personal adjustment in moral, religious and social relations.<sup>5</sup> It is with the third aspect that this study is

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1. Cf. Wieman, Henry N. and Regina W.: **Normative Psychology of Religion**, p. 437
2. Williamson, Edmund G.: **Student Personnel Work**, p. 49
3. Wieman: op. cit., p. 329
4. Cf. Ibid.
5. Cf. Edwards, Artman and Fisher: op. cit., p. 360

dealing specifically, for, although it is the aspect which has the most difficult and important problems, it is the one that has been most neglected.

#### B. Methods and Techniques of Personnel Service

The art of counseling is not one which can be used by nearly everyone. It has its science and technique just as music or painting or any other art has. Its instrument is "human life, and it must be located in the stream of life."<sup>1</sup> Counseling must look to science for authoritative facts upon which to build its understanding of the individual and of the social order, and of the individual within the social order.<sup>2</sup> It must turn to philosophy for "those explanations of reality, and of human relation to it and within it upon which to develop an understanding of the values, purposes, objectives, or ends, which direct human enterprise and striving."<sup>3</sup>

Unless there is this thorough grounding in science, counseling becomes merely a giving of advice, out of the limited experience of the counselor, colored by his prejudices and ignorance, as well as by his standards. Without an understanding of philosophy, counseling

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1. Sturtevant, Sarah M.: Deans at Work, p. 5
2. Cf. Wieman: op. cit., p. 433
3. Ibid.



becomes a mechanical process, with diagnosis and treatment according to some theory or formula.<sup>1</sup> Both are needed for, as someone has said,

"Science provides the reference for truth in tested facts; philosophy provides the reference for truth in tested values."<sup>2</sup>

#### 1. Tests and Measurements

It is desirable, then, that some attention be given to the scientific measurements which supply the tested facts necessary for the counselor. It is widely recognized that most of these measurements are wanting in the ability to measure certain elements which are subjective in nature and yet are very important for the understanding of the individual. It is necessary to use as perfect instruments as are at hand, however imperfect they may be. As Williamson says:

"Student personnel work is in much the same position today as earlier clinical medicine: the pressure to do something for the individual necessitates the use of existing diagnostic techniques without waiting until such a time as all measuring instruments may be perfect."<sup>3</sup>

Counseling needs measures of student behavior that are as reliable and meaningful as possible.<sup>4</sup>

. . . . .

1. Cf. Wieman: Op. cit., p. 433
2. Ibid., p. 434
3. Williamson: op. cit., p. 38
4. Cf. Bell, Hugh M.: Theory and Practice of Student Counseling, p. 1

The chief function of a test is to aid the counselor in the analysis of a difficulty or in the measurement of progress.<sup>1</sup> It is not an end, but an instrument. It affords a means of discovering the potentialities and achievements of each student. Individuals who deserve some special provision either because of handicaps or superior abilities are thus discovered. Areas of relative strength and weakness for each student can be discovered by this means.<sup>2</sup> Through the use of tests the counselor may help the student to select specialized courses in line with his aptitudes.<sup>3</sup> Much of 'human waste in education'<sup>4</sup> is due to maladjustment in academic work.

Then, too, the tests are an aid in diagnosing problem cases in an effort to isolate the difficulties of a particular student.<sup>5</sup> They are the personnel equivalent of the doctor's clinical thermometer readings,<sup>6</sup> not a treatment to cure ills. Through the use of tests, problems may be discovered that have not been clearly indicated before.

Furthermore, some prognosis or prediction of general accomplishment is possible through the tests.<sup>7</sup>

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1. Cf. Burkhart: op. cit., p. 118
2. Cf. Coöperative Achievement Tests: November 1937, p. 7
3. Cf. Williamson: op. cit., p. 57
4. Title of Book - Anna Y. Reed
5. Williamson: op. cit., p. 157
6. Ibid., p. 33
7. Ibid., p. 157

This is not at all definitely dependable, but it is of some value.

Finally, the tests are a measure of the results of counseling. As such, they should not be given once for all, but periodically, and should be recorded in cumulative form to indicate development.<sup>1</sup> The cumulative record will be discussed later in this chapter.

Lest too much be claimed for these tests and measurements, it is well to indicate certain limitations and dangers which are attendant. The first major limitation is that of the paucity of reliable studies to indicate the worth of the several tests. The second is the necessity of interpretation in terms of character change and motivation rather than of fact.<sup>2</sup> In the interpretation the counselor must consider not only the record before him, but the personality, social and economic background, health, aptitudes, and attitudes of the student.<sup>3</sup>

Not all the measurements are desirable. Many instruments almost guarantee to humiliate the subject and to create compensatory hostility that precludes any further help. There is danger that doubt and shame may be sown, or that the individual's reserve will be so violated that 'he

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1. Williamson: op. cit., p. 157
2. Cf. Hartshorne, Stearns and Uphous: Standards and Trends in Religious Education, p. 122
3. Cf. Williamson; op. cit., p. 164

is psychologically naked before the world.<sup>1</sup>

The cumulative record is indispensable to the personnel worker. An individual record for each student in college is not a new thing. Records of scholastic achievement, deportment and discipline have long been a part of the college's program. They were created and maintained, however, to meet the need of the institution. The new records are designed to enable those concerned to meet the needs of the student. This does not mean that there is any conflict. In fact, the same records may now serve both purposes, but the new records are more detailed and have a much wider scope.<sup>2</sup> Since there are so many cumulative forms, both good and bad, it is appropriate to include certain criteria<sup>3</sup> for a good record card. The following are some of those suggested by Hawkes in his study:

1. The record form must show trends of development of ability and interests.

2. It must be based on accurate measures and concrete observation.

3. The record must provide a means for recording measures and observations in comparable and meaningful terms, wherever such measures are available, but must at the same time provide for convenient recording and clear differentiation of whatever measures,

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1. Sturtevant: "Some Disturbing Conflicts Between Theory and Practice in Guidance"; School and Society, v. 45, p. 699

2. Cf. Hawkes, Herbert E.: Measurement and Guidance of College Students, p. 4

3. Ibid., p. 8

subjective and non-comparable, may be available.

4. The data should appear in a form and order capable of showing their interrelations, and thus presenting a coherent and integrated picture of the individual.

The need for cumulative records is recognized by Dr. Williamson, who writes as follows:

"Effective guidance demands cumulative records and periodic testing . . . If students are to be well-prepared for life competition . . . it seems necessary constantly to personalize their educational experiences, to measure their progress, and to stimulate them to self-educative activity. Within the present mass organization of education the student personnel worker is ideally situated to do this very job of individualization."<sup>1</sup>

A second type of measurement is the achievement test. Since it is distinctly academic, it is not relevant to this discussion.

Character and personality tests are very valuable for the problems of this study, but they are at the same time the most unreliable, because of their necessarily subjective nature. They serve, at least, to indicate areas of need or of maladjustment. Because of their unreliability, careful judgment is necessary in interpretation, as well as in the selection of the test.

The personality profile is a composite of the data obtained by the foregoing and other means. It is widely used for the cumulative record.

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1. Williamson: op. cit., p. 42

It must be remembered that reliable techniques for measuring the more subtle aspects of character and of religious growth have scarcely begun to be used. Educational and vocational measurements receive the emphasis. Yet the motivation and purpose of the college student are far more important than curricula, endowment, scholarships and many other administrative matters.<sup>1</sup>

## 2. The Interview

The counseling interview is the integrating mechanism by which the complete personnel program is brought to focus on the individual.<sup>2</sup> Any description of the techniques of the interview must necessarily be general, for individual differences - of the counselor, the counselee, the problems - affect the order of the interview. This technique is the personnel equivalent of a medical examination just as the measurements are comparable to the doctor's thermometer.

Before the interview begins, the counselor reviews all existing data and selects the techniques that will best apply to the particular student. A preliminary interview is useful in gathering relevant material. Counseling is dependent on the critical analysis of all

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1. Cf. Hartshorne, Stearns, and Uphaus: op. cit., p. 124
2. Cf. Williamson: op. cit., p. 113

case materials, even as material is presented through the student's behavior during the interview.<sup>1</sup> The skilful counselor sees the problems through the student's eyes, but remains objective enough to recognize errors in the student's judgment. As one writer says:

"If the counselor is successful in his guidance, the student should come to see the possible solutions of his problems just as the counselor sees them. If the counselor is unsuccessful, if the advisee fails to see eye-to-eye with his adviser, it must be inferred that the counselor is not sufficiently persuasive, that some information vital to correct diagnosis is lacking, or that the counselor has attempted to develop a plan for the student which is not in harmony with all the important facts of the case."<sup>2</sup>

It is important that no decision be forced on the student. Choice is pre-supposed in the area of personnel administration. But all possible choices should be placed before the student. It is this fact that planned guidance often forgets. Interviews are routinely scheduled at the convenience of the school or adviser with little regard for the readiness of the advisee. This may create a hostility which defeats the purposes of the personnel service. One Freshman is quoted as saying, "I want somebody to whom I can go and get help when I need it. I do not want to be pursued and spoonfed."<sup>4</sup> The making of counseling easily

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1. Williamson: op. cit. p. 166
2. Ibid., p. 167
3. Sturtevant: Some Disturbing Conflicts Between Theory and Practice in Guidance, School and Society, v. 45, p. 697
4. Ibid.

available and welcome to students is a 'sine qua non' of a good counseling program. The student should not be dealt with as one who has a certain intelligence quotient, or as one who fails academically or in some other way, but as one who loves and hates, hopes and fears, suffers and enjoys, . . . "a most complex and momentarily changing being, but a unified one."<sup>1</sup>

### 3. Case Studies

Another approach to character measurement and an aid to character development is that of case studies or histories. Here again evaluation is difficult. The distinct advantage, however, is that the interweaving of factors is recognized and the mistake is not made of judging the individual as made up of separate parts like the facets of a diamond, which can be measured regardless of the others. Case histories are really summaries of all existing data, and are thus a combination of all these<sup>2</sup> measurements. As Watson states:

"The bringing together of all available measures about an individual and building these into a structure in which the chronological sequence and the presuppositions of the investigator about causal relationships are the cement, constitutes a case history."<sup>3</sup>

. . . . .

1. Sturtevant: Some Disturbing Conflicts Between Theory and Practice in Guidance, School and Society, v. 45., p. 697
2. Cf. Watson, Goodwin B.: Experimentation and Measurement in Religious Education, p. 62
3. Ibid., p. 63



#### 4. Orientation Classes

The instruments of counseling which have been discussed have been those of individual contact, and are largely those which have to do with abnormal situations. There is one further instrument which deals with the individuals in groups or classes. This is the orientation program, which is used to some extent on nearly every campus. The purposes of the program are listed as eight:<sup>1</sup>

1. To adjust the student to the college environment.
2. To train him in thinking.
3. To provide a course which by its very difference from high-school courses shall convince him of the seriousness of college work.
4. To give a sound general conception of the nature of the world and men.
5. To survey the historical background of a contemporary civilization.
6. To give the student a stimulating and intelligent interest in the main human problems of the present day.
7. To afford an introductory survey of a considerable portion of the field of collegiate study.
8. To afford an introductory survey of the entire field of collegiate study.

