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AA GUIDANCE PROGRAM FOR THE JUNIOR COLLEGE
WITH SPECIAL REFERENCE TO ITS RELIGIOUS ASPECTS
IN LOS ANGELES PACIFIC COLLEGE

BY

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INTRODUCTION

CHAPTER I
INTRODUCTION

AA THE PROBLEM AND DELIMITATION OF IT

Youth is a problem age. Because of this fact this study is a pertinent investigation. A war torn world has brought youth face to face with changing standards, uncertainty and countless other problems in the already complex twentieth century. The transition from childhood to adulthood was simple in the last generation compared with that of today. Youth need much help if they are to pass through the bewildering period of adolescence without falling by the wayside or receiving permanent damage to their personalities.

In order to give youth the proper help in this most critical period one needs to be familiar with the problems with which youth must contend. He must understand and be able to apply the principles of

guidance. With such knowledge an individual will be able to organize a guidance program as an integral part of any school situation. This has been the writer's aim, with specific interest in the implications for guiding the student religious life at Los Angeles Pacific College.

II. THE SIGNIFICANCE OF THE PROBLEM

Adolescence is the period when, among other things, an individual makes the three greatest decisions of life--the choice of a life's leader, the choice of a life partner and the choice of a life's vocation. The first choice is of supreme importance. The other two, as well as every other decision in life, is easier to make when the individual has made the right choice here--even Jesus Christ.

As one reads in the field of guidance and examines the programs of various schools, he is disheartened to see the little consideration that has been given to this greatest of all needs--the spiritual life.

It has been said by those who have a basis to know that the reason for the increased immorality and the crime wave that swept our country following World War I was not so much a result of bad habits learned while in

the service, as it was lack of the right kind of leadership in the postwar days. If the 1920's were bad, the 1940's will be even worse, for our homes and churches have lost their influence to a great extent. The school system and especially the secondary school is the ideal situation in which the proper kind of training, especially of guidance, can take place today. The school exerts a greater influence on youth than any other single institution with the possible exception of the home. The school has the youth for long periods of time and just when some of his greatest decisions are made. If this is true of the average school, how much more is it of "boarding schools", such as Los Angeles Pacific College.

The significance of the problem was impressed upon the writer still further as a result of observing the great demand in one of the Pacific coast states for teachers who have received training from institutions which have a religious emphasis. The challenge received has been to develop a well organized, scientifically conducted program that will consider the religious aspects of life. By this means youth may be better prepared to face the problems of life. At the same time adults will be sent forth into life with the ability to guide growing youth in such a way that they may be a positive influence in society.

C. THE METHOD OF PROCEDURE TO BE USED

In approaching this study, the purpose of guidance will be considered, its scope, something of the historical background of the movement and the need for such a program today.

Chapter 3 will deal with the organization and administration of a guidance program. It will present the basic principles to use in establishing such a program, the personnel and techniques involved.

The problems of youth will be considered in chapter 4, thus showing the relevancy of the present study. A few special problems existing at Los Angeles Pacific College will be indicated.

The present study will be concluded by presenting a few suggestions that may be of help in guiding the student religious life at Los Angeles Pacific College.

D. THE SOURCES OF DATA.

Many of the guidance principles and techniques used in this thesis were drawn from sources in vocational and educational guidance since the programs of these two fields are the most advanced of any among the existing programs of guidance.

Books dealing with pastoral problems and counseling have a special contribution as have the books dealing with adolescence and the problems of youth.

CHAPTER II

HISTORY AND IMPORTANCE OF THE

GUIDANCE MOVEMENT

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HISTORY AND IMPORTANCE OF THE GUIDANCE MOVEMENT

A. INTRODUCTION

The historical development of any movement reveals significant matters in projecting plans. Thus it is of prime importance that some of the important events in the development of the guidance program be considered. Other factors to enter into this chapter are a definition of terms, a consideration of the great need for guidance today, and some specific kinds of guidance.

B. DEFINITION OF TERMS

Different meanings attached to words have caused no end of trouble in the world thus the meaning of the two most important terms used in this thesis will be considered at the outset. Following the method suggested by Dr. Arthur T. Jones, the easiest way to understand the meaning of guidance is:

"to consider the common use of the word and to compare it with others used as synonyms or with only different shades of meaning." 1

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1. Jones, Arthur T: Principles of Guidance, p. 33

The term to guide, means more than to assist, it means to indicate, to point out, to show the way. The synonyms of to guide are to lead, to conduct, to regulate to direct, to steer. Each one of these has a different shade of meaning and contribute in some way to the understanding of this term.

One of the simplest ways to explain guidance is to liken it to the help given by a really good guide on a personally conducted expedition. As Jones states it:

"the guide is supposed to have traveled that way before or else he knows more about the important features of the way than the person guided. His function is to propose places to visit, to indicate desirable ways of reaching the places selected, to suggest things to do and to see, and to give such help from time to time as will make the expedition more pleasant and profitable. The guide does this service by remaining in the background as much of the time as possible." 1

This presentation of the meaning of guidance by Jones emphasizes the fact of the personal nature of this task, of the importance for a guidance leader to know his material and the one he is guiding, his problems, needs, and potentialities. Guidance is not a teacher or an adult doing something for a student, but it is assisting the student to do something for himself.

Some years ago someone referred to vocational

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1. Jones: op. cit., p. 33

guidance as "seeing through Johnny and seeing Johnny through".¹ Guidance is no longer thought of in those terms, but rather using the same figure, guidance is helping Johnny to see through himself and to see himself through.

This study is concerned with guidance which has religious significance. An affirmative answer to the two following questions indicates that the individual under consideration has a religious adjustment problem:

- "1. Does the problem concern the relationship of the individual to some aspect of the religious culture? This means one's attitudes and relationship with religious institutions, beliefs, and practices.
2. Does the problem involve the ultimate loyalties of the individual's life, on which his personality is, or ought to be built?"²

Thus the program of religious guidance is to help an individual choose Christ as the Leader of his life, to give him suggestions on how to live the Christian life, and how to solve problems or make the right kind of choices which may come up in his daily life. As will be pointed out later, the religious guidance program can not be separated from the other types of guidance, but should hold a central place in all guidance programs of the Junior College.

CC. Growth of Interest in the Guidance Program

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1. Myers, George E: Principles and Techniques of Vocational Guidance, p. 4
2. Merriam, T.W.: Religious Counseling of College Students, p. 2.

Men have always been interested in Guidance. It has been observed that, "the desire for guidance, self-analysis, and self-study is so prevalent among all peoples in all conditions as to amount almost to an instinct." ¹

General Charles de Gaulle, the great French leader, gives another interesting view on the importance of and interest in guidance. In an article entitled "Prestige," published in 1931, he began by lamenting the decline of authority, with which he associated the decadence of morals and politics. He goes on to say that the social crisis can not last long, for men can no more get along without being guided than they can get along without food, drink or sleep.

In 427 B.C. Plato asks the question in his "Republic", "When is a man more likely to succeed? Is it when he divides his attention among many different trades or when he concentrates on one?" ² Realizing that men have different abilities and capacities, his answer was that the man who specializes is the one most likely to succeed. This belief would naturally lead to the development of some program whereby man would know what his special abilities and interests were.

As early as 1670, Pascal became interested in help-

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1. Payne, Arthur: Organization of Vocational Guidance,

p. 8

2. Cf. Plato, The Republic of Plato, p. 60

ing people to fit into that place in life where they would be most useful. A document, published in England at the beginning of the Industrial Revolution, denounced the educational system in vogue at the time as a preposterous waste of time, "improving talents, without ever having discovered them"; "a promiscuous line of instruction without regard to genius, capacity, or probable situation in the commonwealth."¹

In 1881, Lysander S. Richards published a curious little volume for which he coined the name "Vocophy". He attempted to bring order out of chaos and establish a system to enable a person to find the most fitting pursuit in which he may reap the greatest success that is possible for him individually to attain.²

It is noted that vocational was the first of the many qualifying adjectives that have come to be applied to the term guidance in the literature of modern education. The combination of words "vocational guidance" first appeared in print, according to the best evidence available, in a brief report dated May 1, 1908, by Frank Parsons, director of the Vocation Bureau of Boston, Massachusetts. The earliest reference to educational guidance found in the Readers' Guide is dated April, 1912. The reference is to an

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1. Payne: op. cit., p. 9
2. Ibid. p. 9

editorial bearing this title in the Elementary School Teacher.

Credit for the earliest serious use and discussion of educational guidance as something different from vocational guidance seems to belong to Truman L. Kelley, whose doctor's dissertation entitled Educational Guidance was published in 1914. His purpose was to develop a more scientific method of classifying high school students.¹ The term "moral guidance" found its way into educational literature in 1912 when Jesse B. Davis presented a paper on this subject before the National Educational Association. In more recent years the terms "civic," "social," "health," "recreational," "religious," and "leadership," as applied to guidance have come into use. This fact indicates the great growth and scope of the guidance program.

In the early days of American life, much of the guidance, if not all, was carried on in the home by the parents or by the tradesman for whom a youth would work. For a number of reasons, which will be pointed out in another section of this chapter, the task of guidance has been multiplied many times over until now guidance is actually a new vocation. Large sums of money and long periods of study are spent in prepar-

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1. Myers: op. cit., p. 2

ing new techniques and methods for the many kinds of guidance programs, some of which will now be considered.

III Areas in Which Guidance Is Needed

In actual practice it is almost impossible to separate guidance into distinct categories, but for purposes of analyzing and clarifying it may be profitable to do so. To appreciate the scope of the guidance program and the complexity of life several kinds of guidance will now be considered with a short description of a few of the most used kinds.

1. Kinds of Guidance.

Writers in this field differ as to what they consider should be included as a distinct kind of guidance. Meyers, for example, sets up the following standard by which he decides whether a thing should be considered as guidance or as education. He says:

"there must be two sets of differences, that among individuals, i.e. individual differences, and differences among possible courses of action. If an individual is faced with a number of alternatives from which he must choose according to his peculiar personal characteristics, this indicates a potential field for guidance." 1

On this basis Meyers claims that only the following types can be correctly called guidance: vocational, educational, recreational, and community service.

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1. Myers: op. cit., pp. 13-14

An analysis of the opinions of six authorities in the field yields two conclusions. From lists ranging from four to ten different kinds there was seeming agreement that vocational, educational and recreational guidance belong as a part of every schools guidance program. There is a startling absence on all the lists, with the exception of one, of any reference to religious guidance. ¹

2. Descriptions of Various Kinds of Guidance.

Because these fields lie so close together a careful differentiation is necessary.

a. Vocational

The vocational is father of all guidance programs and thus should be expected to be much better organized than all the others. According to the principles adopted by the National Vocational Guidance Association in 1921, and revised finally in 1937:

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1. W.L. Proctor in his Ed. and Voc. Guid. lists; educational, vocational, guidance in social and civic activities, in health and physical activities, leisure time, and character building activities. A.J. Jones in 2nd. edition of his Prin. of Guidance lists: educational, vocational, leisure time, and leadership. J.M. Brewer in his Education as Guidance lists: educational, vocational, religious, home relationships, citizenship, leisure time, personal well-being, right doing, thoughtfulness and cooperation, and in wholesome and cultural action. D. G. Paterson gives in Student Guidance Techniques: educational, vocational, personal (including social, emotional, leisure-time), health and economic.

"Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career--decisions and choices necessary in effecting satisfactory vocational adjustment."¹

A comparison of this well-thought out definition and the first one of 1921 will indicate the progress and the changed attitude which has been made in the field of guidance. In the early years it was giving to a student from an experienced teacher, at present it is assisting the student to do something for himself. This program attempts to conserve the benefits of an education and the native capacities of youth by fitting him for that position in "working world" where he can get the most out of himself and contribute the most to society.

b. Educational

Educational guidance has taken on new significance just within the ^apast few years as a result of the present emphasis on specialization and what psychology has taught us concerning man. It is thus necessary to prepare youth in a better way to face life. The aim of this kind of guidance is to bring about between an individual pupil with certain characteristics, and differing groups of opportunities and requirements on the other hand, a favourable setting for the individual's development or education. ²

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1. Myers: op. cit., p. 33

2. Ibid. p. 19

To state this in more concrete terms it is helping the student decide what subjects he will take, what extracurricular activities he will participate in, which college he will attend if he plans to continue in school. This does not limit the possibilities of guidance, however for such matters as how to take notes, how to study and the use of libraries could also be considered.

c. Recreational

Making the most of one's leisure time is the essence of recreational guidance. This does not effect many during the war crisis, but will be most important when the normal routine of living returns again. There are several types of recreational activities such as, physical, social, avocational, entertainment, and many different activities of each type. Not all of these are equally desirable for all people. The individual needs assistance in choosing that which will best suit him and add the most to his life.

d. Community Service

There is an area of guidance which deals with community organizations that pose to be service agencies. An individual will often need guidance in choosing that group to which he can contribute his time, talent, and money in the attempt to help others. Some suggested groups through which a person might serve are:

churches, women's clubs, men's service clubs, community fund drives, parent-teacher associations, and all group whose workers serve without pay.

e. Religious

All men are religious by nature and yet in a day of materialism and humanism this aspect of life can easily be thwarted or expended in some manner contrary to its intended use. The mere consideration of this fact should impress one with the importance of religious guidance. The main function of this program should be to help the individual find his right relationship with God and then with his fellowmen. If man is first right with his Maker, then all other decisions and problems in life will be easier to make and to solve. This phase of guidance needs to be correlated with all the phases of guidance, for the total man should be taken into consideration, his personality, background, vocation, education, health, leisure time activities and anything else that may influence his religious nature.

E. The Need For Guidance

Guidance is based upon the fact that man needs help. To a greater or less degree all men need the assistance of others. One has only to look around and see the wasted lives and abilities that might have been

saved if there had been some one to help.

Man spends his early years of life in absolute dependence upon others. He receives much help in the physical sphere, but all too often the social aspects of his life are neglected as he grows into adulthood. Thus physically people become adults, but socially and spiritually a group of immature individuals.

1. From the Standpoint of The Individual.

A number of factors from the standpoint of the individual make the need for guidance an imperative.

a. Critical period of adolescence

During this period, among other changes and decisions to be made, man makes his three greatest decisions of life: the choice of a life leader, the choice of a life's vocation, and the choice of a life partner.

b. Changing home life

Since the home no longer occupies the central place in our American life, it is necessary to delegate the guidance of youth to the public school or some other institution. Divided homes, working parents, irreligious fathers and mothers cannot give the leadership and training that growing youth require.

c. Changing conditions of labor and specialization

The movement today is away from the individual and

his interest. He tends to become lost in the mass and to be pigeonholed in some job which he does not like. Much help is needed along this line to prepare a man for the position in life which best fits his personality and abilities. Robinson says:

"There is no greater service which one man can render to another man than to help him to find himself, to open his eyes to see the great needs of the world for service, and to help him to answer for himself the question, 'How can I, such as I am in ability, health character, and opportunity find my best place for service and use that place for my own betterment and that of humanity?'" 1

d. Changing moral and religious conditions

The church has lost its place of leadership. Religious activities are, in many cases, forced into the background. A great many people are far more liberal in their beliefs, more tolerant of those who differ from them than before. Things that were hardly spoken about in the society of a few years ago are now practiced publicly. Racketeering, graft, corruption are everywhere apparent in politics, in business, in government, even in the church. Some of the old virtues like industry, thrift, and honesty, have in many cases been the actual cause of poverty and suffering. 2

Certainly wise guidance is needed in this changing sphere.

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1. Robinson, Clarence C.: The Find Yourself Idea, p.vii
2. Jones: op. cit., p. 29

e. Higher education

Contrary to much popular opinion those in higher educational institutions need guidance even more than those who do not go so far academically. A youth begins to realize man's mastery over nature, and is sometimes tempted to feel self-sufficient. One in a position like this needs the help of a mature person who can guide him past the many pitfalls and bring him at last to that place where his newfound ability and wisdom can be directed into useful channels of service. ¹

2. From the Standpoint of Society.

Society also has a claim. Its very safety and progress demand that each individual be in that place, occupational, civic and social, where he can contribute to the welfare of others and contribute his best to this welfare. Thus in all guidance activities the needs of the society must be considered, the responsibilities one has and the contributions which the individual receiving the guidance will make.

F. Summary

While guidance may be considered in many ways,

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1. Gaines, R.E.: *Guiding a Growing Life*, pp. 116-7

in this study it is considered as help of a personal nature given to an individual with the hope that he will find the solution to his problem even as he that is doing the guiding found for himself in an earlier day. Guidance is not doing something for another, but assisting the other to do something for himself.

In a historical survey of the guidance program it was found that men have always been interested in guidance. It was perhaps in England during the seventeenth century that the guidance movement first did much on a large scale. Vocational guidance was the forerunner of all such programs and out of it many other programs developed and still from it many techniques and methods are derived.

From an analysis of several authorities in the field of guidance two conclusions were derived: 1. the seeming agreement that vocational, educational, and recreational guidance belong as a part of every school's guidance program. There was a great variety of opinion as to the place other forms of guidance should have in such a program. 2. There was the startling absence of any mention of religious guidance, or even anything that comes near it, with the exception of one authority. The purposes and descriptions of some of these various guidance programs were given.

From the standpoint of the individual it was seen

that the characteristics of man and the changing conditions in the home, in industry, in the church and its influence, in the moral standards and increased education all make it necessary to have a more inclusive and better organized guidance program. In order to get a real appreciation for the need for guidance one must consider the claims made upon an individual by society.

In the next chapter the principles of guidance and the organization of a program of guidance will be considered.

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF THE
GUIDANCE PROGRAM

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF THE GUIDANCE PROGRAM

A. Introduction

It is not possible to separate the different kinds of guidance into categories and expect to have an effective program. The problems that one deals with are often related with several phases of guidance. Most schools have only a small staff to handle their personnel work. It is therefore important that these men be acquainted with the overall picture of guidance. This thesis will take just such a view, giving special emphasis to the religious aspects of such a program.

The present chapter will note some basic principles to be followed in establishing a guidance program. The personnel of the program will next be considered, then some methods of administering it and finally mention will be made of the place tests and records have in such a program.

B. Basic Principles in a Guidance Program

Guidance is a large field and includes more things than could possibly be considered in detail in this present work. Because of this fact the following list

of principles is given.¹ They should prove invaluable both in organizing and in evaluating an existing program.

1. The primary purpose of guidance is not prescriptive but rather works toward the goal of self-direction for each pupil.

2. The program should be organized to care for problems that have developed, to prevent such problems from arising, and to help each pupil secure for himself the most productive and positive experiences. In other words, to cure, prevent and to enrich.

3. All aspects of the program should be correlated through the personnel force.

"A well organized program should include specialists in various fields, as for example, a vocational counselor, a psychiatrist, a specialist in tests, counselors on academic questions, activities and the like. Along with this group there should be one person who specializes in religious adjustments. Besides making a contribution as a specialist in helping those with a strictly religious problem he will be able to show to the other counselors the religious import in and behind each case with which they deal. Religious problems are seldom isolated from other problems, thus these personnel workers must work in the closest harmony." 22

4. Every youth in the school should be able to

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1. These statements are for the most part a summary of material gained from the following sources.

Jones, A.J.: Principles of Guidance

Hamrin, S.A.: Guidance in the Secondary School

May, Rollo: The Art of Counseling

Merriam, T.W.: Religious Counseling of College Students

Myers, G.E.: Principles and Techniques of Vocational Guidance

Williamson, E.G.: Introduction to High School Counseling

2. Merriam: op. cit., p. 27

receive the benefit of it, and not just periodically. It should be a continuous program extending over the youth's stay in the institution and afterward if necessary.

5. Such a program should not be thought of as another addition to the program of the school. It should hold a central position.

6. To be most effective it should grow out of and be carefully adapted to the needs of the school it is to serve. Often a great mistake is made here for the attempt is made to superimpose a certain kind of program which is functioning well in another institution, but is not appropriate for this school.

7. In order to make a real contribution to youth it should take into consideration the "whole person" and not merely a particular aspect which seems from surface observation to be causing the trouble.

8. It is important to take into consideration all of the institutions which exert an influence on the individual; home, church, community, friends. It should seek to utilize, supplement and enrich the guidance experiences provided pupils by these institutions.

9. The keynote to effective guidance is to have a continuity of contact between the counselor and counsellee. Thus it is best to assign them together for the entire stay at the institution.

10. It is not enough to provide time and facilities

for counseling unless the guidance leaders are given the opportunity to contact the students, else how will they be able to exert much influence over them.² These leaders should be called upon to sponsor certain classes or activities as well as to teach a few hours. The "personal touch" is most important in working with people.

11. The character of the existing personnel should be considered before a guidance program is set up. Choose those teachers to work in such a program who have the right kind of personality to fit them for this task.

12. To be effective, guidance should be objective, that is, based on objective facts as much as is possible. This is best achieved as a result of using tests and measurements. In conjunction with this a cumulative record system should be set up and located in a centralized location where all those that should will be able to have access to it.

13. All persons engaged in personnel work, especially the guidance leader should be students of their campus. They should understand the social forces which influence the life and thinking of the students.¹

14. A fundamental principle to remember in every activity, in all forms of punishment, in each interview, is that the purpose of such a program is to develop their personality and if in a Christian college the spiritual

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1. Merriam: op. cit., p. 37

life of the individual.

15. It is not enough just to develop a good guidance program. Provision should also be made to check up and evaluate the guidance program as well as to make new additions if they are needed.

C. Personnel of the Guidance Program

Before the various persons and groups are taken up individually, it would be well to state that every program does not have to be organized in just this same form. The size of the institution, the number of available workers, the needs and the stage in the development of such a program are all determining factors.

All personnel of a guidance program are usually working in close contact with people thus one is justified in saying that the type of training and personality that should characterize one individual can apply to the others.

1. Suggestions for All Personnel.

a. Personality.

Personality is one of the elements in life that is hard to define or analyze and yet it is most important. It may be safe to say that the possession of a good personality by a guidance worker is of much more value than a brilliant scholastic record or any other quality.

The results of two studies made among 3123 teachers in seven different states and 2,268 students from schools in the same states reveal that the characteristics most often marked by them as the qualities they like to see in a worker with youth were friendliness and the ability to get along with others. ¹ Further Adler makes the statement that "the technique of treatment must be in yourself."² Hamrin puts it this way: "the success of the guidance program; like that of the extra-curricular and curricular offerings of the school depends upon the personality and ability of the teacher."³ Rollo May stated that if a man is to give courage and inspiration to another he must first have something to give and then be able to express himself in such a way that the counsellee will accept it readily. This makes a good personality a necessity. It may be stated further that

"the worker with youth must gather all the threads of influence and weave them consistently into the fabric of character. He must be to each student an intellectual guide and stimulus, a refining influence, as regards the amenities of life, an upholder of the aims and ideals of the school and an inspirational force in strengthening moral fiber."⁴

Certainly these qualities are among those required in a leader of youth.

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1. Hamrin, S.S.A.: Guidance in the Secondary School, pp.416-7
2. May, Rollo: The Art of Counseling, p. 165
3. Hamrin: op. cit., p. 415
4. Thomas-Tindal, E.V.: Junior High School Life, p. 16

The following ten qualities are a fine attempt to make the meaning of personality more tangible: ¹

1. First impression-what he makes on his students.
2. Poise and self-control, the ability to reserve judgement, control the emotions, and to remain calm in spite of provocation.
3. Teaching voice-the clearness, pitch, and quality of the teacher's voice are potent factors in successful teaching.
4. Optimism, cheerfulness, humor, freedom from self-pity.
5. Surplus vitality -this reveals itself in one's actions
6. Sincerity
7. Social qualities, ability to meet people, to be a good follower, rise to all occasions.
8. Initiative and diligence-the ability to enrich the experience of youth with novel and varied materials and activities.
9. Decisiveness-ability to make a fair decision promptly and stick to it.
10. Teaching power-ability to inspire.

