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An Evaluation of the Counseling and Guidance Services in Seven Catholic Liberal Arts Colleges for Women

Margaret Burke
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AN EVALUATION OF THE COUNSELING AND GUIDANCE SERVICES
IN SEVEN CATHOLIC LIBERAL ARTS COLLEGES FOR WOMEN

by

MARGARET BURKE, R.S.C.J.

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

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1953

VITA

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CHAPTER I

INTRODUCTION

There is a tendency to think of guidance and counseling as relatively new emphases in education, a series of specialized personnel services calculated to assist the student in securing the maximum from his educational experience, while minimizing or ignoring guidance and counseling as a point of view, as a statement of a philosophy of education.

Within the past two decades there has been an increasing emphasis on guidance and counseling at the college level. Considered under the formal aspect of "Personnel Departments," or "Counseling Centers," secular colleges and universities took the lead in establishing these services. With their numerous buildings, great research laboratories, highly organized programs of graduate, professional, and specialized studies, these populous centers of learning found it impossible to maintain a highly personalized and individualized form of education. The functional program of the small college, focused on the development of the individual student, was no longer possible in the complex organization of the modern university. These large institutions found that they had lost intimate touch with their students. To remedy this defect they introduced programs of personnel services.

President William Rainey Harper of the University of Chicago, in an address made on October 17, 1899, was one of the first to voice the concern of the administrators of large universities.

In order that the student may receive the assistance so essential to his highest success, another step in the onward evolution will take place. This step will be the scientific study of the student himself ...In the time that is coming provision must be made, either by the regular instructors or by those appointed especially for the purpose, to study in detail the man or woman to whom instruction is offered.¹

Another President of the University of Chicago, Ernest De Witt Burton in an address given in 1923, develops this same notion in greater detail.

Mass education is ill-adapted to produce the highest type of personalities. It is better than none, but it is far from being good enough. The touch of the individual teacher is the most potent educational force. If it be said that our colleges have not a staff adequate to supply such individualized guidance, I answer that if we are to do our work we shall have to find them. Better a few students well educated than many inadequately trained.²

In their unwillingness to see the functional program of the small college discarded, these colleges and universities did two significant things: they appointed a new type of educational officer whose responsibility it was to take over the more personal treatment of students, and many of them voluntarily disintegrated themselves into families of small colleges in order to recapture the power of personal contacts.³

1 William Rainey Harper, "The Scientific Study of the Student, quoted in Provision for the Individual in College Education, William S. Gray, ed., Chicago, 1932, 3.

2 Ernest DeWitt Burton, "The Business of a College," in Gray, Provision for the Individual, 4.

3 J. Hillis Miller, "The Need for Personnel Services in a Small College," in Student Personnel Services in Colleges and Universities, John Dale Russell, ed., Chicago, 1941, 5.

In 1923 the American Council on Education organized a Committee on Cooperative Experiments in Student Personnel. The work of this committee gave great impetus to the development of guidance programs in schools and colleges throughout the country. The Council is continuing its work in this field through its Committee on Measurement and Guidance, and its more recent Committee on Student Personnel Work.

In 1924, Anderson and Kennedy listed twenty-four colleges and universities offering some form of personnel service to their students, ranging from a consultant psychiatrist, available for occasionally referred cases only, to the full clinical setup of psychiatrist, psychologist, and social worker, giving full time to maladjusted and problem students, and auxiliary courses and lectures to the student body.⁴

With the addition of more and more functions, the Student Personnel Departments in the large colleges and universities found their sphere of activity co-extensive with every aspect of student life. Educational and vocational guidance, so much emphasized in the early years of the movement, were only a branch of student personnel work. Mental hygiene (psychiatrist, psychologist, and social worker cooperating in the adjustment clinic); problems involving the proper housing of students; the control and educational utilization of extra-curricular activities--fraternities, athletics, intramural sports and recreations, publications, dramatics, etc.; services to

⁴ V.V. Anderson and Willie-Maude Kennedy, "Psychiatry in College--A discussion of a Model Personnel Program," *Mental Hygiene*, XVI, 1932, 366-369.

provide part-time and full-time employment for students and graduates; programs to provide scholarships and other financial assistance; and control of those environmental influences that directly and indirectly affect the morale and morals of the student body; all these services were introduced by institutions of higher learning in an effort to justify the basic policy that the college or university exists for the student.⁵

Like the secular colleges and universities, Catholic institutions of higher learning have had to face the problems consequent on increased enrollments. Unlike the tax supported and highly endowed colleges and universities which could enlarge their teaching staffs and supplement their facilities to meet the demands of mounting student enrollment and the exactions of broadened programs of professional training, the Catholic colleges and universities had to endeavor to meet the same problems with limited resources of financial aid and personnel, and at the same time fulfill the aims of Catholic education.

Pope Pius XI formulated these educational goals of Catholic colleges in his encyclical Divini Illius Magistri. There could be no more perfect statement of the "personnel point of view."

The proper and immediate end of Christian education is to cooperate with Divine grace in forming the true and perfect Christian...

For precisely this reason, Christian education takes in the whole aggregate of human life, physical and spiri-

⁵ Donald G. Patterson, "The Genesis of Modern Guidance," in Readings in Modern Methods of Counseling, Arthur H. Brayfield, ed., New York, 1950, 16-17.

tual, intellectual and moral, individual, domestic and social, not with a view of reducing it in any way, but in order to elevate, regulate and perfect it, in accordance with the example and teaching of Christ.

Hence the true Christian, product of Christian education, is the supernatural man who thinks, judges and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character.⁶

It is not the profound philosophy of education as such that concerns us here in considering the formulation of the ends of Catholic education, but rather the fact that since this educational goal is not a matter of choice for the Catholic college, but is its whole raison d'être, the pursuit of the means to this end is likewise not a matter of choice, but of obligation.

What might appear to be a simple means-end decision has been complicated for the Catholic colleges and universities by the phenomenal increase in enrollments. In the academic year 1939-40 there were sixty-eight Catholic men's colleges and universities in the United States with a total enrollment of 112,859 students. By 1947 there were seventy-eight colleges and the total enrolment had increased 68 per cent. Twelve of these colleges counted students in excess of 4,000, and twenty of them boasted more than a 100 per cent increase in students.⁷

In the statistical summary of students in Catholic colleges and

6 Pius XI, Christian Education of Youth, New York, America Press ed., 1936, 32.

7 Allan P. Farrell, America, LXXVI, Jan. 18, 1947, 436.

universities, the Catholic Directory combines the figures for both men's and women's colleges. A consideration of these totals indicates the enormity of the problem which faces Catholic educators and the suddenness with which they have been faced with the dilemma of maintaining the characteristic mark of the "true and finished man of character" while forced to use mass production techniques.

TABLE I

ENROLLMENT TOTALS FOR CATHOLIC COLLEGES AND UNIVERSITIES⁸

Year	Number of colleges (men and women)	Total enrollment
1945	210	92,426
1948	221	220,226
1949	228	240,048
1950	225	252,727

The development of colleges for women within the Catholic system of education in the United States followed on the whole the pattern which characterized the development of the entire system. There was a pioneer period between 1899 and 1915 during which nineteen Catholic colleges for women had been founded, while between 1915 and 1930, fifty-six such colleges came into existence.⁹ Between 1938 and 1950 the number of Catholic colleges for women has increased from 80 to 114, and the enrollment had nearly doubled.

⁸ Official Catholic Directory, New York.

⁹ Grace Dammann, "The American Catholic College for Women," in Essays on Catholic Education in the United States, Roy J. Deferrari, ed., Washington, 1942, 1.

TABLE II
ENROLLMENT TOTALS FOR CATHOLIC WOMEN'S COLLEGES ¹⁰

Year	Number of colleges	Enrollment
1938	80	22,245
1943	95	27,377
1948	94	31,748
1950	114	40,729

If the increase in the number of students could have been matched by increased endowments and a proportionate increase in the number of religious vocations to the teaching orders, the problem of meeting the needs of the great influx of students would have been simplified for the Catholic colleges. In general, this was not the case. Yet the obligations of Catholic educators to their students remain unchanged.

Are Catholic colleges meeting these obligations? The increasing number of dissenting voices, the protests and alarms that are appearing amid the vast number of articles on Catholic education, would seem to indicate that not all the concern of Catholics is centered on the Federal-aid controversy, Great Books courses, and theology for the laity. Catholic education is being evaluated in many quarters by various categories, and the findings (often based upon impressions) are, more often than not, highly critical and denunciatory.

¹⁰ Official Catholic Directory

Bishop John F. Noll, among the hierarchy, has taken the Catholic colleges to task.

We are hearing from every direction that products of Catholic schools and even of Catholic colleges are, on the whole, giving a very poor account of themselves, and even from casual observation we know how true the charge is.¹¹

The Bishop does not agree with those who exonerate the schools by placing the blame on non-cooperative and obstructionist homes, or who offer the character and excessive amount of the students' recreational life as explanations. He believes that the crucial factor is the identification of education with instruction. He says:

But those who, because really worried, are giving to the subject the most serious consideration believe that the basic cause is to be found (1) in the false assumption that religious instruction imparted in the school will of itself produce spirituality; and (2) in the neglect of the teacher to apply the catechetical lesson both to the child's own private conduct and to an apostolate which he is in duty bound, even as you, to promote. Religious education has too long been identified with religious instruction. If the assumption were correct, the best informed Catholics would necessarily be the most spiritual men and women.¹²

Jacques Maritain voices the same concern, and emphasizes that the "crucial need" of modern education is to give "a better preparation for real life in the social community."¹³ He feels the need to stress anew the "melancholy saying of Aristotle" which educators seem to be neglecting: "To

¹¹ John F. Noll, "What's Wrong with our Schools?" From a Friend to a Friend, Huntington, Indiana, 1944, 40.

¹² Ibid.

¹³ Jacques Maritain, "Education for the Good Life," The Commonweal, LXIV, April 26, 1946, 38.

know does little, or even nothing, for virtue." Maritain translates Bishop Fell's distinction between education and instruction into philosophical terms.

At this point I must stress the distinction between the will, practical reason, and speculative reason. Speculative reason deals with knowledge for the sake of knowledge alone; practical reason, with knowledge for the sake of action and good human conduct; the will, with action itself and human conduct itself.¹⁴

He acknowledges that college education is primarily concerned with knowledge and intellectual enlightenment, but feels that educators have tended to conceive of this primary concern as the only concern.

On the contrary, I am convinced that our present school and college education is too much taken up by theoretical knowledge, and that the part of ethics and morality in it needs to be strongly developed and emphasized.¹⁵

Three of the five articles on Catholic education in the 1949-1950 volume of The Catholic World contain sweeping denunciations of the real value of Catholic college education. The credentials of these "authorities" are, perhaps, open to question, but the fact remains that their judgments on Catholic higher education were accepted and publicized in a Catholic monthly that enjoys a wide circulation.

The first of these critics finds Catholic college graduates deficient, not in the realm of knowledge, but on the field of action.

¹⁴ Ibid. Italics in the original.

¹⁵ Ibid.

I have been forced to conclude from my contact with many Catholic young people in Catholic colleges that for all the blessings, civil and financial, which Catholic education has enjoyed in our country, it is producing a Catholic citizenry whose militancy is largely emotional, made further sterile by an accompanying inarticulateness.

.....

The case of Catholic education must rest entirely upon the performance of its finished products, and since that production has risen tremendously in recent years, why isn't its commodity receiving greater recognition, wielding a greater power in the market place of religious, social, educational and political exchange today?¹⁶

In the same volume of The Catholic World another critic, (whose extreme youth and lack of experience, if indicated in a footnote, might have tempered the force of her stinging rebuke for some readers) passes judgment on Catholic education. The idiom is different, but the charge is much the same: Catholic higher education is not preparing Catholic students for Catholic living, and is intensifying the adjustment with which the students are faced.

All of these people graduates of Catholic colleges have approximately the same tale to tell: "We tried the world, but it's so different from St. Agnes, its values are all wrong, the competition is brutal, our fellow workers thought we were queer. At least here I know I'm not putting my soul in danger, and that I'm doing some good." These people are honest, generous, and yet, ghetto-minded; they feel safe only in the small community, in an aseptic atmosphere. They are spiritual invalids who can't leave the oxygen tank for too long.

.....

¹⁶ Loucille Dowd Giles, "Are Catholics Snobs?" The Catholic World, CLXX, 1950, March, 420-425.

Our educational system affronts another world. Graduates from some of our schools and universities enter other domains under a handicap. They are like foreigners who must go through an unhappy, and sometimes shocking adjustment.¹⁷

In another widely circulated article, a Catholic college graduate felt impelled to look back from the acknowledged vantage point of eleven years since graduation, on the "significant lacks" in her college education. That was meant as a criticism of her own alma mater is, none the less, an indictment of all Catholic colleges. Significantly, again it is charged that Catholic education failed, not on the level of knowledge, but on the level of awareness, personal conviction, and personal responsibility.

I see what seem to me significant lacks in my college education...A failure to provide me as a student with the impetus and the means to develop myself as fully as possible both as a Catholic and as a member of society, or better as a Catholic member of society. I think that the college failed to provide a large vision of what full Catholic living is in this age.. ..I here was no realization on my part of the supreme importance for all men of the spiritual mission of the Church. My attitude was complacent and provincial. College life did nothing to shatter it...The college did not stir us with the conviction that our religion was the "pearl of great price," We were not formed for the lay apostolate....I do not find the graduates of Catholic colleges, at least as I know them, socially conscious or equipped to be leaders in the struggle to wipe out unjust discrimination in all its forms....I see her student body as...appallingly unconcerned about the terrible conditions under which large numbers of our people were living at that time...There was no flow from the college into the community and from the community into the college of a living concern about the people subjected to deprivations of all kinds....We lived, not always as individuals but as a college, a self-satisfied life apart from the suffering world around us.¹⁸

17 Sally Whelan Cassidy, "The Catholic Revival," Ibid. 456-460.

18 Emily R. Scanlan, "Catholic Colleges and Catholic Leaders, America, LXXVII, 1947, May 17, 177-180.

From another source, this time a student NFCCS leader who quotes Archbishop Cushing and Bishop Fitzgerald in support of his contention, we hear the same refrain:

Let us therefore face the grim facts: 1) our Catholic colleges are not producing truly Catholic leaders for society...2) there is a noticeable tendency in colleges toward over-protection and the discouraging of initiative...3) Catholic principles are not applied in the milieu of everyday life...¹⁹

Catholic colleges for women were singled out for attack by a speaker at a meeting of administrators of Catholic women's colleges. The evidence that he summons applies to both sexes, and is, perhaps, the most incriminating witness ranged against Catholic education today. The mounting divorce rate amongst Catholics is an alarming symptom that all is not well with Catholic education.

At the present time too many of our colleges, and more specifically our women's colleges, are failing to read the needs of the times. Society today is sick. The family is deteriorating. One in every three marriages in the nation, and one in every two in large cities, ends in divorce; 44% of the families in the United States have no children, and 22% have only one child, leaving two-thirds of our families in the U.S. failing to reproduce themselves.

Women who have had the benefit of our higher education appear to have the least satisfactory views of home life and motherhood--the divorce rate is higher and the percentage of those who marry is lower among college graduate women. Higher education cannot escape sharing part of the responsibility for this state of affairs.²⁰

¹⁹ Martin M. McLaughlin, "Catholic College Students Again," Ibid. Sept. 13, 657.

²⁰ Urban H. Fleege, "Woman's Primary Purpose in the Objectives of a Women's College," in Proceedings of the Second Workshop of Administrators of Catholic Women's Colleges, Loretto Heights College, Denver, 1949, 2.

Quotations of this type could be multiplied. It is not true that these sentiments are universally shared. Some of the critics of our Catholic colleges are more aware than others of the grave problems that face religious educators today; some of those who express dissatisfaction with the present status of Catholic education have high praise for all that has been done and is being accomplished in the face of perplexing obstacles; yet there is no denying that there is widespread and growing concern.

The fact that the burden of the criticism resolves itself into variations on the same theme: in Maritain's words a failure to prepare students for "real life in the social community," simplifies the approach to an analysis of the causal factors which may be responsible for the shortcomings which even those who are most sympathetic with Catholic education are discerning. The fact, too, that there is a common area of agreement concerning the strength and the success of Catholic education, narrows down still further the area in which the failure (insofar as it is failure) lies. It is not in the realm of knowing, but in the realm of doing, that Catholic college students and graduates are being found wanting. Catholic schools are dedicated not only to intellectual development, but to the increased integration of the whole person. The "good life" which is the end and ideal of Catholic education is the fulfillment and fruition on the plane of action of the knowledge and intellectual development achieved in the metaphysical order. Action follows on knowledge, but failure in the order of action does not imply of necessity failure in the order of knowing, because knowledge is not the cause of action, but is a condition of action.

The very nature of this relationship of action to knowledge limits the domain and function of the school with regard to moral education. Maritain insists on the necessity of clarifying the sharp distinction that must be made between the two essential parts of moral education, the direct formation of the will, or the dynamism of human desires and freedom, and the indirect moral formation by means of the enlightenment of the intellect.²¹ Here, then, lies the crux of the problem that confronts us. For in emphasizing the distinction between the dynamism of human desires and freedom and the intellect's knowledge of principles, Maritain is not denying the existence of a relationship. It is not for causes that we must look, but for conditions, for conditions which will implement intellectual enlightenment and channel it into a dynamic force. The virtue that relates knowledge and understanding to action is prudence. Maritain says that education, broadly understood

is in reality less an ethical art than a moral virtue implying a large part of art; it is in its very roots practical wisdom (or, in Aristotelian terms, "prudence")... This particular ethical wisdom must necessarily involve a great deal of knowledge and a great deal of art and technical preparation as an essential ingredient, especially with regard to the intellectual formation.²²

This anchoring of our problem in the area of the moral virtues, and especially in the virtue of prudence, brings us face to face with a

21 Jacques Maritain, Education, 36.

22 Ibid.

dilemma. On the one hand, college education is primarily concerned with knowledge and intellectual enlightenment. Yet, on the other hand, the end of Catholic education is the "true and finished man of virtue," and to know, if it is a question of speculative knowledge, although it is indispensable, does little for virtue. It establishes the metaphysical principles concerning the nature of the world, principles which are the foundations of the ethical truths concerning human freedom and conduct. To know these truths, to have an enlightened and sound practical reason, does a great deal for virtue, but virtue is not a by-product of knowledge. Knowledge is not enough. St. Thomas says:

If this were true, for man to act well it would suffice that his reason be perfect. Consequently, since virtue is a habit perfecting man in view of his doing good actions, it would follow that it is only in the reason, so that there would be none but intellectual virtues.²³

Thus, it is important to emphasize that prudence and moral virtue are clearly distinct from moral science. Moral science, as science, indicates what is to be done in an abstract and general sense. Prudence determines what is to be done by the individual person himself in all the extremely complex concrete circumstances and conditions that are often involved in human actions. Confusing the intellectual virtues with prudence and moral virtue, according to St. Thomas, would render us guilty of the error of Socrates,

²³ St. Thomas Aquinas, Summa Theologiae, I-II, Q. 58, a. 2, resp.

who said that every virtue is a kind of prudence...Hence he maintained that as long as a man is in possession of knowledge, he cannot sin,²⁴

He continues:

Accordingly, for a man to do a good deed, it is requisite that his reason be well disposed by means of a habit of intellectual virtue; but also that his appetite be well disposed by means of a habit of moral virtue. And so moral virtue differs from intellectual virtue even as the appetite differs from reason.²⁵

Evidently, intellectual knowledge and information are not enough that a man may reason rightly about particular cases.²⁶

The goal of Catholic education as Pius XI formulated it is the person "who thinks, judges and acts constantly and consistently in accordance with right reason." On the whole, there seems to be no complaint about the "thinking according to right reason" of our Catholic college students. From all sides we hear that America has the most enlightened and best instructed Catholic citizenry in the world, and Catholic education is given the credit for this achievement. The complaint about these enlightened and well instructed young people, as we have seen, is that the enlightenment doesn't carry over into action. If, as St. Thomas says, right conduct applies especially to prudence, our problem becomes especially an investigation of the nature of prudence.

24 Ibid.

25 Ibid.

26 Ibid., ad 3.

We are looking for the "Open Sesame" which will yield the person who "thinks, judges and acts constantly and consistently in accordance with right reason." Prudence, which is "wisdom about human affairs,"²⁷ "right reason about things to be done,"²⁸ would seem to be the answer. But we cannot explain the greatness of prudence by pointing to its rational rectitude. St. Thomas has cautioned us that its worth consists not in thought merely, but in its application to action.²⁹ Prudence is a virtue because it does what every virtue does: it makes him good who has the virtue, and it renders his work good.³⁰ This is what we are seeking. How does prudence achieve this?

The speculative intellect is concerned with knowledge as such, and is related to action only in so far as knowledge furnishes the matter for action. The three intellectual virtues are: (1) intelligence, which consists in the possession of the first and immediately evident principles of knowledge, (2) science, which consists in the possession by the intellect of the conclusions of such or such a particular branch of study, the knowledge of which is not immediately evident, and (3) wisdom, which consists in the possession by the intellect of the most universal principles of each specific

27 Sum. Theol. II-II, Q. 47, a. 2, ad 1.

28 Q.D. de Virtut. a. 2.

29 Sum. Theol. II-II, Q. 47, a. 1, ad 3.

30 Ibid., I-II, Q. 71, a. 2.

science. Thus, the intellect, considered in its speculative function, seems by definition unconcerned with anything practical and active; as such, it cannot be the seat of genuine virtue, since the virtues, strictly speaking, are dispositions for action.

If man is to act rightly, he must be further directed and perfected. This need for further determination and perfection is the basic need of prudence. There would be no problem if man's knowledge were confined to those universal affirmations, the first principles.