Orientation methods differ considerably. On some campuses a semester credit course is given. It usually presents study methods and college traditions and objectives. It may include such items as budgeting, use

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1. Cf. Blake, Mabelle B.: Guidance for College Women, pp. 134-135

of the library, etiquette, friendships. Another commonly used method is that of Freshmen week. As a rule, the Freshmen are invited to the campus a week before the arrival of the upper-classmen. Tests, lectures, tours of the campus occupy the week. The third method is like a series of lectures which are given throughout the year on subjects adapted to the needs of the particular campus.<sup>1</sup> A college may use one or more of these methods.

C. Personnel Work as an Aid to the Student in Making Adjustments on the Religious Level

The service to students in connection with their adjustment in the three selected areas, personality, social, and religious, is apparently far less adequately provided for than in connection with curriculum and vocational problems. A distinguished psychiatrist is quoted as saying that "emotional instability, misdirected intellectual efforts and social maladjustments cause many young men and women to become college casualties."<sup>2</sup>

The counselor in the church-related college is interested in helping the individual make his adjustments in these fields on the religious level. The following quotation will practically define what is meant by

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1. National Association of Deans of Women: op. cit., p. 150
2. Edwards, Artman, and Fisher: op. cit., p. 362

adjustment on the religious level:

"When has a person made a religious adjustment to life? When decisions are made or courses of action are chosen in line with what is considered by the individual to be the purpose of God because they are for the best interest of others and himself, then adjustment is made on the religious level. If an individual feels that a course of action or a point of view promotes his sense of fellowship with God and God's children, the adjustment is made on the religious level. If an individual's habit system<sup>1</sup> supports consistently his highest religious devotion then his neural and physical adjustments are made on the religious level."<sup>2</sup>

There are three levels of counseling. One is curative. Its concern is with the person who is in difficulty, or whose conduct does not conform with accepted standards, or who has a problem with which he wants help. The second level of counseling is preventive. It aids an individual in maintaining a normal balance in wholesome relation to others. The third level is that which concerns itself with growth. Of this Burkhart says:

"It is the level at which the counselor ought most to seek to proceed. The purpose here is not primarily restoring health and maintaining it, but it is the development of the richer life of the individual. The counselor must open new doors. . . must furnish new incentives of achievement, if he is to fulfill the responsibility of one concerned with the student's total life."<sup>3</sup>

. . . . .

1. "By habit system is meant the trends of conduct in given situations", Burkhart, op. cit., p. 29
2. Ibid.
3. Cf. Ibid., pp. 32-34, pp. 32-34

#### D. Summary

In brief, the general objectives of personnel administration were found to be (1) the rediscovery of the individual in the mass, (2) the guidance of the growth of his personality, and (3) the development of his abilities to meet the situations of life in a manner satisfactory to himself and to society. The term guidance, or counseling, was defined as that which had for its purpose the integration of the personality toward the highest meaning or value that the individual can know in the light of a Christian philosophy of life. It was seen to include all activities undertaken by the institution in which the student's personal development is the primary consideration.

The three major aspects of personnel work were indicated as follows: curriculum matters, vocational guidance, and problems of personal adjustment in moral, religious, and social relations. This study is dealing specifically with the third.

The methods and techniques in general use by counselors were briefly discussed. The use of tests and measurements was first presented, as an important aid in the analysis of a difficulty and in the measurement of progress, and also as an indication of the results of counseling. The types of tests, which were discussed are (1) the cumulative record, (2) achievement tests, and (3) character and personality tests.

The interview as a technique of counseling was next examined briefly. It is by far the most important and usable instrument the counselor possesses. It is here that the counselor will best judge the personality of the student and will be able to sense and meet his difficulties.

The third technique of the counseling service set forth was that of the case-study. The distinct advantage of using the case study was seen to lie in the recognition of the interweaving of many factors. It is in reality a summary of all the existing data concerning the individual student.

Orientation classes of some nature, it was found, are used on almost every campus. Study methods, time budgets, adjustment to college and dormitory life, social training, and many other phases of college life, and its problems are presented either in regularly scheduled classes or by lectures at given intervals.

It was seen that the selected areas of adjustment are far less adequately provided for than those dealing with curriculum and vocational problems. Yet the responsibility of the counselor in the church-related college to aid the student in adjustment on the religious level seemed generally recognized.

The three levels of counseling were noted: (1) that which is curative, (2) that which is preventive, and (3) that which is concerned with growth. It is on

this third level that the counselor should seek to proceed.

In the following chapter student needs as seen through their problems will be studied. Special reference will be made to those reported in the questionnaires. The purpose is to discover the prevalence and scope of difficulties, and the need for personal counseling.

CHAPTER III  
TYPICAL PERSONNEL PROBLEMS RELATING  
TO THE CHRISTIAN EDUCATION OF COLLEGE STUDENTS

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At this point it is desirable to present a view of student problems with special emphasis on those which relate to the three areas of adjustment that have been selected for this study, - namely, personality, social, and religious. In this presentation, each section will contain a general statement concerning the type of problem based upon findings recorded in various published studies. Then on the basis of data compiled from the returned questionnaires, the specific problems of students in the selected Presbyterian colleges will be surveyed with the intent to discover the scope and prevalence of difficulties.

Some indication of the scope of collegiate problems has already been given in Chapter I.<sup>1</sup> However, it is necessary that ~~now~~ they be investigated more extensively. As has been shown, the transition period from home to college is the dangerous age for the college youth.<sup>2</sup> He needs to be steered through the shoals which might damage or wreck his ship of life, until he comes

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1. Ante, p. 7 ff.
2. Cf. Wedel, Theodore O.: The Church's Work With Students, p. 11



into a wisdom which will allow him to steer his craft himself. There are many who would say that his sea is deep and smooth, untroubled by storms,<sup>1</sup> for the popular conception of college life is of a period when youth is carefree and thoughtless, with no trouble deeper than a football defeat. Those who know students, however, know that the burdens and hardships are frequent and heavy and sometimes too great to be borne alone.

#### A. A Survey of Student Problems Generally Found

##### 1. Classification of Problems

Definite classification of problems is difficult because of the interrelation both of causes and effects. Innumerable causes may be behind a single adjustment situation.<sup>2</sup> Classification of some nature is necessary,<sup>3</sup> however. A division, practical for this study, is as follows: home and family relationships, economic difficulties, health difficulties, intellectual development, personality development, social adjustment, and religious adjustment.

The intensity of the problems which may be listed under the heading of home and family relationships

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1. Cf. Angell: A Study in Undergraduate Adjustment, p. 142
2. Cf. Ibid., p. 16
3. Cf. Drushel, Lyle Ford: Problems of College Students

runs from the pique of a girl because a new dress has been denied, to the despair of a youth who feels himself unwanted and without any refuge or security. The more serious problems arise because of (1) divorce or separation of parents, (2) a step-parent in the home, (3) social aspirations of the parents in opposition to the desires of the child, (4) obstacles set up by the parents or others in the home to prevent an eager boy or girl from attending college.

Economic and health difficulties are often very closely related. Many students find it necessary to make their own way in college. This usually necessitates long hours of work and late hours of study. This situation creates many personality and social problems.

The problem of the intellectual development of the student is the concern of the counselor only as he can assist in the choice of courses, the methods of study, and in the wise budgeting of time.

The problems of personality, social, and religious adjustment, since these are these areas which have been judged especially pertinent to this study, will be given particular study in this chapter.

## 2. Prevalence of Problems

It has been estimated that approximately 30 per cent of those enrolled in college present some problem at

some time in their college course. Surprisingly the proportion is practically doubled in each succeeding year. At Ohio State University 8 per cent of the Freshmen and 53 per cent of the Seniors presented problems.

The following table, compiled from problems reported by 100 college women, will indicate the prevalence of difficulty among college youth. It is well to note that this tabulation is concerned with one hundred college women reporting problems. Certainly there are many who have problems who do not report them.

TABLE IV

PERCENTS OF 100 COLLEGE WOMEN REPORTING PROBLEMS (Proseey)								
	Vocational	Social Adjustment	Relations with Family	Methods of study	Worry Over Being Queer	Worry Over Social Adj.	Worry Over Marriage and Religious Matters	Ave. Age
PROBLEMS	74	52	24	80	27	25	57	48
Serious	51	32	18	66	16	17	27	32
Unsolved	41	24	15	57	16	16	32	29
SOURCES OF HELP								
Classes	11	1	1	29	5	0	6	7
Personal Conference with instructor	21	1	1	19	2	2	5	7
Friends	23	26	4	5	9	4	10	11
Family	14	7	3	3	0	2	7	5
Book	00	1	0	7	2	1	4	2
Sorority	1	10	0	0	0	1	1	2
Church	1	2	1	0	1	2	1	1

.....

1. Cf. Leatherman and Doll, A Study of the Maladjusted College Student, p. 18
2. Cole, Luella: Psychology of Adolescence, p. 243

It is notable that the largest percentages of reported problems are in the vocational and academic fields. The high percentages of unsolved problems do not indicate that no help was received, but that as yet no adequate solution had been found. It must also be kept in mind that these are normal, not abnormal adolescents.<sup>1</sup>

A second table,<sup>2</sup> with data gathered from an unselected group of students, indicates the nature of the problems. This was compiled from problems reported by an unselected group of 104 Juniors and Seniors.

TABLE V

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PROBLEMS OF 104 UNSELECTED STUDENTS: JUNIORS AND SENIORS

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- 85 - Suffered from self-consciousness, timidity, stage fright, fear of reciting or anxiety when meeting people. These attitudes were so well-marked that the students themselves felt that they constituted a severe handicap to their social adjustment.
- 74 - Had feelings of insecurity, inadequacy, or inferiority so definite that they felt handicapped by them.
- 72 - Had friction and conflict with either one or both parents so marked that it made them distressed and unhappy.
- 55 - Had problems relating to their love and sex life that needed adjustment.
- 14 - Had religious problems.
- 14 - Had vocational problems.

. . . . .

1. Cf. Cole: loc. cit.  
2. Cf. Bragdon: Counseling the College Student, p. 36

It is perhaps pertinent to recall again the subjective nature of these surveys. The important consideration is not the number of problems but the wide range and variety, and the frequency with which they occur.<sup>1</sup>

### 3. Personality Problems

Those who have passed the stage of adolescence and early adulthood, and who have become submerged in their own wrestling with the realities of life, have forgotten to a great extent "the abysses of despair, the mountaintops of joy"<sup>2</sup> which are characteristic of the adolescent and the young adult. As has already been suggested,<sup>3</sup> the older adult is inclined to think that youth's sorrows are trivial.<sup>4</sup> Yet those who are close to the student, who are trying to understand and help, know the reality of the conflicts, disappointments and sorrows that come to the youth in college. They know, too, that a single wrong choice in college may determine a whole life; they know that disappointments may crush a life which might have been strong, and true, and powerful in an age when strength and truth and power are far too rare.

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1. Cf. Bragdon: op. cit., p. 37
2. Charters, Jessie A.: The College Student Thinking It Through, p. 67
3. Ante, p. 38
4. Cf. Charters: loc. cit.

Of the many problems of college youth, those in the realm of personality adjustment<sup>1</sup> are frequent and difficult. In these every other area is intertwined. The roots are far-reaching, the causes often difficult to discover.

The following table<sup>2</sup> indicates the variety and frequency of personality problems.