When a teacher fails he is undoubtedly deficient in at least one of these qualities.

b. Training

Persons who plan to do work in some specialized phase of guidance need extra training along that particular line, whereas all others would profit greatly by taking work in the following fields: guidance, general psychology, tests and measurements, mental hygiene, sociology, child psychology, educational psychology, social case work, school administration, and personnel administration. ² Some practical experience should precede an attempt to do guidance on a wide scale. Active participation in extra-cur-

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1. This list is a paraphrase of a list presented by Hamrin: op. cit., pp. 418-222
 2. Ibid. p. 425

ricular activities helps to develop one's abilities as well as to reveal the value of such organizations for future guidance opportunities. The development of a guidance library, the visiting and studying of schools having good programs, participation in and observation of local and national organizations dealing with youth, making case studies of individual pupils, as well as being actively engaged in youth work are other excellent methods of broadening one's knowledge and skill of this most important field.

2. The Administrator.

In most institutions the administration of guidance is carried by the already overloaded president. For the best results however one man should be allowed to spend his full time in the development and promotion of this program. The title "administrator," need not be attached to him. Perhaps it would be better to call him director of guidance or personnel work. His biggest task at first will be to win the interest and support of his fellow faculty members and then of the students.

A program of training for his colleagues can be instituted in the endeavor to make them more proficient in working with their students. The first step in such a venture should be to provide **general** information concerning the objectives and techniques of personnel work.

This may best be handled through the teachers meeting or through mimeographed articles sent to each teacher. The development of a reading program, inviting specialists to lecture, the holding of the "case conference", where a few well-qualified teachers meet to discuss and exchange opinions on a certain student, are also very profitable.¹

As the program grows the administrator should be the coordinating center and the one held responsible for its continued development. One of his most important duties is to choose those who are really qualified to assist in the program of guidance, either as counselors, advisors or committee members. The preceding section indicated that not all teachers are qualified to do this type of work, largely because of their personality.

The great importance of the administrator, the necessity for a good training, a winning personality, and fine organizing ability indicate that this position cannot be easily filled.

3. Teacher-Counselors.

The subject matter teacher is the person who holds the key to any successful guidance program. No school can supply enough full-time counselors to do the job of guid-

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1. Williamson: op. cit., p. 284

ance that needs to be done. If the teacher becomes a teacher-counselor, most of the preventive and directive aspects of the guidance program will be taken care of, leaving only the curative phase for the counselor.

Each teacher should acquaint himself with the personal records of each of his students. On the basis of the facts found here and personal observation and acquaintance with the student he should individualize as far as possible his teaching in terms of student attitudes, interests, abilities, needs and goals. The old fashioned, routine method of merely teaching the subject matter needs to be substituted by the method of teaching individuals on the basis of the above mentioned facts.

The personal influence of a teacher upon his students is great, in many cases even surpassing that of an individual's parents. The importance of having the right kind of teachers, living the most exemplary life, especially when one is concerned with religious values, is emphasized in a statement made by Dr. Laird T. Hites:

"The classroom is the most crucial point in the educational system. With all respect to the Christian association, college pastors, and any number of other wholesome influences, the student at any institution acquires his outlook on life, his religious and anti-religious attitudes, from the content and method of the classroom. He absorbs his religion more from the personal religious faith of his teachers than from any other source." 1

The classroom teacher can also be a great help to the coun-

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1. Hites, Laird T.: The Effective Christian College, p. 73

selor and the formal guidance program. One author said:

"Neither the work of the counselor nor that of the teacher can achieve maximum effectiveness without being supplemented by the assistance of the other."¹

Perhaps the greatest contribution to the formal guidance program is made when the teacher contributes his observations and comments, as he has noted them in the classroom, to the counselor. A few simple rules should be followed if the most effective help is to be given.

- "1. Be sure that personal defects do not color your observations.
2. Attend to things at definite times.. During study periods note reading and study habits, signs of nervousness. As the students enter in the morning note signs of rashness or any unusual changes in appearance. Check on social behavior during free periods or before and after school.
3. Practice making accurate observations.
4. Be certain you have done ample observation before you start to interpret.
5. There are two types of observation that should be used together: a. finding type, the gaining a general picture. b. specific type, seek answers to certain questions and record by the use of a check list or some such method."²

It should be the aim of every school to develop a corps of teacher-counselors who have received some training in guidance and who will be able to supplement the work of the counselors. This contribution will save many students from becoming cases for curative treatment and will also give help to that large number of students who would never visit a counselor, and yet who need help.

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1. Dunsmoor and Miller: Guidance Methods for Teachers, p. 13
2. Hamrin: op. cit., Chapter 4

4. Faculty Committee on Guidance.

The counselor and the teacher-counselors can be most diligent in their work and yet the guidance program of the school will not be a success. One writer made the statement:

"For any guidance worker to be able to perform the whole guidance task in any school, it would be necessary for him to have a complete training in all the technical phases of the seven major areas of education, as outlined in the Cardinal Principles."¹

The quality that is needed in the modern age of specialization more than anything else is cooperation. This is certainly true in the administration of a guidance program.

Each phase of guidance should be done by that agency or person which experience has shown to be in the most favorable position to do it best. Thus in order to determine who is to do a specific type of work and what method is best to follow, a committee should be set up whereby all the personnel members of a school can work together. The size of such a committee will vary with the institution, but the following is a suggested membership: the director of guidance, the deans of men and women, class advisors, director of health, the college pastor, and the librarian. If the school has several kinds of guidance and they are administered by different persons than are in the above group, i.e., vocational or educational guidance director, they should also be included.

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1. Dunsmoor and Miller: op. cit., p. 11

This group will have the responsibility of promoting proper faculty attitudes toward guidance, of helping to train the teacher-counselor, of acting as a "case conference". At this conference group it should consider a few students each week, whether they present problems or not. Naturally it will deal with those who seem to be having special problems and pool their advice on how to guide such individuals. Thus this conference will consider and reconsider the work attitudes, social development, personality growth, and educational potentialities of each student. ¹

It is obvious that the only way to develop a guidance program that will meet the needs of all, to prevent overlapping of work done, and to assure the continued growth and maintenance for such a program is to have a faculty committee representing the varied interests of the school.

5. Other Cooperating Persons and Agencies.

One of the great fallacies of many guidance programs is that teacher advice and observations are the only ones considered. It is true that youth are often very much different in the home and in the community than they are in the school. Thus no good guidance program will neglect the information that can be gained from "outside agencies or persons". Parents, ministers, former teachers, employ-

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1. Dunsmoor-Miller :: op. cit., p. 280

ers and the leaders of youth clubs, are a few such individuals who can be of invaluable help. The principle that should be kept in mind before contacting such persons is whether or not they are known and whether or not they will receive the inquires in confidence. The only other way to seek their aid is to have an understanding with the counselee and gain his permission.

Besides gaining information, the above mentioned individuals as well as churches, industries, or other contacts may be of value in aiding the reorientation or development of a particular student.

All too often the school has felt its responsibility to a student come to an end when he graduates. This is not true. The faculty should consider the importance of having a follow-up program. This arrangement will not only help those out in the community, but will be a means of determining the effectiveness of the present program of the school..

D. Methods of Administering the Guidance Program.

There are two general methods of administering guidance which may be called, group guidance and individual guidance. Each of these programs has its own advantages and methods of procedure.

1. Group guidance.

Group guidance includes all guidance other than personal counseling and for purposes of convenience will be divided into three categories: extra-curricular activities, class instruction and orientation courses.

Most schools which have a comprehensive guidance program, handle more of their work through group contacts than with students individually. Following are some reasons for this:

1. It facilitates the use of the preventive problem-solving approach as a means of guidance, since it provides the guide, be he counselor, teacher-counselor, or teacher, with opportunities for observing the child at regular intervals.
2. It saves time and energy of counselor since many types of information of guidance value are needed by all students.
3. It provides an opportunity for students to learn from the group and from each other.
4. It gives more opportunities for youth and teacher to get acquainted, thus laying the groundwork for better individual counseling.
5. It affords a medium for routine administration and scoring of objective tests and interest blanks.
6. It provides for easy consideration and solution of problems involving group opinion and participation."¹

a. Extra-curricular activities.

The activities in this category vary with different institutions, but they can all be classified under these three general heads; athletic, interest groups or clubs, and the student government organization. For many years

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1. Dunsmoor-Miller :: op. cit., p. 10

there have been those who have felt that such organizations and activities have no place in the educational program. The testimonials of educators and many graduates have argued otherwise, that they make many contributions, but especially in the field of guidance.

(1) Athletics. Contrary to the view held by many persons that organized athletics have corrupted youth and educational institutions is the view expressed by Dean Randall of Brown:

"The men who enter into the competitive relations which are opened by athletic and non-athletic activities get, by practical experience, an insight into the problems of later life which gives them a great advantage over the mere scholar."¹

In many ways the training received in athletics is better and of higher caliber than that gained from scholastic pursuits. An individual must meet certain eligibility rules, he must be diligent in his training, regular in his attendance at practice.

The benefits from athletics are not only reserved for those on the school teams, but for all persons who participate in games of any kind. They not only develop knowledge and skills of games, many of which can be performed on through life to the enrichment of body and mind, but they can learn team work, sportsmanship, ability to win and keep humble, to lose and not become discouraged.

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1. Randall, Otis E.: The Dean's Window, p. 159

Self-control, self-confidence, honesty and fair play are also learned. ¹

(2) Interest groups or clubs. The variety of these organizations are almost limitless--hobby groups, musical and literary activities, men's and women's associations, etc. They can contribute much of value to the school and to the individual. Often these activities are closer to the interests of youth than the offerings of the curriculum. They provide opportunities for fellowship and the chance to work with individuals on something in which both parties have a common interest. Many youth have found their life work or hobby through using these groups as exploratory opportunities. The relationship between pupils and teachers has also become enriched through such contacts.

The institution profits from these groups by the development of school spirit and of a well-rounded social and cultural life to combine with the intellectual emphasis. The ability to stand on one's own feet and to be at home in social engagements is also fostered.²

The guidance program can make another important contribution to these activities and to the students, besides supplying the proper persons for advisors, by acting as the agency that evaluates each club and club program as a whole. Recommendations can be made by the guidance leaders concerning that group which will most benefit a particular

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1. Blake, M.E.: Guidance for College Women, p. 165
 2. Hemrin: op. cit., chapter 7

individual. One of the finest ways of controlling a student's membership in such activities is for the school to allow a certain period in the schedule during which time these groups can meet. In this way an individual will have to choose that activity which most interests him.

(3) Student government organization. If the democratic form of government is to continue in the United States, the youth must be given an opportunity to live it rather than just to study about it. Schools can help out here by promoting the idea of student self government. They should handle their own disciplinary problems, unless they are too severe. The student government organization should be the unifying center for the various student activities, i.e., literary, musical, athletic and social as well as religious. Some institutions have gone so far as to allow student participation on the faculty guidance committee and to help determine the curriculum. 1

Citizenship should be one of the goals of all education, and there is no better way to achieve this than by allowing youth to assume part of the responsibility for their own school life. Those who are privileged to study subjects dealing with the democratic way of life will profit more because of this experience and the others will receive something which they otherwise might never have

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1. Hamrin : op. cit., chapter 7

received.

b. The Classroom.