The life of virtue consists in virtuous doing, in doing the things a man does in that almost bewildering multitude of circumstances in which from year to year, in fact from moment to moment a man finds himself. The very constancy and immutability of the first principles prevent their being of immediate usefulness. For the operations which a man performs, the operations which bring his nature to the fulness of goodness, take place in concrete and contingent circumstances--of times and places and persons and things, of weakness and strength, of past achievement and future promise, of all those things in all men's lives which conspire to make every human situation different from every other.³¹

In situations like this it is clearly insufficient to affirm, as the practical intellect does, that "good must be done and evil avoided." Man needs a habit that will give him the skill to know, here and now, what he must do. As a "knowing" habit, prudence specializes in knowledge; prudence seeks to discover the good of man in the sphere of the human passions and operations, for as a moral virtue it seeks the mean (for virtue lies in the mean) of

³¹ Charles J. O'Neil, "Prudence, the Incommunicable Wisdom," Essays in Thomism, Robert E. Brennan, O.P. ed., New York, 1942, 192.

man's appetitive inclinations. This skill of knowing what to do here and now which is prudence is reason applied to action. The first stage in this reasoning is counsel, a research, an investigation, a marshalling of the means and methods involved in a particular course of action. The second stage is the choice of the means, which in the present circumstances are judged most conducive to the end. Finally, knowledge issues in a command; one acts on the means.³²

St. Thomas tells us:

Choice follows the judgment of reason in matters of action. There is much uncertainty because actions are concerned with contingent singulars which, by means of their variability are uncertain. In things doubtful and uncertain, the reason does not pronounce judgment without previous inquiry. Therefore the reason must of necessity institute an inquiry before deciding on what is to be chosen; and this inquiry is called counsel.³³

It is counsel that leads the way "to the whole of living well," which is the "common end of the whole of human life." This makes of counsel the highest of causes with respect to human activity.³⁴

Our search for the crucial factors in the educational process which make for men of action, "doers of the truth," has led us to prudence, that virtue which is wisdom in human affairs, whose principle is command, or the

³² Sum. Theol. II-II, Q. 47, a. 8 resp.

³³ Ibid., I-II, Q. 14, a. 1.

³⁴ Ibid., Q. 57, a. 4, ad 3; II-II, Q. 51, a. 2, ad 2; Q. 47, a. 2, ad 1.

embracing of the means which counsel has proposed. But once arrived at that goal, in possession now of the key which unlocks the treasure of human wisdom and makes personal and responsible integration the individual possession of all who will make use of it, we find that prudence is an incommunicable wisdom. The very characteristics which raise prudence to the dignity of human wisdom make it incommunicable. Its principle act is direction of oneself.

In my act of union with good I am most fully myself; but my act is my own and no other's act can be mine. And as I am myself incommunicable, so is the rational perfection of my act incommunicable. For only the human individual can resolve the last doubt that calls for counsel; the human individual has only his own native ability and experience to sharpen his intuition of the practical situation; only the human individual himself can issue that ultimate moral precept, for that command is heard in that inner realm wherein, under God, he alone is master.³⁵

If the incommunicability of prudence makes it such that the most learned and skillful teacher cannot transmit it, the most inspiring lecturer impart it, how is Catholic education going to fulfill its solemn obligation to prepare "the true and finished man of character who thinks, judges, and acts constantly and consistently in accordance with right reason?"

Father Charles Curran has prepared a diagram³⁶ which answers this question. His three-level triangle is inverted, primarily to emphasize the

³⁵ Charles J. O'Neil, Prudence, 203-204.

³⁶ Charles A. Curran, Counseling in Catholic Life and Education, New York, 1952, 16.

fact that the general movement of education is from the universal and the general to the particular and the individual, and that this movement is not only a narrowing down, a limitation of the extension, but that it is a penetration, a depth-movement.

The base of the triangle, the broadest third, depicts that which is the primary concern and emphasis in education. Founded on theology and philosophy, this broad area also includes the field of the particular sciences as they are related to laws and principles and the various arts which form the cultural, social, and material world in which we live. Without the foundation of a valid general education, a person's life will not be oriented to ultimate reality. Particular choices based on special sciences or expediency may appear to work for a time. But if we are concerned with "the whole of living well," and man's purpose is seen in its entirety, then without an adequate basis in ultimate principles of living, particular choices must eventually prove short-sighted and ephemeral. In supplying these principles the college transmits the foundation and the broad cultural background for life in the modern world. On this level we have teaching, by whatever method, the communication of principles and general laws. This applies generally to everyone in varying degrees.³⁷

On the next level, education is narrower in its extension. As we move down the triangle we consider the more immediate application of knowledge to each person according to his particular needs. While general

³⁷ Charles A. Curran, Counseling, 19.

education ordinarily applies to everyone, the second area usually applies to particular groups. Since we live in the contingent world, we must be able in a limited way to find some security and achievement in the framework of the particular state of life, aptitudes, skills and vocation which are ours. Consequently, we need also a detailed kind of knowledge and understanding of our own abilities and capacities, as well as the responsibilities, privileges and obligations of the different temporary or permanent situations in which we find ourselves. This kind of knowledge is more personal. The particular application of knowledge and facts to special needs is effected through spiritual, moral and psychological guidance. At this level, we are still within the area of communicable wisdom. Guidance involves teaching, for knowledge and facts can be given by one person to another, and the application of this information to special needs can be demonstrated.

Education reaches its summit, at one the height and the depth, on the level of counsel. In our daily lives there is still the final problem of the choice of ways to fulfill the tasks to which education and guidance direct us. Here, education is meant to find its fulfillment in the personal and responsible integration of the principles of theology, philosophy, science and the arts, the facts of spiritual, moral and psychological guidance, in the individual student's life action. Daily living involves particular events which are unique for each individual and are always changing. Here we are at the heart of the human personality where each individual person acquires, in a greater or lesser degree, the integration necessary to fulfill all the needs, obligations and achievements of his life. The

individual, on his own personal responsibility, must be able to carry out the principles and practical information he has received. Here we find ourselves powerless as teachers. This is the area of that incommunicable wisdom which is prudence, where education must needs be self-education; it is the area of self-coordination, self-control, self-determination. Counsel is personal and unique. One may take advice and guidance from others, but he alone can integrate that advice and act on that guidance.³⁸

Because prudence in its acts of counsel, choice and command is incommunicable, are colleges thereby relieved of responsibility in that realm? Have educators fulfilled their obligation toward their students when they have, to the best of their ability, given them all that can be given? Beyond the area of general education and guidance, is everything else "up to the student?"

If our end is our beginning, then the whole success of Catholic education and its very raison d'etre demand that since counsel is the means by which the "intellectual enlightenment is channeled into a dynamic force," and since it is something which must be added to teaching and guidance in order that the individual student's potentialities for self-integration and self-direction be actualized, then the fulfillment of this obligation is not only a matter of concern, but of primary importance.

³⁸ Ibid., 20-21.

This, then, is our problem--an evaluation of the counseling and guidance services in one specific group of Catholic women's colleges, for some knowledge of the manner and the degree in which Catholic educators are aiding their students in the fulfillment of the virtue of counsel should suggest ways and means of increasing the power and the efficacy of the Catholic way of life in bringing about a renewal of the face of the earth.

CHAPTER II

A SURVEY OF THE LITERATURE ON EVALUATIVE STUDIES OF COUNSELING AND GUIDANCE PROGRAMS IN AMERICAN COLLEGES AND UNIVERSITIES

1.

Evaluative Studies of Total Guidance and Counseling Programs

Although evaluation is a prerequisite to progress, guidance and counseling programs have had the benefit of relatively few evaluative studies to point out strengths and weaknesses. Over-all evaluations of a complete student personnel program are almost completely lacking.

Surveys of personnel programs have been made at the University of Minnesota, the Ohio State University, Syracuse University, and Princeton University is currently making an extensive study.

The Minnesota study, published in 1940,¹ has been summarized by Williamson and Bordin in an article, "Objective Evaluation of Student Personnel Services at the University of Minnesota."² Actually, the data is a synthesis of the results of twenty-one separate studies made of different phases of the total program. The descriptive analysis of Minnesota's total

1 E. G. Williamson and T. R. Sarbin, Student Personnel Work in the University of Minnesota, Minneapolis, 1940.

2 E. G. Williamson and Edward Bordin, "Objective Evaluation of Student Personnel Services at the University of Minnesota," Student Personnel Services in Colleges and Universities, Chicago, 1941.

program was carried out on three axes, historical, departmental, and functional. The survey revealed the complexity of organization of the great variety of personnel services provided by the University. While at some points the program was found to be well-developed and integrated, at others an overlapping of functions with a resulting confusion was indicated. The functions which were in particular need of coordination were those of placement, financial aid, counseling, and discipline. Williamson and Bordin concluded by summarizing some of the studies which their research revealed as needed, rather than by detailing their findings.

1. At the present time only a few personnel officers know the frequency of occurrence of certain types of student problems. In order intelligently to plan programs designed to assist students to meet their problems, we ought first to know how many and what types of students present these problems, at what period in the course of their college life, and whether the University can and should assist them. Without such basic data, intelligent program planning is impossible.³

This point, the subject of the present study, was emphasized by the authors as the "most important and most immediate" problem for evaluation.

W. H. Cowley reports on the evaluation project carried out at Ohio State University.⁴ It was a structural analysis made by interviewing the officers or groups involved in each of the sixteen personnel units at Ohio State University. The work of these units was analyzed and recorded

³ Ibid., 289.

⁴ W. H. Cowley, "A Technique for Making a Student Personnel Survey," Person J. X, 1931, 17-26.

in detail. The analysis involved all of the functions, and the conclusions embodied recommendations for the centralization of some services and the development of others.

Syracuse University made an institutional self-survey which included personnel work.⁵ They used student and faculty familiarity with various personnel services as a criterion of effectiveness, but plan to conduct a follow-up study using the judgments of graduates as a criterion.

The North Central Association of Colleges and Secondary Schools published a monograph on the Evaluation of Student Personnel Service in 1936.⁶ The purpose of the study was to investigate the extent to which provisions for student personnel service are associated with educational excellence in institutions of higher education. Fifty-seven colleges and universities in the North Central Association cooperated in the study. The general field of personnel service was divided into eleven areas. Objective data on each college were collected, using a carefully prepared information blank. On another set of blanks a series of items concerning the major aspects of student personnel service in each institution was scored and assigned an appropriate weighting according to the judges' opinion of their relative importance in the total pattern of services. Each institution had

Faculty: 5 C. Robert Pace, ed., and Maurice E. Troyer, Report to the University Self-Survey, Syracuse, 1949.

6 The Evaluation of Higher Institutions: V. Student Personnel Service, D. H. Gardner, ed., Chicago, 1936.

been thoroughly studied by four investigators. The judgment concerning the weighting was determined as a result of conferences with experts in the field. In addition to the information collected from the administrative staffs in the fifty-seven institutions, and the data supplied by the judges, each member of a representative group of students in each college was instructed to answer a questionnaire calculated to elicit student opinion relative to the importance and influence of certain personnel services. Each item then was assigned a score that was evolved as a result of the consideration of the objective data and the subjective impressions of the investigator. This permitted the derivation of a total score for each institution, termed its "general personnel score." On the basis of these scores the fifty-seven colleges and universities were divided into two groups, those rated better than average, and those rated average or below average. The plan was to test each item against the criteria of institutional excellence, in order to determine which items of information concerning personnel service are of value in distinguishing the better institutions from the poorer ones. The theory underlying this process was that by determining what practices characterized the better institutions and were found only infrequently in the poorer ones, the accrediting association could proceed to evaluate the programs of institutions and thus determine which ones are eligible for approval. From these analyses a series of score cards was derived for use in evaluating institutional programs of student personnel service.

Emmi Szorenyi's Study of the Guidance and Personnel Services in

American Catholic Women's Colleges,⁷ aimed to give an over-all view of the guidance programs of eight Catholic women's colleges. The co-operating colleges were: Loretto Heights College, Denver, Colorado; Mount St. Scholastica College, Atchison, Kansas; Rosary College, River Forest, Illinois; Dominican College, San Rafael, California; St. Mary's College, Notre Dame, Indiana; St. Mary's College, Xavier, Kansas; St. Mary of the Wasatch, Salt Lake City, Utah; and St. Scholastica College, Duluth, Minnesota. In this study, qualitative judgments, a weighted rating scale, and a student questionnaire were used. After investigating the various phases of living in each institution, considering the way it meets the needs of students, and at the same time determining what should be the ideal guidance program of a higher Catholic institution⁸ she summarizes her experiences and lists her observations. The lack of objective criteria precludes their being formulated as conclusions. She finds that the personnel programs in these colleges do not completely meet the present needs of the students. (The student questionnaire was not calculated to determine the specific needs, but did elicit a response of satisfaction or dissatisfaction with the present program in the light of their needs.) She found the most conspicuous deficiency in almost all of the colleges to be the lack of an organized plan as a basis for the personnel program. Full-time workers in counseling were found in only one college. In

⁷ Emmi Szorenyi, Study of the Guidance and Personnel Services in American Catholic Women's Colleges, Unpublished Master's Thesis, Indiana University, 1949.

⁸ Ibid., 7.

very few cases had the counselors full professional preparation. She found the programs for extra-curricular activities inadequate in most places, and noted the lack of interest in the scientific study of personality. This lack she tended to minimize, since

The writer's opinion is that these colleges have not such a high per cent of students who need directions in mental health because of the very nature of Catholic education and because of the selective factors at work in bringing together the student group.⁹

These are the only over-all evaluative studies of college guidance and counseling services which are reported in the literature. The great bulk of the studies deals with specific phases or aspects of the various programs. The committee in charge of the North Central Association study analyzed over two thousand previously published studies in the field of personnel service. From this group they selected 528 titles which were either reports of research studies or opinions of recognized experts in the field. The review of studies incorporated in their work includes only those which had been published at the time of the analysis, 1932.

In 1949 Clifford P. Froehlich published Evaluating Guidance Procedures: a Review of the Literature. He reports on 177 studies which almost without exception are concerned with only a single aspect of personnel programs. He observes:

A review of the literature leads to the conclusion that in the past we have had to depend on studies of specific techniques for inference as to the benefits and limitations of a total

⁹ Ibid., 47.

program of guidance.¹⁰

The studies relating to specific aspects of counseling and guidance programs will be cited in the course of this study as each becomes pertinent.

2.

Studies Based on Students' Problems:

Guidance and counseling programs and personnel departments grew out of the problem of enlarged student bodies and the resultant campus congestion, intellectual confusion, and high student mortality. The development in the direction of individualized education which took place prior to the last decade were arrived at by a rational deductive process. Books on student personnel services included many lists of essential information for student counseling.¹¹ Educators and college administrators considered the general aptitudes and abilities of college students, their vocational and non-vocational goals and purposes, their interests, the scholastic, emotional and social adjustments they would be called upon to make, and provided services to answer the needs which their analyses had deduced. Then the educational philosophy which emphasized the importance of individualizing education began permeating and affecting all the functions of higher education. It resulted in a strong focus of interest upon the student rather than upon

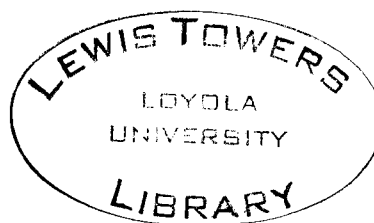
¹⁰ Clifford P. Froehlich, Evaluating Guidance Procedures, A Review of the Literature, Federal Security Agency, Office of Education, 1949, 1.

¹¹ Grayson N. Kefauver, et al., Guidance in Educational Institutions, Thirty-seventh Yearbook of the National Society for the Study of Education, Part I, Bloomington, Illinois, 1938, 31-88.

Educational Counseling of College Students, American Council on Education, Series VI, III, I, Washington, 1939.

the curriculum or upon other means that are used to bring about changes in student development. There was a growing awareness of the individual uniqueness of students, an awareness that led educators to expect uniqueness of personality pattern. There was a new emphasis on the approach to higher education from the point of view of the contemporary interests and needs of students. This very marked shift in emphasis led, as we have seen, to the inauguration of evaluative studies of personnel services. As Williamson pointed out,¹² intelligently planned programs, if they are to be designed to help students meet their problems, must be based on some objective evidence of the nature of the students' present problems. It was at this point that research studies based on student problems began to appear in the literature.

The first study reported in the literature in which the Mooney Problem Check List, College Form was used was Charles J. Marsh's study "The Worries of College Women."¹³ He used an experimental mimeographed form of the Problem Check List, forerunner to the form currently available. The Check List was given to three hundred and seventy women at Stephens College during the academic years 1938-39 and 1939-40. The category of personality problems received the highest number of checks; academic problems and social problems ranked next, and in that order. The study was an exploratory one into the values of the Check List approach to the personal problems of students.



Marsh was convinced by the results of the value of such data and was working on a revision of the Check List that would make it more applicable to Stephens College.

In 1943 two studies appeared based upon data obtained through use of the Mooney Problem Check List. Ross L. Mooney, in a study: "Personal Problems of Freshmen Girls,"¹⁴ reported a survey of one hundred and seventy-one freshmen girls living in dormitories. He indicated the number, type, and seriousness of the problems which the students presented, and showed the implications of the results for the organization of a personnel program in the dormitories.

In that same year Nora A. Congdon used the Problem Check List to evaluate a college orientation course at Colorado State College.¹⁵ She reports on the results with one hundred and ninety freshmen who took the Check List before and after a three months' orientation course. She found the highest percentage of the students' problems to lie in the area of Adjustment to College Work. She correlated the problems in this area with grades and scores on the American Council Psychological Examination. She found no relationship between intelligence and adjustment to college work, and a low negative correlation between grades and adjustment to college work. She found the Check List of great value in organizing the college orientation course, and reported that the re-test after the course had been completed showed the value

¹⁵ Nora A. Congdon, "The Perplexities of College Freshmen," Educational and Psychological Measurement, III, 1943, 367-76.

of focusing the emphasis in the course on the students' actual problems as reported by means of the Check List.

The Problem Check List was used in two research projects reported in the literature in 1944. Hibler and Larsen¹⁶ used it to study the clinical significance of underlined and circled items marked by one hundred and ten juniors and ninety-four seniors at the Illinois State Normal University. They found that the underlined items tended to reflect minor problems or irritations, while those that were circled tended to be diagnostic of major conflicts.

They found no "typical pattern" for serious cases of maladjustment.

The Check List was used in a second study at the Illinois State Normal University in 1944. Houston and Marsolf¹⁷ made their study for the University's Student Personnel Committee. In the autumn of 1942 the Check List was given to four hundred and four entering Freshmen. After the Committee had studied the results the members considered them of such importance that they were brought to the attention of the entire faculty. Suggestions concerning teaching procedures, pre-college guidance, extra-curricular life, and remedial instruction were results of the faculty study of the findings. The authors found that the use of the Check List served to

16 F. W. Hibler and A. H. Larsen "Problems of Upperclass Students in a Teachers College," Journal of Applied Psychology, XXVIII, 1944, 246-253.

17 V. M. Houston and Stanley S. Marsolf, "Faculty Use of the Problem Check List," Journal of Higher Education, XV, 1944, 325-328.

commitise the faculty to the specific problems of individual students.

Fischer¹⁸ used the Check List in order to determine what influence the instruction to sign one's name, or not to sign it, would have on the results. The Check List was given twice to one hundred and two upperclass women students at the University of Illinois. On the first administration, the students were asked to sign their names; on the second administration a week later, they were asked to leave their papers free of any identification. He found that the mean number of problems underlined did not vary significantly. However, the circled totals tended to be significantly greater when the signature was withheld. Fischer concluded that the use of a signature on highly personal questions or serious problems might have a relative inhibitory effect on the honesty and frankness of the responses.

The Check List served yet another purpose in the exploratory study reported by Entwistle.¹⁹ He used this instrument to determine the problems of college veterans living in a G.I. Village. His conclusions demonstrate the value of such a survey for college administrators when faced with an emergency situation such as the returned veterans created in American colleges and universities.

The Problem Check List has been widely used in secondary and

18 R. P. Fischer, "Signed Versus Unsigned Personal Questionnaires," Journal of Applied Psychology, XXI, 1946, 220-225.

19 Harry Grant Entwistle, Problems of Male, White Veterans of River Road Dormitories, Master's Thesis, The Ohio State University, Columbus, 1948.

elementary schools. Chun²⁰ and Cowan²¹ used the Check List as a basis for curriculum reorganization. Their studies show the implications for curriculum planning in the personal problems of students.

Harry Young²² studied the responses of 1,220 seventh and eighth graders from eight elementary schools, so selected as to represent different communities in Pittsburgh. On the basis of findings showing differences according to community, normal age versus over-age, level of intelligence and ethnic background, he was able to make recommendations for procedures in curriculum building which would enable the students to find help towards the solution of their problems within the educational program itself.

20 Dai Ho Chun, A Study of the Personal Problems of McKinley High School Students in Honolulu, Hawaii, with Implications for Curriculum Reorganization, Ph.D. dissertation, Ohio State University, Columbus, 1947.

21 Vernon D. Cowan, Identifying Pupil Needs, Concerns, and Problems as a Basis for Curriculum Revision in Stephens-Lee High School, Asheville, North Carolina, Masters Thesis, Ohio State University, Columbus, 1942.

22 Harry A. Young, The Personal-Social Problems of Youth in Relation to Curriculum Planning, Ph.D. Dissertation, University of Pittsburgh, Pittsburgh, 1945.

Another use of the Check List is illustrated in the studies made by Mooney²³ and Combs.²⁴ Their findings indicate the potential usefulness of this instrument in community surveys as a means of studying the effect of community conditions on the personal problems of youth.

The mental hygiene section of the Louisiana Educational Survey Committee studied the problems of high school students in schools from five selected communities as a sampling of the state. Augusta Jameson's study²⁵ reports the results and emphasizes the implications of the data for mental hygiene.

C. B. Smith²⁶ used the Check List to study the differences between students dropping out of high school and those who remained to complete their four year course. His study gives area results and data on leading items and shows how a knowledge of the personal problems of individual students could help school authorities to cooperate in the adjustment of pupils and enable

23 Ross L. Mooney, "Community Differences in the Problems of High School Students: A Survey of Five Communities by Means of a Problem Check List." Educational and Psychological Measurement, III, 1943, 127-142.