TABLE VI

PERSONALITY PROBLEMS NOTED (100 cases)	
Anxiety, worry, or depression	11
General nervousness	9
Too retiring for normal group life	6
Uncoöperativeness	4
Peculiar and shut-in personality	4
Over introspection	2
Speech defects	2
Unhappiness	2
Untidiness	2
Lack of manners	2
Moodiness	2
Stolidity	1
Over-politeness	1
Dread of making break from college	1
Superiority complex	1
Noisiness	1

The intricacy of the problems and the difficulty of classification, to which reference has been made, is very evident.

. . . . .

1. Personality adjustment in contrast to social and religious adjustment may be considered as the relation of the youth to himself; social adjustment as the relation of the youth to his fellow-men; and religious adjustment as the relation of the youth to his God.
2. Cf. Bragdon: op. cit., p. 102

It is apparent that the term personality maladjustment is a somewhat ambiguous term. It may indicate a slight worry or depression, or a serious mental disorder.<sup>1</sup> For summarizing the extent of personality problems and their relation to other phases of adjustment, the following table<sup>2</sup> has been compiled by Dr. Angell:

TABLE VII

		CLASSES		
		I	I and II	I, II and III
Academic	A	9.1	29.9	37.7
	B	3.4	24.7	37.1
	C	22.0	44.0	64.0
Life	L	0	6.5	12.9
	M	0	20.7	35.5
	N	0	27.3	48.5
	O	67.7	100.0	100.0
Social	S	.9	13.0	22.2
	T	7.5	36.3	55.0
	U	50.0	85.7	92.9
All men		12.0	36.8	53.4
All women		6.0	21.7	27.7
All		9.7	31.0	43.5

The classes I, II, and III are divided on the basis of their needs of assistance, as follows:<sup>3</sup>

I. Those whose personality problems are so serious as to make unlikely a successful integration of per-

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1. Cf. Angell: op. cit., p. 126
2. Ibid., p. 138
3. Cf. Angell: op. cit., p. 126

sonality without psychiatric assistance.

II. Those whose personalities are not so seriously disorganized as these in class I, but who would find psychiatric consultation of great value.

III. Those who are not greatly in need of psychiatric aid but who badly need advice of an educational or vocational sort.

There is a positive correlation in social and life adjustment, although it is not significant in academic adjustment. The important consideration for this study is the summary in the last column. The most striking observation is that of the greater incidence of maladjustment on the part of men than of women. Following a study of more than a thousand Juniors and Seniors, Dr. Angell stated that

"fully one-half have emotional difficulties that will prevent them from realizing their highest possibilities, and fully 10 per cent have maladjustments serious enough to warp their lives and in some cases cause mental breakdown unless properly treated."<sup>1</sup>

Much more could be written in regard to the personality problems of college youth, but enough has been presented to demonstrate the need for counseling in this area. Mr. Knox has said that "education is the liberating process and training whereby life, through expansion and direction, is at the same time found."<sup>2</sup> The counselor has a great opportunity and responsibility in helping to make this so in the life of individual students.

. . . . .

1. Angell: op. cit., p. 187
2. Knox, Raymond C.: Wesley Foundation Bulletin, October 1937



#### 4. Social Problems

In consideration of the social problems of college youth it must be kept in mind that problems are never strictly individual and personal.<sup>1</sup> Every problem is a social problem and must be settled with regard to the welfare both of the immediate group and of the larger world.<sup>2</sup> On the other hand many personal tragedies in college grow out of the social situation.<sup>3</sup>

It has been said that it is in the realm of the social that "character is formed and personality developed and given a chance for expression."<sup>4</sup> Social attitudes are fixed and the life enriched or impoverished by the individual's social experience in college. In the mind of the average college student, the most important measure of his success is in relation to his classmates.<sup>5</sup>

A college campus is a community whose members are drawn from many backgrounds. Some are from the wealthy, aristocratic class, the majority from the great middle class, and others still from the lower class. On every campus are those who have little or no desirable social or financial inheritance.<sup>6</sup> This is not the only diversity. In a

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1. Cf. Hartshorne, Stearns, and Uphaus: op. cit., p. 168
2. Cf. Ibid., p. 128
3. Cf. Fitch: The College Course and Preparation for Life, p. 11
4. Pierce, Anna E.: Deans and Advisers of Women and Girls, p. 4
5. Cf. Fitch: op. cit., p. 31
6. Cf. Ibid., pp. 32 ff.

college community there are those from every level of social and economic life, who are worthy and desirable as friends; and from every level are those, too, who are undesirable, who exercise a perversive influence in their social contacts.

Social problems are not only many and varied but difficult. While, as Mrs. Pressey has said, "an adequate and well-rounded education should include the achievement of that social competency which is so important for both success and happiness in later life,"<sup>1</sup> it is pathetically true that students usually obtain it in inverse proportion to their need for it.<sup>2</sup> Inadequately socialized individuals tend to isolate themselves and to withdraw from difficult situations.<sup>3</sup>

It is difficult to discover data which will indicate the prevalence of the problem. The following table<sup>4</sup> is presented on figures based largely on the students' own evaluation in regard to their adjustment, in which the ability to make friendships seems to be the only criterion:

. . . . .

1. Pressey, Luella: Some College Students and Their Problems, p. 46
2. Cf. Ibid., loc. cit.
3. Cf. Ibid., pp. 61-62.
4. Angell: op. cit., p. 59

TABLE VIII

PERCENTAGES IN SOCIAL ADJUSTMENT CLASS BY SEX			
CLASSES	MEN	WOMEN	ALL
S	46.6	55.4	50.0
T	37.6	36.1	37.0
U	15.8	8.4	13.0
TOTAL	100.0	100.0	100.0

It is evident that half the students are dissatisfied with their social adjustment.

a. Friendships

The question of friendships is a serious problem in college, as in any walk of life. It is important because this is a social world, and, because if normal development is to go on, the individual must therefore be social. Someone has said:

"Reduced to its simplest terms living as I conceive it, means a worth-while task, a sincere friend, and a sustaining belief."

Some of the most serious problems for the college counselor are those growing out of the lack of ability on the part of students to make friends. When a student fails to win personal recognition in the form of friendships, loneliness and disillusionment result, and

. . . . .

1. Cf. Charters: op. cit., p. 114
2. Board of Education, United Lutheran Church in America: Going to College, p. 63
3. Board of Education, United Lutheran Church in America: Going to College, p. 66

feelings of inferiority grow. In the words of Dr. Wieman,<sup>1</sup>  
"Personality is individuality modified by communication."  
It is obvious that this modification may be either desirable or undesirable. Which it is to be depends to a great extent upon an individual's social group, for this group is largely responsible for determining the specific values and purposes around which he centers his life.<sup>2</sup>

#### b. Moral Problems of College Youth

The various published surveys indicate that the moral problems of college young people constitute the most difficult area for the counselor. Classed here as social problems because they have to do with the individual and his fellowmen, they belong to every other area. It is often a moral cause that is basic in personality difficulties; and often the cause is lack of proper adjustment religiously. For the sake of convenience the types of moral problems will be considered now.

In an attempt to discover attitudes on certain moral propositions, Dr. Dudycha obtained the following results in a study of 852 Freshmen and 305 Seniors from seven mid-western colleges:<sup>3\*</sup>

. . . . .

1. Wieman: op. cit., p. 323
2. Cf. Ibid., pp. 324-325, p. 324
3. Cf. Dudycha, George: The Moral Beliefs of College Students, International Journal of Ethics, January 1933, pp. 196-201

\* Two tables in the original article have been put together for more ready comparison.

TABLE IX

LIST OF MORAL PROPOSITIONS AND  
DISTRIBUTION OF RESPONSES  
BY PER CENT

1. It is one's duty to live a clean personal life.
2. One should always have respect for public property.
3. Honesty is the best policy
4. One should always pay his debts
5. One should always give credit to who credit is due even though it be an enemy
6. It is wrong to steal money even though one gives it to the Red Cross
7. One should hold to his moral convictions in spite of the fact that he may be unpopular
8. A person in authority must administer justice even though by so doing he inflicts pain on a near relative
9. It is wrong to gossip about others
10. It is wrong for a man and woman to live together as husband and wife when not married to each other
11. It is wrong to have promiscuous sexual relationships
12. One should never make statements which are intentionally misleading
13. It is morally wrong for women to use profane language
14. It is morally wrong for women to use alcohol
15. An individual must sacrifice his own wishes and desires for the benefit of the group
16. It is morally wrong for men to use profane language
17. It is morally wrong for men to use alcohol
18. It is wrong to bluff even though one may not be detected
19. One should always obey his parents
20. A violator of civil law should be reported
21. An educated or professional person is morally obligated to serve others even at his own inconvenience
22. One should always express his opinion frankly
23. A case of cribbing in exam should be reported
24. It is morally wrong for women to smoke
25. It is morally wrong for men to smoke

H		G	
FE	RE	FE	RE
88	10	80	80
10	88	80	80
88	88	80	10
88	88	80	80
10	10	10	80
88	88	10	80
10	10	80	10
88	88	80	10
30	88	80	10
80	80	80	10
80	80	80	10
80	80	80	80
88	80	80	80
88	81	80	80
80	80	80	80
88	11	80	80
88	81	80	80
81	11	78	80
88	81	81	80
81	81	80	80
88	81	81	80
88	88	80	80
88	88	80	80
88	78	80	80

TABLE IX

LIST OF MORAL PROPOSITIONS AND  
DISTRIBUTION OF RESPONSES  
BY PER CENT

	A		B		C		D		E	
	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR
It is one's duty to live a clean personal life.	97	93	01	04	01	02	00	01	01	00
One should always have respect for public property.	96	94	02	03	02	02	00	00	00	01
Honesty is the best policy	94	87	03	08	02	03	01	02	00	00
One should always pay his debts	94	93	03	04	03	03	00	00	00	00
One should always give credit to whom credit is due even though it be an enemy	94	92	03	04	02	02	00	01	01	01
It is wrong to steal money even though one gives it to the Red Cross	92	88	02	02	03	04	00	01	03	05
One should hold to his moral convictions in spite of the fact that he may be unpopular	82	75	10	17	06	04	01	03	01	01
A person in authority must administer justice even though by so doing he inflicts pain on a near relative	83	76	09	14	05	08	01	02	02	00
It is wrong to gossip about others	80	79	10	09	06	08	01	02	03	02
It is wrong for a man and woman to live together as husband and wife when not married to each other	82	69	04	10	07	09	01	03	06	09
It is wrong to have promiscuous sexual relationships	78	78	06	08	12	08	01	02	03	04
One should never make statements which are intentionally misleading	73	54	12	20	07	14	02	05	06	07
It is morally wrong for women to use profane language	70	44	09	15	09	12	03	05	09	24
It is morally wrong for women to use alcohol	70	44	07	11	08	12	03	04	12	29
An individual must sacrifice his own wishes and desires for the benefit of the group	58	54	20	25	10	14	04	03	08	04
It is morally wrong for men to use profane language	63	41	10	12	12	16	04	06	11	25
It is morally wrong for men to use alcohol	65	41	09	12	09	13	04	04	13	30
It is wrong to bluff even though one may not be detected	56	41	18	22	11	15	04	07	11	15
One should always obey his parents	46	17	27	31	11	13	06	10	10	29
A violator of civil law should be reported	53	41	12	14	15	20	06	06	14	19
An educated or professional person is morally obligated to serve others even at his own inconvenience	46	41	20	25	17	18	05	06	12	10
One should always express his opinion frankly	44	29	22	28	11	11	08	10	15	22
A case of cribbing in exam should be reported	31	21	17	16	18	19	08	09	26	35
It is morally wrong for women to smoke	34	16	12	10	15	15	06	06	33	53
It is morally wrong for men to smoke	17	10	12	10	16	15	08	06	47	59

Legend:

- A. If you implicitly believe
- B. If you are inclined to believe, but doubt
- C. If you do not know whether you believe or do not believe
- D. If you are inclined to disbelieve and doubt
- E. If you absolutely disbelieve

This survey leads to a number of interesting observations. With both classes a clean personal life and respect for property are first. In every case the percentage of Freshmen who implicitly believe is higher than that of the Seniors. On all but four propositions the percentage of Seniors who absolutely disbelieve is higher, and in many cases much higher, than that of the Freshmen. It would seem that certain moral attitudes tend to become modified as the youth goes on in college.