The use of the classroom in the guidance program was considered to some extent in an earlier section when the teacher's contribution was noted.¹ The classroom is really what the teacher makes it. A guidance-minded teacher will take every opportunity he has to give help to the individual. In making assignments for reports to be given, books to be read, and projects to be worked on, the particular needs of the students should be kept in mind and an attempt be made to meet those needs. Many wide awake teachers have been able to do a lot in this way. The spirit of the classroom, which depends largely on the attitude and example of the teacher, is also a guidance factor to be kept in mind,

c. Orientation Courses.

These take various forms and occur at different times and places in the curriculum. The daily or weekly chapel service may be included here. The types of speakers and programs, as well as the opportunities given to students to participate, may all contribute to the program.

Orientation courses are of special value as a means of acquainting entering students with the program of the

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1. Ante, p. 31 ff

school. They may help the individual adjust to his new environment, train him to think and to study, introduce one to new fields of thought and stimulate interest in the problems of the day.¹ In considering the religious aspects, this type of program can also be of great help in clarifying some of the spiritual problems which bother youth, and in explaining the differences of belief.

These courses may be only for new members of the student body and take place for a few days before the old students return to school, or they may be a regular course throughout the year. More will be said about this in chapter 5.

2. Individual Guidance.

The guidance of youth in groups sets the stage and paves the way for personal counseling. Most of this section will deal with the formal interview, the steps to follow and a few rules to observe, and will end with a short consideration of informal counseling.

aa The Formal Interview.

The interview is the means by which the material which has been gathered concerning an individual will become meaningful. The materials may be organized and the gaps filled thus giving a complete picture of the student.

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1. Blake: op. cit., p. 134

It also serves as a point of departure in finding out the difficult student problems of morals, motivation, and attitudes that are not diagnosed elsewhere in the counseling program. ¹

A few definitions of counseling at this point might help to describe the purpose of the interview in another light. Meyers says: "it implies a relationship between two individuals in which one gives a certain kind of assistance to the other."² Among other things Jones states: "it is not solving the problem for one. Counseling should be aimed at the progressive self-development of the individual to solve his problems unassisted."³ According to Rollo May: "counseling is not argument. One will point out possibilities and thus gradually bring the student to an acceptance of responsibility for his conduct and his future."⁴

The counselor can no more expect to force people into his office for interviews than can the doctor get patients from the streets. He must live an exemplary life, be friendly, practical, interested in others, and by so doing gain the confidence of youth and in turn be able to help them because they will come to him voluntarily. In add-

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1. Williamson: op. cit., p. 115
2. Myers: op. cit., p. 251
3. Jones: op. cit., p. 276
4. May: op. cit., p. 52

ition to having a good personality, the counselor should know the best methods of dealing with people. The following material should offer some practical suggestions on how to interview.

(1) Setting for the interview. A counselor should have an attractive, easily accessible office, but at the same time off the beaten path, in order to assure more privacy. Avoid making it too secretive, for this may defeat the purpose.

(2) Preparing for the interviews. A counselor should familiarize himself with all the students, their backgrounds, interests, personalities and progress on the campus. This will be in a general sense to be sure. However if the counselor is to have an interview with a particular student and he knows about it ahead of time, he should get all the information he can concerning that person. With these facts in mind the counselor will be able to put the counselee at ease by talking about a favorite interest of the student. This in turn should disarm any prejudice he may have against the counselor's office and gain his confidence. Besides having a few items in mind to use in starting the interview this preparation will also enable him to ask questions that may lead to the solution of the counselee's problem.¹ Not

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1. Myers: op. cit., p. 254

to be minimized in this preparatory stage is the importance of considering the results of tests and other objective facts dealing with the party under consideration.

(3) Conducting the interview. Following the preliminary period of putting the visitor at ease, the counselor should make it easy for him to tell his problem. Direct questions should be avoided until the student is ready to volunteer the information. Be a good listener, allow him to talk the thing out to you and ask him questions to show your continued interest, but don't let him stop on minor details. Encourage him to tell the real problem. One should not allow himself to be shocked or offended. It is unwise to become too sentimental or to permit him to become dependent upon you. A wise rule for a beginner in counseling is to spend most of one's time in listening and little in interpretation.

Following the confessional stage comes the interpretational which is a function for both the counselor and counselee working together. The counselor should train himself to become sympathetic, to be able to enter into the thinking and feeling of the counselee. This does not mean, however, that there should be identification, the comparing of one's own weakness or past experiences with the counselee, but an honest recognition of the other's problems. The counselor should guard against reading into the

the interpretation of the other's problems, weaknesses and undesirable characteristics which exist in his own personality. The counselor should not be dogmatic in his interpretations, but merely suggestive and then note the reaction of the counselee. ¹ Rollo May gives the following test to use in analyzing a persons reactions to suggestions which have been given him concerning his problem:

- "1. If counselee accepts the suggested interpretation, it may be accepted by both for the time being.
2. If quite indifferent, the suggestion not seeming to make any difference, discard the idea.
3. If it is rejected violently, you have probably hit the spot. Retract and approach the same thing from another angle, perhaps he will soon give up his resistance and admit the truth even of the originally rejected suggestion." ²

The counselor should be straight forward in his answers and suggestions, and avoid hedging. The questions that are asked should be easily understandable. The one doing the counseling should remember that his place is to bring to the students attention a possible course of action through the consideration of alternatives. Although one might have influenced the final choice to a great extent, the counselee should have the feeling that it was he who really discovered the solution to his problem. ³

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1. Cf. May: op. cit., p. 82
2. Ibid: op. 146
3. Cf. Dunsmoor-Miller: op. cit., p. 272

(4) Closing the interview. The interview should not last too long, nor can a problem of any importance be solved at one sitting. Plans for follow-up work are made by setting another date for an interview. In the meantime the case can be reviewed and discussed with other counselors.¹

Before the student leaves, a joint decision regarding the course of action to be taken should be formed. Advice based on little evidence should not be given a counsellee, even if he wants it, without first assuring him that it is tentative. The pity of so many interviews is that the youth leave with greater confusion than when they arrived.

(5) Recording the interview. Sometimes it is well to ask the counsellee if he cares if you take notes during the interview, assuring him that they will be kept secret. If this policy does not seem best or even if it is used, immediately following the interview the counselor should record the information which he has gained during the interview. This is important if one wishes to do any follow-up work with the youth.

b. Informal Counseling.

Counseling is done everywhere and sometimes the most

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1. Cf. Williamson: op. cit., p. 116

effective work is achieved by a chance meeting or in some informal relationship. A teacher meets an individual on the street or on the campus. A word or smile may direct the thinking and consequently the actions of the student. This is an important part of counseling because influence is so strong, and this quality is expressed in any situation even without the use of words or with one intentionally trying to do so. This should challenge each individual, but especially the counselor, with the importance of living an exemplary life and of taking advantage of every opportunity to develop character.

E. Tests and Records in Guidance.

The field of testing is very large and still growing in size and importance, thus it is impossible to do other than to mention this aspect of the guidance program. This section will deal with the importance and use of tests, different kinds of tests and finally the use of records in guidance.

1. Importance and use of tests.

To appreciate the importance of tests in guidance work one has only to observe the use of them in existing programs. The schools having the finest developed departments of guidance often have a staff or at least a

director who gives his entire time to administering, grading, and explaining tests. Hamrin says:

"it is as absurd for an advisor to attempt advising without using tests, as it is for a doctor to try to make a diagnosis and prescribe without the use of laboratory tests."¹

Effective counseling can only be achieved when it is supplemented or, one might even say, when it is based on tests.

Tests can be best used when they are administered over a period of time and the results recorded in the cumulative record file. This enables one to determine the weak points in an individual or the extent of progress which he has made. One should be warned of the foolishness of trusting in the results of one test; several tests should be given. There are three things to look for in determining whether a test is good or not; its reliability, validity and position in the norms.² The majority of the tests today have these facts recorded on them, so that with a little knowledge of tests, one can quickly determine its value.

Not only are the tests faulty at times but so are those who administer them. Care should be taken in these

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1. Hamring: op. cit., p. 107

2. The three points mentioned above are found in Williamson: op. cit., p. 130. They are, how reliable or consistent is the test? What is the validity; the degree of relationship with some accepted outside estimate? Norms, the relative position of a person in whatever group the norms are based on.

two matters to get good tests and well trained testers.

A general testing program is a normal part of the school routine. A battery of them including, intelligence, achievement, personality and aptitude should be administered to each beginning student. Some of these tests should be given to them each succeeding year as long as they are in the institution in order to determine the progress or not made. If particular individuals are having trouble making adjustments, additional tests may be a means of discovering the reason. The English teacher can help out by having each student write his own biography or stories concerning his experiences.

It is interesting to note that H.L. Hollingworth and several other investigators report a tendency on the part of students to overrate themselves on desirable qualities and underrate themselves on undesirable qualities, as compared with ratings made by their associates. This is an important factor to remember in guidance, for it is not how other people rate one's abilities and traits that will influence a person's course of action so much as it is how he rates himself. ¹

Williamson summarizes the value of testing as follows:

"The sole purpose of testing is essentially this: to refine our impressions of a given individual, to make

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1. Cf. Myers: op. cit., p. 157

those impressions more accurate, and to permit the impressions to be passed on to other people who may serve the individual in a counseling capacity." 1

22 Kinds of tests.

There are a number of different kinds of tests, many of which may be used to good advantage in the guidance program. Each makes a unique contribution to the study of the individual, one supplementing the other.

In a sense the interview is a test. It supplies information a person is willing to give in a face to face relationship. The questionnaire calls forth facts and opinions which the person is willing to share. Intelligence tests indicate the student's ability to see certain relationships and to acquire certain kinds of knowledge from his experience. Achievement tests measure the progress or development an individual has made in a certain field of endeavor. Ratings show how different persons are affected by the particular individuals. Self-ratings, biographies, diaries and other types of introspective reports give a good idea of a person's opinion of himself. The reliability of each of these tests depends upon the interest and cooperation of the student. 2

Rather than to take the time to list some of the good

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1. Williamson: op. cit., p. 129

2. Cf. Strang, Ruth M.: Counseling Technics in College and Secondary School, pp. 8-9

tests in each category, it would be easier to consult some of the text books in this field. ¹ These next few years should see great strides made in the development of tests even as was the case following World War 1.

3. Records and guidance.

Unless one has a well developed system in which to record the data collected, both in readily accessible and understandable form, the time and effort spent in giving tests is wasted. In order to assure the proper kind of counseling and guidance this is also essential. A record of the results of tests taken, of counseling interviews and of adjustments of the pupil's program, of communication with parents and other pertinent facts should all be included in the records. ²

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1. Following are some books dealing with various kinds of tests:

- Freeman, FN: Mental Tests, Houghton Mifflin, 1939
- Hawkes, HE and others: The Construction and Use of Achievement Examinations, Houghton Mifflin, 1936
- Odell, CW: Educational Measurement in High School, Century Press, P 1930
- Pintner, R.: Intelligence Testing, (Revised) Holt, 1931
- Terman, IM: Measuring Intelligence, Houghton Mifflin, 1937
- Tiegs, EF: Tests and Measurements in the Improvement of Learning, Houghton Mifflin, 1939

2. The cumulative record form suggested by the American Council on Education is one of the finest methods of keeping records. This form is printed on both sides of a sheet of cardboard 11 1/2 by 17 1/2 inches, folded once to give four pages. This is reproduced in George Myers book, Principles and Techniques of Vocational Guidance on page 242-244.

F. Summary

In the introduction of this chapter it was noted that the field of guidance was so extensive that one could not expect to do more than to touch the surface. Some of the principles for establishing a guidance program were elaborated on in another section.

The second section considered the personnel of the guidance program. The importance of having a good training and a pleasing personality was emphasized. Cooperation is the key word to a successful program, for no one person or few persons would be able to give the needed attention to each student nor would they probably be able to solve all the varied problems. An administrator is needed to organize and to promote the program. He must choose the individuals who will assist him as counselors. The importance of having teacher-counselors; a faculty committee, an organization in which all personnel workers are joined together; and the help of individuals and institutions outside the school were also noted.