24 Arthur W. Combs, The Problems of High School Students in a Typical American Community: A Survey of Major Problems, Trends and Sex Differences, Master's Thesis, Ohio State University, Columbus, 1941.

25 Augusta Jameson, "The High School Student Speaks," Louisiana Educational Survey, Baton Rouge, 1942.

26 C. B. Smith, "A Study of Pupils Dropping Out of a Mid-western High School," The School Review, LII, 1944, 151-156.

them to remain in school and finish their education.

Marjorie Frieur²⁷ illustrated the role of the Check List in problems of student adjustment. Her study follows through the case treatment of an individual student, showing the initial problems which were reflected in the Check List, and how the problems shifted under the influence of activities in home economics classes, extra-curricular activities, living arrangements and individual conferences. She presents her study as an illustration of one way in which the total resources of a school may be used in an educational program related to the problems of individual students.

There has been research into the problems of nurses and of rural youth, and separate forms of the Problem Check List²⁸ have been developed for these groups.

In addition to the studies which have utilized some form of the Mooney Problem Check List, there has been widespread investigation of students' problems. However, there are many factors in these studies which make it difficult to determine just how relevant they are to our present study. Apart from the check list, the method used may be the interview, or free association statements. Information secured from the student by either of these methods

27 Marjorie Frieur, "A Guidance Point of View and Its Practical Applications," Practical Home Economics, XXII, 1944, 328-329.

28 Luella J. Morrison, Problem Check List, For Schools of Nursing, Columbus, Ohio, Bureau of Educational Research, Ohio State University, 1946.

Ralph E. Bender, Problem Check List, Form for Rural Young People, Columbus, Ohio, Bureau of Educational Research, Ohio State University, 1946.

must be interpreted by a third person. No two studies upon different student populations corroborate each other except in broad outline, because they differ in the method used in securing information, in the classifications used, and in the necessary bias of the interpreter. The type of problem reported, the frequency and assumed importance, are a reflection of all these factors. Administration officers are more likely to have seen students with financial or employment needs than would the faculty adviser. On the contrary, the deans and the faculty adviser deal more with students who have academic or study habit difficulties. Reports by mental hygienists show a much larger percentage of emotional problems. The seeming importance of a given area of need is actually a function of the sampling of students who seek a particular type of staff member, or a function of the type of need they will discuss with a particular staff member. As a consequence, the dean may be certain that finances are the major problem of the students, while the counselor will be sure that it is adjustment to college work.²⁹ For example, the Committee on Academic Education of the Group for the Advancement of Psychiatry published a brochure and bibliography³⁰ in September, 1950, in which ninety-three studies were listed, all dealing with the problems of college

²⁹ C. Gilbert Wrenn, Student Personnel Work in College, New York, 1951, 11.

³⁰ The Role of Psychiatrists in Colleges and Universities, Committee on Academic Education of the Group for the Advancement of Psychiatry, Report No. 17, Topeka, 1950.

students, and all concerned solely with emotional problems. Phrases taken from the titles of these studies: "adolescent nervous breakdown," "inferiority feelings of college students," "shattered students," "cadet problems," "adjustment and maladjustment in college students," etc., indicate the type of problems selected by a group which is primarily concerned in integrating psychiatric services in the college program.

Data from the Freshman survey reported by Anderson⁵¹ also shows the caution that is necessary in judging whether or not the various studies that have been made of students' problems are relevant. He secured the reactions of some 5,000 Liberal Arts College Freshmen at the University of Minnesota to the counseling they had wanted and the counseling they had received. If the records of the counselors had been analyzed in order to determine the students' most pressing problems, the conclusion of such a study would have pointed to the predominance of problems related to academic adjustment. Yet the testimony of the majority of the students was that "vocational choice" was their major problem, although course selection and grades were the topics most frequently discussed with their faculty advisers.

Again, although two studies may employ the same method, the persons analyzing the data may use different classification categories and arrive at

⁵¹ G. L. Anderson, "The Reactions of Minnesota College Freshmen to Their First Year of College Experience," Studies in Higher Education, Biennial Report of the Committee on Educational Research, 1938-1940, University of Minnesota, Minneapolis, 1941, 41-50.

apparently different results. Or the setting of the study may impose a unique approach to the problems of the student. Wrenn and Bell³² and Kats and Allport³³ each report on the answers given by students when questioned about their present needs or problems. The first study lists "academic and study habits" as needs that rank far above the others, while the second emphasizes "personality problems" and "choice of a vocation" as the most serious problems. In addition to significant differences in the sampling studied (8,000 Freshmen and transfer students in thirteen institutions in the first study, and 8,8000 students at Syracuse University in the second), the request in the Wrenn-Bell study was for "the most urgent problems in your first quarter in college" while the Kats-Allport study asked students to check "problems on which you desired assistance but did not receive it."

The literature shows that the studies of students' problems vary from the highly qualitative approaches of the psychoanalyst to quantitative studies by the statistician. They illustrate in general two ways of studying the individual, the first of which is the attempt to appraise the "whole" person by methods which may be functionally sound but which depend upon personal judgments that are difficult to verify. This is the approach of the investigator who defines "problem" or "need" as inclusive and broad in nature:

32 C. Gilbert Wrenn and Reginald Bell, Student Personnel Problems, New York, 1942.

33 Daniel Kats and Floyd H. Allport, Students' Attitudes, Syracuse, 1931, 89.

the "need for satisfying personal experiences," or "the need for security." The second type of appraisal attempts to measure the elements of personality objectively and in a manner that makes it possible for another investigator to check the results, and with a known degree of reliability and validity. Such studies produce problems such as "the need for more dances in the social program," or the "need for financial aid."

Whatever the method of studying the individual, the bulk of studies point significantly to a concern with the individual, a recognition of the fact that knowledge of present student interests and needs is influential in determining the nature of the curriculum, teaching methods, counseling methods, and regulations affecting student conduct. Underlying most of the studies there is a markedly realistic attitude toward the student and his problems.

CHAPTER III

MATERIALS AND METHODS

If teaching, counseling, student activities, in fact the entire educational program of a college is to be realistic, it must start from the point where the individual students are, and not from the point of development at which the college would like to find its students. "The true and finished man of character" is the goal of Catholic education, not the starting point. We have seen that in the words of Pius XI

Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social.

The students in our Catholic colleges are not living in a vacuum. In all these areas they are being forced to face issues, make decisions, plan a course of action, even in their student days. No matter how remote or sequestered the college campus, how "cloistered" the student life, college is not four years out of human life, but four years of living. What are the problems college students are facing now? The issues? The decisions with which they are confronted? What do the students say?

1.

The Instrument:

In order to discover the problems, obstacles, and personal conflicts that are the chief concern of Catholic college women, and in the light of these findings to evaluate the guidance and counseling services which are

being provided to meet the students' needs, two instruments have been selected:

1. The Mooney Problem Check List, College Form
2. A Counseling and Guidance Service Check List

The Problem Check List consists of three hundred and thirty items in eleven areas. There are thirty problems in each of the following areas:

1. HPD: Health and Physical Development
2. FLE: Finances, Living Conditions and Employment
3. SRA: Social and Recreational Activities
4. SPR: Social-Psychological Relations
5. PPR: Personal-Psychological Relations
6. CSM: Courtship, Sex, and Marriage
7. HF: Home and Family
8. MR: Morals and Religion
9. ACW: Adjustment to College Work
10. FVE: The Future: Vocational and Educational
11. CTP: Curriculum and Teaching Procedure

Preliminary Instructions: The students were informed that the Problem Check List was not a test. It was presented to them as a list of troublesome problems which often face students in college--problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. They were told that the purpose of the

Check List was not a prying concern about their personal affairs, but a desire to find out the type of problem that confronted them, the areas in which their problems lay. It was pointed out to them that the items were at once objective and impersonal and that the checking of items of concern did not in any way constitute a personal revelation. They were instructed to fill in the date of their birth, their class in college (freshman, sophomore, etc.), the name of their college, and the date. They were specifically instructed not to sign their own names, and they were told that the Problem Check Lists were not going to be inspected by anyone connected with their college.

Directions: The students were instructed to read the list slowly, to pause at each item, and if it suggested something which was troubling them, they were to underline it. They were to go over the entire list of 330 problems, underlining those items which suggested troubles, difficulties, or worries which concerned them. After completing the list they were told to look back over the items they had underlined and to circle the numbers in front of the items which were of the greatest concern to them. They were then directed to answer the summarizing questions.

The first of the summarizing questions asked them to indicate by checking "Yes" or "No", whether the items they had marked on the list gave a well-rounded picture of their problems. In the space allotted they could add any additional items or explanations, if they so desired.

The summarizing question called for a brief written summary of their

chief problems.

The next two questions asked for a "Yes" or "No" indication of whether or not they had enjoyed filling out the list, and whether or not they thought it had been worth while doing.

The fifth summarizing question asked whether or not they would like to talk over some of the problems with someone on the college staff, if the opportunity were offered, and if so, whether or not they knew the particular person or persons with whom they would like to have these talks.

The Check List was administered in February and March, 1950, in each of the co-operating colleges.

The Counseling and Guidance Service Check List:¹ This instrument was designed to secure as accurate a picture as possible of the counseling and guidance services which were available to the students in the seven Catholic colleges for women co-operating in this study. The items covered the divisions of the general field of student personnel service selected by the North Central Association as the basis of accrediting institutions² and included the eleven areas with which the items on the Problem Check List were concerned. The person in charge of the counseling and guidance program in

1 See the appendix

2 Gardner, The Evaluation of Higher Institutions, 2.

each college was asked to fill out the check list.

2.

The Cooperating Colleges: Table IV incorporates some of the factual data concerning the cooperating colleges. Five teaching orders of women are represented. Although three of the seven colleges are conducted by the Religious of the Sacred Heart, they draw their students from different areas. Barat in Lake Forest, a suburb of Chicago, and Maryville in St. Louis have student bodies which are representative, not only of these two large cities, but of the larger urban centers throughout the country. The students at Duchesne College in Omaha represent the population of that city and of smaller rural communities throughout the states of Nebraska, Iowa, and the Dakotas. Mundelein College and St. Xavier's College in Chicago are predominantly day schools. With its large enrollment, Mundelein's student body is drawn from all sections of Chicago and its suburbs. The student body at St. Xavier's is comprised for the most part of residents of Chicago's South Side and South Shore. Rosary College in the West side suburb of River Forest draws most of its student body from that area; its resident students represent all sections of the United States. The College of St. Francis in Joliet represents the various communities of Northern Illinois as well as Joliet in its student body.

TABLE III
THE COOPERATING COLLEGES - ENROLLMENT

College*	Fresh.	Soph.	Jr.	Sr.	Total	Resident Students
Barat	110	87	84	70	351	221
Duquesne	96	68	53	38	255	93
Maryville	110	92	48	44	294	140
Mundelein	303	242	175	169	889	45
Rosary	222	168	135	123	648	217
St. Francis	145	114	70	58	387	178
St. Xavier	63	81	51	44	249	75

* Hereafter, the study the colleges will be referred to by the first seven letters of the alphabet, and totals for the individual colleges will be given in per cents since two of the colleges could easily be identified by raw scores because of their large enrollments. The co-operating colleges were assured that their anonymity would be respected.

Table III summarizes the enrollments of the seven liberal arts colleges for women.

3.

The Aims of the Cooperating Colleges: In an evaluative study it is necessary to keep in mind the fundamental purposes of evaluation and the basic guiding principles appropriate for any comprehensive evaluation program.

When applied to guidance and counseling services it implies an appraisal of the degree to which these services are contributing to the general aims of the college. Tyler points out³ that the problem of evaluation may be approached from two directions. One may begin with the basic aims of the college and then endeavor to discover which of these objectives the several personnel services might be expected to help to attain. In the second place, one may begin with each specific service and ask what functions it might have in promoting the aims of the college. In either case, the major objectives of a college are basic in any evaluation of the college program. Guidance and counseling services should not only be in harmony with the educational objectives of the college, but they should serve to promote these objectives.

It seems necessary, therefore, to scrutinize the objectives proposed for student personnel services and to see how directly they can be related to the major educational objectives of the institution. Similarly, a program of evaluation should be planned so as to test the effectiveness of the personnel program in terms of these broader institutional objectives.⁴

In drawing up its "schedules" for the evaluation of student personnel services, the North Central Association took great care to emphasize that uniformity was not its goal.

3 Ralph W. Tyler, "Principles Involved in Evaluating Student Personnel services," Student Personnel Services in Colleges and Universities, ed. John Dale Russell, Proceedings of the Institute for Administrative Officers of Higher Institutions, 1940, XII, Chicago, 1941, 293.

4 Ibid., 294.

Institutional aims and objectives are expected to be highly individual. No institution is expected to be merely "another college", but each has, at least implicitly, a unique set of aims and objectives.⁵

We have already noted the general aims of all Catholic education as they have been formulated by Pius XI in his encyclical, The Christian Education of Youth. No Catholic college, therefore, will have "a unique set of aims and objectives", but neither will every Catholic college be merely "another Catholic college". Unity of purpose will impose a certain unity on all Catholic colleges, but unity is not uniformity. Colleges may choose, according to varying circumstances, different means toward the fulfillment of their common aim. We may expect the considered statement of the aims and objectives of each college to reflect this unity in variety.

The general aims of these seven colleges are in complete harmony with the goals of Christian education as the papal encyclical delineated them. There is variety in the expression of their common aim, evidence of individuality of spirit in the different institutions, but none of them deserve the criticism leveled at some of the statements of objectives of Catholic women's colleges:

I have read some, thoroughly inspiring, but they sound like a set of ejaculations...Others sound like a call to the Trappists. Beautiful in devotion, and in philosophy.⁶

5 Gardner, Evaluation of Higher Institutions, 27.

6 James J. Madigan, "A Critical Sampling of Statements of Objectives of Catholic Women's Colleges," Workshop for Administrators, 6 4.

Explicitly or implicitly, each of these colleges recognizes its responsibility to the students in each of the eleven areas with which our study will deal. Where there is no formal statement of aim or objective in one or other of the areas, there is in most cases some statement which includes this area of student development or preparation.

4
THE COUNSELING AND GUIDANCE SERVICES OFFERED
BY EACH OF THE SEVEN COLLEGES

Table XXXIV summarizes the data on counseling and guidance services provided by the colleges in response to the Counseling and Guidance Service Check List. As can be seen, there is close agreement among the colleges in faculty-student ratio. At College B the ratio is one faculty member for every 6.6 students; at College F there is one faculty member for every 11.8 students. A total average of 8.5 and a range of 5.2 is evidence that in these colleges the faculties have grown with the student bodies, and that increased enrollments have not been allowed to destroy the individual nature of the instruction. On the basis of these ratios there is every reason for the relationship between teachers and students to be highly personalized; no student should be just a name or a grade.

The counselor-student ratio shows more variation. At College B the ratio of 1/16.7 is the highest of the seven colleges. College C with a ratio of 1/64.6 is the lowest. The range is 47.9, and the average is 41.9. Four of the colleges were not specific about the amount of time the student counselors devoted to this work. This factor might serve to equalize the inequalities in the counselor-student ratios. Thus, at College B, where there is one counselor for every 16.7 students, the counselors see the students three times every semester, while at College E, where there is one counselor for every 58.5

TABLE IV

A SUMMARY OF THE DATA ON COUNSELING PRACTICES IN THE SEVEN COLLEGES

	A	B	C	D	E	F	G
Fac.-Stud. ratio	1/10.2	1/6.6	1/7.9	1/7.2	1/7.8	1/11.8	1/7.9
Couns.-Stud. ratio	1.42.5	1/16.7	1/64.6	1/42	1/58.5	1/25.4	1/43.5
Stud. assigned	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Frequency of interviews	every month	3 times semester	every quarter	every quarter	every 2 weeks	every quarter	every month
No. Hrs. per day Counselors devote	1-1½	varies	varies	varies	3	varies	1-2
Basis of assign.	class couns.	vocat. int.	none	class couns.	class couns.	religion teacher major prof.	
Couns. have formal training	All	1	2	All	4	All	All

students, the counselors see the students every two weeks. College E specified that its student counselors devote three hours every day to their counseling duties; College B replied that the amount of time "varies." At College C, which has the lowest ratio, one counselor for every 64.6 students, the counselors see the students only every quarter.

Three of the colleges, A, D, and E, have class counselors and assign the students to their counselors on this basis. College B assigns the students to their counselors on the basis of the students' vocational interests. College F uses much the same plan, assigning the students to their major professor. College G selects one of her instructors for each student, where that is possible. College C indicated that there was no particular basis for the selection of student counselors for the various students.

At none of the colleges do the students choose their own counselor, but College G indicated that the students might change later, and College E reports that students, although assigned to a particular counselor, may see any of the counselors. At College E, where the counselors devote three hours daily to the students, the counselors leave a certain amount of time free each day during which students are free to come without appointments. College A reported the same practice on certain days in the week.

Only Colleges E and A reported having counselors with either a Masters' or a Doctors' degree in Psychology. All indicated that their student counselors had had some formal training in counseling.

CHAPTER IV

PRESENTATION OF DATA

Women who are educated in our Catholic colleges are, for the most part, well-informed. They receive not only general information, but also more detailed knowledge of the rights, privileges, and responsibilities of life. But in the singular contingencies, in the particular, and personal events of their own lives, they are often failing to carry out what they know. The path to the achievement of a full and integrated life is blocked by obstacles which must be overcome, avoided, or circumvented. It is the purpose of this study to discover the problems, obstacles, and personal conflicts that are the chief concern of Catholic college women, and in the light of these findings to evaluate the guidance and counseling services which are being provided to meet the students' needs.

It appears that the knowledge of students' problems, a knowledge of the areas of their greatest concern, should be of real value to Catholic educators responsible for the education of women. This study is especially directed to them in the belief that they are concerned with and will be interested in the present difficulties being faced by their students in their academic and personal lives, and thus be able more effectively to help them to prepare adequately to meet these difficulties during their college life

and to face the larger responsibilities which Catholic women must inevitably carry and for which our educational programs must make deliberate provision.

While the eleven problem areas covered by the Mooney Problem Check List, and the three hundred and thirty actual difficulties which are listed indicate the problems of the 1,897 college women who cooperated in this study, they present a "short hand" sketch of their concerns. The data provide suggestions and signs of elements to be taken into account in forming hypotheses as to the lines of action which might benefit the students. Items checked in identical ways in two cases may even have different meanings because the problems in the life patterns of the two students will have different psychological and environmental settings. The significance of items and numbers lies equally in their functional relation to the basic personalities of the individual girls and in their interrelation in the individual life, yet they give a helpful index of the type and direction of concerns in this group of students.

In this regard, it might be helpful, before beginning an exposition of the data provided by the Check List, to summarize the responses to one of the summarizing questions asked at the end of the Check List. The question was: "Do you feel that the items you have marked on the list give a well-rounded picture of your problems?" Table V summarizes the students' responses to this question.

TABLE V

PER CENT OF STUDENTS THAT FEEL THAT THE ITEMS CHECKED
GIVE A WELL-ROUNDED PICTURE OF THEIR PROBLEMS

Colleges	Seniors N = 310 %	Juniors N = 361 %	Sophomores N = 539 %	Freshmen N = 696 %
All colleges	79.1	83.9	83.1	85.6
College A	74.0	87.1	76.4	83.1
College B	69.0	80.0	86.5	96.0
College C	77.8	82.1	82.1	87.1
College D	90.5	82.9	82.9	97.6
College E	86.7	91.9	94.0	93.6
College F	79.0	83.1	78.6	82.9
College G	81.8	85.7	85.0	72.0

From Table V it may be concluded that in the opinion of the students the items they had underlined and circled on the Check List gave a valid picture of their problems. This was further borne out in the written summaries they provided in which they gave a resume of their problems in their own words. Some of the ambiguity which the very nature of the Check List approach to the study of students' problems imposes on the meaningfulness of the items singled out as matters of concern was dispelled by these

essay-type summaries. It will be noted that, in general, a high per cent of the students acknowledge that the items gave a well-rounded picture of their problems. This was truest of the Freshmen whose average of 85.6 per cent would have been at least seven points higher were it not for the Freshmen at College G. Here, the per cent was ten points lower than that for the Freshmen in any of the other colleges. The Seniors' rank on the degree to which the Check List items mirrored their problems was the lowest of the four classes, 79.1, but high enough to enable us to approach an analysis of the data with confidence that it will be significant for our purpose.

In this chapter the data from the Problem Check List will be presented, as far as possible, in tabular form. Significant variations, consistencies, correlations, etc. will be noted in passing, but consideration of the significance of the data for counseling and guidance, and an interpretation of the data will be reserved for later chapters in which each problem area will be considered separately.

AREA RANKS AND PER CENTS

As has been explained, the three hundred and thirty items that comprise the Check List are divided into eleven areas. Table VI summarizes the distribution of problems underlined and circled, the ranks according to areas, the per cent of the total number of problems underlined in each area, and the per cent of underlined problems that were circled in each area.