In writing of the moral problems of college students, Mrs. Pressey says,

"The adolescent of today is being required to pass through the most critical years in his moral development at a time when society is passing through a similarly critical time of changing and developing moral attitudes. It is small wonder, then, that college students often become confused concerning moral issues, and sometimes develop points of view not entirely desirable."<sup>1</sup>

Some of the problems which are prevalent and difficult will now be considered. The first of these is the relationship between the sexes.

The problem of sex adjustment is always of

. . . . .

1. Pressey: op. cit., p. 63

great concern to the counselor, wherever it may occur. It is of especial concern to the college counselor. Today more than ever when standards of conduct have been so revised, young people are confused in the matter of right and wrong.<sup>1</sup> Because of the many aspects of the subject of sex, and of the range of attitudes, and because of the difficulty of obtaining definite information, it is perhaps unfair to generalize concerning the prevalence of the problem. However, some idea of it may be obtained from studies that have been made. Dr. Angell, for example, in his study of the undergraduate situation at the University of Michigan,<sup>2</sup> made the following tabulation:

TABLE X

---

PERCENTAGES GIVING CERTAIN ANSWERS RELATIVE TO SEX

---

67.1% of the men had received some instruction  
66.7% of the women had received some instruction  
61.0% of the women maintained strict standards  
18.6% of the women maintained tolerant standards  
20.4% of the women maintained free standards  
18.8% of the men admitted irregular sex practices  
17.3% of the men find sex a serious problem

The great need for help is at once apparent. It is hardly possible that all the students were honest in their reports. The probability is that fewer maintained strict standards than are indicated. It is even more

. . . . .

1. Cf. Burkhart: op. cit., p. 84  
2. Cf. Angell: op. cit., p. 93



probable that there were more actual offenders than were reported.

As Burkhart says, it is highly important that students be given

"a philosophy of life in which sex is integrated with all other functions into a meaningful whole. They need appreciation of human personality, of their bodies, of life at its highest and best. They need all-consuming interests which command their best. They need an understanding of the place of sex in personality development."<sup>1</sup>

The second difficult moral problem has to do with student honesty, particularly the matter of cheating or 'cribbing' in class work and in examination. There is no question as to the prevalence of the problem. It stands near the head of practically every survey.

In a study made by Luella Cole<sup>2</sup> a check list was given to 3,515 students to be checked and returned without signature. The compiled results are as follows:

- 30% stated they never cheated
- 8% stated they cheated once
- 24% stated they cheated on quizzes but not on finals
- 33% stated they cheated on quizzes and on several examinations
- 5% stated they cheated constantly

Further investigation showed that 75% of those who were dissatisfied with a specific course cheated more or less in that course, indicating a possible correlation between the two. Another reason suggested was that of too

. . . . .

1. Burkhart: op. cit., p. 84
2. Cf. Cole: Psychology of Adolescence, p. 160

difficult work. Perhaps the strongest reason of all was that failure meant the total collapse of both social and academic standing.<sup>1</sup>

Two other serious social problems are those of gambling and drinking.<sup>2</sup> Indeed they are so common that they are accepted, or at least condoned, by many people, as part of college life. Here is a difficult situation for the counselor. Obviously both drinking and gambling are degrading, and the youth who participates in either or both is weakening his powers and lessening his ability to serve either man or God.<sup>3</sup>

### 3. Religious Problems

It is in the area of religious problems that the counselor in a church-related college should be most vitally concerned. As has been stated,<sup>4</sup> the chief responsibility of the church-related college is to send its youth out as Christian men and women ready for leadership in the church and in the community.

One of the things that a counselor can most surely anticipate is a great variety of religious perplexities. If it is true, as Miss Cole declares, that religious conflicts, which were once characteristic of adolescent

. . . . .

1. Cf. Cole: op. cit., pp. 158-159.
2. Cf. Fitch: op. cit., pp. 66 and 68
3. Cf. Ibid., loc. cit.
4. Ante p. 14

years, do not noticeably exist today,<sup>1</sup> then there is no place in this study for a discussion of religious problems. A great amount of evidence is contrary to this opinion, however. The following quotations are expressive of the attitude on the part of some students:

"We live in a world of lost faith. But we have enough idealism to want more than anything else to have that faith restored."<sup>2</sup>

"Youth today is hunting for a way of life. We want to know a philosophy about the religion of Jesus that will satisfy our intelligence and cause a fellowship with Christ that will give us self-respect."<sup>3</sup>

This attitude, moreover, is recognized by the faculty and administration of many institutions. Dr. Sperry wrote, in a recent article,

"College students, as I know them, are concerned in very considerable numbers today about the first and last of all the questions which religion attempts to answer, that of the existence, the nature, the character of God."<sup>4</sup>

The college student is aware that a large percentage of people are humanistic; but he does not accept that view as a matter of course. He is genuinely concerned to find out for himself, to explore the whole area of thought and faith, and he is quite as inclined to believe as to disbelieve in God. He is somewhat weary of his

. . . . .

1. Cf. Cole: op. cit., p. 166
2. Drushel: op. cit.
3. Boyer, Edward S.: Religion in the American College, p. 9
4. Sperry, William: The Religion of the Undergraduate, Bulletin of the American Association of University Professors, p. 463

1

'liberty', and desires some authority.

Another great student of students writes:

"It is a silly prejudice which conceives of the college student as irreligious, and such a conception is the reverse of the truth. Nearly all youth are instinctively and profoundly religious. Of all people in the world they most feel the inward urge to discuss the fundamental questions and to attack the insoluble problems. . . . The capacity for religious experience is very rarely absent from normal young men and women."<sup>2</sup>

In a study made at the University of Indiana through personal conferences with more than two hundred representative students, the students themselves ranked their religious needs as follows:

"help in formulating a Christian philosophy of life; help in changing unfair and unchristian conditions on the campus; help in finding the values of prayer and worship; help in applying Christian standards to a choice of vocation."<sup>3</sup>

In contrast to the established fact that students are instinctively religious, the educational system taken as a whole is, if not openly antagonistic to religion, at least irreligious.<sup>4</sup> Dr. Fitch states the situation as follows:

"We have today . . . the truly amazing sight of a system of education which, from the kindergarten to the graduate school, cultivates everything in the individual except his spirit, and, to a large

. . . . .

1. Cf. Sperry: loc. cit.
2. Fitch: op. cit., p. 91
3. Board of Christian Education, Presbyterian Church, U. S. A.: Fourteenth Annual Report, p. 76
4. Cf. Fitch: op. cit., p. 150

extent, ignores that portion of the personality where ideals are formed, convictions originate, and motives take their rise."<sup>1</sup>

This study is concerned in particular with religious problems and perplexities, but it is an aid in the conception of the situation, to note the attitude of students toward organized religion. There have apparently been few attempts to ascertain this. Perhaps the most recent and most thorough is that of Dr. Angell. The summary of his findings is given in Table XI on page 58.<sup>2</sup>

These lead to significant interpretations.<sup>3</sup> In the academic adjustment area, there is little difference in the A and B classes, composed of those students who are doing good work, or are passing their courses, while the C class, composed of those whose academic adjustment is unsatisfactory, is largely made up of those who have little or no interest, or are in revolt. This is probably because those of that class are not well-oriented, and the lack of orientation is partly because of failure to secure the aid of religious institutions or because religious institutions have failed to give the help needed.

The results in the life adjustment section are of even greater interest. The L group, whose who have thought seriously about life and seem to be well-oriented,

. . . . .

1. Fitch: loc. cit.
2. Cf. Angell: op. cit., p. 83
3. Cf. Ibid.



deeply interested in religion; the M group, those who do not accept traditional teachings but who have not yet oriented themselves, are the confused or indifferent kind, tending to revolt. The N group, who accept traditions without thinking, are devout church-goers. It is in the O group that the most challenging discovery is made. Of this group, composed of those who are badly adjusted to life and are unable to effect adequate adjustment, 84.2 per cent fall into the 'church members, but no interest' class; 10.5 per cent are either in revolt or have never been affiliated with a church and are not interested. Thus it is seen that practically 95 per cent of this class have no interest in the church at all. It is difficult to say whether their indifference is due to lack of adjustment or their lack of adjustment to indifference, but it is at least apparent that the church is not contributing to their adjustment.

The social adjustment section shows close similarity in the S and T groups composed of students who are more or less satisfactorily adjusted. The U group, those students who are not well-adjusted and have few or no friends, tends to indifference. It is possible that a lack of church contacts is a cause of social isolation and maladjustment.

The implication of these findings is plain. While the percentages of maladjusted would be less in the

church-related college, it is probable that the percentages for those who are not well -adjusted would closely approximate the above.

Some of the problems which college students report seem somewhat superficial, and are actually more problems of administration than they are religious. For example, many students report that compulsory chapel at college creates a religious problem, for church attendance at home was more or less a matter of choice. Furthermore, they object to the fact that they are required to attend<sup>1</sup> while professors may do as they will.

There are other problems of grave import, however. The sum of many of them is that it is difficult for students "to withstand the impact of the scientific point of view upon their inherited religious beliefs."<sup>2</sup> The results of a survey made by Professor Leuba some years ago indicate one of the basic causes of this particular problem. He asserts that only 14 per cent of psychologists, 18 per cent of biologists, 19 per cent of sociologists, 32 per cent of historians, and 34 per cent of physicists<sup>3</sup> believe in the existence of God. It is notable that Professor Leuba's study was made shortly after the war and that most recently the trend of science has been away from

. . . . .

1. Cf. Educational News, vol. VI, No. 7, p. 2

2. ~~Ibid.~~ Educational News, loc. cit.

3. Cf. Horsch, John: Modern Religious Liberalism, p. 246



the extreme mechanistic view of that time. Nevertheless, recent surveys indicate that these sciences are still the sources of many of the religious perplexities of students.

Dr. Wedel makes the following statement in a report published in 1937:

"Courses in sociology or psychology are even compelled to deal with religious phenomena directly. Could all the 'asides' and expressions of critical appraisal in these respective classrooms be thrown into the scale on the side of the Christian faith, there would be a religious revival in the academic world. Statistics on casual professorial comment on religion are, of course, not available, but it is safe to say that, on many a campus this comment is prevaillingly expressive of a rational belittling or an indifferent ignoring of the church. It constitutes probably the greatest single obstacle to the serious consideration of the Church's appeal."<sup>1</sup>

Mrs. Drushel places philosophy at the head of the list of sources of religious doubts, the sciences<sup>2</sup> second, then literature, and last religious teachings.