In the third section the two methods whereby guidance can be administered, were suggested. Group guidance which considered extra-curricular activities, the classroom and orientation courses as the three main avenues through which to work, is the most common form of giving students help. The importance of the interview and some

practical suggestions on how to use it were considered in relation to personal counseling.

The place of tests and records in a guidance program was touched upon in the final section. This is a field of study in itself, thus the suggestion was made that the consideration of some text-books in this field would be of help.

The next chapter will deal with some of the problems which concern youth and a consideration of those which may be peculiar to the students at Los Angeles Pacific College.

CHAPTER IV

STUDENT PROBLEMS WITH SPECIAL CONSIDERATION
OF THOSE AT LOS ANGELES PACIFIC COLLEGE

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A. Introduction.

The period of adolescence is perhaps the most turbulent time in man's entire life. G.B. Cutten has said: "the adolescent period is the time of the greatest upheaval and change in life." ¹ Another writer in this field has made the statement: "life is one problem after another for the adolescent."²

When thinking of the present generation as compared with those of the past, the youth of today have a much harder time. Ligon says:

"The problems of adolescence, as the youth of today faces them, are quite new in civilization. One can read the wisdom of antiquity and realize that the difficulties which beset every other age level are much alike, in ancient times and ours."³

Whereas the transition period between childhood and adulthood was only a few years during the youth of an earlier generation, it is now as much as fifteen years. In the past, marriage, the establishment of the home and entering upon one's life work took place at an early age. Today

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1. Cutten, G.B.: The Psychology of Christianity, p. 276
2. Rudisill, E.S.: The Intimate Problems of Youth, p.7
3. Ligon, E.M.: Their Future is Now, p. 258

youth must delay those things while spending many years in school and preparatory work. The many changes brought into our modern civilization by new social standards, increased specialization and mechanical inventions have made life more complex for youth.

It is obvious that wise guidance is needed by the adolescent of today if they are to miss many of the pitfalls which line the pathway of life. In order to give such guidance it is important that one be acquainted with the problems with which youth must wrestle. This chapter will consider some of the main problems of young people and conclude by noting any which may be unique at Los Angeles Pacific College.

B. Problem Areas of Youth

1. Physical Development.

This is the period when great physical changes take place. The psychologists have done mankind a great favor by emphasizing the relationship between the psyche and the soma. Physical changes may have a far reaching effect on the personality of an individual. This fact should not be overlooked in working with youth.

In the early period of adolescence growth is very rapid. During this time the functions and processes

essential to procreation begin to show themselves in their initial stages, while other changes take place, whose connection with the procreative powers is only indirect. Recent years have seen a greater consideration given to the sex development of youth than was found in the past generation. Many persons working in this field feel that even the present amount is insufficient. Thom has said: "fear, ignorance, and misinformation make relatively unimportant incidents in the individual's sex experience great problems."¹ Perhaps many of the problems young people have in relation to this physical change could be avoided if a proper presentation and explanation of it were made to youth. This should be done by introducing it before the period begins and gradually develop the adolescence knowledge of this part of life, thus making sex one of the many normal aspects of life.² Another means of helping youth develop properly along this line is to keep them busy, give them opportunities and interests which will keep their minds off sexual things and help them to expend their energy in worthwhile pursuits.

The problems which arise as a result of general physical growth have been considered even less than those just noted. Increased strength and size of legs and arms makes a "teen ager" very awkward, and often he is the

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1. Thom, Douglas: Normal Youth and Its Everyday Problems, p. 59.
2. Cf. *ibid*: p. 44

recipient of many remarks which have a detrimental effect on those possessing certain types of personalities. Other characteristics of growing youth which may cause problems and misunderstandings are : increased appetites, the prominence of nervous excitement and strain, skin disorders, periods of sickness, and fatigue which comes easily. Thus it is important that a counselor understand personality and physiology and be able to give sympathetic and sound guidance in problems of sex and personal hygiene.

For wholesome development proper social contacts and recreation opportunities are needed in order to release excess energy and to acquire skill and control in body movement. This is the period in which habits, standards and ideals are formulated. Although physical development is but one phase of the total development of adolescence it contributes greatly to one's philosophy of life. The following statement by Dr. Stewart is a fitting conclusion to this section:

"When for any of us nerves and digestive apparatus are functioning properly, when the blood is pure and the body and brain well nourished, when a healthy sex life makes for formal social relations, when the whole being tinges with buoyancy, power and endurance, then we may expect to find faith, hope, and love at their finest and best."¹

2. Emotional adjustment.

This is the period in which there are sudden changes

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1. Stewart, George: A Study of Adolescent Development, p. 74 ; quoted by Bannan on page 18 in her thesis- The Problems of Modern Youth in Light of Fourth Gospel.

in emotion. Within a short space of time a young person may swing from moodiness to hilarious laughter and then just as suddenly become quiet again. A certain amount of this is good and should be expected for man needs the drive of emotion in his life. The adolescent craves for emotional experiences almost as much as for food and drink. This is not any more the fault of youth than it is of the society in which he lives for according to Sadler:

"Twentieth-century youth live under the lash of a tremendous stimulation. Never before in the history of the world has there been so much to intrigue them. Modern life is sarcharged with thrills, and it is not strange that the adolescent should yield to the temptation to experience these thrills."¹

It is natural for youth to swing both directions from the "hypothetical state of balance"² in emotional temperament. When such fluctuations go too far in either direction, i.e. elation or depression, or when they occur too often, then one has a problem. Often the cause for such maladjustments may be a physiological one. An individual may be too tired; he may have a physical handicap or some unknown source of infection. The other great cause is from mental trouble. An individual may have a wrong attitude; he may feel sorry for himself or be unwilling to acknowledge his own faults. The best method of treat-

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1. Sadler, W.S.: Piloting Modern Youth, p. 12
2. Cf. Burkhart: op. cit., p. 73

ment is to solve the physical handicap or sickness and help the individual analyze his personality problem, at the same time giving him a purpose or challenge that will leave him no time to think of himself. ¹

Anger and fear, two normal reactions of man can also cause great emotional problems when carried to extremes. Anger may often be a defense mechanism. One fails to admit his own defects and then takes it out on others in a "bullying manner". Fear is the opposite of anger. It is an attempt to escape from something. This reaction is likely to develop into a more serious matter than anger. The best method in handling both of these reactions is to face the facts that are causing the trouble and to build a faith in the individual. Burkhart gives this good advice, "the way to keep an emotion from being pathological is to adjust at once to the situation giving rise to it."²

The thing to remember in dealing with adolescent emotional problems is that they are immature and need more intellectual reasoning along with their emotional reactions. Luella Cole gives the following suggestions in dealing with youth along this line:

1. Substitute harmless for harmful modes of expressing emotion.

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1. Cf. Burkhart: op. cit., p. 74
2. Ibid.: p. 77

2. Teach them to react objectively to emotional situations.
3. Eliminate childish fears and anxieties.
4. Train them to face unpleasant things instead of running away from them and to accept criticism without having their feelings hurt. 1

3. The Home and Family.

Sadler makes the statement that "the temperamental tendencies of youth are formed before one is six or seven years of age."² This impresses upon one the extent to which a home determines the personality and character of youth.

Young people are often blamed for their faults when in the majority of cases if one will really examine the facts he would lay the blame on the home. It is true the youth help to make up the home, but if it is made up in the wrong way the parents are partly to blame for the poor leadership which they give. There are exceptions and excuses to be certain, but the fact remains that what an individual is in the home, the type of family life which he has will express itself through his actions and life in the outside world.

Often the parents are maladjusted. The relationship between father and mother is anything but harmonious. This will be reflected in youth in the form of nervousness,

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1. This is a paraphrase from Cole, L.: Psychology of Adolescence, p. 10 Revised Edition
2. Sadler, W.S.: op. cit., p. 4

fears, bad tempers or any other number of ways. Dr. William A. White has said:

"The child picks up the emotional flavor of the environment as effectively as a glass of milk in the ice-chest acquires the flavor of onions that might be lying nearby."¹

This poor relationship between parents has other effects. In an attempt to satisfy the lack of love and appreciation not obtained from one's life mate, parent-child fixations develop. This hampers the proper growth of youth, he is apt to develop an inferiority feeling and a wrong attitude toward those of his own age. The parent may be emotionally maladjusted, too nervous or fanatical. He or she may be jealous of the youth and attempt to limit his friendships and normal development and thus save the adolescent's love, time and interest just for himself.

Another great weakness on the part of parents is their failure to understand the drives and needs of youth. They forget that the world has moved on since they were young people and they attempt to govern their children with rules used on them. Many fathers and mothers show a lack of confidence in their children or they scold, nag and criticize them. The usual reaction to this is rebellion, deception, waywardness and bitterness.

Not all parents are this way, for the majority are

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1. As quoted by Averill, Lawrence A: Adolescence, p. 77

understanding and interested in youth. There are, however, those parents who are at the other extreme. They fail to discipline or to regulate the life of their children at all. They seem to be disinterested in their children or it may be a reaction from too harsh treatment which they received as youth. There are those parents who become so busy making money or enjoying life that they have no time for their children. The effect of this on youth is very apparent today as the number of delinquent youth increase. Such a home life leads to other conditions also; a consciousness of insecurity, a lack of ambition in life, a rude, unsympathetic, and independent attitude. The importance of having proper parental help is further noted:

"The child, during growth deserves to be nested securely; he should not know anxiety caused by strife, disharmony or unsatisfied longings of either parent. His parents should be genuinely interested in family-life, throughout infancy, childhood and youth, the child who lose initiative in family affairs, or become timid, or too tyrannical; mothers who wish to domineer, or to evade family life, mothers whose desire is not to nourish life and feeling in children, but to absorb it tend to produce children who fill our courts and hospitals." 1

Another aspect of family life should be mentioned.

Adolescence is the period in which youth begins to realize his selfhood and to recognize his ability to think

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1. Van Waters, Miriam: Youth in Conflict, p. 86

and to reason for himself. As a result he throws off his former conception of parental infallibility. He resents being treated as a child and desires to be recognized and appreciated. The adjustment the adolescent makes to this new situation is a great determining factor in the kind of problems which are raised. The relationship with other brothers and sisters must not be overlooked. The number and extent of problems arising because of other children in the family or the lack of them varies from home to home.

In closing, although he craves liberty, the adolescent also wants protection. He longs for secure understanding with his parents; he craves chums, real pals.¹ Parents frequently speak of family rights and wholly ignore the existence of individual rights of each member of the family. These latter rights become more individual as maturation takes place. Fathers and mothers should make it easy for youth to assume responsibility for themselves. It is well to keep in mind that no matter how well descended or how carefully guarded boys and girls may be, crisis and dilemmas will arise which need wise counsel and tactful treatment.²

4. Intellectual Development and The School

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1. Cf. Sadler : op. cit., p. 9

2. Cf. Thom: op. cit., p. xv

Progress is a key word for the period of adolescence. It is apparent in all phases of life, but especially so in youth's intellectual development. No longer does he believe everything that he is told. This was true when he was a child, but now he questions and is interested in what is implied or involved in that which is presented to him. Tracy says:

"...in adolescence, the mind grasps deeper meanings, sees more in the things that are presented to its view, begins to make profounder interpretations of its experience, and to harness the products of sense-perception to the categories of the higher thinking." 1

According to Luella Cole, this period is marked by a great increase in the development of the following mental traits: judgement, reasoning, comprehension, memory, and concentration.² The realization of the possession of these new mental abilities often leads to a resentment of parental and adult authority. For youth is filled with the sense of his own greatness. If and when this occurs young people may appear indifferent toward their elders and seem to care very little about maintaining the standards of home or school. Yet in all this emotional turmoil youth is searching for truth and is in a very pliable state and welcomes help. Such help usually must be passive rather than active. As Thom said: "it may mean nothing more than to administer to the bruise after one has stubbed his toe. A wise person

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1. Tracy, Frederick: The Psychology of Adolescence, p.18
2. Cf. Cole: op. cit., p. 186 first edition

will usually talk little and live a lot."¹

The problems which youth have in school can often be traced to some cause outside the institution. Youth enters school with the habits and attitudes which he has developed at home. According to Van Waters:

"He carries his ready-made rebellion, submission, fear of failure, dependence or self reliance to school. The child reacts to teachers in ways already conditioned by the home."²

Unless the teacher understands personality, her own included, she may by her attitudes and methods of treatment raise new problems in the lives of her students. Before punishing "problem students" a teacher should be certain she understands the total background of youth. Home problems, poor health, and bad adjustment to the work demanded of them will all enter into this background.