TABLE VI

PROBLEM AREA RANKS, PER CENTS, AND TOTALS FOR 1,897 STUDENTS
IN SEVEN CATHOLIC LIBERAL ARTS COLLEGES FOR WOMEN

AREA	UNDERLINE			CIRCLED		
	Rank	N*	%	Rank	N**	%
Adjustment to College Work	1	7645	14.77	1	2196	4.24
Personal-Psychological Rel.	2	7168	13.85	2	2094	4.05
Social, Recreational Activ.	3	5262	10.17	4	1328	2.57
Future, Vocational, Educ.	4	5195	10.04	3	1487	2.87
Curriculum, Teaching Pract.	5	4912	9.49	8	1161	2.24
Health Physical Development	6	4806	9.29	9	1119	2.16
Social-Personal Relations	7	4575	8.84	7	1225	2.37
Courtship, Sex, Marriage	8	3698	7.15	5	1245	2.41
Finances, Living Cond., Empl.	9	3256	5.27	10	901	1.74
Home and Family	10	3124	6.04	6	1245	2.41
Morals and Religion	11	2109	4.08	11	675	1.30

* Total N 51,750

** Total N 14,618

p .78

In all, the 1,897 students underlined a total of 51,750 items as problems or matters of concern. Of this number 14,618 items, or 27.2 per cent, were circled as an indication that these items represented subjects of

graver or more serious concern.¹

Adjustment to College Work ranked first both for underlined items and circled items, and Personal-Psychological Relations ranked second in both classifications. Social-Personal Relations had the same rank, seventh, both for items underlined and circled. In one other area the ranks were the same: Morals and Religion ranked last in each category. The order of Social, Recreational Activities and Future, Vocational, Educational was just reversed in the ranking of underlined and circled areas. They ranked third and fourth, in that order, in the totals for underlined items, but the ranks were reversed in the totals for items circled. Four of the area rank shifts were in the direction of less serious problems. In the list of ranks as circled, Social, Recreational Activities went from a rank of third as underlined to a rank of fourth as circled. Curriculum, Teaching Practices and Health, Physical Development dropped three ranks in the circled listings. Problems in the area of Courtship, Sex, Marriage rose from a rank of eighth in underlined totals to a rank of 5 in the order of more serious problems. The greatest difference in the two orders of ranked areas was that of Home and Family problems. These ranked tenth as underlined, but jumped to a rank of sixth for seriousness. The close relationship of the ranks of problem areas as underlined and circled is borne out by the co-efficient of correlation (Spearman Rank Order) of .78 between the two.

¹ Throughout the study the distinction between the less serious and the more serious problems will be indicated in the manner in which the students indicated the distinction. "Underlined" signifies items which represent problems; "Circled" signifies more serious problems.

Tables VII, VIII, and IX summarize the problem area ranks and per cents for the seven co-operating colleges.

TABLE VII

AREA RANKS OF UNDERLINED AND CIRCLED PROBLEMS

FOR EACH OF THE COOPERATING COLLEGES

Colleges:	A		B		C		D		E		F		G	
Areas:			Ranks of Underlined and Circled Problems											
	U	C	U	C	U	C	U	C	U	C	U	C	U	C
Health & Physical Development	10	7	3	4.5	5	9	3	7	3	9	6	7	5	7.5
Finances, Living Cond., Employment	8	11	8	10	8	8	10	11	11	11	11	10	10	1.5
Social & Recreational Activities	4	8	2	4.5	4	6	5	6	7	6.5	5	5	1	3
Social-Psychological Relations	5	4	7	6	3	2	4	4	4	1.5	7	9	3.5	10
Personal-Psychological Relations	2	2	4	1	1	1	1	1	2	3	2	2	2	6
Courtship, Sex, Marriage	6	5	9	8	9	7	7	3	6	5	8	6	8	4
Home & Family	9	3	10	7	7	4	9	8	9	1.5	9	8	9	9
Morals & Religion	11	9	11	11	11	10	11	10	10	10	10	11	11	11
Adjustment to College Work	1	1	1	2	2	5	2	2	1	6.5	1	1	3.5	15
Future: Vocational & Educational	3	6	6	3	6	3	6	5	5	4	4	3	6	5
Curriculum & Teaching Procedures	7	10	5	9	10	11	8	9	8	8	3	4	7	7.5

In Table VII the different environmental and psychological settings for the students from the individual colleges manifest the influence they exert in determining the seriousness of the various problem areas.

Adjustment to College Work, which ranked first both in problems underlined and circled for the combined populations of the seven colleges, also ranks first for most of the individual colleges. However, there are some variations. In College E, problems in the area of Adjustment to College Work rank first for underlined totals, but fall to a rank of 6.5 among circled problems. In College C, problems in this area rank second for underlined totals and fifth for seriousness. Only in College G is the order reversed. Academic work adjustment problems rank 3.5 for underlined problems, but climb up to a rank of 1.5 for seriousness.

Personal-Psychological Problems, which ranked second both for underlined and for circled totals for the combined student population, show less variation in the rankings of the individual colleges than did Adjustment to College Work problems. Again, College G shows the greatest deviation from the average pattern. Personal-Psychological Problems rank second for underlined totals, but drop to sixth place in the ranking of problems according to seriousness. In College C, problems in this area rank first in both categories, and in College B they rank fourth in underlined totals, but first in the order of problems circled.

The greatest range in the order of ranks for problem areas was found in the order of Finances, Living Conditions, Employment. Problems here

ranged from a rank of 1.5 to a rank of 11. The range would have been very small, only 8-11, except for College G. Problems in this area mounted from a rank of tenth among underlined problems to a rank of 1.5 for seriousness, sharing first place with Adjustment to College Work problems.

The smallest range occurs in the area of problems concerned with Morals and Religion. Here the range is from 9-11. Home and Family problems would rank consistently low except for College E where they rank ninth in underlined totals, but 1.5 (tied with Social-Personal Relations) for seriousness. In College A, Home and Family problems rank third in seriousness, and in College C they rank fourth.

Problems in the area of vocation and concern about the future have a mean rank of 5.1 for underlined totals and 4.1 for seriousness. The range in this area is not great, 3-6.

There is great variation in the rank of problems in the area of Social and Recreational Activities in the seven colleges. The range in this area is from 1-8. In College G these problems rank first for underlined totals and third in seriousness. In College B problems in the area rank second in seriousness. The mean rank is 4 in underlined totals and 6.5 for circled totals.

Individual differences in problem areas in the seven colleges will be discussed in detail later in this study. Our concern with the problem area rankings in the various colleges here is rather in the relationship of the total underlined and circled ranks for the combined population of the seven colleges.

Table VIII shows the per cent of the total number of 51,750 problems underlined in each of the eleven areas by the students of each of the seven colleges. Table IX gives the same data for the circled problems.

TABLE VIII

PER CENT OF TOTAL NUMBER OF UNDERLINED PROBLEMS
IN EACH AREA UNDERLINED BY STUDENTS IN EACH COLLEGE

Area	Total N	COLLEGES						
		A	B	C	D	E	F	G
HPD	4,806	5.3	11.7	10.3	13.0	10.8	8.4	11.8
FLE	3,256	6.2	8.1	6.2	4.6	5.0	6.8	4.4
SRA	5,262	10.7	12.2	10.8	8.9	8.7	9.7	3.0
SPR	4,575	10.4	8.3	11.1	9.7	10.3	7.6	12.3
PPR	7,168	15.4	11.5	14.4	16.4	13.1	14.0	12.4
CSM	3,698	8.7	6.6	6.2	8.0	8.9	6.7	7.9
HF	3,124	5.8	6.0	8.1	5.9	6.7	5.8	5.2
MR	2,109	4.8	3.6	3.8	3.3	5.5	4.1	3.5
ACW	7,645	15.7	14.3	14.0	14.2	13.2	14.9	12.3
FVE	5,195	10.8	8.6	9.1	8.1	9.7	10.9	9.0
CTP	4,912	7.1	9.2	6.1	7.8	8.2	11.2	8.2

TABLE IX
PER CENT OF TOTAL NUMBER OF CIRCLED PROBLEMS
IN EACH AREA CIRCLED BY STUDENTS IN EACH COLLEGE

Area	Total N	COLLEGES						
		A	B	C	D	E	F	G
HPD	1,119	2.3	3.0	1.3	1.8	1.5	2.5	1.1
FLE	910	1.2	1.4	2.0	.3	.6	2.1	2.4
SRA	1,328	2.2	3.0	2.2	1.8	2.0	2.8	2.3
SPR	1,225	3.4	2.5	3.4	2.0	2.5	2.2	1.2
PPR	2,094	4.7	6.1	3.9	2.9	2.3	4.4	2.4
CSM	1,245	3.2	2.2	2.2	2.3	2.1	2.5	2.0
HF	1,245	3.4	2.4	3.0	1.7	2.5	2.4	1.5
MR	675	1.9	1.1	1.2	1.0	1.3	1.4	.8
ACW	2,196	8.0	3.6	4.6	2.5	2.0	4.7	2.4
FVE	1,487	3.0	3.0	3.2	2.0	2.2	3.2	2.0
CTP	1,161	1.6	1.6	1.1	1.1	1.8	3.1	1.1

A further differentiation of the data is afforded by ranking the problem areas according to the underlined totals for the four academic classes. Table I shows the area ranks of underlined problem totals for the entire student population. The total of 51,750 problems underlined is subdivided and ranked according to totals for Freshman, Sophomores, Juniors, and Seniors.

TABLE X
 PROBLEM AREA RANKS OF UNDERLINED PROBLEMS
 FOR FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS

N	51,750	17,986	15,155	10,609	7,926
Area	Total Ranks	Fresh.	Soph.	Junior	Senior
ACW	1	1	1	2	2
PPR	2	2	2	1	1
SRA	3	3	7	3	3
FVE	4	5	3	6	4
CTP	5	7	4	4	5
HPD	6	4	6	5	6
SPR	7	6	5	7	7
CSM	8	8	8	9	8
FLE	9	9	9	8	9
HF	10	10	10	10	10
MR	11	11	11	11	11

Table XI presents the same division of the data for the circled totals. Here, the 14,618 circled items are ranked according to the totals for the four classes.

TABLE XI
 PROBLEM AREA RANKS OF CIRCLED PROBLEMS
 FOR FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS

N	14,618	5,075	4,294	3,270	2,233
Area	Cir. Ranks	Fresh.	Soph.	Junior	Senior
ACW	1	1	1	2	3
PPR	2	2	2	1	1
FVE	3	3	4	3	5
SRA	4	5	5	5	7
CSM	5	7	7	7	4
HF	6	4	3	4	2
SPR	7	6	8	9	6
CTP	8	8	6	6	9
HPD	9	9	9	8	8
FLE	10	10	10	10	10
MR	11	11	11	11	11

Correlations between the class ranks of underlined and circled problems as given in Table XII and XIII and the all-college ranks for underlined and circled problems are given in Table XIV.

TABLE XII
CORRELATIONS BETWEEN THE ALL-COLLEGE AND CLASS
RANKS OF UNDERLINED AND CIRCLED PROBLEM AREAS

	Fresh.	Soph.	Junior	Senior
All-college	.95	.90	.95	.99
Ranks	.97	.86	.86	.87

The correlation between underlined problems for the total college population and the individual classes is extremely high;² between the Seniors' .99 and the Sophomores' .90 come the Freshmen and the Juniors with the same coefficient of correlation, .95. In the category of circled problems there is more variation. The correlation coefficient for the Freshmen, .97, indicates the highest degree of relationship between the general circled totals for this class and the entire population. Coefficients for the other three classes, .86 for the Sophomores and Juniors, and .87 for the Seniors are high, although lower than the correlations between the class underlined problem ranks and the all-college totals.

2 In this instance and subsequently wherever coefficients of correlation are cited SE_p is .32. This is in accord with the theory that it is not on the size of the correlation, but on the size of the number of measures upon which it is based, that SE_p depends. In the second edition of his Introduction to Methods in Experimental Psychology, (1938), Miles A Tinker gives in Table XV, p. 230, the standard errors of correlation coefficients when the true correlation is zero. SE_p for eleven measures is .32. All correlations in this study are based on eleven measures (eleven problem areas).

Table XIII shows the correlations between the classes for underlined and circled problems.

TABLE XIII
CORRELATIONS BETWEEN UNDERLINED AND CIRCLED PROBLEM AREA RANKS
FOR THE FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS

	Soph.	Juniors	Seniors
Fresh.	.85	.93	.95
	.95	.93	.87
Soph.		.85	.89
		.96	.84
Juniors			.97
			.84

Table XII shows that there is greater variation in the relationship of problem area ranks of underlined and circled problems between the various classes than between the classes and the total population of the seven colleges. It will be seen that again the closest relationship exists between the Juniors and the Freshmen. The coefficient of correlation is the same, .93, between the ranks of underlined and circled problems for these two classes. The greatest variation is between the Juniors and the Seniors. For underlined problems these two classes have the highest correlation, .97. However, for circled problems the coefficient drops to .84. Table XI (p. 68) shows that in three areas there is a difference of three ranks between the

circled problem areas in these two classes. Problems in the area of Courtship, Sex, Marriage rank fourth in seriousness for the Seniors and seventh for the Juniors. Social-Personal Relationship area problems rank sixth for the Seniors and ninth for the Juniors. On the other hand, the Juniors rank problems in the area of Curriculum, Teaching Procedure sixth, while for the Seniors these problems rank ninth. The Sophomores and the Juniors have a correlation coefficient of .96 between circled problem area totals, but the coefficient drops to .85 for underlined items. Table XI (p. 68) shows that the greatest discrepancy is in the area of Social and Recreational Activities. Problems in this area rank third for the Juniors and seventh for the Sophomores. Correlations both for underlined and circled items are lowest between the Sophomores and Seniors. For circled totals the coefficient is .84. Among serious problems, Adjustment to College Work ranks first for the Sophomores and third for the Seniors. There is a difference of three ranks in the area of Courtship, Sex, Marriage. Problems here rank fourth for the Seniors and seventh for the Sophomores. The coefficient of correlation for total problems between the Sophomores and the Seniors is .89. Again, as with the Sophomores and the Juniors, so too with the Seniors, the difference in the ranking of problems in the area of Social and Recreational activities accounts for the lower correlation. The Sophomores rank these problems seventh; the Freshmen, Juniors, and Seniors all rank them third.

In connection with the relationship of the various problem areas among the four college classes, an interesting side-light on Freshman problems

derives from the correlation of Freshman ranks for the eleven problem areas with the ranks of second semester high school Juniors for the same problem areas.³ Table XIV presents these data. The ranks for underlined and circled problems are given for high school Juniors and college Freshmen, together with all-college ranks for these same problems.

³ The data on the problems of high school Juniors is taken from A Survey of the Problems of Girls in Catholic High Schools, by Mother Rosemary Moody, Unpublished Master's Thesis, Loyola University, 1952.

TABLE XIV

RANKS AND CORRELATIONS BETWEEN UNDERLINED AND CIRCLED
PROBLEMS OF HIGH SCHOOL JUNIORS, COLLEGE FRESHMEN, AND
THE TOTAL COLLEGE POPULATION

UNDERLINED				CIRCLED			
Area	H.S.	Fresh.	All-col.	Area	H.S.	Fresh.	All-col.
PPR	1	2	2	PPR	1	2	2
ASW	2	1	1	CSM	2	7	5
FVE	3	3	4	ASW	3	1	1
SPR	4	5	7	SPR	4	6	7
CSM	5	7	8	HPD	5	9	9
SRA	6	6	3	FVE	6	3	3
HPD	7	9	6	HF	7	4	6
CTP	8	8	5	FLE	8	10	10
FLE	9	10	9	SRA	9	5	5
HF	10	4	10	CTP	10	8	8
MR	11	11	11	MR	11	11	11
Rho		.78	.82	Rho		.58	.63

It will be seen that the correlation coefficient between high school Juniors and the all-college totals for underlined problems is .82.

Table XII (p. 69) showed that the lowest correlation between any one of the four college classes and the all-college population was the .90 correlation between the Sophomores and the total college ranking of underlined problems. For the circled items, the high school Juniors correlation with the all-college circled totals was .86. Going back to Table XIV (p. 73), we find that the correlation coefficient of .78 between high school Juniors and college Freshmen for underlined problems is seven points lower than the .85 correlation between the Freshmen and Sophomores for underlined problems, and the correlation between high school Juniors and college Freshmen for circled problems is .58. The lowest correlation between any of the four college classes for circled items was the .84 correlation between the Sophomores and the Seniors.

The greatest discrepancies between high school Juniors and college Freshmen in underlined problems lies in the area of Home and Family problems. For the Freshmen these rank fourth, while the high school Juniors rank them tenth. In the ranking of circled problems the variations between the high school students and the college Freshmen are consistently different rather than great. No problem areas are ranked the same in the category of serious problems by the high school Juniors and the college Freshmen. Problems in the area of Courtship, Sex, Marriage are ranked second by the high school Juniors and seventh by the Freshmen. Problems in the area of Health and Physical Development rank fifth in the order of concern for the high school Juniors, whereas the college Freshmen rank them ninth. Problems dealing

with Social and Recreational Activities rank in fifth place for the college Freshmen, while for the high school Juniors they rank ninth.

Table XV shows the correlations between underlined and circled problems for each of the seven cooperating colleges.

TABLE XV
CORRELATIONS BETWEEN UNDERLINED AND CIRCLED PROBLEMS FOR
EACH OF THE SEVEN COOPERATING COLLEGES

COLLEGES	B	C	D	E	F	G
A	.63	.72	.66	.66	.76	.73
	.70	.75	.82	.75	.50	.13
B		.69	.76	.69	.76	.83
		.70	.80	.49	.78	.31
C			.87	.80	.60	.86
			.70	.84	.36	.07
D				.96	.77	.87
				.63	.69	.25
E					.76	.75
					.06	.32
F						.74
						.48

We see in Table XV a departure from the high positive correlations that expressed a close relationship between the problem areas in the four classes. There is great variation in the ranking of the various problem areas in the different colleges. The greatest difference is between College E and College G. The coefficient of correlation between circled problems in these two colleges is $-.32$. Table VII (p. 62) shows that for College G, serious problems in the area of Finances, Living Conditions, Employment ranked 1.5, while at College E these problems ranked in the last place, eleventh. On the other hand, students at College E ranked problems in the areas of Social, Recreational Activities, and Home and Family, equally serious, a rank of 1.5, while at College G the students ranked Social, Recreational Activities' problems tenth, and Home and Family problems ninth. Not only are the correlation coefficients between these two colleges lower than between any other two colleges, but in general the same is true in the category of circled problems for College G when paired with any of the other colleges. The same, although in a lesser degree, tends to be true of College E.

The second lowest correlation is between circled problems at Colleges E and F, $.06$. College E ranked Social-Personal Relations 1.5, whereas College F ranked these problems ninth. Another difference was between the ranking of Home and Family problems. At College E these problems ranked 1.5, while the students at College G ranked them eighth. Problems in the area of Curriculum, Teaching Procedure ranked fourth in seriousness at

College F, while College E ranked these problems eighth.

The highest single correlation was between Colleges D and E, a coefficient of .96 for underlined problems. These two colleges agreed in the two areas in which there was such marked diversity in the other colleges. Financial problems tenth at College D and eleventh at College E. In another area where there was generally a great difference, Home and Family problems, both colleges agreed, ranking them ninth.

These coefficients of correlation, ranging from .87 to -.32 illustrate how local factors, environmental and situational, as well as personal and psychological factors tend to operate in one form in one college and in another form in other colleges, thus producing in each college a distinctive pattern of student problems.

Even within the individual colleges there is a varying degree of relationship between the problems underlined and those circled. Table XVI gives the correlation coefficients between the marked and circled problems for each college.

TABLE XVI
CORRELATIONS BETWEEN UNDERLINED AND CIRCLED PROBLEM AREAS
FOR THE SEVEN COLLEGES

College:	A	B	C	D	E	F	G
Rho:	.59	.73	.75	.83	.40	.94	.26

College G again shows the greatest discrepancy. Students at this college ranked Financial problems tenth, but 1.5 for seriousness. The order was reversed for Social-Personal problems. These ranked 3.5 in the order of underlined problems, but dropped to a rank of tenth in the order of serious problems. The same variation is true at College E which has the next lowest coefficient of correlation between underlined and serious problems, .40. The two most significant differences in rank here are in the areas of Home and Family problems and Health and Physical Development. The former ranks ninth in the order of underlined problem areas and 1.5 for seriousness, while the latter ranks third among underlined problem areas and ninth for seriousness.

One of the most significant facts revealed by the study is illustrated in Table XVII. In the Counseling and Guidance Service Check List sent to the administration of each of the cooperating colleges, the eleven problem areas featured in the students' Problem Check List were listed. The person in charge of the counseling and guidance program in each college was asked to rank the problem areas in the order of seriousness for the students of her

college. Table XVII shows the Deans'⁴ ranks, and the students' ranks for underlined and circled problems in each college, together with the correlation coefficient for each.

⁴ In nearly every case the Academic Dean, or the Dean of Students or of Personnel was the administrative official in charge of the counseling and guidance program.

TABLE XVII

A COMPARISON OF THE ACTUAL RANK ORDER OF UNDERLINED AND CIRCLED PROBLEMS
WITH THE DEANS' PREDICTED RANK ORDER, AND THE CORRELATIONS BETWEEN THE TWO

COLLEGES	A			B			C			D			E			F			G		
AREAS	Dean's Rank	Students' Under.	Students' Cir.	Dean's Rank	Students' Under.	Students' Cir.	Dean's Rank	Students' Under.	Students' Cir.	Dean's Rank	Students' Under.	Students' Cir.	Dean's Rank	Students' Under.	Students' Cir.	Dean's Rank	Students' Under.	Students' Cir.	Dean's Rank	Students' Under.	Students' Cir.
Health & Physical Development	11	10	7	10	3	4.5	10	5	9	11	3	7	9	3	9	10	6	7	9	5	7.5
Finances, Living Cond., Employment	2	8	11	1	8	10	2	8	8	3	10	11	8	11	11	1	11	10	2	10	1.5
Social & Recreational Activities	10	4	8	6	2	4.5	7	4	6	2	5	6	3	7	6.5	9	5	5	7	1	3
Social-Psychological Relations	1	5	4	7	7	6	5	3	2	5	4	4	2	4	1.5	5	7	9	3	3.5	10
Personal-Psychological Relations	5	2	2	4	4	1	6	1	1	6	1	1	1	2	3	4	2	2	10	2	6
Courtship, Sex, Marriage	8	6	5	8	9	8	9	9	7	7	7	3	7	6	5	8	8	6	8	8	4
Home & Family	7	9	3	2	10	7	3	7	4	10	9	8	6	9	1.5	3	9	8	1	9	9
Morals & Religion	6	11	9	11	11	11	11	11	10	8	11	10	11	10	10	11	10	11	11	11	11
Adjustment to College Work	3	1	1	5	5	2	4	2	5	1	2	2	5	1	6.5	2	1	1	4	3.5	1.5
Future: Vocational & Educational	4	3	6	3	3	3	1	6	3	4	6	5	4	5	4	6	4	3	5	6	5
Curriculum & Teaching Procedures	9	7	10	9	9	9	8	10	11	9	8	9	10	8	8	7	3	4	6	7	7.5
Rho	.36 .25			.04 .28			.33 .45			.16 .40			.56 .73			.10 .11			-.12 .11		

From these correlations we may conclude that in every college, except perhaps College E where the coefficient of correlation was .73, there is a wide divergence between what the students are really concerned about, and what the counselors think they are concerned about. The students' picture of their problems agrees badly with the faculty picture of the students' problems. To single out only the most startling discrepancies, at College A what the Dean ranked first, the students ranked fourth, and what the Dean ranked second, the students ranked eleventh. In College B, the Dean judged that financial problems ranked first, whereas the students ranked them tenth; the Dean thought that Home and Family problems ranked second, but the students ranked them seventh. In College C, the Dean ranked Personal-Psychological problems sixth, whereas the students ranked them first in the order of serious problems. The Dean at College D ranked Adjustment to College Work first, and the students ranked it second, but she ranked Financial Problems third, whereas the students ranked them eleventh. It may be said that in general (Colleges E and G were the exceptions) that the administration tended to rank financial problems either first or second, whereas the students in five of the colleges ranked these problems either tenth or eleventh; the students at College C ranked them eighth. The Deans of Colleges E and G approximated the students' evaluation of these problems, the Dean at College E ranked financial problems eighth against the students' rank of eleventh, and at College G, where the problems in the area of Finances and Living Conditions ranked 1.5, the Dean ranked them second.