Professor Emme gives the following problems as a result of his study of the problems of college Freshmen:

Concern over losing previous religion.  
Readjustment of old beliefs to new environment.  
Readjustment of new beliefs to old environment.  
Conflict between science and religion.  
Faith destroyed by higher criticism.  
Difficulty in maintaining religious beliefs when so many are shamming as Christians.<sup>3</sup>

The age-old questions concerning God, His being

. . . . .

1. Wedel: The Church's Work With Students, p. 8
2. Cf. Drushel: op. cit.
3. Cf. Emme, E. E.: Adjustment Problems of College Freshmen, p. 38

and character; concerning immortality and eternity, evil and suffering; concerning Jesus Christ as the Son of God and man; concerning prayer and a philosophy of life - all these the college student is asking, and more.<sup>1</sup>

In the face of all these problems, the Christian counselor has one problem. As Dr. Sheeder states it, it is "to take the raw material that one finds and through sympathetic understanding to develop an intelligent religious outlook that views all human relationships in their true perspective."<sup>2</sup>

It is here that the Christian counselor can make a unique contribution, for vital religious living is best engendered through the intimacy of the counseling procedure.<sup>3</sup>

B. A Survey of Problems in the Selected Colleges,  
Based on Data Obtained through Questionnaires

In order to gain some insight into the problems of students in church-related colleges, questionnaires were sent to twenty-eight selected Presbyterian, U. S. A., and United Presbyterian Colleges, with the request that they be filled out by personnel officers of the faculty.

. . . . .

1. Cf. Weston and Harlow: Social and Religious Problems of Young People: Table of Contents
2. Sheeder: Religion on a College Campus, Bulletin, Association of American Colleges, December 1935, p. 626
3. Cf. Ibid.

The questionnaire was designed to determine the more serious problems of Christian character development of students, and to discover methods of dealing with specific problems. The items of the questionnaire are as follows:

I. Personality Problems

- a. List the personality problems that you consider the most serious.
- b. Cite a case-study that will be suggestive of your method of dealing with such problems.

II. Social Problems

- a. Check the areas of social adjustment that are difficult for the student. (Number according to your opinion of the seriousness in your situation. Insert in the space provided any others that you find.
  1. Honesty
  2. Boy-girl relationships
  3. Compatibility to others
  4. Ability to form friendships
  5. Obedience to rules
  6. Ability to adjust to dormitory life and customs
- b. What formal means (classes and groups) do you use to meet the problem of boy-girl relationships?
- c. Cite an instance of individual maladjustment in the area of boy-girl relationships.
- d. How do you deal with the problem of cheating?

III. Religious Problems

- a. What areas of the curriculum are the most apparent sources of religious doubt? (Indicate order by number)
  1. Philosophy
  2. Sociology
  3. Psychology
  4. Biology
  5. Geology
  6. Literature
  7. Religious Education
  8. Bible
- b. In the first two of your choice, what do you consider the reasons for religious doubts arising?
- c. How do you meet such problems?

- IV. a. What do you consider the greatest contribution you can make in furthering the Christian education of students?
- b. What would you consider an ideal organization for the personnel work of your campus?

Fifteen of the twenty-eight colleges sent the desired information. Three returned two questionnaires, and several others stated they had no available data.

The results of the survey are interesting and challenging. These will now be presented.

### 1. Personality Problems

The scope and variety of the personality problems reported are startling. Thirty-eight different problems or causes of problems are included. The following table classifies them by type.

TABLE XII

PERSONALITY PROBLEMS * BY TYPE		
TYPE	NUMBER	PER CENT
Inferiority	19	38
Emotional Immaturity	13	26
Superiority	6	12
Lack of Purpose	7	14
Neurotic Tendencies	5	10

\*Detailed list in appendix

The classification is not definite nor clear-cut for there is evident overlapping in types. This lack of sharp distinction makes tabulation difficult.

Judging solely from the number of times reported and the ranking in the individual lists, the problems of inferiority are most frequent and most serious. Those of emotional immaturity are next. Neurotic tendencies are least, with only five problems reported.

The returns indicate that the personnel officers are aware of the prevalence of these problems and of the difficulties they present. They show, too, for the most part, an understanding of college youth that is indispensable to the counselor.

The case studies listed below illustrate the five types of personality problems and suggest methods of dealing with them.

Case A. Inferiority: A girl of seventeen, unusually timid, with a decided inferiority complex. Because of timidity, she refused to participate in class and was therefore failing academically. The counselor called her in for a personal interview and in the course of the interview gave her her I. Q. rating which was second highest in the class. The necessity of her response in class was discussed. Two of her instructors were enlisted to aid. They assigned her special work to do and received satisfactory response. She gradually gained confidence and has made satisfactory adjustment.

Case B. Emotional Immaturity: A sixteen-year old girl given to temper tantrums. The counselor interviewed the girl. She also secured the cooperation of the girl's social group. They quit paying any attention to her outbursts except to leave her out of things. She soon discovered that she would have to achieve control or lose her social position. Her outbursts have almost ceased.

Case C. Superiority: A young man of excellent ability, super-satisfied with his scholastic achievement. Counselor arranged an interview in which he discovered the student was covering an inferior social adjustment. The counselor attempted to lead the student to see that conceit in any line leads to unpopularity. He was encouraged to participate in extra-curricular activities and to cultivate the habit of thinking of others rather than of self.

Case D. Lack of purpose: A young man from a good home who has more than average ability. He is well-mannered and well-groomed. There is no evidence of bad habits,

his health is good, his social adjustment fine. His academic achievement is poor. The evident difficulty is lack of purpose. The counselor arranged interviews in order to discuss his abilities and interests; and to gain an insight into his home background. His situation was frankly faced with discussion of the present trends of his college program, in contrast with the possibilities based on his abilities. He was led to formulate definite plans and purposes for college and the future. The counselor was particularly careful to gain his confidence and friendship, and to encourage him to return voluntarily for further counsel.

Case E. Neurotic Tendency: A twenty-seven-year old Senior man, seemingly socially unacceptable, anxious to quit school in the middle of his Senior year. He is reported to have attempted suicide last year. Several conferences were negative so far as noticeable results were concerned. His personality test score was very low but not quite pathological. The counselor has spent hours with him, talking over the situation and his future. Attempt has been made to develop a philosophy of life that will satisfy him.

## 2. Social Problems

Eleven typical social problems were listed by the various counselors. They have been arranged in order of rank, as follows:

TABLE XIII

SOCIAL PROBLEMS REPORTED BY EIGHTEEN COUNSELORS OF FIFTEEN COLLEGES		
	Number of Counselors Ranking Problem First	Counselors Reporting Problem
Boy-girl relationships	6	18
Honesty	5	15
Ability to form friendships	3	18
Compatibility to others	2	16
Obedience to rules	2	15
Ability to adjust to dormitory life		17
Lack of social success		1
Respect for rights of others		1
Drinking		1
Self-discipline in proper use of time		1

The result of the survey of social problems as indicated in this table is the normal one. The two problems of establishing wholesome, normal relations between the sexes, and of forming ideals of honesty loom high in all surveys.

In answer to the request for information concerning the means employed for the establishment of this wholesome normal relationship between the sexes, all the counselors report co-educational activities in every phase of college life, scholastic, social, and religious. A number of counselors report a series of special lectures, given by the dean of women, the college physician, or by various faculty members; in some schools by all these. Discussion groups are used by about 50 per cent of the reporting schools. These are sometimes sponsored by the dean, or a faculty member, and sometimes by some student organization. Four of the counselors state that the relationship is considered in certain courses; namely, Psychology of Adolescence, Applied Christianity, and a required course for Freshmen women. Two counselors report that they make no attempt to meet the situation in groups.

The range of the case studies is very wide. The most frequent is the problem of the 'boy-crazy' girl who makes herself conspicuous by her attitude. Several counselors report the problem of the young man who seems

to feel that intimate relations with girls is not only to be condoned but is desirable.

All but two or three of the counselors indicate that personal contact with the students is the greatest help in adjustment. Then problems can be discussed as freely as the student will permit, and the counselor may gain insight that will be valuable not only in the immediate problem, but also in helping the general campus situation.

In dealing with the matter of student honesty, five colleges report that the honor system is in effect on their campuses with a fair degree of success in all situations. Most colleges follow the practice of proctoring all examinations. This is admittedly unsatisfactory. One counselor writes, "We have a system of espionage in examinations, which is not effective."

The policy of the several colleges toward offenders differs markedly. In some cases, summary dismissal is the rule; in several others, failure in the particular course results. In almost every report, evidence is given of effort to change the attitude of the offending student, and to build up student morale on the campus generally so that dishonesty of any kind will be considered undesirable.

### 3. Religious Problems

Inquiry was made concerning curricular courses



which are the source of religious perplexities. This approach was used and is justified since practically all studies as shown in the first part of the chapter indicate that the chief cause of religious difficulty is some course, or several, in the college curriculum.

The problems reported by the counselors are indicated by number and by rank in the following table:

TABLE XIV

SOURCE OF RELIGIOUS PROBLEMS REPORTED BY EIGHTEEN COUNSELORS OF FIFTEEN COLLEGES		
COURSE	NUMBER RANKING PROBLEM FIRST	NUMBER REPORTING PROBLEM
Psychology	4	5
Bible	4	9
Biology	2	9
Philosophy	2	4
Sociology	1	5
Religious Education	0	2
Geology	0	1

Counselors stating that the problem of religious doubts was not serious - 5

Seven of the counselors believe the chief cause of religious perplexities to be the apparent conflict between science and the traditional religious beliefs of the students. Others see it in the strict narrow teaching in the home without any regard for science. One states that the cause is the content of the Bible courses.

There is evidence of some conflict between certain departments of science and the department of Christian education. One counselor reports a "sharp

division" between the science subjects and Bible teaching on his particular campus. He writes, "These subjects (the sciences) are very frequently presented in wholly mechanistic and materialistic terms." Another cites the teaching of evolution as the underlying cause of conflicts.

In seven of the colleges, such problems are dealt with individually as they may arise. In seven others, attempts to resolve the problems are made both in the specific class in which they arise and by means of individual interviews with the counselor or with the professor or with both. One college reported the responsibility to be that of the professor in whose class the problem may arise.

One college reports the influence of the week or two weeks of meetings, that are an annual custom in most of the colleges. The counselor writes:

"Our February meetings help a great deal with this problem. We welcome frank discussions of doubts, refer to good books, have friendly conferences with individuals. We try to brush aside irrelevancies and deal with religious fundamentals. We do not make fun of their doubts, or ridicule them, but on the other hand we try not to emphasize them by too much attention."

Another sees the problems largely solved by means of a really Christian faculty, "teachers with a warm and vital faith." Still another states that emphasis on the social teachings of Jesus, apart from religious doctrines, has been the solution.

### C. Conclusions

It is evident that problems of personality, social, and religious adjustment are as extensive in scope, if not in prevalence, on the campuses of the selected colleges as of colleges in general. It is further evident that most of the counselors are aware of the problems and are eager to assist students to satisfactory adjustments. There is marked similarity in the opinions concerning the seriousness of problems on the various campuses.

It is interesting to note that only twice do counselors mention the use of measurements as an aid in solving any of the problems. Undoubtedly they are used rather extensively, but the most effective instrument for the counselor when an acute problem presents itself is the personal interview.