One of the greatest faults with the modern educational movement is its failure to individualize the educative process. The varying abilities and interests of youth are overlooked. Thorndike has suggested that there are at least three distinct types of intelligence: the academic, the mechanical and the social.³ Most of the educational program is geared to meet the needs of the first group. Thus there are those individuals with great ability sitting

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1. Thom: op. cit., p. 13

2. Van Waters: op. cit., p. 89

3. Cf. Averill: op. cit., p. 282

idly, unchallenged in many class rooms. Along with this group might be listed the dull students and the brilliant students whose abilities are not taken into consideration. Thus they lose interest and often become troublemakers or develop personality problems.

The present war situation and opportunity to make big money, the "streamlining" of the subject matter, and the uncertainty of things today have caused many other problems. Often the subjects taught in school do not tie up with interests or the needs of life. One writer has put it this way:

"The over-stimulating experience of life in the community outside the schoolroom is, to a considerable degree, guilty of making the tasks of the schoolroom drab and unintriguing to the learner."¹

Another failure of the school system has been its lack of emphasis on character development. It has lost sight of spiritual values in its desire to reach subject matter.

The problems raised in connection with youth's intellectual development are many and varied. The complexity of the situation is well presented in the words of Thom:

"All of the child goes to school, not merely his intellect. His mind is in the custody of his body and his body affects his mind. His emotions determine his application and exertions, and his interests influence his emotions. His social reactions guide his intelligence and his intelligence determines his social

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1. Averill: op. cit., p. 311

experiences. The educational system affects the totality of his being, and his entire personality affects his school standing and his relations in the school." 1

The nature of this thesis does not permit a consideration of all the problems and their solutions here. The one helpful thing to keep in mind is that the major responsibility for keeping problems at a minimum rests upon the ability of the teacher to meet the individual needs of the students.

5. Social Development.

During the early stages of adolescence, youth develop a great interest in people. At first it is with those of the same sex then with those of the opposite sex. The final stage is a narrowing down of interests to just a few. The problems of this period occur when youth are not able to make friends in the larger group and with those of the opposite sex. The formation of "cliques" and "crushes" is bad. Young people are beginning to feel grown up and desire to be received and treated by adults as such.

Often an adolescent will approach this period with an inferiority feeling which he has developed after being under the authority of others for years. This has to be overcome if the individual is to take his rightful place with those of his own age. To reach a satisfactory relationship with those of the opposite sex is not always easy. The difficulty seems to be in proportion to the pre-

1. Thomas: op. cit., p. 156

vious contact one has had with this group.¹

A strong motivating force which begins here and lasts all through life is a desire to be well thought of by one's fellows. Thus imitating and following the customs and fashions of the crowd is powerful. Averill says:

"Everything within the gamut of our daily experience is coming to be standardized--our dress, our morals, our manners, our relaxations, our thinking, even our vices."²

This fact indicates the cause of many of youth's social problems. Within recent years the social and moral standards have been in a state of change. Thus in the words of Van Waters:

"The ability of the adult community to express its varying needs, attitudes and opinions in so many different ways is the chief cause of present day adolescent confusion and instability."³

Some of the characteristics of youth's failure to make friends are: daydreaming, antagonism, attempts to monopolize everything, and a tendency to be and do things different from the groups. The cause for this failure to make friends may be because an individual is sick, thus he lacks interest in others. He may have been thwarted in his earlier life by domineering parents, or he may be selfish. There are any number of other reasons, but the

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1. Cf. Rudisill: op. cit., p. 53.

2. Averill: op. cit., p. 373.

3. Van Waters: op. cit., p. 127.

heart of the problem is best described in this sentence by Burkhart: "in most cases the cause has some relation to the person's own attitude toward others and toward himself."¹

The formation of undesirable friendships causes parents unlimited trouble. One of the finest methods by which parents can break up such friendships which their children have formed, is to invite that friend to the home. This will tend to show up any weaknesses he or she may have against the background of the home. Thus the youth will be able to make his own decision.² Young people should never be chided or ridiculed in relation to their friends, but should receive sympathetic understanding and guidance.

The adjustments youth must make to their social environment are often many. If given in the proper spirit, the help of adults is welcomed and certainly needed. Following are some suggestions for youth, or adults helping the adolescent, to keep in mind when making social adjustments:

1. Develop a sense of security in one's social group.
2. Be able to get along with others in ordinary relationships.
3. Be able to take part in the work of a group, without trying either to dominate it or to withdraw from it.
4. Be free from such extreme dependence upon one's social group as not having to worry what other's are saying about one's behavior or clothes, etc.
5. Develop tolerance toward other nationalities, races.³

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1. Burkhart: op. cit., p. 79
2. Cf. Cole: op. cit., p. 239
3. Cf. ibid.: p. 10 Revised edition

66 Religious Development.

A good religious background is the finest assurance of the proper kind of spiritual development, although even with this one may have many problems. Perhaps the greatest religious problem with which youth must contend is making the transition from childish concepts to a mature level of religious thinking. If the early teachers of youth would present religion truthfully, this change would not have to be so great. Averill states the importance of this fact:

"If there have been half-truth, side-stepping, bigotry, literalism, narrowness, in the early teaching which they have received, the skepticism that develops when they turn the unquenchable searchlight of reason and analysis upon these childhood concepts is certain to be extremely potent and highly disturbing."¹

It is when youth have had a poor religious background that the results of scientific learning have a negative effect. The teachings of naturalistic philosophy and mechanistic psychology which are closely related also do much harm. Although childhood training may have been poor, if as the adolescent is passing through this critical period religious truth be presented to him in terms of his experience and needs rather than in theological creeds, and his questions be recognized as an honest desire to know and honestly answered as they arise, then youth will pass into maturity without the "inevitable"

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1. Averill: op. cit., p. 396

stage of "torturing doubt".¹

Young people are very conscious of insincerity and hypocrisy. These, along with an emphasis on externalities and negatives in religious living are stumbling blocks for them. The adolescent is consciously or unconsciously searching for something to which he can give his entire life. If those representing religion in his environment do not present it as the greatest thing in the world, and by their example show that it can enrich and ennoble life, youth will continue their search elsewhere. Stearns says:

"No, youth is at heart anything but irreligious. But as youth approaches manhood its religious interest will wane or grow just in so far as the influences and surroundings to which it is subjected are benumbing or stimulating. To-day they are chiefly of the former kind."²

The responsibility of adults who are interested in seeing the spiritual advancement of youth is obvious if Stearns' statement is true.

The background and present environment of youth determines the number and kind of religious problems he will have. The following list by Burkhardt is an indication of what they may be like:

1. What is God like?
2. Does it do any good to pray?
3. Is there a hereafter?
4. What shall I think of miracles?
5. How does Jesus differ from God?

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1. Cf. Moxcey, M.E.: Psychology of Middle Adolescence, p.176
2. Stearns, A.E.: The Challenge of Youth, p. 75
3. Cf. Burkhardt: op. cit., p. 88

7. Health.

The physical condition is a great determining factor in one's ability to adjust himself to life. The large number of physical defects which plague the youth of this land is astoundingly high. Weak eyes, poor hearing, incorrect posture, decayed teeth, infected tonsils and nasal abnormalities are the most common physical weaknesses of youth. Some of these defects may hang on for years without being detected. The result is that social and emotional maladjustments are piled on top of a physical deficiency, often obscuring it and giving the pupil a defect of personality.¹

Mental health is closely related with the physical condition of a person. The number of youth becoming mentally ill has been increasing rapidly in recent years. The conditions of our modern society have contributed to this. Long school days followed by a heavy schedule of extracurricular activities, home work, the radio, the movies, fast driving and crowded cities tax the energy, resources and adjustive capacities of many youth. The economic insecurity of a few years ago and now the nervous tension of the war are not conducive to the growth of strong young people. Another thing that has many detrimental effects on the mental health of youth is the spirit

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1. Cf. Cole: op. cit. p. 71 Revised Edition

of competition which characterizes Americans. The majority of individuals are condemned to failure before they begin.

Leaders of youth should do all they can to help young people keep the energy and vitality which characterizes their age. More attention should be given to the health of students by the schools. Periodic physical examinations and programs to develop the body should be put into effect.

8. Leisure.

There exists today an ignorance on the part of many people as to the best method of spending one's leisure time. The amount of mental sickness noted in the last section indicates that youth must find a balance between work and play. They must learn how to use their leisure time to constructive ends rather than exhausting themselves. The greater part of youth's time is spent in school thus they should not spend their leisure hours seated in a grandstand or theater. Adolescents should be encouraged to learn to play, to develop social contacts and to do some constructive work in the form of hobbies or crafts. Constructive recreation is not only the best safeguard against unwholesome attitudes and habits, but one of the finest ways to plan for a rich life in adulthood. If youth learns how to spend his leisure hours in worthwhile pursuits while young, he will have a well-rounded life as an adult.

9. Vocation.

The main problem of a vocation concerns youth in the later years of adolescence. The problem, however, would not be so great at that time if during the preceding years a little more attention were paid to the matter. Young people should think of the type of work they want to do while yet young and then start preparing themselves accordingly. The help of adults should be given to them. Tests should be administered to determine their interests and abilities. Suggestions should be made by adults as to different opportunities that are open and the type of preparation that is needed.

One of the big problems before the present war was an opportunity to get started in work. Most positions required some practical experience and that was almost out of the question. Competition was stiff and jobs were few. A much greater problem may exist after this war, for many youth have had high paying jobs where no previous experience was needed and little work required while on the job. This has certainly developed bad habits and as a result youth will be unfitted for the more rigid demands of the post-war days. Naturally this doesn't include the young men in the service, but they will face a big problem in that many of them will have had no previous experience or training to fit them for jobs.

Often youth enter vocations because their parents want them to do so. Many parents were unable to achieve their ideal thus they desire to have their children achieve it for themselves.¹ That is decidedly the wrong motivation. One should choose a work for which he has native ability and in which he is interested. Any other aim will often bring nothing but failure.

CC. Unique Problems at Los Angeles Pacific College

The youth problems existing at Los Angeles Pacific College are the same as those where any youth are involved, with the possible addition of a few others. The additional ones are determined by the type of institution which Los Angeles Pacific College is and they would undoubtedly be found in all such schools.

1. Religious Standards.

Los Angeles Pacific College is a Christian school and consequently has certain standards which may appear too rigid for some students. Most of the young people coming from the Free Methodist Church, which is the sponsoring denomination, are well aware of the standards and are willing to keep them. There are a number of students,

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1. Cf. Burkhardt: op. cit., p. 82

however, who often come to the school in order to satisfy a parental desire rather than to fulfill their own wishes. Along with this group are those who are sent, although never stated in such a way, with the desire that they might be reformed or receive some much needed discipline. Then there is a final group which comes from a different church background and whose standards may vary from those of the Free Methodist Church.

These conflicting viewpoints can often cause no small amount of trouble if the student becomes openly antagonistic. There are often those students who rebel against the religious emphasis altogether. They usually succeed in making life very miserable for themselves and can cause much trouble among the other students as well as in the total school program. The attitude toward these elements and methods which the administration uses in handling them will determine to a great extent the amount of such problems on the campus.