Table XVIII lists the items underlined by more than 20 percent of the total number of students, the rank of the items, and the percent of students who underlined each item.

TABLE XVIII

ITEMS UNDERLINED BY MORE THAN 20% OF THE TOTAL NUMBER OF STUDENTS:
TOTALS, RANKS, AND PERCENTS

Area	No.	Item	Total	Rank	%
HPD	5	Not enough sleep	673	1	35.5
ACW	261	Worrying about examinations	656	2	34.6
PPR	133	Daydreaming	625	3	32.9
SRA	290	Too little chance to read what I like	602	4	31.7
ACW	263	Unable to concentrate well	527	5	27.8
GTP	52	Dull classes	520	6	27.4
PPR	76	Moodiness, having the "blues"	508	7.5	26.8
ACW	144	Don't know how to study effectively	508	7.5	26.8
CSM	140	Wondering if I'll find a suitable mate	490	9	25.8
SPR	236	Wanting a more pleasing personality	486	10	25.6
FVE	158	Not knowing what I really want	478	11	25.2
HPD	1	Tiring very easily	474	12	25.0
PPR	22	Taking things too seriously	473	13	24.9
ACW	210	Unable to express myself in words	470	14	24.8
PPR	132	Worrying about unimportant things	468	15	24.7

TABLE XVIII (CONTD)

ITEMS UNDERLINED BY MORE THAN 20% OF THE TOTAL NUMBER OF STUDENTS:

TOTALS, RANKS, AND PERCENTS

Area	No.	Item	Total	Rank	%
FVE	156	Wondering if I'll be successful in life	460	16	24.2
SRA	11	Not enough time for recreation	440	17	23.2
PPR	241	Afraid of making mistakes	438	18	23.1
ACW	317	Vocabulary too limited	414	19	21.8
HPD	57	Not enough outdoor air and sunshine	412	20	21.7
ACW	153	Not enough time for study	411	21.5	21.6
GTP	106	Hard to study in living quarters	411	21.5	21.6
CSM	26	Too few dates	409	22	21.5
CSM	85	Wondering if I'll ever get married	397	23.5	20.9
PPR	242	Can't make up my mind about things	397	23.5	20.9
PPR	186	Losing my temper	396	25	20.8
FVE	46	Restless at delay in starting life work	393	26	20.7
FVE	47	Doubting wisdom of my vocational choice	390	27	20.6
PPR	243	Lacking self-confidence	384	28	20.2
PPR	23	Nervousness	383	29	20.1

Table XIX recapitulates some of the data from Table XVIII. Here, we see that seven of the eleven areas are represented in the items underlined

by more than twenty per cent of the students. Nine of the thirty problems included in the top twenty per cent were from the area of Personal-Psychological Relations. Second came the area of Adjustment to College Work with six items included in the thirty marked by more than twenty per cent of the students. Only one item from the area of Social-Personal Relations placed in the first thirty items. "Wanting a more pleasing personality," from this area ranked tenth.

TABLE XIX

THE AREAS, THE NUMBER OF PROBLEMS FROM EACH, AND THE TOTALS
FOR THE ITEMS UNDERLINED BY MORE THAN 20% OF THE STUDENTS

Area	No. of items	Total
PPR	9	3,694
ACW	6	986
FVE	4	1,721
HPD	3	1,559
CSM	3	1,296
SRA	2	1,042
CTP	2	931
SPR	1	486
	<u>30</u>	<u>11,715</u>

Table XX lists the twenty most frequently circled problems, the rank of each, the total number of times each was circled, and the per cent of students for whom each represents a serious problem.

TABLE XX
TWENTY MOST FREQUENTLY CIRCLED PROBLEMS, THEIR RANK, TOTALS,
AND PER CENT OF STUDENTS CIRCLING EACH

Area	No.	Item	Total	Rank	%
HPD	5	Not enough sleep	203	1	10.7
HP	35	Parents sacrificing too much for me	197	2	10.4
ACW	261	Worrying about examinations	194	3	10.2
FVE	158	Not knowing what I really want	182	4	9.6
PPR	23	Nervousness	165	5	8.7
PPR	22	Taking things too seriously	162	6	8.5
ACW	144	Don't know how to study effectively	161	7	8.4
PPR	76	Moodiness, having the blues	155	8	8.2
PPR	243	Lacking self-confidence	153	9	8.1
CSM	26	Too few dates	151	10	8.0
HPD	1	Tiring very easily	147	11	7.7
ACW	263	Unable to concentrate well	142	12	7.5
FLE	119	Family worried about finances	138	13	7.3
ACW	210	Unable to express myself in words	136	14	7.1
CSM	85	Wondering if I'll ever get married	133	15.5	7.0
FVE	46	Restless at delay in starting life work	133	15.5	7.0
CSM	193	Deciding whether I'm in love	131	17	6.9
SPR	75	Feeling inferior	130	18	6.8
SPR	236	Wanting a more pleasing personality	129	19	6.7
ACW	153	Not enough time for study	127	20	6.6

Table XXI recapitulates some of the data from Table XX. We see that as in the case of the thirty problems underlined by more than twenty per cent of the students, so in the twenty most frequently circled items, eight areas are represented. However, Home and Family problems, and problems in the area of Finances, Living Conditions and Employment, find a place among the eight areas which contain the twenty most critical problems. Neither of these areas was represented among the problems underlined by more than twenty per cent of the students. The two areas which they replace are Future, Vocational and Educational, and Social-Recreational Activities, which placed no problems among the twenty of most serious concern to the students.

TABLE XXI
 PROBLEM AREAS, NUMBER OF ITEMS FROM EACH, AND TOTALS FOR
 THE TWENTY MOST FREQUENTLY CIRCLED PROBLEMS

Area	No. of Items	Total
ACW	5	760
PPR	4	635
CSM	3	415
HPD	2	350
FVE	2	315
SPR	2	259
HF	1	197
FLE	1	138
	—	—
Totals	20	2,772

Table XXII lists the twenty most frequently circled problems and the order of Freshman, Sophomore, Junior, and Senior ranking of these problems. The great diversity that is apparent here will be discussed when the various problem areas are considered separately.

TABLE XXII

CLASS RANKS AND PERCENTS OF THE TWENTY ITEMS MOST FREQUENTLY CIRCLED
BY FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS

Item	Freshmen		Sophomores		Juniors		Seniors	
	Rank	%	Rank	%	Rank	%	Rank	%
Not enough sleep	8.5	7.6	1	11.7	2	13.8	3	12.3
Parents sacrificing too much for me	10.5	7.2	10.5	8.2	6	12.7	1	18.9
Worrying about examinations	1	11.6	8.5	8.9	8.5	10.2	7	9.3
Not knowing what I really want	2	11.5	2	11.5	20	7.8	41	4.0
Nervousness	4	8.5	21	7.0	7	11.6	10	8.6
Taking things too seriously	6.5	7.8	8.5	8.9	10.5	10.0	12	8.0
Don't know how to study effectively	20	6.0	4	10.8	17.5	8.3	28	5.6
Moodiness, having the blues	21.5	6.1	5	10.4	8.5	10.2	7	9.3
Lacking self-confidence	5	8.3	36.5	5.2	4.5	13.0	18	6.6
Too few dates	8.5	7.6	6	9.6	17.5	8.3	33	5.3
Tiring very easily	30.5	4.7	29	6.1	3	13.3	6	10.6
Unable to concentrate well	12	7.0	13	7.8	13.5	8.9	22	6.3
Family worried about finances	38	4.2	38.5	5.0	4.5	13.0	4	11.6
Unable to express myself in words	16	6.6	18	7.2	31	6.4	7	9.3

TABLE XXII (CONTD)

CLASS RANKS AND PER CENTS OF THE TWENTY ITEMS MOST FREQUENTLY CIRCLED
BY FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS

Item	Freshmen		Sophomores		Juniors		Seniors	
	Rank	%	Rank	%	Rank	%	Rank	%
Wondering if I'll ever get married	20.5	6.2	22.5	6.9	23.2	7.5	10	8.6
Restless at delay in starting life work	30.5	4.7	10.5	8.2	12	9.4	14	7.3
Deciding whether I'm in love	18	6.5	43.5	4.3	38.5	4.4	2	15.6
Feeling inferior	3	9.8	18	7.2	26.5	7.0	18	6.6
Wanting a more pleasing personality	14	6.7	14	7.6	41	3.0	24	6.0
Not enough time for study	16	6.6	24.5	6.7	20	7.8	28	5.6

Tables XXIII, XXIV, XXV, and XXVI list the twenty most frequently circled problems for each of the classes.

TABLE XXIII

TWENTY PROBLEMS MOST FREQUENTLY CIRCLED BY THE FRESHMEN:

RANKS, TOTALS, AND PER CENT OF FRESHMEN

Area	No.	Rank	Item	N= 696 Total	%
ACW	261	1	Worrying about examinations	81	11.6
FVE	158	2	Not knowing what I really want	80	11.5
SPR	75	3	Feeling inferior	68	9.8
ACW	97	4	Fearing failure in college	62	8.9
PFR	23	5	Nervousness	59	8.5
PFR	243	6	Lacking self-confidence	58	8.3
PFR	22	7.5	Taking things too seriously	54	7.8
ACW	99	7.5	Wanting to change to another college	54	7.8
HPD	5	9.5	Not enough sleep	53	7.6
OSM	26	9.5	Too few dates	53	7.6
HF	35	11.5	Parents sacrificing too much for me	50	7.2
SRA	67	11.5	Too little social life	50	7.2
ACW	96	13.5	Getting low grades	49	7.0
ACW	263	13.5	Unable to concentrate well	49	7.0
CTP	52	15	Dull classes	48	6.9
SPR	236	16	Wanting a more pleasing personality	47	6.7
PFR	79	18	Too easily discouraged	46	6.6
ACW	153	18	Not enough time for study	46	6.6
ACW	210	18	Unable to express myself in words	46	6.6
OSM	193	20	Deciding whether I'm in love	45	6.5

TABLE XXIV

TWENTY PROBLEMS MOST FREQUENTLY CIRCLED BY THE SOPHOMORES:

RANKS, TOTALS, AND PER CENT OF SOPHOMORES

Area	No.	Rank	Item	N = 539 Total	%
HPD	5	1	Not enough sleep	63	11.6
FVE	158	2	Not knowing what I really want	62	11.5
CTP	327	3	Forced to take courses I don't like	60	11.1
ACW	44	4	Don't know how to study effectively	58	10.8
PPR	76	5	Moodiness, having the "blues"	56	10.4
CSM	26	6	Too few dates	52	9.6
CTP	328	7	Too much work required in some courses	50	9.3
ACW	261	8.5	Worrying about examinations	48	9.0
PPR	22	8.5	Taking things too seriously	48	9.0
FVE	46	10.5	Restless at delay in starting life work	44	8.2
HF	35	10.5	Parents sacrificing too much for me	44	8.2
PPR	133	12	Daydreaming	43	8.0
ACW	263	13	Unable to concentrate well	42	7.8
HF	198	15	Clash of opinions between me and my parents	40	7.4
FVE	47	18	Doubting wisdom of my vocational choice	39	7.2
SPR	75	18	Feeling inferior	39	7.2
CSM	140	18	Wondering if I'll find a suitable mate	39	7.2
PPR	186	18	Losing my temper	39	7.2
ACW	210	18	Unable to express myself in words	39	7.2

TABLE XXV

TWENTY ITEMS MOST FREQUENTLY CIRCLED BY THE JUNIORS:

RANKS, TOTALS, AND PER CENT OF JUNIORS

Area	No.	Rank	Item	N = 361 Total	%
HPD	5	1	Not enough sleep	50	13.8
HPD	1	2	Tiring very easily	49	13.6
FLE	119	3.5	Family worried about finances	47	13.0
PPR	243	3.5	Lacking self-confidence	47	13.0
HF	35	5	Parents sacrificing too much for me	46	12.7
PPR	23	6	Nervousness	42	11.6
SPR	75	7	Feeling inferior	39	10.8
ACW	261	8	Worrying about examinations	37	10.2
PPR	22	9.5	Taking things too seriously	36	10.0
GSM	140	9.5	Wondering if I'll find a suitable mate	36	10.0
FLE	7	11.5	Too little money for clothes	34	9.4
FVE	46	11.5	Restless at delay in starting life work	34	9.4
OTP	106	13	Hard to study in living quarters	33	9.1
ACW	262	14.5	Not getting studies done on time	32	8.9
ACW	263	14.5	Unable to concentrate well	32	8.9
FVE	156	16.5	Wondering if I'll be successful in life	31	8.6
FLE	120	16.5	Disliking financial dependence on family	31	8.6
GSM	26	18.5	Too few dates	30	8.3
ACW	44	18.5	Don't know how to study effectively	30	8.3
HF	34	20	Sickness in the family	29	8.0

TABLE XXVI

TWENTY ITEMS MOST FREQUENTLY CIRCLED BY THE SENIORS:

RANKS, TOTALS, AND PER CENT OF SENIORS

Area	No.	Rank	Item	N = 301 Total	%
HF	35	1	Parents sacrificing too much for me	57	18.9
OSH	193	2	Deciding whether I'm in love	47	15.6
HFD	5	3	Not enough sleep	37	12.3
FLE	119	4	Family worried about finances	35	11.6
PFR	242	5	Can't make up my mind about things	33	11.0
HFD	1	6	Tiring very easily	32	10.6
PFR	76	8	Moodiness, having the "blues"	28	9.3
ACH	210	8	Unable to express myself in words	28	9.3
ACH	261	8	Worrying about examinations	28	9.3
PFR	23	11	Nervousness	26	8.6
SRA	290	11	Too little chance to read what I like	26	8.6
OSH	85	11	Wondering if I'll ever get married	26	8.6
PFR	22	13	Taking things too seriously	24	8.0
PFR	241	14	Afraid of making mistakes	23	7.6
FVE	46	15	Restless at delay in starting life work	22	7.3
SPR	20	16	Feelings too easily hurt	21	7.0
SPR	75	19.5	Feeling inferior	20	6.6
PFR	132	19.5	Worrying about unimportant things	20	6.6
FVE	156	19.5	Wondering if I'll be successful in life	20	6.6
PFR	243	19.5	Lacking self-confidence	20	6.6
GTP	328	19.5	Too much work required in some courses	20	6.6

A study of Tables XXIII to XXVI reveals that of the twenty problems most frequently circled by the total college population, only four were among the twenty problems most frequently circled by each of the four classes. Table XXVII lists these problems.

TABLE XXVII

PROBLEMS WHICH RANKED AMONG THE TWENTY MOST FREQUENTLY CIRCLED BY EACH OF THE FOUR COLLEGE CLASSES AND THE RANK ORDER IN EACH CLASS

Area	No.	Problem	Fr. Rank	Soph. Rank	Jr. Rank	Sr. Rank
HPD	5	Not enough sleep	8.5	1	2	3
HP	35	Parents sacrificing too much for me	10.5	10.5	6	1
ACW	261	Worrying about examinations	1	8.5	8.5	7
PFR	22	Taking things too seriously	6.5	8.5	10.5	12

A further consideration of Tables XXIII to XXVI shows that there are three problems which rank among the top twenty for the Sophomores, Juniors, and Seniors, but are not among the twenty which ranked most serious for the Freshmen:

"Moodiness, having the blues."

"Tiring very easily."

"Restless at delay in starting life work."

There are two problems which are ranked among the twenty most serious problems for the other three classes, but which the Sophomores do not list among the twenty most serious for them:

"Lacking self-confidence."
 "Deciding whether I'm in love."

There is only one problem which is not as serious for the Juniors as for the other three classes:

"Feeling inferior."

There are four problems which do not appear among the twenty most frequently circled by the Seniors, although they are among the twenty most serious problems for the Freshmen, Sophomores, and Juniors:

"Not knowing what I really want."
 "Don't know how to study effectively."
 "Too few dates."
 "Unable to concentrate well."

There is only one problem which ranks among the top twenty only with the Seniors:

"Wondering if I'll ever get married."

THE SUMMARIZING QUESTIONS

Table IV (p. 53) has summarized the data from the first of the summarizing questions: "Do you feel that the items you have marked on the list give a well-rounded picture of your problems?" We saw there that 79.1 per cent of the Seniors, 83.9 per cent of the Juniors, 83.1 per cent of the Sophomores, and 85.6 per cent of the Freshmen felt that the items they had marked on the Check list gave a well-rounded picture of their problems.

Table XIXVIII shows the per cents both for classes and for the individual colleges of the answers to the third of the summarizing questions: "Have you enjoyed filling out the list?"

TABLE XIXVIII

PER CENT OF STUDENTS FROM EACH OF THE SEVEN COLLEGES AND FROM EACH OF THE FOUR CLASSES WHO INDICATED THAT THEY ENJOYED FILLING OUT THE CHECK LIST

	Seniors N = 310 %	Juniors N = 361 %	Sophomores N = 539 %	Freshmen N = 696 %
All Colleges	65.4	74.0	77.9	77.0
College A	65.2	64.5	67.6	77.1
College B	55.1	72.7	80.7	80.0
College C	83.3	82.1	72.3	90.3
College D	66.8	82.9	92.8	73.2
College E	66.7	67.6	80.0	85.1
College F	63.6	75.0	75.7	74.8
College G	54.5	66.6	75.0	70.0

We see that, on the whole, the Seniors enjoyed filling out the Check List the least. The two lowest per cents were 55.1 for the Seniors at College B, and 54.5 for the Seniors at College G. However, as Table XIX will show, 79.3 per cent of the Seniors at College B thought that it had

been worth-while, and 72.7 per cent of the Seniors at College G considered it such. The Sophomores, with an average of 77.9 per cent, most enjoyed filling out the Check List, followed closely by the Freshmen with an average of 77 per cent.

Table XIX summarizes the answers to the fourth question: "whether you have or have not enjoyed filling out the list, do you think it has been worth-while doing? Could you explain your reaction?" From the Table it can be seen that the Sophomores, 81.1 per cent of them, led the other classes in favoring the usefulness of the Check List. The Juniors, Freshmen, and Seniors follow in that order. College F had the lowest average on this question,--71.1 per cent thought it had been worth-while. The Freshmen at College F were least in agreement on this. Only 66.7 per cent of them thought the Check List had been useful.

TABLE XXIX

PER CENT OF THE STUDENTS FROM EACH OF THE SEVEN COLLEGES AND FROM EACH OF THE FOUR CLASSES WHO INDICATED THAT THEY THOUGHT THE FILLING OUT OF THE CHECK LIST HAD BEEN WORTH-WHILE DOING

	Seniors N = 310 %	Juniors N = 361 %	Sophomores N = 539 %	Freshmen N = 696 %
All Colleges	76.1	79.2	81.1	79.0
College A	86.9	77.7	79.4	87.9
College B	79.3	80.0	86.7	90.0
College C	88.8	85.5	85.1	95.1
College D	80.9	73.2	84.5	93.9
College E	80.0	89.2	90.0	87.2
College F	69.5	77.7	70.4	66.7
College G	72.7	76.2	93.7	80.0

Only 20 per cent of the students qualified their "Yes" or "No" response to the fourth summarizing question. Twelve per cent added some response equivalent to this one: "It is good to face these things and it helps to see them lined up this way." Four per cent responded in this fashion: "Whether it was worth-while or not, I'm the only one that can solve these problems." One per cent commented: "Seeing all the problems I haven't

got was the biggest help." The other one per cent added: "It was worth-while, if someone will do something about these things."

Table XXX lists the per cents for the classes and the individual colleges of the answers to the first part of the fifth question: "If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?"

TABLE XXX

PER CENT OF THE STUDENTS FROM EACH OF THE SEVEN COLLEGES AND FROM EACH OF THE FOUR CLASSES WHO INDICATED THAT THEY WOULD LIKE TO TALK OVER THEIR PROBLEMS WITH SOMEONE ON THE COLLEGE STAFF

	Seniors N = 310 %	Juniors N = 361 %	Sophomores N = 539 %	Freshmen N = 696 %
All Colleges	59.1	58.7	67.8	75.1
College A	73.9	61.3	70.6	75.9
College B	72.3	52.7	67.3	80.0
College C	72.2	71.4	78.7	75.7
College D	38.1	63.4	65.7	66.2
College E	83.8	83.8	68.0	78.7
College F	49.6	50.7	66.9	77.3
College G	63.6	57.1	65.0	70.0

From these figures it can be seen that in the four classes, on the average 59.1 per cent of the Seniors, 58.7 per cent of the Juniors, 67.8 per cent of the Sophomores, and 75.1 per cent of the Freshmen would like to discuss their problems with someone on the faculty. Fewer students at College D, 38.3 per cent, than at any other college wanted to talk over their problems with someone on the faculty. However, the average at this college was pulled down by the Seniors, only 38.1 per cent of whom wanted to discuss their problems. This low per cent likewise lowered the average per cent of all the Seniors.