### D. Summary

The survey of student problems has revealed a variety and scope of problems that is very significant to the Christian counselor. They have been classified under seven headings: namely, home and family relationships, economic difficulties, health difficulties, intellectual development, personality development, social adjustment and religious adjustment. Of these, only the last three

have been considered in detail.

It was found that the percentage of students having problems increased each year in college, and that 30 per cent of students had some problem with which they needed help at some time during the college course.

Personality problems were found to be of particular difficulty. Various studies have revealed that a large proportion of students have personality difficulties that they cannot overcome themselves.

Social problems were divided into two groups, those that had to do with friendships, and those that may be classed as moral problems. A certain survey revealed that 50 per cent of the students have not made an adjustment that they consider satisfactory in the matter of friendships. In a survey of the moral problems, it was seen that the problems of the relationship of the sexes and of student honesty were most prevalent and most serious. The problems of student gambling and drinking were also found to be difficult.

In approaching a study of religious problems, recognition was made of the fact that there are those who say that such problems do not exist to any extent today. Yet certain student attitudes showed clearly that they do exist. More than 62 per cent of the students in a study made at one university showed little or no interest in organized religion. There was revealed a tendency on the

part of those who were not well-oriented in other areas to be in revolt against the church.

The primary source of religious perplexities was found to be in the philosophy and science courses of the curriculum.

In compiling the personality problems of students in the selected colleges, as they were reported in the questionnaires, five types were given in order of the number of times reported, namely, inferiority, emotional immaturity, lack of purpose, superiority, and neurotic tendencies.

Eleven different social problems were reported with boy-girl relationships ranking first and followed closely by honesty. These two problems were presented in some detail. Some indication was given of the prevalent method of dealing with them.

Psychology and Bible were classed first as sources of religious doubts. The chief cause seemed to be apparent conflict between science and traditional beliefs. The interview between counselor and student was seen to be the most effective way of meeting these perplexities.

In the next chapter the program of the personnel administration in the selected colleges, so far as it is indicated in catalogues and in the questionnaires, will be studied in the light of the general aims

of the colleges. The specific aims of the personnel administration and its organization will also be studied.

CHAPTER IV

ANALYSIS OF THE PROGRAM OF THE  
PERSONNEL ADMINISTRATION IN THE SELECTED COLLEGES

## CHAPTER IV

### ANALYSIS OF THE PROGRAM OF THE PERSONNEL ADMINISTRATION IN THE SELECTED COLLEGES

Up to this point an attempt has been made to present a fair analysis of student life and needs in general, and of the objectives and techniques of personnel service in meeting those needs. In the chapter immediately preceding, typical student problems, as found on any campus, were examined. This examination revealed that the problems in the three selected areas of personality, social, and religious adjustment are most difficult and most neglected. The problems of students in the selected church-related colleges, as reported in the questionnaires, were also examined, and certain methods of dealing with them were presented. A wide range of difficulties was found in all areas. It was evident, however, that most of the counselors are aware of the problems, and are eager to assist students in reaching the highest integration possible. It is now pertinent to study the aims of the selected colleges and, so far as possible, the specific aims and organization of the counseling service on the several campuses.

#### A. The Aims of the Selected Colleges



A. The Aims of the Selected Colleges

It is not within the scope of this survey to make a detailed study of the objectives of the church-related colleges. Two sources of information are available, however, -namely, the statements of purpose and aim in the published catalogues of the selected colleges, and aims not stated as such, but revealed indirectly in discussion of religious or spiritual life, or in some other place in the catalogue. Catalogues of eighteen colleges, including those of the fifteen which returned questionnaires, have been examined.

In order to obtain a total impression of the aims of these eighteen colleges, the following table has been compiled from the statements of aims and purposes. In this recording the identical wording is not always used, but the substance is given.

TABLE XV

PURPOSES AND AIMS REPORTED BY EIGHTEEN SELECTED COLLEGES

AIMS	NUMBER REPORTING AIM
The development of Christian character	14
A broad cultural education	9
Wholesome social outlook	6
Development of world-mindedness	6
Physical development and health	5
High scholarship	5
Integration of intellectual life	4
Development of individuality	3
Appreciation of the fine arts	3
Vocational training	3
Integration of personality	3
Training for service	3
Pre-professional training	2
Training for citizenship	2

TABLE XV (continued)

Understanding of religion as a motivating force in life	2
An education for students of limited means	1
A specialized knowledge in some one field of study	1
Training for leadership	1
Social and intellectual poise	1
Development of special aptitudes and talents	1
Preparation for graduate school	1

It is evident, from the above tabulation, that the most important single aim is that of the development of Christian character. This is natural and expected since the colleges owe their origin to the church's need for Christian leaders. Half of the colleges stress the development of culture; one-third, a wholesome social outlook and an appreciation of the fine arts. Other aims, such as physical development, world-mindedness, scholarship, and vocational training are mentioned less frequently. Four colleges include no statement of aim beyond indicating that the college is a Christian institution.

Few of the colleges include a statement of the specific aim of each of the various departments. Where it is stated, a more or less positive correlation with the general aim is evident. In only one case is there indication of distinctive Christian emphasis in the various departments other than that of Bible or Christian Education.

The categories in Table XV are, of course, classifications taken from more detailed statements. The following have been selected as practically representative and are given in illustration.

"The college provides facilities so that the student may, under Christian auspices and guidance, obtain for himself a fundamental knowledge and appreciation of the major problems which confront man, individually and collectively, and a knowledge of the attempted and proposed solutions. Further, the student is required to obtain a more intimate knowledge of the factual content, point of view and specialized technique of some one field of knowledge. This dual program rules out narrow specialization as well as cursory breadth. . . . it is intended that the education provided should, at one and the same time, equip the student for his future non-academic activities, for continued study in professional schools, for specialized study in graduate schools, or for high school teaching."<sup>1</sup>

The statement of purpose is continued under the caption 'Religious Influences' as follows:

"The College recognizes its distinctively Christian traditions and character. Its aims is to consciously inculcate basic truths of the Christian religion and to inspire its students to lives of Christian service."<sup>2</sup>

The purpose of a second college reveals a different emphasis although the general aim of the development of Christian character is paramount.

". . . is a co-educational liberal arts college. . . Its primary purpose is to provide a general cultural education under conditions which develop Christian character and faith, and at rates which make it possible for young people of limited means as well

. . . . .

1. Bulletin of Westminster College, 1937-1938, p. 14
2. *Ibid.*, p. 15 Westminster College, p. 15

as those of abundant means to secure a college education. Three historic and major policies of College are: (1) High scholarship standards; (2) low expense rates to students; (3) positive Christian emphasis and program."<sup>1</sup>

The next statements of aim to be used are in illustration of a number, which indicate worthy purposes and high ideals, but are more general than others, and therefore somewhat intangible so far as their use as a foundation for program-building.

"The aim of the college has been fourfold. It has endeavored to encourage sound scholarship, to promote the development of a wholesome social outlook, to encourage the building of healthy bodies, and to emphasize the importance of right moral, spiritual and aesthetic outlooks."<sup>2</sup>

"The aim of College is the development of the highest type of Christian character. It is believed that the ideal individual is one who possesses not only a thoroughly trained mind and a strong physical body, but also a spiritual vision, a trained conscience, and a disciplined will."<sup>3</sup>

The last illustration is used because it presents specific aims in a way that gives evidence of carefully thought-out objectives.

"The College of liberal is committed to the idea that training in the liberal arts is a necessary part of a complete education. It definitely prepares students for professional study, for graduate work in arts and sciences, and for high school teaching. Its spirit and purposes are distinctly Christian, and it endeavors to give its graduates a foundation and framework of

. . . . .

1. Maryville College Bulletin, p. 13
2. Grove City College Bulletin, p. 15
3. Muskingum College Bulletin, p. 27

knowledge which will enable them to live intelligently in this new age. Its main objectives may be stated as follows:

1. To furnish courses in subjects which are fundamentally informative and cultural.
2. To stimulate the evolution of rounded personality through intimate acquaintance with the great minds and movements of civilization.
3. To enable the student to understand and appreciate the world of scientific achievement.
4. To acquaint the student with the social, political, and religious institutions in which he is to play a part and to help him find his place as an intelligent citizen and of the world.
5. To provide time and opportunity for extended work in one field of study and thus to arouse enduring interest on the part of the student.
6. To cultivate the habit of general reading, the enjoyment of good books, and the appreciation of the good and the beautiful in games, music, and art, and in general to enable one to feel at home in the company of educated people.
7. To create in all graduates of the college the consciousness that education is a continuing process during the whole of life.
8. To offer as one of the best contributions of a liberal education companionship and fellowship with students from many countries of the world in an atmosphere morally and physically wholesome.
9. To present an integrated and positive view of life and to keep burning in the lives of our youth the fires of religious faith that they may gain a sense of the reality of God and a consciousness of inner light and hope."<sup>1</sup>

B. Aims of the Personnel Administrations  
of the Selected Colleges

Two sources have been available for an  
impression of the aims of the personnel departments of

. . . . .

1. The College of Wooster Catalogue, 1936 - 1937,  
pp. 13-14

the various selected colleges. One of these is the catalogues, and the other the questionnaires. Neither source is very satisfactory in determining definite and clear-cut aims.

Only four of the colleges include in their catalogues any discussion of student counseling, other than a statement concerning educational and vocational guidance. One of these lists it under the heading of 'Division of Student Counseling'. The aim is stated as follows:

"The Division of Student Counseling seeks to adjust the program of the college to the individual student, and to assist the student in adjusting to the requirements for successful living in the college community. Counseling activities relate not only to the curricular activities of the student, but also to the extra-curricular activities."<sup>1</sup>

In the second college which includes a statement of aim, the purpose is "to guide the student in arranging his schedule of studies and in making progress in his educational, personal, and social development."<sup>2</sup>

In the third college the function of the office of the Dean of Students is conceived of as service to the group "by attention to the individual." It is the aim to give assistance in making various adjustments of college life, and to listen and counsel in personal problems.<sup>3</sup>

. . . . .

1. Muskingum College Bulletin, p. 73
2. James Millikin University Bulletin, p. 23
3. Cf. Bulletin of Beaver College, p. 34

The fourth college which included a statement concerning personnel work in its catalogue mentions only the fact that the college keeps a personnel rating of its students as an aid to higher character development.<sup>1</sup>

All the colleges operate placement bureaus and indicate educational and vocational guidance.

In attempting to determine objectives from the questionnaires, it must be kept in mind that the answers received are expressions of opinion, not official statements, for the person who answered was not always in an official position of counseling. For example, in one case the head of the department of religion answered; in another, the professor of psychology.

The following statements, substantially as listed, were received in answer to question IV, which read, "What do you consider the greatest contribution you can make in furthering the Christian education of students?" The numbers are used to indicate the several colleges.

1. Daily chapel conducted as a religious service and not merely an assembly hour.
2. a. Sympathetic understanding of the student mind.  
b. Development in the student of an ability to understand and cope with intellectual problems.
3. Development of a genuine respect for Christian ideals and character.
4. Definition of the similarities and differences between Christian education and the usual 'good education'.

. . . . .