2. Wide age spread.

In some ways the wide age spread of the students is one of the greatest problems. The ages range from freshmen in high school to sophomores in college, with a few post-graduate students. Both from the administrative and student viewpoint this is a difficult situation.

It is probable that the high school youth lose many

opportunities for leadership development by the presence of the older students on the campus. The method of discipline presents another problem. The college students can hardly be treated in the same way as the high school youth and yet a double standard does not seem to be a good policy. The activities of both groups tend to suffer and be restricted by the other. High school youth are naturally more "happy go lucky" and consequently there is an absence of the college spirit and atmosphere. Some feel that the type of chapel services and speakers are often hampered by this wide age spread. Part of the group have their particular needs met while the other is not particularly helped. One of the ways to handle this situation, in addition to the attention that is already given to individual needs in the class room and in personal conferences, is to plan a different type of chapel service for at least one day a week. The high school group could meet by itself and the college students do likewise. Discussions, speakers, and papers could be given dealing with particular spiritual and intellectual problems which would arise from such an age group.

3. Dormitory Life.

A final problem area to be considered here has to do with dormitory life. The effect of the differences in ages also enters in to complicate this problem. About

half the students live at their homes in the community and do not have their lives controlled as much in some ways as do the "inside" students. This also contributes to the complexity of the situation.

Many of the high school youth are too young to be away from parental influence. Homesickness, the inability to live in an environment where one has to "give and take" and the necessity for youth to work their way through school may cause other problems. None of these problems need to be very serious, however, if the proper adult supervision is given. As a matter of fact they can be turned into positive elements and become contributing factors in one's total education and build better men and women.

D. Summary:

The introduction of this chapter indicated that the adolescent period is the most turbulent time in man's life. It was further stated that the problems of adolescence as the youth of today faces them are quite new in civilization.

Nine problem areas of youth were considered, namely: physical development, emotional adjustment, home and family, intellectual development, and school, social development, religious development, health, leisure, and vocation.

In the final section three problems which were not considered previously but which exist at Los Angeles Pacific

College were mentioned, namely: those arising because of the religious emphasis of the school, the wide age spread of students, and dormitory life.

CHAPTER V

A SUGGESTED GUIDANCE PROGRAM FOR THE
STUDENT RELIGIOUS LIFE AT LOS ANGELES PACIFIC COLLEGE

CHAPTER V

A. SUGGESTED GUIDANCE PROGRAM FOR THE STUDENT RELIGIOUS LIFE AT LOS ANGELES PACIFIC COLLEGE

A. Introduction

This study has progressed from a consideration of the need for guidance and its historical background, through the rather complicated stages of the organization and administration of such a program. The last chapter showed the relevancy of such a program of guidance by noting many of the problems which confront youth.

The final step in this thesis will be to make a few suggestions applying to the guidance of the student religious life at Los Angeles Pacific College. Not much of the actual organization of guidance will be considered here since it was dealt with so extensively in an earlier chapter. ¹ The part which the college administration plays in such a program will first be noted. The contribution of the curriculum, the students themselves, the community and the college church will also be considered.

B. The Administration

1. Introduction

The policies and attitudes of the administration determines to a large degree the extent and effectiveness

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of the guidance program. This fact is especially true in relation to guidance and the religious life of an institution. Los Angeles Pacific College is fortunate in having leaders who consider the religious life of the school of prime importance. This section will consider three ways by which they make a contribution in meeting the religious needs.

2. The Religious Emphasis

The question is often asked; "What justifies the existence of Christian schools in a day when they are having such a hard time to maintain themselves and when secular education has such a well developed program?" The answer is that character development and the individual needs of students have for the most part been over looked in the modern public educational program. The Christian college proposes to meet these needs. The extent to which it succeeds depends very largely upon the administration of a particular institution.

The philosophy of the leaders at Los Angeles Pacific College is summed up in the school motto, "Put First Things First". The choice of faculty members is made with this in mind. The spiritual life of an individual is as important as is his educational training. The place given in the program of the school for religious meetings, the type of chapel speakers and the development of the curriculum are all guided by the aim to put first things

first--spiritual things.

The responsibility for the religious atmosphere of the campus rests upon the shoulders of the administrative officers. For it is true that a group will never rise any higher than its leaders in spiritual attainments.

3. The Faculty

The classroom is a very crucial point in the educational system. The student acquires his outlook on life, his religious or anti-religious attitudes from the content and method of the classroom. He absorbs more religion from the personal faith of his teachers than from almost any other place. The importance of having good spiritual faculty members is testified to by the lives of many adults today. It was while in school that some one professor, or more, exerted such a powerful influence on them that their entire lives have been enriched. The true worth of such individuals on the faculty of any school is immeasurable.

One of the values of small schools rests in the fact that more personal attention can be given to the individual needs of pupils. Every opportunity should be taken to promote informal relationships for from them youth receive values that can never be learned out of textbooks. Teachers should be encouraged to participate in student activities where invited. Class and club sponsorships and

the holding of open house for student groups or classes are also factors that bind youth and maturity together in a profitable union.

4. The Guidance Program

Los Angeles Pacific College does not as yet have a well organized guidance program. The dean of students and various faculty members do counseling, but that is about the extent of their efforts. A guidance committee should be organized including the following members: the president, the dean of students, the college dean, the preceptress and proctor, the librarian, the school doctor and the pastor of the college church. This committee, under the leadership of the dean of students who is the director of guidance, should be responsible for formulating and organizing the guidance program of the college. Such procedure would include: the choice of student advisers, the organizing of a testing and recording program, correlating the various activities of the school to meet the needs of the students and promoting the development and interest in the program among the other faculty members and the student group. The committee will act as the coordinating center of all guidance work and should meet weekly throughout the year to discuss the progress of the program and to consider special problems.

Under the testing and recording aspect of the program much work needs to be done. Each entering student should

be given a battery of tests including the following: intelligence, achievement, personality, and aptitude. As was stated earlier, some of these tests should be administered periodically and the rate of progress noted.¹ The former minister, employers and teachers of each student should be contacted. Information pertaining to his background, special abilities, responsibilities and any other pertinent data should be gathered. On the basis of these facts better guidance can be given to the student.

C. The Curriculum

1. Introduction

All the activities of the school are considered as part of the curriculum. Often the interests of youth are better met in extra-curricular activities than in the general program of the classroom. It is also through the activities outside of regular classwork that the counselor is able to make his best contacts and to do some of the most effective guidance. At Los Angeles Pacific College the aim of every activity is to develop Christian character. The three means by which this is attempted under the general heading of curriculum is through the subject matter taught, the orientation courses given and extra-curricular activities in which youth participate.

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1. Ante, p. 50

2. The Subject Matter

The content of the curriculum is largely determined by the state of California. The method of presenting it, however, and the application to life is left up to the teacher. At this point the Christian teacher can make a great contribution. The religious viewpoint can thus be presented to youth. The teacher's consideration of individual needs and informal periods of counseling are most important. Thus not only can the teacher present facts, but she can mold Christian character.

In many of our schools today the science courses and those dealing with philosophy and psychology seem to try and destroy the religious faith of students. Thus the value of having Christian teacher's present such courses is most important.

3. Orientation Courses

The changes from childhood to adolescence, from one school to another, from one community to another are but a few of those which youth must make today. And yet with all these changes many problems are raised. Because of this fact all schools should have orientation courses.

Every entering student at Los Angeles Pacific College should plan to be present two days before the returning students. At this time the faculty and students can get acquainted. Tests can be administered. Conferences can be held with advisers and schedules worked out. In

addition, faculty members and representatives of the returning students can speak to them on various phases of the school life. The purpose will be to acquaint the new students with the standards of the school, the facilities of the school, the opportunities in the community, and to make suggestions as to the activities in which each person might best fit.

A series of orientation courses should be given throughout the school year. The leadership and the length of each subject studied will vary. There should be readings, lectures and discussions. The best qualified persons on the faculty or in the community ought to be secured to lead the groups on the various topics. No text books exist for such courses, but the material used might be mimeographed and distributed.

All entering high school youth should be in a course that considers the best methods of studying, note taking, reading, use of the library and anything else that might help to orient them to their new situation. Two other courses should continue throughout the year. One to be organized on the junior college level and the others with the high school youth. Ample opportunity should be given for student questions. The main purpose of these groups is to meet the spiritual needs and problems of youth in a more organized and complete manner than has been true in the past. Suggestions might be made as to the type of literature to be read in relation to their

devotional life, how to read the Bible as a means of developing one's spiritual life, and a consideration of the value of prayer and Christian friendships. A valuable part of the course will be that on mental and physical hygiene. It should consider the care of the body, the treatment of minor sicknesses, and the causes, symptoms and seriousness of defects in eyes, nose and throat. One of the most important and yet sadly neglected aspects of one's education is the consideration of sex. A consideration of the physical changes of sex and the Christian viewpoint on courtship and marriage would be very fitting.

4. Extra-Curricular.

More and more educational leaders are realizing the value of interests not usually considered as part of the curriculum. If it is not possible to allow credit for them they should at least be given time in the schedule and faculty sponsorship. Such activities as music, art, athletics and special interest groups or hobbies should be considered here.

In the past Los Angeles Pacific College has failed to supply a well organized program that would handle the field work of students. The school has many youth with a great deal of talent who should be getting experience and helping out those groups which need help. Thus an

office should be set up which will handle the outside work of gospel teams, singing groups, and speakers. Following a little publicity the demand for such groups should be great. Some faculty control will be necessary, however, in order that certain students do not participate in these activities to the extent that their other responsibilities suffer.

A splendid program of noon-day recreational activities has been instituted recently. This should be enlarged not only in scope, but in the type of activities. There should be a greater emphasis on musical, literary and public speaking groups. Gardening, craft work and hobbies might also be promoted. The contribution these activities make is many sided. One aspect is that they occupy the students time, thus not allowing bad habits or attitudes to gain a foothold in the lives of the youth.

D. The Student Group

1. Introduction

The students have a definite contribution to make in determining the religious life of the campus. At present there exists a fine program of religious activities at Los Angeles Pacific College which meet the needs of the youth. Two groups that need a little consideration, however, are the student leaders of the campus and the members of the two religious organizations.

2. Student Religious Leadership

One of the fine characteristics of Los Angeles Pacific College is that the popular thing is to be a Christian. The faculty undoubtedly exerts an influence here in their exclusion of certain individuals from the school and rightly so. The amount of initiative taken and cooperation given in religious things depends to a great extent upon the type of student leadership in the school. The faculty should encourage in democratic fashion the selection of this kind of leadership. Such experience will not only enrich the lives of the youth involved but will be a strong bond between faculty and students. Student opinions and suggestions should be welcomed; they should be invited to sit on certain faculty committees. The responsibility for handling the disciplinary problems of the students should be left to them, as far as it is possible and wise to do so. Opportunities to lead chapel and vesper services will be another fine experience for all persons involved.

3. Organized Student Religious Groups.

There exist at Los Angeles Pacific College, two religious organizations; the Foreign Missions Fellowship and the Ministerial Association. The members of these two groups should feel their great responsibility for the spiritual leadership of the student body. Sometimes

the members of such groups fail to realize that their ministry should begin even while they are still in preparation. The advisers of such groups should impress this fact upon their minds. As a result their own spiritual life should be deepened and in turn the whole spiritual tone of the campus will be lifted.

During particular periods of religious emphasis the faculty should be able to count on the members of these groups to take the leadership. They might well give leadership and strong support to the prayer and Bible study groups.

Opportunities should be given these groups frequently to present services to the entire student group. Perhaps they could sponsor certain missionary meetings, or have their members preach in chapel. They should also always be on the lookout for new recruits for the Christian ministry.

E. The Community

1. The Atmosphere

Los Angeles Pacific College has the great fortune of being located in a community that is quite sheltered from activities and interests that are contrary to its program. The school leaders should continue to stress among the town folk and the business leaders the im-

portance of keeping the high moral and spiritual tone of the community.