In Table XXXI the answers to the second part of the fifth summarizing question are condensed. Here, those who wished to discuss their problems with someone on the faculty were asked to indicate whether or not they knew the particular person or persons with whom they would like to have these talks.

TABLE XXXI

PER CENT OF THE STUDENTS FROM EACH OF THE SEVEN COLLEGES
AND FROM EACH OF THE FOUR CLASSES WHO INDICATED THAT
THEY KNEW THE PARTICULAR PERSON ON THE FACULTY WITH
WHOM THEY WOULD LIKE TO DISCUSS THEIR PROBLEMS

	Seniors N = 178 %	Juniors N = 212 %	Sophomores N = 366 %	Freshmen N = 524 %
All Colleges	55.0	56.6	43.7	37.9
College A	75.0	68.4	25.0	52.3
College B	71.4	58.6	45.7	37.5
College C	42.3	55.5	35.1	42.7
College D	75.0	69.2	73.9	69.8
College E	84.0	77.4	76.5	51.3
College F	40.0	42.6	37.7	26.5
College G	42.8	41.6	44.2	51.4

We see that in each college only about half of those who want to discuss their problems know someone with whom to talk. At Colleges D and E, 72 per cent and 72.3 of those who want to talk with someone, know the person to whom they would like to go, but at College F, 63.3 per cent of the students don't know anyone to whom they would like to talk, and at College C

the number is 56.1 per cent. Of all the classes, the Freshmen have the greatest number who would like to talk to someone about their problems (the average is 75.1 per cent), yet of this number 62.1 per cent don't know anyone to whom they would like to talk. Among the Sophomores, 56.3 per cent of those who would like to talk over their problems likewise don't know anyone with whom to have these talks.

The second of the summarizing questions has been left to the last for discussion. In this question the students were asked to write a brief summary of their chief problems in their own words. As Table IV (p.55) showed, the great majority of the students indicated in the first of the summarizing questions that the Check List gave a well-rounded picture of their problems. Because of the ambiguous nature of many of the items, we would not be justified in concluding that our data on the students' problems was valid on the basis of this statement alone. The student who circled the items: "Father," and "In too few student activities," for instance, and then indicated that the Check List gave a well-rounded picture of her problems, is judging on the basis of what those items mean to her. "Father" may connote a problem because he is out of employment, because he drinks, because he is too exacting, or because he is in poor health. Behind the cryptic "In too few student activities," might lie a physical handicap, the necessity of outside employment, living too great a distance from school, sickness, or the inability to make friends easily. On the basis of items marked on the Check List, and the indication that they gave a correct picture of the

students' problems, we still would know only the area of the problems and very little as to their exact nature. The question would remain: does the circled item indicate the problem, or the symptom?

In the written summaries many of the ambiguities of the Check List were cleared up and valuable insight into the true nature of the students' problems was secured. One significant fact was that problems in the area of Adjustment to College Work were underlined 7,645 times and circled 2,196 times, yet only 18 of the 1,897 students mentioned these problems in the summaries of their chief problems. Rather, their chief concern in the written summaries was with problems resulting from insecurity, shyness, inability to express themselves, feeling inferior, nervousness, etc. The following are typical samples of these essay-type summaries.

This student, a Sophomore, underlined eight items in the area of Adjustment to College Work and circled three of the eight items. Her written summary:

My chief problem has to do with people misunderstanding me, thinking I am self-centered when I am really self-conscious, because I am afraid that they will think me conceited.

A Freshman circled only seven items of the 330 on the Check List; four of these were in the area of Adjustment to College Work. This is her summary of her problems:

My chief problem is making close friends. I don't seem to have any real friends. I am afraid when I talk to people that I am going to hurt their feelings, or say something foolish. I am afraid to speak up in class for

these same reasons. I am trying to overcome this problem and it has been a little better lately, but I get pretty discouraged about it.

Another Sophomore writes:

I believe that my chief problem is insecurity, but not in an economic way. I desire true friends, understanding, love, from people I choose, but I get little.

This very brief summary was typical of many:

Lack of self-confidence. The wish to be well-liked.

A Senior expressed her problems in this fashion:

I have a tendency to be too introverted, to concentrate on my own problems before of others about me. I have yet to acquire the social poise that comes with self-forgetfulness.

Another typical summary:

If my family would just trust me and treat me like an adult, and welcome my friends the few times I bring anyone home, I think most of my problems would be solved. They just can't seem to give me any independence.

CHAPTER V

PROBLEMS IN THE AREA OF ADJUSTMENT TO COLLEGE WORK

1.

RELATED STUDIES

The preponderance of problems in the area of Adjustment to College Work among the students of these women's colleges conforms to the findings of other investigators who have used the Problem Check List as a research instrument.

Nora A. Congdon used the Check List to determine the problems of a group of 190 Freshmen at Colorado State College.¹ The Check List was given twice to the same group in an attempt to discover the nature of changes in the problems found to be most prevalent. She found that the greater number of their problems lay in the area of Adjustment to College Work. In her group, 80.6 per cent of the students were concerned about study problems. Personal problems, which ranked second, were 5.9 per cent lower than problems of Adjustment to College Work. There was an over-all decrease of 24 per cent in the number of problem items checked from October to December. Adjustment to College Work was the most frequently checked area in October and again in

1 Nora A. Congdon, "The Perplexities of College Freshmen," Educational and Psychological Measurement, 1943, 3, 367-375.

December, but with a 36 per cent decrease. Personal-Psychological Relations was second highest area both in October and December, but with a 25 per cent decrease in December. She found that only four items were underlined by more than 25 per cent of her Freshmen. One, and that underlined by 31 per cent of the students, was in the area of Personal-Psychological Relations: "Wanting a more pleasing personality," but the other three were in the area of Adjustment to College Work. Twenty-nine per cent of the students underlined the item: "Worried about examination," 26 per cent underlined "Slow in mathematics," and 25 per cent underlined "Inability to study effectively."

When Charles J. Marsh investigated the worries of college women at Stevens College² he found that academic problems ranked second, after personality problems, and that the principal academic adjustment problems were: "Not getting studies done on time," "Don't know how to study effectively," "Vocabulary too limited," and "Afraid to speak up in class discussions."

Gordon Leonard³ employed the Mooney Problem Check List in a study which aimed at the evaluation of personality by popular judgments. The subjects were to mark the items for themselves and for the average person. He found that the problems that the subjects tended to mark both for themselves and for the average person dealt with Adjustment to College Work and

2 Charles J. Marsh, "The Worries of the College Woman," Journal of Social Psychology, 1942, 15, 335-339.

3 Gordon V. Leonard, "The Evaluation of Personality by Popular Judgments," Journal of Social Psychology, 1949, 30, 305-309.

Curriculum and Teaching Procedures.

Ross Mooney reports on the Check List finding with a group of 280 men and women students at Ohio State University.⁴ He found that problems in the area of Adjustment to College Work ranked first for the total group, and for the men and the women. Problems in this area ranked first among those items circled by more than 20 per cent of the students. With this group of students the most frequently circled academic problems were: "Don't know how to study effectively," "Getting low grades," "Worrying about examinations," and "Unable to express myself in words."

Although they did not use the Mooney Problem Check List, Wrenn and Bell⁵ found that in the case of the 5,000 Freshmen and transfer students from 13 universities whom they questioned about their current needs and problems, "academic and study habits" needs ranked far above the others.

One of the most significant studies reported in the literature is that of Marzolf and Larsen.⁶ They administered the Problem Check List to 205 upper classmen at Illinois State Normal University. The ten most frequently underlined items were intercorrelated. These items were:

4 Ross L. Mooney, A Manual to Accompany the Problem Check List, College Form, Columbus, Ohio, 1948, 2nd ed.

5 Wrenn and Bell, Student Personal Problems, 79.

6 Stanley S. Marzolf and Arthur H. Larsen, "Statistical Interpretation of Symptoms Illustrated with a Factor Analysis of Problem Check List Items," Educational and Psychological Measurement, 1946, 5, 285-293.

1. Wondering if I'll be successful in life.
2. Wanting a more pleasing personality.
3. Lack of self-confidence.
4. Afraid to speak up in class discussions.
5. Disliking financial dependence on the family.
6. Taking things too seriously.
7. Not enough sleep.
8. Too little chance to read what I like.
9. Not enough time for recreation.
10. Restless at delay in starting life work.

On the basis of the intercorrelations it was possible to arrange the items in a rough approximation of two groups. The first five items constituted one group, and the second five the other. In order to illustrate the applicability of factor analysis to the interpretation of symptom intercorrelations they used that statistical technique on the data and found that the factor axes passed through or very close to the points representing items three and seven: "Lack of self-confidence," and "Not enough sleep." Consideration of the factor structure indicated that items one to four were most closely related to the first factor, and that items seven, eight, and nine were most closely related to the second.

Thus one syndrome consists chiefly of confusion or worry about future success in life, a more pleasing personality, lack of self-confidence, and fear of speaking in class discussions. The second syndrome involves worry about lack of sleep, lack of opportunity to do preferred reading, and lack of opportunity

to engage in recreation.⁷

Marzolf and Larsen then discuss the question of causal factors. On the basis of an inference from clinical observation they suggest a possible causal factor responsible for the second syndrome. Such observation suggests that the second cluster of items may result from a lack of integration.

Students are notoriously prone to run in all directions at once. A hierarchy of preferences is all too often absent with the result that students complain of not being able to study, read, or engage in recreation to the extent that they would like.⁸

The authors also found a correlation between the two factors. They suggest several plausible bases for such correlation. They advance the possibility that lack of integration may be a factor in producing feelings of inadequacy. But more significant for our purpose is their observation that whereas with uncorrelated factors, a person who has a large amount of the first factor may have much, none, or very little of the second factor, in the case of correlated factors the chief difference is that having a large amount of one factor would enhance the probability of having a greater-than-average amount of the other, a circumstance which would make a clear cut distinction between syndromes even less likely than in the case of uncorrelated factors.⁹

The results of Marzolf and Larsen's study underline the feeling of many writers in the field that the amount of attention devoted to student

7 Ibid., 288.

8 Ibid., 289.

9 Ibid., 292.

problem areas at a rather superficial level of statement is unsatisfactory. There has been too great a tendency to take either student statement of the problem, or student response on a check list, at its face value. Because the problems most commonly named by the students are in the area of study habits, i.e., adjustment to a different standard of work, reading skills, budgeting of time, and other matters associated with the most efficient use of study facilities, educators have concluded that specific help in the form of remedial work was the remedy. Research such as Marsolf and Larsen's raises the question as to whether orientation courses, remedial classes, etc. are not really expedients, necessary ones to be sure, in which we are treating symptoms and ignoring causes. Perhaps we are binding up wounds without cleansing them. The close relationship between problems in the areas of Adjustment to College Work and Personal-Psychological Relations raises the question that here we may be at the source of our problem.

We are worried because our Catholic college students are not adjusting to their civic, religious, moral, vocational, marital, responsibilities. By the rational deductive method we can confirm the statistical finding of this study, that adjustment is closely related to integration. Perhaps we would be approaching the problems of Adjustment to College Work realistically and causally, if we worked more directly in helping our students to personal integration. This opinion is growing, and we are finding more and more evidence in support of it.

The chapter which William G. Perry, Jr. Contributed to Dean

Cronkhite's stimulating Handbook for College Teachers¹⁰ is evidence in support of this trend. His comment is worth quoting at length:

I should like to venture one idea from the counseling process itself...It seems to me that the greatest source of anxiety among college students is in their sense of personal isolation from their teachers. By personal isolation I do not refer to the lack of teas and social gatherings and bull sessions, or to any specific item of academic paraphernalia. What I mean is the sense that the only connection one has with the professor and the institution at large resides in one's academic record. As one student said, "I feel like a B- walking around on two legs." The anxiety of this personal isolation is the breeding ground of infantile defensiveness and resistance. A large part of it is doubtless inevitable and only an indirect expression of homesickness, but much more of it seems to be a vicious by-product of the fixity of a student-teacher roles in our education. When a student comes to you after class with a question about a mathematical problem, what he may really want to say is, "I'm scared to death, I don't think anybody knows I'm here, and nobody cares. Please, teacher, acknowledge that I count, that I am a person, and that you are paying attention." But he cannot say this. He cannot say that in mathematics he is lonely; so he asks a question about a problem, and what are you to do? Can you do anything but answer the question? I do not know. I only know that in the counseling clinic where such things are, after all, easier to do, more difficulties with mathematics are resolved by acknowledging how the student feels than by demonstrating some difficult point in a proof.¹¹

Perry is not advocating a Rogerian non-directive interview while erasing the blackboard at the end of a lecture. He is implying that in the briefest of student contacts there can be an enormous difference in quality.

¹⁰ William G. Perry, Jr., "Conflicts in the Learning Process: The Student's Response to Teaching," in A Handbook for College Teachers, Beatrice Brown Cronkhite ed., Cambridge, 1950, 34.

¹¹ Ibid., 35.

It can be perfectly clear that the topic of conversation is the subject matter and nothing more, or it can be perfectly clear that the topic of conversation is the student in his emotional relation to his work...It is extraordinary how simple it is to give a student a sense of personal relatedness to the community of scholars...It is in the student's sense of the warmth of being understood, of being therefore personally related, that he is set free from his anxiety so that he can do his academic work productively.¹²

This same authority on the educational counseling of students comments that the principal problem in helping students to study better, to work more effectively, is not the communication of skills so much as it is facing the problem of "the extraordinary wisdom of their resistance."¹³ We try to give students an efficient way of learning something, whereas what they basically want and need is help in facing and solving the personal problem which is causing their scholastic ineptitude.

In the study which Foster and Wilson¹⁴ made of the effectiveness of the college education of 100 women, they collected voluminous and detailed case history material which they thought might yield the specific kinds of difficulty college women have after they leave college. They were seeking evidence from this accumulation of material of how far education had contributed or could contribute to their preparation for life. The case history data yielded fifteen problem areas. In recalling their years in college,

12 Ibid., 35.

13 Ibid., 32.

14 Robert G. Foster and Pauline Parks Wilson, Women After College: A Study of the Effectiveness of their Education, New York, 1942.

educational problems ranked third, but very close, to personality problems and problems concerned with relations to associates. Eighty-seven per cent of the women mentioned some aspect of adjustment to college work as a problem during their college days, 90 per cent mentioned problems concerned with adjustment to associates, and 92 per cent recalled personality problems while at college. The authors listed only the three most frequently mentioned problems in each area. In the area of adjustment to college work the three most frequently mentioned difficulties were: difficulty with subjects, difficulty in getting along with teachers, and fear of examinations and failure.¹⁵

On the basis of the data culled from the case histories, and the criticisms and shortcomings with which the women reproached their colleges, the authors listed possible corrections suggested by the 100 alumnae. One suggestion was:

Counseling or advisory services for students, functionally but not administratively related to psychiatric or academic departments.¹⁶

In justifying this suggestion the authors state that the most frequently mentioned and recurrent need expressed or reflected in the histories of these women is for informal counseling services throughout the college. The women complained, not so much about a lack of counseling services, but rather:

First.....Guidance has had too much of an academic tinge or has been purely vocational placement.

15 Ibid., 41.

16 Ibid., 224.

Second, the more elaborate services for students, even when present on the campus, were avoided by most of the women when their problems were of an intimate or personal nature.

Third, the close tie-up between student counseling service and punitive and administrative and psychiatric divisions of the institutions scared away all but those who found themselves in a scholastic or mental or emotional jam. Unless they were in desperation, the students tended to avoid the services.¹⁷

It seems particularly relevant to our present problem to realize that the same factors which we have seen operating in our own study--the predominance of academic adjustment and personality problems, found by Marzolf and Larsen to be correlated factors, are likewise correlated by these subjects, not statistically, but qualitatively, in their case histories. Here we have 100 women, seventy-eight of them married, looking back on their college education, and with their present problems more clearly in mind (100 per cent of them admitted present personality problems and problems in relations with associates) associate problems in the area of academic adjustment to their recollections of college with almost the same frequency as they recall problems in the other two areas. At the same time, in evaluating the effectiveness of their education, their most frequently mentioned need was not for remedial courses or extra help with their work, but for counseling services.

Another study brought to light the close inter-action of personal factors and scholastic success. Heaton and Weedon¹⁸ undertook to discover why

17 Ibid., 224.

18 Kenneth L. Heaton and Vivian Weedon, The Failing Student: A Study of Academic Failure and the Implications for Education, Chicago, 1939.

students fail, in a service study sponsored by four Michigan colleges (Albion, Central State Teachers, Michigan State, and Olivet) to assist them in their efforts to reduce the amount of academic failure through modifications in the plans for guidance, administration, and instruction.

They found that personal and social relationships operated in many ways either as an aid or as a hindrance to the student in his academic work. In general, they were able to differentiate two types of problems in the reports of the students. The first type grew out of the immediate experiences of the student and operated as direct hindrances or discouragements to him. These were sometimes of passing importance only, and at other times were likely to continue as permanent impediments to learning. Other types of problems were deep-seated in the emotional life. They originated in the pre-college experience of the student. They represented far more complicated and significant needs than the first type of problem. Problems of the first type they classed under "feelings of inadequacy"; problems of the second type were classified as "feelings of anxiety." In both cases the division of personality problems included within its extension many of the "failing students," and further emphasizes the plausibility of the hypothesis that academic adjustment problems are symptoms of discouraged, insecure, inadequate individuals.

2.

THE PROBLEMS

We have already seen that problems in the area of Adjustment to College Work were underlined and circled more frequently by the students of these seven liberal arts colleges for women than problems in any other area. Table XXXII summarizes the ranks of the underlined and circled problems in this area for each college.

TABLE XXXII

A SUMMARY OF THE RANKS OF UNDERLINED
AND CIRCLED PROBLEMS IN THE AREA OF ADJUSTMENT
TO COLLEGE WORK IN EACH OF THE SEVEN COLLEGES

All colleges	College:	A	B	C	D	E	F	G
Underlined	1	1	1	2	2	1	1	3.5
Circled	1	1	2	5	2	6.5	1	1.5

Table XXXIII summarizes the same data for each of the four classes.

TABLE XXXIII

A SUMMARY OF THE RANKS OF UNDERLINED
AND CIRCLED PROBLEMS IN THE AREA OF ADJUSTMENT
TO COLLEGE WORK FOR EACH OF THE FOUR CLASSES

All colleges	Freshmen		Sophomores		Juniors		Seniors	
U C	U	C	U	C	U	C	U	C
1 1	1	1	1	1	1	1	1	1

Table XXXIV lists the problems in the area of Adjustment to College Work, with totals and the per cent of the entire student population underlining each. Table XXXIV gives the same data for the circled items in this area.