1. Cf. College of Emporia Bulletin, p. 34

5. Development of a Christian philosophy of life.
6. Development of live Christian principles as standards of living.
7. Maintenance of sincere religious atmosphere through a consecrated faculty of practical Christians and through application of Christian principles to all college activities and problems.
8. Development of such student-government and codes of conduct as will make the Christian ideals a valued tradition.
9. Development of social sensitiveness.
10. Development of a better understanding of what it means to be a Christian.
11. a. A faculty of men and women who have had a genuine Christian experience.  
b. All subjects taught in relation to the Christian philosophy of life.
12. Development of ideals and deepening of convictions.
13. Development of attitudes of honesty of purpose, squareness of action, and kindliness of spirit.
14. Integration of all knowledge into a Christian philosophy of life, as a practical way of living.
15. Development of a social attitude toward the universe.

It is readily seen that there is a wide variety of purposes presented in the foregoing statements. Eight counselors indicate that the greatest contribution they can make is the development of a Christian philosophy of life and its active expression in life. Two state the necessity of a faculty composed of men and women who have had a genuine Christian experience and who apply Christian principles in their own lives. Four others seem to feel that a greater social sensitiveness is the great need and so the primary responsibility of the counselor. One counselor sees the greatest contribution made through the daily chapel service, and another in aiding the student to adjust in the matter of intellectual problems.



### C. Personnel Organization in the Selected Colleges

In the consideration of the personnel organization of the colleges we are concerned with those officers and offices whose chief function is that of dealing with the individual student. The examination of the various catalogues revealed a number of differences in personnel organization on the various campuses. Table XVI indicates these to some extent.

TABLE XVI

PERSONNEL OFFICERS OF EIGHTEEN SELECTED COLLEGES	
Type of Institution:	
Co-educational	12
Men	2
Women	4
Personnel Officers Listed in Catalogues:	
Director of Personnel or Public Relations	8
Dean of Men	3
Dean of Women	14
Dean of College, but no dean of men or personnel director	10
Freshman Adviser (for women)	2
Student Pastor	5

It is perhaps well to note that any college may have several of these officers. In addition to these whose specific work is with the individual students, the majority of the schools appoint a faculty adviser for each incoming Freshman.

The term director of personnel or public relations, as used by the colleges, does not always apply to the whole counseling service. It is sometimes

confined to the head of the placement or publicity bureau. This is evident in two catalogues. In general, however, he is the chairman of the counseling service.

It is evident that the dean of men and the dean of women usually serve in the dual capacity of counselor and supervisor. Where it is possible, however, each maintains a separate office, centrally located and thus easily available to all students. They are also relieved of supervising duties, if possible, since these are felt to lessen their effectiveness as counselors. The Freshman adviser functions as an assistant dean.

Few of the colleges included in the catalogues any indication of the organization of their counseling service. Several plans of organization were reported in the questionnaires.

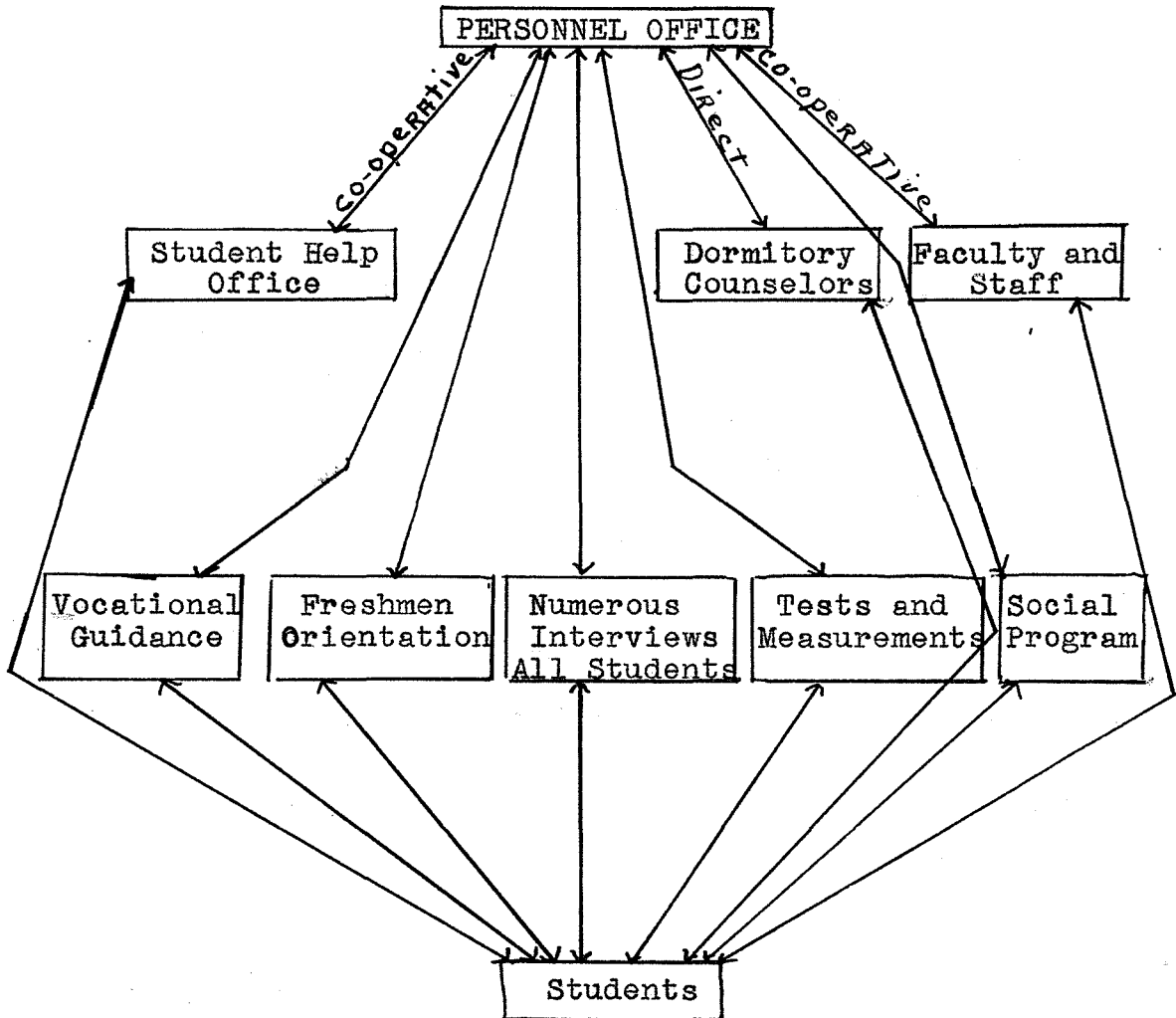
In a number of the colleges the counseling service is centered in a committee of the faculty. The director of personnel or, in case there is no director, the dean of the college acts as chairman.

One college reported a personnel organization headed by a director who gives half of his time to guidance work. There is mutual coöperation with the various members of the staff and faculty in dealing with individual problems. A variety of tests and measurements is used,-- namely, an intelligence test, a mechanical aptitude test, a clerical aptitude test, personality,

inventory, study habits inventory, interest blank, vocational interview blank. An elaborate cumulative record is kept up-to-date for each student. The entire faculty is considered as part of the personnel service, and methods of guidance are discussed with them.

The organization of personnel work on another campus is revealed in the following chart which was included in the questionnaire returns.

CHART II



Double arrows throughout indicate mutual exchange of ideas

These two illustrations are given to show the thorough organization that is in use. Too few colleges included any plan of organization in either catalogue or questionnaire to allow the material to be used as data.

In answer to the last question of the questionnaire, that concerning the organization of personnel work considered ideal for the particular campus, five colleges who do not have a director at present stated that a full-time director would be invaluable. Others felt that the faculty-counselor plan was the best if the faculty would take real interest in the individual students. One college which has a well-equipped personnel staff would like to add a student pastor.

#### D. Summary

Certain conclusions are reached from this brief reference to the aims of the selected colleges and the personnel organization within them. The colleges are apparently fully aware of their responsibility to furnish a distinctive Christian education. This is seen in the fact that the large majority placed the development of Christian character as their primary purpose. They are also mindful of the necessity of furnishing a cultural and social training.

It is difficult to judge whether or not the

various departments follow the general aims of the college. Where there is any indication of the specific aims of departments, a rather high correlation with the general aim is in evidence. However, the several departments, except in one instance, do not emphasize the Christian aspect of the aim. Several statements of college aims were included as illustration.

The aims of the personnel administrations were obtained in part from the catalogues and in part from the questionnaires, although neither source was satisfactory.

The largest number of counselors felt that the development of a Christian philosophy of life was the greatest contribution they could make to individual students. Here again is a positive and expected correlation with the general aim of the college.

It is evident that the majority of the colleges do not have a highly organized counseling service. More than half of the reporting colleges do not have a director of personnel. The guidance service is carried on through deans of women and of men, whose full value as counselors is somewhat hindered by the fact that, in most instances, they must also act as supervisors.

In a few colleges there is a well-developed guidance organization. Examples of this were included in the discussion.

It is justifiable to conclude, then, that the

colleges recognize the value of the personnel service as an aid in the Christian education of students, and that the counselors are aware of their responsibility to guide the development of a Christian philosophy of life and its active expression in living. It seems evident, however, that the personnel service now in effect on most of the campuses is not adequate to meet the need of the students.

**CHAPTER V**

**GENERAL SUMMARY AND CONCLUSIONS**

## CHAPTER V

### GENERAL SUMMARY AND CONCLUSIONS

#### A. Restatement of Problem

The democratic principle of education for the mass is widely recognized and approved. Even so, there is at least one obvious disadvantage. The individual tends to become lost in the mass and that which was intended to help him reach his full powers serves to create perplexities and difficulties that disillusion and embitter him. Educational institutions, aware of the primary need to serve the individual, and, through him, society, have recently sought means whereby they may meet the needs of the individual. Personnel service has been established on numerous campuses for this purpose.

Proceeding on the theory that the best guidance of the growth of an individual is that given in intimate contact, it has been the purpose of this study to investigate the need for personnel service, to ascertain its value, to analyze and evaluate its methods so far as possible, and to propose certain criteria for effective personal service.

The emphasis throughout has been on the development of Christian character. Conceived of as being of primary importance in the development of



Christian character, the three areas of personality, social, and religious adjustment have been especially studied. Through the medium of catalogues and returned questionnaires, special attention has been given to certain selected Presbyterian colleges, in an effort to discover the needs of students in church-related colleges, the responsibility of the colleges in meeting the need, and the place of personnel work as a factor in the Christian education of the students.

#### B. Summary of Findings

In order to ascertain the need for personnel work, certain student attitudes were examined. It was found that the college period is one fraught with danger for the college youth because of (1) factors in the home environment, (2) the late adolescent period of life, and (3) the difficulty of the transition from the comparative security and shelter of the home into a new world, with its differences in social, economic and religious life. The church-related college, because of its basic origin, was seen to have a unique responsibility to nurture the growth of Christian character. It was also evident that the recognition of individual differences and needs was essential to the highest development. To this end, personnel service was seen as desirable and necessary.

The general objectives of personnel service were set forth as (1) the rediscovery of the individual in the mass, (2) the guidance of the growth of his personality, and (3) the development of his abilities to meet the situations of life in a manner satisfactory to himself and to society. Certain methods and techniques of personnel service were discussed,--namely, tests and measurements, the interview, case studies, and orientation classes. It was seen that the personal interview is the counselor's strongest instrument for constructive service to the individual. The three levels of counseling, as noted, were that which is curative, that which is preventive, and, of greatest concern to the counselor, that which is concerned with growth.