The college has a great responsibility for the community in this same respect. Being the largest institution, the college should present a program, cultural, religious and athletic in nature that will interest and help everyone in the community. In doing this the community members will feel that they really belong to the school and they have some responsibilities to see that its program continues unimpeded. This above statement does not mean that all the activities of the college should be for the community, for the school must keep a large part of its program for the students along.

2. The Home

Approximately one half of the youth at the college are "boarding" students. For most of them the years spent at the college have been their first experiences away from home. Some of them are quite young. Homesickness is thus liable to creep in, especially if they must stay at the school during a vacation period. Anything like this has bad effects on one's spiritual life. An arrangement should thus be worked out with the homes of the community whereby different students may be invited out for meals or over vacation periods.

This relationship with Christian adults should tend to strengthen the faith of the young people. In return the people will receive encouragement and feel

that they are a real part of the school's program.

F. The College Church

The only church in the community is the college church. All the faculty members and most of the people in the community belong to this church. Thus the opportunity for coordinating the programs of these three institutions is ideal.

The greatest problem in the past, however, has been the separation between the college and church. Sometimes the program of the youth in the college conflicted with that of the church. Often there has been a failure on the part of the youth in the community to welcome the college youth into the religious program of the church. Most of the recreation in the community has been for the college youth, while the others merely sat along the sidelines.

In an attempt to meet the needs of all youth a committee of two members each from the church and school should be formed. One of these members who should act as the chairman is the associate minister of the church, who is also on the college faculty. It will be their responsibility to correlate the youth program of the school with that of the church. Friday should be youth

night in the community. If the college is having a closed activity, then the church should present a program or some type of recreation for the community youth. Otherwise they should all join forces.

In order to correlate the religious programs of both institutions, some changes need to be made. The college vesper service night be shifted to Thursday night in order not to conflict with the mid-week service of the church. This might not be necessary, but the thing that is important is to encourage the youth of the community to join with the college youth at their weekly vesper service. It will be a great inspiration for all concerned and another means of binding the youth closer together.

Students from the college group should be on the executive committee of the local Young People's Missionary Society. This would be in an honorary status. This will assure the right kind of publicity at the college and cooperation with the college youth. The college young people often come from their home youth groups where they were leaders and here at the college church they are overlooked. As a result they lose interest in church work. By checking up on the records in the college guidance office one can easily note from the home ministers reports what church work a particular

individual has done.

The Sunday School program of the church needs to be reworked. Classes with both college and community youth meeting together are needed. Often it might be profitable to have church members from the community teaching the class, it would be variety for the college youth. They should be well prepared and good teachers however, for the college youth are used to good teaching. A curriculum should be worked out for a four year period, in which the same material might be presented to each student before he graduates. The same teacher could re-teach his course year after year, letting the class move on to another teacher.

The church should also make use of those from the college student group who have had previous experiences in teaching, preaching and singing. It is understood that they will be used only in a limited way in the permanent organization of the churches program. This is a safeguard against breaking down the program of the church during vacation periods.

Following the Sunday evening services should be developed a program for youth. It might include singing, special music, short talks by youth and other special features. The purpose would be to give the youth opportunities for Christian fellowship in an informal,

Christian atmosphere.

The conferences and other special religious services held at the college church should continue to join with the college in such endeavors. The ministers of the church should feel it their great responsibility to get well acquainted with the college youth. They should participate in the programs and activities of the college as much as time permits.

G. Summary

In this chapter the endeavor has been made to suggest various points where help might be given to the religious life of the students at Los Angeles Pacific College. It was seen that the administrative officers of the college have the main responsibility in setting the spiritual tone of the institution. This is achieved through the lives of the leaders of the college and through the kind of teachers which are chosen to be on the faculty. The time allowed for religious programs, the type of speakers at the chapel services and the organization of the curriculum are other contributing factors.

The curriculum includes more than the subject matter taught. Extra-curricular activities and orientation courses also fit in here and if used in the proper way

may add much to the guidance of the student religious life.

Much of the responsibility for the spiritual life of the campus rests upon the students themselves. The influence of the faculty on them can hardly be disregarded and yet the student leadership in religious living is a great determining factor in the extent to which youth live up to the standards of the school.

It was further noted that the community and the college effect each other to a great extent, and that each has some responsibilities for the other.

In closing the need for a better correlation of the programs of the college and church was considered.

SUMMARY AND CONCLUSION

SUMMARY AND CONCLUSION

A. Restatement of Problem

The purpose of this study has been to investigate the techniques and principles of guidance as related to the religious problems of the Junior Collège student. The motivation for such a study was two fold; the general need among the youth of today for wise and sympathetic help in meeting their problems, and the specific need at Los Angeles Pacific College for a better program to guide the religious life of the students.

B. Summary

In the study of the historical development of the guidance program it was noted that vocational was the earliest organized type of guidance. This "school" was started in the seventeenth century in England. The following years have seen a great number of other types of guidance grow out of this earliest one. As would be expected the principles and techniques use in vocational guidance have been adapted by most of the other kinds. An interesting observation was the lack of emphasis on religious guidance. The changing conditions which are taking place in modern society make it more important than ever that the religious aspects of man's life also

receive some consideration from those planning guidance programs.

The organization and administration of a guidance program for the Junior College was seen to be a complex undertaking. Because of this fact a list of principles were given in order to facilitate matters in this respect. It was noted that the success of any guidance program depends largely upon the quality of the personnel and their ability to cooperate. The two means by which guidance may be administered are group and individual counseling. The former type is going in that large numbers can be dealt with at a time and often problems solved before they do much harm to an individual. Personal counseling is especially good in performing the curative type of work with those having difficult problems. The real effectiveness of a guidance program depends to a great extent on the amount of objective data with which the counselor can base his suggestions on in giving a counselee help. Thus the development of a well organized testing program is essential. The ability to use the facts collected and the amount of follow up work which a counselor will be able to do depends upon the degree to which the recording aspect of the program is developed.

The knowledge of guidance methods would be of little real value unless one were also familiar with the problems of youth. Thus nine problem areas were considered, namely: physical development, emotional adjustment, home and family, intellectual development and the school, social development, religious development, health, leisure, and vocation.

Some suggestions were offered in the final chapter in relation to guiding the religious life of the students at Los Angeles Pacific College. The policies of the administration and the personal religious experiences of the faculty members are the greatest determining factors in the spiritual tone of the campus. All activities and subject matter should be so organized and presented that the Christian life would be seen as the only natural way to live. Since youth are filled with religious problems at this age it was suggested that special orientation courses be given which would consider these problems as they were raised by the student group. By allowing the students ample opportunity for leadership and expressing themselves on all phases of the school life, it was pointed out that the entire program of the school would be benefited. By a better correlation of the programs of the college and college church the needs of all the students should be met.

C. Conclusions

The problems of people following this war will be great. The churches must have a counseling program which will meet the needs of these people. The psychologists will not be able to solve the real problems of people by themselves. Thus the ministers should feel it their responsibility to combine with the psychological approach their Christian message.

All persons preparing for Christian service or the teaching profession should be required to take courses which will prepare them to do counseling work.

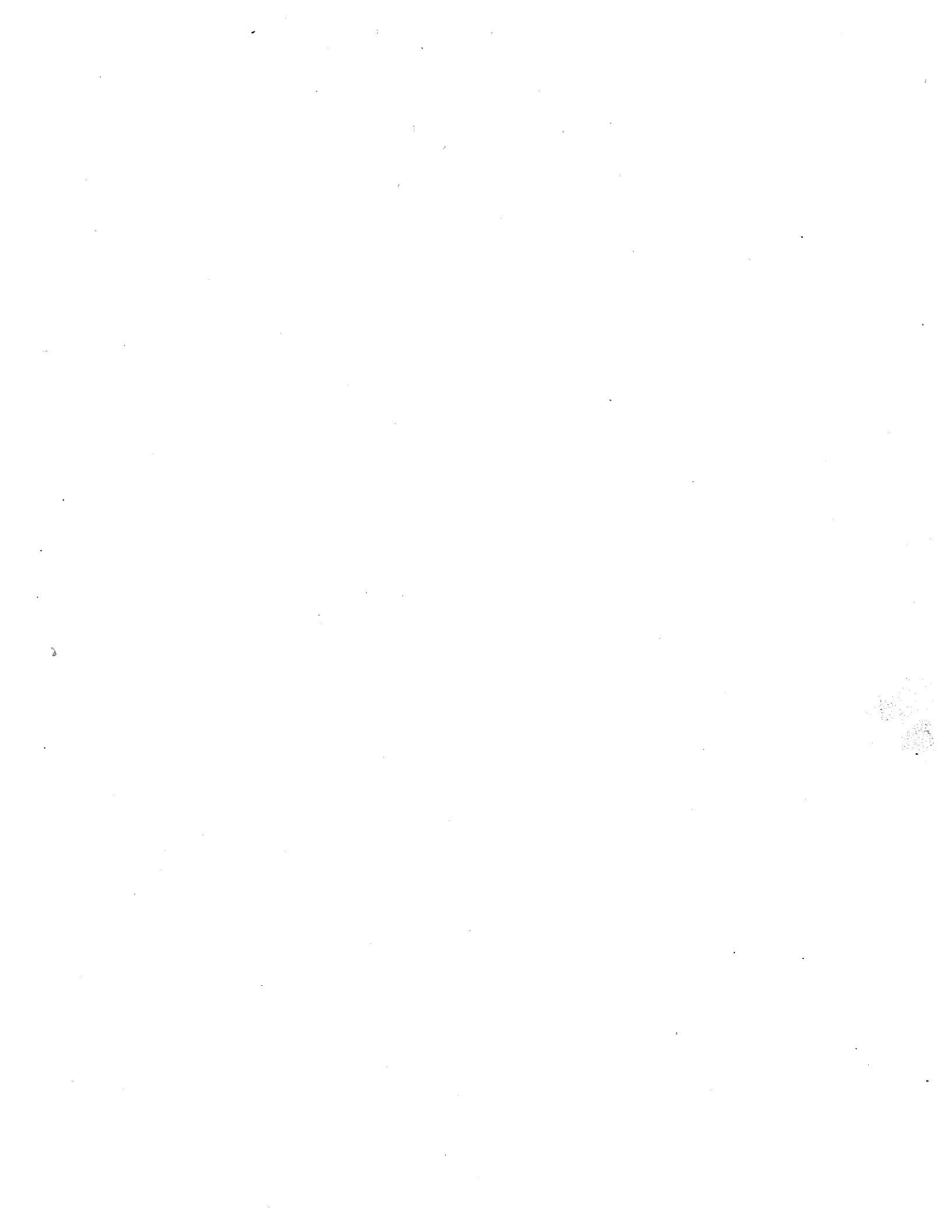
Many of the fine tests which have been used with service men will need to be adapted to civilian life and its needs. It would be well to develop a testing program to use in connection with the youth of the Sunday Schools. Another aspect of this program would be to test the teachers and see if they are qualified both by training and personality to teach youth.

Other things being equal, the counselor with a personal religious faith makes a better contribution to the lives of the persons he counsels.

Among other institutions performing this task, the junior and senior colleges will be faced with the job of helping to reorient the returning service men. This

responsibility is a great one and can not be handled in the "slip shod" fashion that has characterized so much of the personnel work of the schools in the past.

There should be developed as an integral part of the school's program a sympathetic and scientifically conducted guidance program. Among other things it should have a director who gives his entire time to the organizing and developing of this work. Part of his schedule should enable him to meet with students on an informal basis, as a class advisor, or better still in charge of the social and recreational life or perhaps even the director of the extra-curricular activities. In this capacity he would come to understand the needs, interests and trends of thinking of the students. This informal relationship with youth would enable him to gain their confidence and as a result be called upon by them for help in meeting their problems or special needs.



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