TABLE XXXIV

PROBLEMS IN THE AREA OF ADJUSTMENT TO COLLEGE WORK:
THE RANK ORDER OF UNDERLINED PROBLEMS, TOTALS AND
THE PER CENT OF STUDENTS UNDERLINING EACH

Item No.	Item	Rank	Totals	%
		1		
261	Worrying about examinations	2	656	34.6
263	Unable to concentrate well	3	527	27.8
44	Don't know how to study effectively	4	508	26.8
210	Unable to express myself in words	5	470	24.8
317	Vocabulary too limited	6	414	21.6
153	Not enough time to study	7	411	21.7
262	Not getting studies done on time	8	358	18.9
206	Slow in mathematics	9	343	18.1
316	Afraid to speak up in class discussions	10	325	17.1
154	Poor memory	11	273	14.4
97	Fearing failure in college	12	271	14.3
42	Purpose in going to college not clear	13	263	13.9
96	Getting low grades	14	257	13.5
99	Wanting to change to another college	15	256	13.5
320	Slow in reading	16	250	13.2
319	Weak in spelling or grammar	17	245	12.9
318	Weak in writing	18	230	12.1
264	Trouble in outlining or note-taking	19	211	11.1
155	Not fundamentally interested in books	20	180	9.5
207	Slow with theories and abstractions	21	176	9.3
209	Not smart enough in scholastic ways	22	169	8.9
208	Weak in logical reasoning	23	167	8.8
100	Wanting to leave college	24	155	8.2
151	Carrying too heavy a class load	25	115	6.1
98	Enrolled in wrong courses		99	5.2
46	Attending college on insistence of family	26	81	4.3
265	Trouble in using the library	27	75	3.9
152	Absent from class too often	28	71	3.7
43	Disliking college	29	69	3.6
41	Feeling lost in college	30	20	1.1

TABLE XXXV

PROBLEMS IN THE AREA OF ADJUSTMENT TO COLLEGE WORK;
THE RANK ORDER OF CIRCLED PROBLEMS, TOTALS AND THE
PER CENT OF STUDENTS CIRCLING EACH

Item No.	Item	Rank	Totals	%
261	Worrying about examinations	1	194	10.2
44	Don't know how to study effectively	2	161	8.5
263	Unable to concentrate well	3	142	7.5
210	Unable to express myself in words	4	136	7.2
153	Not enough time for study	5	127	6.7
316	Afraid to speak up in class discussions	6	112	5.9
317	Vocabulary too limited	7	106	5.6
262	Not getting studies done on time	8	104	5.5
97	Fearing failure in college	9	103	5.4
99	Wanting to change to another college	10	96	5.1
96	Getting low grades	11	87	4.6
42	Purpose in going to college not clear	12	86	4.5
319	Weak in spelling or grammar	13	78	4.1
320	Slow in reading	14.5	70	3.7
206	Slow in mathematics	14.5	70	3.7
318	Weak in writing	16	68	3.6
154	Poor memory	17	66	3.5
100	Wanting to leave college	18	55	2.9
264	Trouble in outlining or note-taking	19.5	45	2.4
209	Not smart enough in scholastic ways	19.5	45	2.4
208	Weak in logical reasoning	21.5	39	2.1
155	Not fundamentally interested in books	21.5	39	2.1
43	Disliking college	23	31	1.6
207	Slow with theories and abstractions	24	30	1.6
45	Attending college on insistence of family	25	25	1.3
151	Carrying too heavy a class load	26	22	1.1
41	Feeling lost in college	27	18	.95
98	Enrolled in wrong courses	28	17	.90
265	Trouble in using the library	29	16	.8
152	Absent from classes too often	30	9	.5

- 19 C.R. Sophomores & Juniors: 4.08
 20 C.R. Sophomores & Juniors: 2.20
 21 C.R. Sophomores & Juniors: 3.60; Juniors & Seniors: 4.40

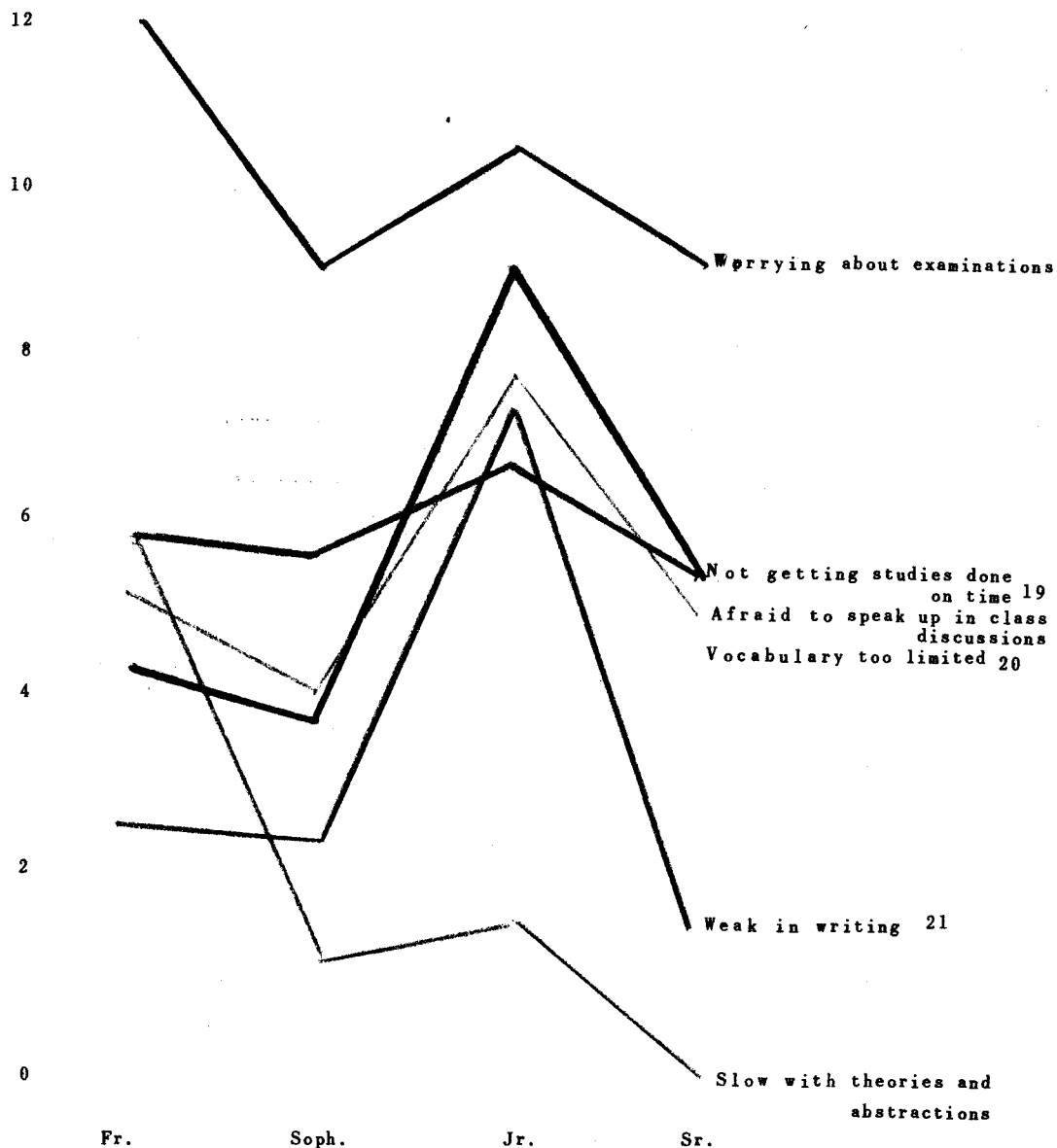


FIGURE 2

CIRCLED PROBLEMS IN THE AREA: ADJUSTMENT TO COLLEGE WORK WHICH
 DECREASE IN THE SOPHOMORE AND SENIOR YEAR

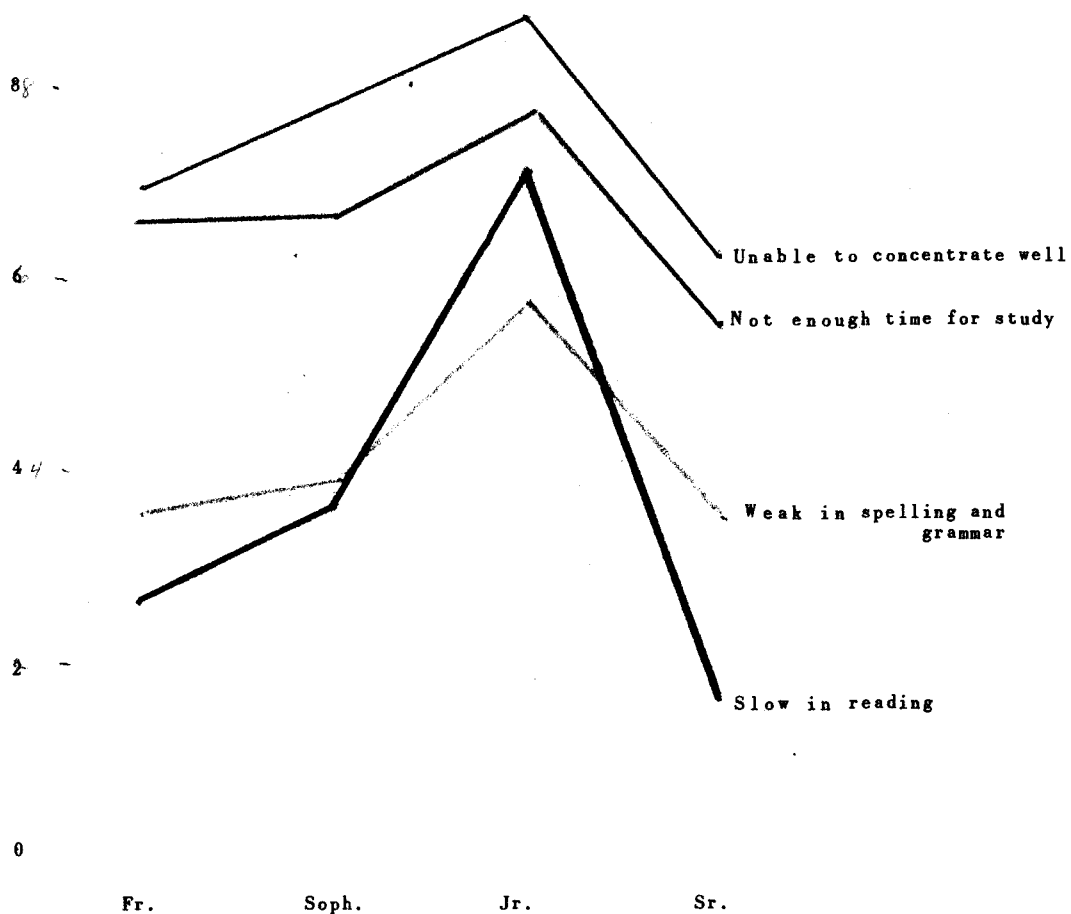
Figure 2 shows that the greater number of problems in the area of Adjustment to College Work, singled out as most troublesome by these students, show a fluctuating pattern. They decrease in the Sophomore year, rise in the Junior year, and decrease again in the Senior year. It will be noticed that the most frequently underlined and circled items are not primarily those which involve a specific skill, but rather are difficulties which are symptomatic of underlying psychological problems.

"Worrying about examinations," the academic problem circled by the greatest per cent of the students, 11.6 per cent, and underlined by 34.6 per cent of them, suggests that the factors which cause the worry are not such as can be dispelled by remedial work, tutoring, or extra study, but lie deeper than that. This impression is strengthened when we consider the next highest ranking problems following this same pattern. "Not getting studies done on time," in some instances could stem from a genuine lack of time, but with most students it is indicative of a lack of personal integration, orientation, and an inability to differentiate effectively between the essential and the accidental, and a failure to relate means to ends. The next two problems: "Afraid to speak up in class discussions," and "Vocabulary too limited," indicate the presence of insecurity, a lack of self-confidence, and a diffidence that suggests concern over personal worth. We are not confronted here primarily with academic problems. The student who is afraid to take part in class discussions is not complaining that she has nothing to contribute; the element of fear is the point that is being emphasized. The students who are concerned about a too limited vocabulary are

trying to express their desire to communicate with others, and their anxiety over the paralyzing inarticulateness that seizes them and prevents rapport. We are confronted here with problems that are psychological and emotional, and which, significantly enough, persist as problems through the four years of college.

"Worrying about examinations" drops from 11.6 per cent in the Freshman year to 9.3 per cent in the Senior year, whereas "Not getting studies done on time" rises from 4.7 per cent in the Freshman year, and drops to 5.6 per cent in the Senior year, thus ending higher than it began in the Freshman year.

Figure 3 illustrates a second pattern which can be discerned in the trend of academic adjustment problems over the four years of college, problems which increase in the Sophomore and Junior years and which then decrease in the Senior year. Two of these items represent problems involving specific skills: "Weak in spelling and grammar," and "Slow in reading." The other two items: "Unable to concentrate well," and "Not enough time for study," suggest underlying psychological problems. Here, again, we seem to be confronted by two psychological tendencies or mechanisms which interfere with academic achievement. "Unable to concentrate well" seems to indicate insecurity and nervousness, while "Not enough time for study" seems to involve personal disorganization and a lack of personal integration.



78-743
FIGURE 3

CIRCLED PROBLEMS IN THE AREA: ADJUSTMENT TO COLLEGE WORK WHICH
INCREASE IN THE SOPHOMORE AND JUNIOR YEAR

A third pattern, shown in Figure 4 is revealed by the three problems which rise in the Sophomore year and then decrease steadily in the last two years of college. "Don't know how to study effectively" increased from 8.0 per cent in the Freshman year to 10.8 per cent in the Sophomore year, and then decreased to 8.3 per cent and 5.6 per cent in the Junior and Senior years. From these figures it is not possible to determine whether this problem decreased because those who did not know how to study effectively learned to do this, or because many of those for this was a problem dropped out of college at the end of their Sophomore year. However, because the problem would seem to be closely related to the psychological and emotional factors involved in study problems, rather than to the problems involving skills, a third alternative presents itself. The decline in the per cent of students for whom this is a serious problem may indicate that the basic and underlying psychological problems have been faced.

The two remaining problems which follow this same pattern likewise show a sharp increase in the Sophomore year. "Purpose in going to college not clear," rises from 4.3 per cent in the Freshman year to 6.3 per cent in the Sophomore year, and then decreases to 3.9 per cent and 1.0 per cent in the last two years of college. These figures indicate the per cent of students who signified that this was a serious problem for them. Of those who underlined this item as constituting a less serious problem, 15.9 per cent of the Freshmen and 18.2 per cent of the Sophomores worry about their lack of purpose. The other item, "Want to change to another college," rises from .7 in the Freshman year to 6.5 in the Sophomore year, and then drops to

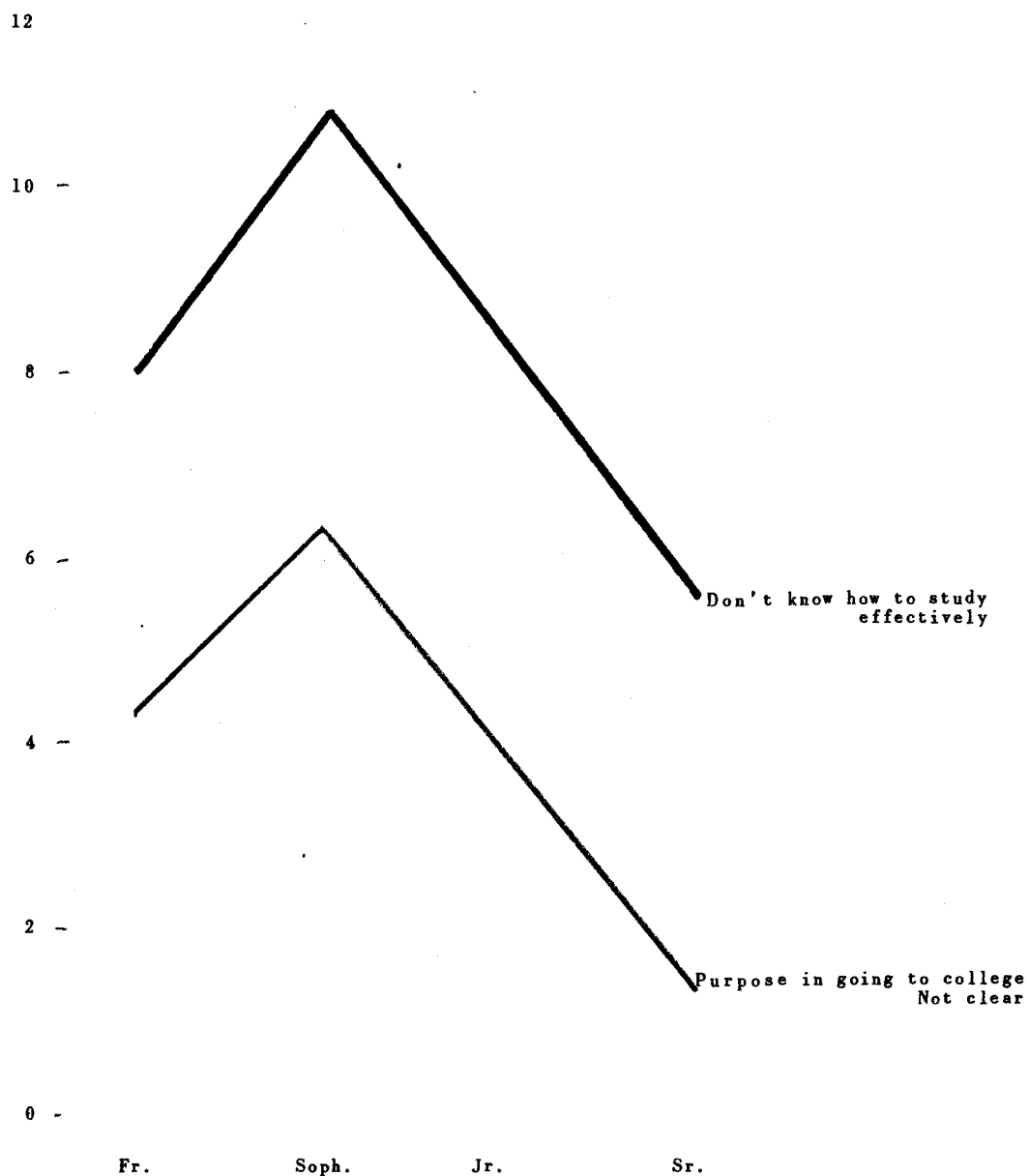


FIGURE 4

CIRCLED PROBLEMS IN THE AREA: ADJUSTMENT TO COLLEGE WORK WHICH
DECREASE IN THE JUNIOR AND SENIOR YEAR

1.7 and .3 per cent in the Junior and Senior years.

All three of these problems are psychological rather than academic and point to the presence of emotional tension and insecurity in the second year of college. The picture is one of internal conflict and contradiction which it is important for educators to understand. What is happening psychologically to students in their Sophomore year? The configuration of problems suggests that the notion of time is becoming crucial, time for study, time to do assignments, but primarily time as an aspect of reality. As children they have had great confidence in "tomorrow." They have solved most of their dilemmas by resolving to do what they want to do today and what they ought to do tomorrow. Now they begin to view themselves and their lives in relation to fact and reality. The future loses its aspect of glorious simplicity and can be seen with all the conflict and complexity that it involves. It might well be that for the first time they are confronted with the real issue of choice. Wishing is not enough; it is now necessary to choose from amidst the complexity of reality. Until the present they had confused freedom with independence, and now they realize that freedom is not the independence to follow one's wishes, but the act of choice among personal values. These personal values are seen as including not only wishes in the narrow sense of impulses, but also objective purposes in a real world, involving responsibilities, obligations, and duties. In a word, the students, at this point, are on the brink of maturity, and it is the stepping back and forth from one world to the other that is the basis of their instability. In the one world there is a pseudo-omnipotence in wishes and

fantasies; in the other, wishes and fantasies suffer real defeats in the face of reality.

If this proposed explanation of the psychological dynamics at work during the Sophomore year is a true one, how does it relate to the problems which show themselves so prominently during the Sophomore year? We might answer this question by showing this problem sequence as evidence that awareness of growth into maturity is not a gradual thing. It is because the two worlds are separate, distinct, and self-contained that the students are confronted with the necessity of choosing. The emotional unrest which this state of affairs engenders makes effective study difficult. The students complain that their "purpose in going to college is not clear" because they see purposiveness effecting the reconciliation between "want" and "ought." The sharp increase in the Sophomore year of those who "want to change to another college," is a gauge of the emotional tension which the students are experiencing, and an example of the fear with which the child views the transition between the two worlds. Authority, necessity, and the unpleasant are so sharply different when looked at from the two points of view, and there is a last desperate attempt to find an in-between solution. For the child, to change the circumstances was to change the problem. Perhaps it is still so. Perhaps in another college the demands of authority, necessity, and the unpleasant would be different.

The relationship between this explanation of the dynamics at work in the third pattern trend of academic adjustment problems and the first two problem patterns becomes apparent. In each case "time" is a problem, the

deeper time-conflict expressed in terms of "Not getting studies done on time," and "Not enough time for study." The degree to which this conflict unsettles the students shows itself in the problems: "Afraid to speak up in class discussions," "Vocabulary too limited," and "Unable to concentrate well." Another aspect of the relationship may be seen by comparing the Sophomore and Junior problem trends. We noted that "Don't know how to study effectively," "Purpose in going to college not clear," and "Want to change to another college," showed a sharp increase in the Sophomore year and then declined steadily during the last two years of college. "Unable to concentrate well," and "Not enough time for study" increased during the first three years, and decreased only in the last year. On the other hand, "Worried about examinations," "Not getting studies done on time," "Afraid to speak up in class discussions," and "Vocabulary too limited," decreased in the Sophomore year and showed sharp increases in the Junior year. From this variation in the trends it would seem that there is a crisis of choice-necessity in the Sophomore year, the deeper psychological effects of which manifest themselves in the Junior year. It seems that in the Junior year the orientation of the self in the mature world causes the greatest personal insecurity and diffidence. In a measure the transition has been effected by the Senior year, although the imminence of yet another aspect of the adult world--"after graduation"--still looks as a relative unknown, and so some of the tension persists.

There is a fourth problem trend in the area of Adjustment to College Work. Figure 5 shows the four problems which decrease in each of

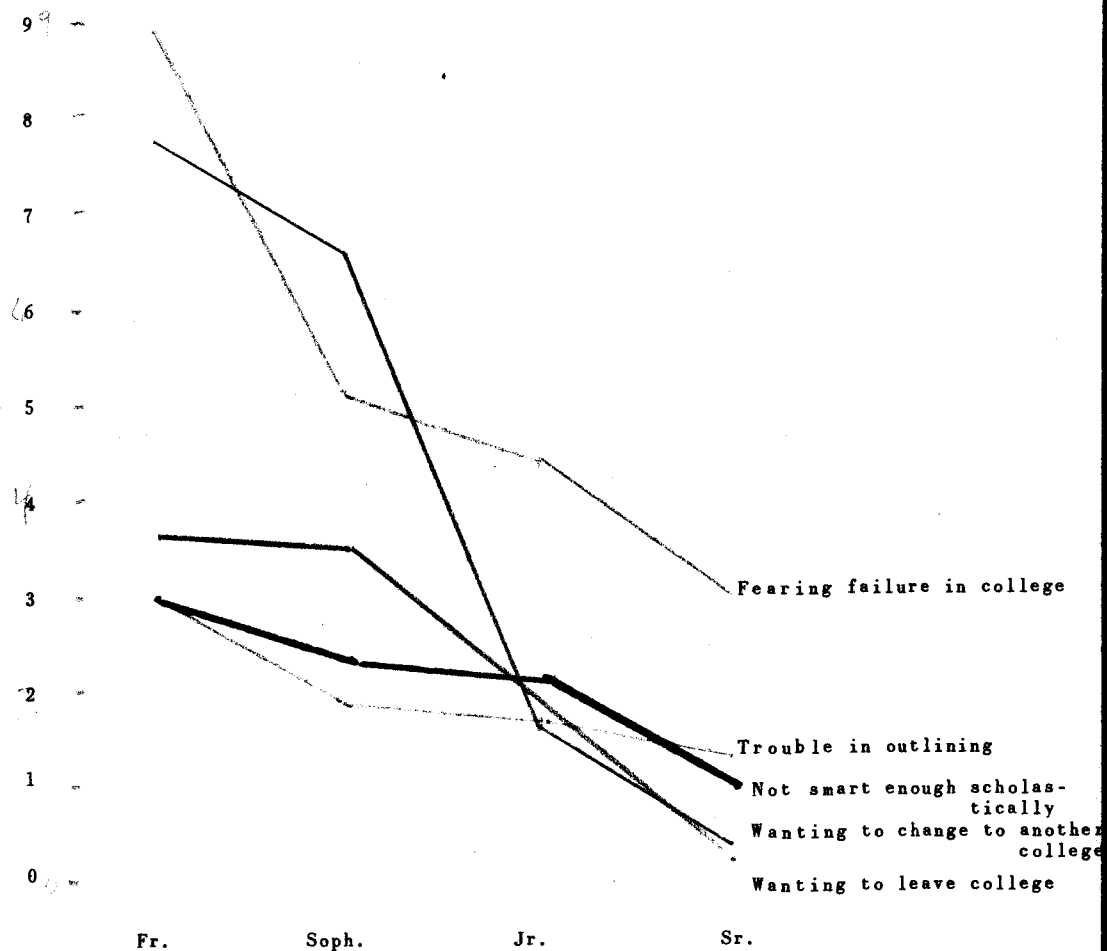


FIGURE 5

CIRCLED PROBLEMS IN THE AREA: ADJUSTMENT TO COLLEGE WORK WHICH
DECREASE DURING THE FOUR YEARS OF COLLEGE

the four years of college. There are the problems which one would expect to show a constant downward trend. "Fearing failure in college," shows the most precipitous decrease. "Trouble in outlining," "Not smart enough in school," and "Wanting to leave college," were serious problems for only a small per cent of the students.