Because the areas of personality, social, and religious adjustment were judged to be of primary importance in the development of Christian character, the problems in these areas were given special study in a survey of problems generally found in colleges. Personality problems were found to be numerous and particularly difficult. Social problems were divided into two classes,--namely, those that had to do with friendships and those classed as moral problems. In both classes a wide scope and prevalence of difficulties was evident. Religious problems were also found to be numerous. The primary source of religious perplexities was found to be in the

philosophy and science courses of the curriculum.

Through the medium of questionnaires the scope of problems in selected Presbyterian Colleges was also studied. Five general types of personality problems were found in a complex list of problems reported by eighteen counselors. The types as listed are inferiority, emotional immaturity, lack of purpose, superiority, and neurotic tendencies. In the study of social problems eleven different ones were reported. Those dealing with the relationship of the sexes were placed first in order of seriousness, and those concerned with student honesty second. The apparent conflict between science and traditional beliefs was judged the chief cause of religious perplexities. Psychology and the Bible courses were classed first as sources of doubt.

Finally, the specific aims of the selected colleges and of the personnel administrations were studied in relation to the sphere of this study. It was evident that the colleges are aware of this responsibility to furnish a distinctive Christian education and that, for the most part, the specific aims of the personnel administrations were in accord with those of the colleges. The colleges generally expressed a realization of the need for a stronger personnel organization than they have at present.

The salient findings then may be stated as

follows:

1. College students are in need of guidance in the development of Christian character.

2. The church-related college has a unique responsibility to nurture this development.

3. Personnel service is an invaluable aid in meeting the responsibility.

4. The problems in the selected areas of adjustment,-- namely, personality, social, and religious, are of such scope and prevalence that individual guidance in adjustment on the religious level is a definite and general need.

5. The aims of the selected colleges indicate the recognition of their responsibility to nurture the development of Christian character.

6. The aims of the personnel service on the various campuses is in accord with the general aims of the colleges.

7. There is a definitely expressed need for a stronger personnel organization.

#### C. Suggested Criteria for Personnel Service in Church-Related Colleges

It is neither desirable nor within the scope of this study to suggest a definite personnel organization, for one designed to meet the situation on one campus might be totally inefficient on another. There are, however, certain criteria that must be met if the church-related

college is to render the service to which it is committed. Whether the service is formally organized under a director or whether it is without formal organization and direction, these remain basic needs. They have been determined through reading in the general fields of personnel administration and of education with particular emphasis upon the work of the church-related college and its unique position in the educational world. This general reading, together with the survey that has been made, has suggested to the writer what may be considered the minimum criteria for personnel service in church-related colleges.

Criterion I.

The counselor must have a positive Christian philosophy of life.

In consideration of the primary aim of the church-related colleges to develop a Christian philosophy of life and its active expression in living,<sup>1</sup> it is essential that the counselor have a positive Christian philosophy of life. In their study of undergraduates in twenty-three colleges Mr. Edwards and his associates conclude that for those who are to guide college youth in their development, "the first essential is that they themselves be spiritually-minded men."<sup>2</sup> It is not too much to

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1. Cf. Ante p. 84

2. Edwards, Artman, and Fisher: Undergraduates, p. 301

say that the chief function of the Christian counselor is to interpret Christianity to students. For this task, he must himself be spiritually and dynamically religious.

"There is no substitute for this quality," writes an author, "in the way of knowledge of materials or technic<sup>1</sup> of instruction."

#### Criterion II.

The counselor must have a conviction that adjustment on the Christian level is of primary importance for the student.

Just as it is the primary aim of the church-related college to develop a Christian philosophy of life and its active expression in living, so it is the unique contribution of the personnel service of such a college to aid in adjustment on the Christian level. The Christian counselor is concerned with the total life of the student, as is any other counselor. But he is interested that all adjustments be made on the Christian level.<sup>2</sup> It is a premise of the Christian faith that an individual must make all adjustments on this level if his life is to have its highest meaning and greatest value.<sup>3</sup> "One must have herself, a positive philosophy of life, a belief in the

. . . . .

1. Betts, George and Hawthorne, Marion: Method in Teaching Religion, p. 243
2. Cf. Burkhart, Guiding Individual Growth, p. 28
3. Cf. Ibid., p. 29

reality of the unseen forces of the universe, a conviction that the spiritual life of the student is tremendously important,"<sup>1</sup> says Mrs. Brockman, Dean of Women at Wooster College.

Criterion III.

The counselor must have such a sympathy for and understanding of students that they will trust and confide in him.

The student is alert to sense the attitude of the counselor. His attitude determines to a great extent the possibility of constructive aid. As Burkhart says, "He (the student) must feel that here is a friend in truth, one to whom he can tell the truth without being kicked when he is down. Good will must always link two people together who would share creatively with each other."<sup>2</sup> Mr. Sheeder develops this further when he says, "The problem is to take the raw material that one finds and through sympathetic understanding to develop an intelligent religious outlook that views all human relationships in their true perspective."<sup>3</sup>

Criterion IV.

The counselor must seek to educate himself

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1. National Association of Deans of Women: 1936 Yearbook, p. 140
2. Burkhart: op. cit., p. 56
3. Sheeder, Franklin L.; Religion on a College Campus, Bulletin of the Association of American Colleges, December, 1935, p. 626

continuously for his work.<sup>1</sup>

It is evident that the counselor needs all that science, philosophy, history and all other areas of human thought and experience can offer in so far as they give meaning and purpose to life and interpret the experiences of life. As he can never exhaust the wells of human experience, he must select those areas which will be most significant to the problems he must meet.<sup>2</sup>

Criterion V.

The counselor must be sufficiently familiar with the various counseling devices to be accurate in diagnosing and interpreting the needs of a student.

It is necessary for the counselor to build his program on the actual needs in a given case rather than on assumptions of needs. To discover these, he should be able to make use of the instruments which best fit the situation at hand.<sup>3</sup>

Criterion VI.

The faculty must be fully aware of their responsibility as employes of the church to aid the development of Christian character.

It is a recognized fact that the student acquires his outlook on life largely from the classroom. He absorbs

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1. Cf. Wieman, op. cit., p. 453

2. Cf. Ibid.

3. Cf. Edwards, Artman, and Fisher: op. cit., p. 294



his philosophy from that of his teacher. The Christian college must give the student a faculty who recognize their definite responsibility. The need of the students demands it. This Dr. Nicholas Murray Butler recognizes when he says, "The students of this generation are intellectually overfed and spiritually starved."<sup>1</sup> The church-related college is committed to the task of feeding them spiritually. Dean Raymond Walters is quoted in the following statement concerning the necessity of such faculty:

"In a liberal arts college, where students make their acquaintance with the diverse and conflicting schools of human thought, it is important that they have varied and balanced stimulus and guidance. For this we clearly need, not one vigorous personality, but a group of vigorous personalities. The ideal would be reached when teachers of varied views are in accord with the broad aims of their individual college and when they present this aim to the students from different personal angles."<sup>2</sup>

Criterion VII.

The faculty must have the desire and ability to interpret their respective fields in terms of Christianity.

To aid development in Christian character is not the province of one department but of all departments. It belongs to the classroom teacher as it does to the personnel service. In a conference of church-related

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1. Wesley Foundation Bulletin, October 1937
2. Quoted in Hites: The Effective Christian College, p. 75

colleges, Dr. Byrd said, "One great need in student bodies of American Universities is a spiritual awakening. Universities are not meeting their obligation in giving students an understanding and appreciation of spiritual values."<sup>1</sup> Then, too, the college can realize its aims only in so far as its several departments coöperate toward those aims. They must be united in one single purpose toward which they move through their various fields and that purpose must be the integration of student life around the highest possible center - Jesus, the Son of God.

. . . . .

1. Byrd, H. C.: National Conference of Church Related Colleges, Educational News Bulletin, October 1937

**APPENDICES**

APPENDIX A

SELECTED COLLEGES	LOCATION	TYPE	Enrolment	CAH/BQues	Questionnaires
Beaver Centre	Jenkintown, Pa.	Women	592	/	/
Cumberland U.	Danville, Ky.	Coed	424	/	/
Dubuque, Univ. of	Lebanon, Tenn.	Coed	424	/	/
Emporia, College of	Dubugue, Iowa	Coed	296	/	/
Grove City	Emporia, Kan.	Coed	296	/	/
Intermountain Union	Grove City, Pa.	Coed	747	/	/
James Millikin U.	Billings, Mont.	Coed	209	/	/
Lafayette	Decatur, Ill.	Coed	425	/	/
Lindenwood	Easton, Pa.	Men	850	/	/
Maryville	Lindenwood, Mo.	Women	413	/	/
Ozarks, College of	Maryville, Tenn.	Coed	918	/	/
	Clarksville, Ark.	Coed	216	/	/
Park	Parkville, Mo.	Coed	509	/	/
Trinity U.	Warahachie, Texas	Coed	325	*	/
Tulsa, Univ. of	Tulsa, Okla.	Coed	770	/	/
Tusculum	Greeneville, Tenn.	Coed	259	/	/
Washington and Jefferson	Washington, Pa.	Men	474	/	/
Waynesburg	Waynesburg, Pa.	Coed	521	/	/
Western	Oxford, Ohio	Women	300	/	/
Westminster	Fulton, Mo.	Men	306	*	*
Whitworth	Spokane, Wash.	Coed	218	/	/
Wilson	Chambersburg, Pa.	Women	428	/	/
Wooster	Wooster, Ohio	Coed	929	/	/
Monmouth	Monmouth, Ill.	Coed	---	/	/
Muskingum	New Concord, Ohio	Coed	739	/	*
Sterling	Sterling, Kansas	Coed	270	/	/
Tarkio	Tarkio, Mo.	Coed	321	/	/
Westminster	New Wilmington, Pa.	Coed	565	/	/

\*Received too late for inclusion

APPENDIX B

1

DETAILED LIST OF PERSONALITY PROBLEMS REPORTED

Classified under Emotional Immaturity:

Failure to make transition from home to school  
Homesickness\*  
Lack of responsibility\*  
Lack of decision  
Lack of understanding of the importance of choices  
Desire for attention  
Self-indulgence  
Self-satisfaction  
Temper  
Moodiness  
Fear of many types

Classified under Inferiority:

Inferiority because of:  
Personal appearance\*  
Physical defects  
Lack of popularity  
Economic status  
Lack of ability to express oneself  
Lack of scholastic achievement  
Lack of confidence and undue dependence on others  
Undue feeling of obligation to others  
Shyness\*  
Extreme sensitiveness\*  
Defense mechanisms  
Compensatory attitude

Classified under Superiority:

Conceit\*  
Cockiness  
Pietism  
Cynicism  
Undue pride in scholastic achievement

Classified under Lack of Purpose:

Lack of purpose  
Indifference  
Superficiality  
Tendency to drift  
Laziness  
Thoughtlessness  
Insincerity  
Lack of ambition

. . . . .

1. Cf. Ante p. 64

Classified under Neurotic Tendencies  
Extreme introversion  
Hysteria  
Neurotic tendencies\*

\* Reported more than one time

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For detailed list see Appendix A.

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