3

COUNSELING AND GUIDANCE SERVICES

IN THE AREA OF ADJUSTMENT TO COLLEGE WORK

Each of the seven co-operating colleges attempts to deal with the problems of college life that are of particular importance to the beginner, and to treat of the major difficulties of the adjustment of new students.

Table XXXVI lists the various orientation and remedial services which the seven colleges provide.

TABLE XXXVI

ORIENTATION AND REMEDIAL SERVICES
PROVIDED BY THE SEVEN COLLEGES

Services	Number of Colleges
Freshman week	7
General lectures about various phases of college life	7
Conferences with counselors	7
Registration procedures	7
Social activities	7
"How to Study" lectures	6
Remedial English	7
Remedial Reading	7
Remedial Speech	4

The "How to Study" lectures (from one to three talks) are concerned with familiarizing the students with methods of note-taking, reading methods, time-budgeting, use of the library, etc. The remedial English, Reading, and Speech courses, which are non-credit-bearing, are open to all students who are deficient in these areas.

In the seven colleges (and in the literature for the most part), more attention has been given to the problem of what should be included in these programs than to the evaluation of the outcome of the activities.

Knobe²² formulated a list of successful lecture topics and activities for Freshman Week, selected on the basis of their retention in programs. He found a tendency to overload Freshman Week and to depend too heavily upon immediate orientation devices. He cautioned against too great optimism as to what can be accomplished within the space of a few days.

Bennett's study²³ yielded less favorable data for Freshman week lectures than for those conducted in small class groups.

These and other studies conclude that it is not particularly helpful to stress study habits so long in advance of the students' contact with the actual problems of study. The implication here is that it would be preferable to delay these lectures or their equivalent until after the first series of examinations, or until such time as the students were more

22 J. C. Knobe, Orienting the Student in College: with Special Reference to Freshman Week, Contributions to Education, No. 415, Teachers College, 1930.

23 Margaret E. Bennett, "An Evaluation of an Orientation or Group Guidance Program in a Four-Year Junior College," Abstracts of Dissertations, Stanford University, 13: 1937-1938.

clearly aware of their college study problems. There is an emphasis upon fewer lectures and more contacts with both faculty and students during the orientation period. Because so many of the students are tense and confused during the first days of college, it has been felt that lectures were ineffectual. There is a tendency, too, to make scholastic orientation a continuous process throughout the first semester or the first year. Francis P. Robinson at Ohio State University has worked out a semester course, Effective Study, with a text by that title.²⁴ It is a credit-bearing course designed for good students as well as poor ones, although at Ohio State students who are failing or doing poor work are obliged to register for the course. Graduate students in clinical psychology at the University are assigned a certain number of these students, schedule regular interviews with them, and conduct the course on an individual counseling basis.

EVALUATION

We have considered the students' problems in the area of Adjustment to College Work and found them to outnumber, both for total problems and for seriousness, the problems in the other areas. These findings were in accord with those of other investigators who used the Mooney Problem Check List or another device to determine the problems of college students.

Our study, and those of others, indicate that for all classes of students there is a close relationship between problems in the area of

24 Francis P. Robinson, Effective Study, New York, 1946.

Adjustment to College Work and Personal Problems. This observation was confirmed statistically in one of the studies cited.

Each of the colleges offers an orientation program which includes one or several "How to Study" lectures, and gives, in addition, remedial courses in several areas of basic skills. Yet, despite these endeavors on the part of the colleges to deal with the students' academic adjustment problems, these problems continue to rank high both for numbers and as items of concern throughout the four years of college, although there is a noticeable decrease. It is not possible to determine how many of those who drop out of college before graduation do so because of discouragement over these problems, but it might well be that the inability to cope with these problems is responsible for many girls giving up before getting a degree.

There are several significant indications in the Check List data that suggest that in the problems in this area we may have arrived at a crucial point in our investigation.

1. Most significant is the fact already mentioned, that problems of this nature were underlined 7,645 times, circled 2,196 times, and mentioned in the essay-type summaries of the 1,897 students only 18 times. This fact lends weight to the hypothesis that study problems are symptoms, or surface irritations, the very number of which is indicative of the widespread and crippling personality and character problems which are the real problems facing our students.

2. The great majority of the students indicated that they would like to discuss their problems with someone on the faculty, and yet, of those

who would like to talk with a counselor, 52.1 per cent of the Freshmen, 56.3 per cent of the Sophomores, 43.4 per cent of the Juniors, and 45 per cent of the Seniors, don't know anyone on the faculty with whom they "would like to have these talks." The students' answers, indicated by a "Yes" or a "No," could be interpreted variously. These figures could mean that the students know the faculty members and don't want to discuss their problems with them, or, that they don't know anyone to whom to go. Another possibility is that the counseling in the colleges tends to be educational guidance, and the problems that these students really want to discuss are personal problems. The fact that in one of the colleges the counselors are the students' major professors, that in another the counselors are assigned to the students on the basis of their vocational interests, that in a third the counselor is chosen from among the student's instructors, and that in three others of the colleges the students see their counselors every quarter (the implication is that grades, courses, schedules, etc. constitute the subject matter of what is presumably a quarterly "check up"), all serve to convey the impression that the "counseling" is rather educational and vocational guidance. Of the 1,897 students who filled out the Problem Check List, only 20 per cent qualified their "Yes" or "No" response to the question: "Do you think that filling out the Check List has been worth while?" Twelve per cent of these (and they both underlined and circled more items in the area of Adjustment to College Work than any other area) qualified their "No" response by a phrase that indicated that they felt that no one else could solve their problems for them. Thus, they seemed to imply that they

considered counseling a receiving of answers or solutions, and that their problems were such that their solution did not depend on knowledge or information or the learning of some technique or skill.

Although a possible interpretation of the fact that many did not want to discuss their problems could be shyness and hesitancy about discussing personal problems, a fear of being inarticulate, and finally, and certainly for many, human respect, it seems more likely that the chief reason lies in the fact that the counseling interviews seem to be pre-structured in the pattern of educational and vocational guidance. The result is that on the whole, the students do not seem to feel that the time is theirs to use according to their own desires or needs. They present themselves as students to their teachers, as Chemistry majors or Education majors to their major professor. This pre-structuring militates against "acceptance" or "permissiveness" and substitutes, in an academic and authoritarian setting, a focus upon academic and vocational problems rather than upon persons.

On the other hand, the fact that the students cloak their personal problems with a more conventional and acceptable mask of academic and study problems indicates that they are willing to talk about these problems, where shyness and diffidence might keep them from disclosing their real concerns. Therefore, a counseling program which could utilize the "study problems approach" to personal difficulties would seem to be the ideal way of reaching the majority of the students. An approach through problems to persons, in a permissive atmosphere, by a counselor whose attitude conveys a frank and unastonished recognition of the variety and universality of human problems,

and who can abdicate the role of professor, and inspire confidence and trust and the assurance that there will be no penal sanctions attached to any confidences or disclosures which the counseling relationship may occasion, would be an ideal way of using problems and difficulties as stepping stones to maturity.

CHAPTER VI

PROBLEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS

1.

RELATED STUDIES

The findings of our study do not differ appreciably from other investigators. We found a sense of insecurity to underlie most of the personality problems. "Nervousness," "Taking things too seriously," "Moodiness,--having the blues," "Lacking self-confidence," were seen as resulting from attempts to gain security and overcome feelings of inadequacy.

Foster and Wilson¹ found these same factors to be the most prevalent personality problems. Heaton and Weedon² found that feelings of inferiority and their resulting anxieties and insecurities, whether physical, social, or economic in origin, contributed more than any other problem areas to a disintegration of the emotional life of the student and prevented efficient functioning in any phase of life.

While President of Yale, the late James Rowland Angell said from 10 to 15 per cent of our college students suffer from emotional or personality difficulties sufficiently serious to diminish very markedly their effectiveness

1. Robert G. Foster and Pauline Park Wilson, Women After College, 28-35.

2. Kenneth L. Heaton and Vivian Weedon, The Failing Student, 162-163.

and their happiness, and certainly very much to lessen the benefits that the college experience is designed to confer. He observed that not the least serious aspect of the matter is the post college experience;

for to send men out into the world in any appreciable numbers ostensibly trained for responsible positions in life, when they actually suffer from serious defects of emotional equilibrium and character that are practically certain largely to cripple their success, is to fall short of meeting the reasonable obligations of the college both to the individual student and to society itself. And yet that is exactly what many colleges, perhaps most of them, are actually doing. Needless to say, this is quite without any desire on the part of the college to be guilty of such a shortcoming, and, indeed, in large measure without any appreciation that such is the fact.³

Student health reports show that at least ten per cent of the student body requests help for handicapping emotional problems during the college year.⁴ Commenting on these figures, the report of the Committee on Academic Education of the Group for the Advancement of Psychiatry points out that it is with the remaining ninety per cent of the student body that the

³ James Rowland Angell, "Mental Hygiene in Colleges and Universities," Mental Hygiene, 17, 1933, 544-545.

⁴ Health Program for Colleges, Report of the Third Conference on Health in Colleges, New York, National Tuberculosis Association, 1948, 88.

Morrison, Angus W. and Diehl, Harold S., "Some Studies on Mental Hygiene Needs of Freshman University Students," Journal of the American Medical Association, 83, 1924, 1668-1672.

Riggs, Austen F., and Terhune, William B., "Mental Health of College Women," Mental Hygiene, 12, 1928, 559-568.

psychiatrist should be able to make significant contributions toward emotional stability.⁵ This group, working to secure the appointment of resident psychiatrists in colleges and universities, points to these findings and to the very evident need of students for help with their personal problems, in their endeavor to promote the increase of interest in what psychiatry has to offer to the educational process. The Group for the Advancement of Psychiatry, of which William C. Menninger is President, lists ninety-three books or articles in its bibliography on The Role of Psychiatrists in Colleges and Universities,⁶ all emphasizing the need for greater emphasis on emotional maturity in the college population, and pointing out the significant educational contribution in this regard which the resident psychiatrist could make.

However, these studies emphasize the more serious emotional disturbances among college students, and take for granted that the other ninety per cent would voluntarily seek help from the college psychiatrist. The findings of our study, and those of others already mentioned, contradict this. It will be recalled that the most frequently mentioned recommendation of Foster and Wilson's one hundred college graduates was for counseling services, "not administratively related to psychiatric or academic depart-

5 The Role of Psychiatrists in Colleges and Universities, Committee on Academic Education of the Group for the Advancement of Psychiatry, 17, September, 1950, 1.

6 Foster and Wilson, Women After College, 224.

ments."⁷ These women declared that they received the most help with their personal, social, and emotional problems from sympathetic and understanding faculty members outside the usual clinical setup. They acknowledged that such help, although sometimes good, is likely to be untrained and, therefore, dangerously naive. In their opinion, the autonomous "Counseling Center" or college psychiatrist would be avoided by those who stood to benefit most from such services because of their hesitancy to speak of personal problems in a setting which had any professional or clinical aspect.

Furthermore, our findings and those of the studies which have investigated the academic adjustment problems of college students, emphasize the tendency of students to circumvent their personal problems, and to fix upon some more acceptable surrogate as the real cause of their problem. This failure on the part of the college students to face their problems on the level on which they exist, and the tendency to shift causal significance and responsibility to environmental and situational factors rather than to personal inadequacy, is at once one of the greatest dangers and the greatest challenges to educators. It is estimated⁸ that more than half of the students who enter college do not remain long enough to obtain a degree.

7 Ibid., 5-7.

8 College Student Mortality, Bulletin 1937, No. 11, U.S. Department of the Interior, Office of Education.

Those who drop out because of emotional stress, the real source of which is to be found in personal problems, carry that problem, which usually stems from a character defect or weakness, into their subsequent family, professional and community life.

Among Catholics, one of the most disheartening evidences of this is to be found in the number of cases handled by the Marriage Court at the Chancery of the Chicago Archdiocese. It is estimated⁹ that an average of 100 cases a week, 60 per cent of which are new cases, is handled. After careful investigation and interviews with the parties concerned, in only about one per cent of the cases is permission for separation given. It is the opinion of those who serve in the Marriage Court that in 99 per cent of the cases the problem is such that it could be faced and overcome. The frightening ease and speed with which Catholics are abandoning their marriage vows is no more than a manifestation in one sphere of the ever-growing personal inadequacy and lack of personal integration in our young Catholic population. Young people need help in character training. It is true that such training is primarily the responsibility of the parents in the home, but when it is neglected there, then the responsibility falls upon the school. The patent emotional immaturity of young Catholics is causing educators to pause and consider their responsibility for this lamentable state of affairs.

9 Private communication.

2.

The Problems

We have already discussed problems in the area of Personal-Psychological Relations in connection with the students' adjustment to college work. Our concern was with these problems considered in general as personal problems which diminished the students' effectiveness in academic work. Here, our concern will be with the actual problems which the students underlined or circled.

Table XXXVII summarizes the ranks of the underlined and circled problems in this area for each of the seven colleges.

TABLE XXXVII

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS FOR EACH
OF THE SEVEN COLLEGES

All colleges	College:	A	B	C	D	E	F	G
Underlined	2	2	4	1	1	2	2	2
Circled	2	2	1	1	1	3	2	6

Table XXXVIII summarizes the same data for each of the four classes.

TABLE XXXVIII

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREAS OF PERSONAL-PSYCHOLOGICAL RELATIONS FOR EACH OF
THE FOUR CLASSES

All Colleges	Freshmen	Sophomores	Juniors	Seniors
U C	U C	U C	U C	U C
2 2	2 2	2 2	1 1	1 1

Tables XXXIX and XL list the students' problems in the area of Personal-Psychological Relations in rank order and give the per cent of the total group to which each problem applies.

TABLE XXXIX

PROBLEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS:
RANK ORDER OF UNDERLINED PROBLEMS AND PER CENT OF
STUDENTS UNDERLINING EACH ITEM

No.	Item	Rank	Total	Per cent
133	Daydreaming	1	525	32.9
76	Moodiness, having the "blues"	2	508	27.3
82	Taking things too seriously	3	473	24.9
152	Worrying about unimportant things	4	468	24.7
241	Afraid of making mistakes	5	438	23.1
242	Can't make up my mind about things	6	397	20.9
186	Losing my temper	7	396	20.9
243	Lacking self-confidence	8	384	20.2
83	Nervousness	9	383	20.2
79	Too easily discouraged	10	352	18.6
134	Forgetting things	11	349	18.4
187	Stubbornness	12	334	17.6
189	Laziness	13	303	16.0
190	Not taking things seriously enough	14	210	11.1
188	Carelessness	15	202	10.7
78	Not doing anything well	16	193	10.2
21	Too self-centered	17	172	9.1
20	Sometimes wishing I'd never been born	18	139	7.3
131	Unhappy too much of the time	19	138	7.2
24	Getting too excited	20	130	6.8
226	Too many personal problems	21	101	5.3
77	Failing to get ahead	22	78	4.1
22	Not having any fun	23	69	3.6
227	Unwilling to face serious problem now	24	66	3.6
245	Can't see value of daily things I do	25	66	3.4
135	Afraid when left alone	26	58	3.1
228	Bad dreams	27	52	2.7
244	Lost--no sense of direction in my life	28	51	2.7
200	Thoughts of suicide	29.5	18	.9
229	Insanity	29.5	18	.9

TABLE XL

PROBLEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS;
RANK ORDER OF CIRCLED PROBLEMS AND PER CENT OF STUDENTS
CIRCLING EACH ITEM

No.	Item	Rank	Total	Per cent
23	Nervousness	1	168	8.7
22	Taking things too seriously	2	162	8.6
76	Moodiness, having the "blues"	3	158	8.2
243	Lacking self-confidence	4	153	8.1
242	Can't make up my mind about things	5	127	6.7
133	Daydreaming	6	123	6.6
132	Worrying about unimportant things	7	110	6.0
79	Too easily discouraged	8	109	5.7
186	Losing my temper	9	108	5.7
241	Afraid of making mistakes	10.5	105	5.6
134	Forgetting things	10.5	105	5.6
189	Laziness	12	78	4.1
187	Stubbornness	13	76	4.0
21	Too self-centered	14	66	3.5
78	Not doing anything well	15	61	3.2
24	Getting too excited	16.5	58	3.1
190	Not taking things seriously enough	16.5	58	3.1
131	Unhappy too much of the time	18	46	2.4
188	Carelessness	19	43	2.3
296	Too many personal problems	20	36	1.9
80	Sometimes wishing I'd never been born	21	30	1.6
297	Unwilling to face a serious problem now	22	24	1.3
135	Afraid when left alone	23	22	1.2
245	Can't see the value of daily things I do	24	15	.79
77	Failing to get ahead	25	14	.73
24	Not having any fun	26	13	.69
244	Lost--no sense of direction in my life	27	11	.57
300	Thoughts of suicide	28	10	.53
298	Bad dreams	29	6	.32
299	Insanity	30	5	.26

It is noteworthy that the same items which Marsolf and Larsen found to cluster together as a personality factor which correlated with a second cluster of items representing a lack of integration, are the most frequently marked items in this study. Marsolf and Larsen considered a marked feeling of inferiority or inadequacy as the outstanding personal-psychological factor. Tables XXXIX and XL show that a sense of insecurity underlies the most frequently underlined items in this study. "Nervousness," "Taking things too seriously," "Moodiness," "Lacking self-confidence," etc., are all manifestations of insecurity and inadequacy. A correlation of .85 between these thirty personal items as underlined and circled is indicative of the students' real concern with them. More than the problems in any other area, these problems all tend to be serious for the students for whom they are problems. Table XIX (p.84) shows that a total of thirty items of the three hundred and thirty were underlined by more than 20 per cent of the students. Nine of these were from the area of Personal-Psychological Relations. Adjustment to College Work came next, with six items. However, the nine items in the area of Personal Psychological Relations received a total of 3,694, while the six Adjustment to College Work items received only 986.

In analyzing the data in Table XL, it is interesting to study the thirty Personal-Psychological problems in the order in which the students circled them. If we accept Marsolf and Larsen's hypothesis that an underlying feeling of inferiority and personal inadequacy causes most of these problems, then the order in which the students rank the problems which stem from it as matters of concern should give us some indication of the dynamics of

insecurity. We may ask first if there is evidence of a sequential pattern?

The fact that "Nervousness" (1)¹⁰ is the item most frequently cited by the students of these seven women's colleges lends support to the evidence for the universality of feelings of insecurity. We can accept the prevalence of uneasiness and nervous tension as a natural consequence of insecurity. The next step in the sequence is a logical one. The students resort to rationalization. They try to convince themselves that they are concerned about trifles, that they are "taking things too seriously." (2) We may imagine their attempts to persuade themselves that everything is going to work out, that the best way to get over their nervousness and tension is to ignore or belittle the supposed problems. Rationalization produces a false security that all is well and that in truth there was no problem. However, the problem remains, and the students find themselves the prey of "moods." (3) Intervals of mastery alternate with recurrent preoccupation with the perplexing difficulty. The inability to maintain emotional equilibrium is recognized as related to the inability to deal decisively with the recurrent preoccupation with the personal problem and produces diffidence and a "lack of self-confidence." (4) But youth abhors indecision; their natural tendency is to "do something," often it is to "do anything," to escape from a dilemma, but when the problem is as elusive as insecurity and personal inadequacy, it is difficult to decide on what to do. Tension and nervousness

¹⁰ This number and the succeeding numbers enclosed in parentheses indicate the rank order of items cited in the area of Personal-Psychological Relations.

are increased by impatience at finding themselves unable to "make up their minds about things." (5) The imagination provides an avenue of escape. In the "daydream" (6) they can be what in reality they know they are not. Hesitancy, diffidence, and misunderstanding vanish and in their place is the ideal self:

guided by clear and fixed and holy principles, not troubled by conflicting aims nor led by shifting whims and fancies, nor disturbed by vain regrets or foolish fears, nor perplexed by passionate desires, but tranquil, single-minded, sincere and straight...¹¹

In the daydream they can be poised and balanced in a disordered world, serene and self-possessed amid rival and conflicting influences. But the real world and the real self force themselves back in upon the consciousness. Outside the dream world the old problems are awaiting. The inner conflict renews itself, and again there is worry and perplexity and the effort to minimize the difficulties by persuading themselves that they are "worrying about unimportant things." (7) However, rationalization solves no problems. The security and poise of the ideal self as the imagination portrays it is recognized as unreal. The decisiveness and balance and consistency which seemed so effortless in the daydream just doesn't "work" in real life situations. The result is "discouragement" (8) but because this discouragement is suffered rather than accepted, there is an underlying belligerency that

¹¹ W. Roche, S.J., Mysteries of the Mass in Reasoned Prayers, London, 1946, 71.

manifests itself in outbursts of "temper." (9) The inability to achieve self-mastery, the realisation of how vulnerable they are, causes them to lash out violently against the persons and things which loom as large and menacing witnesses of their own inadequacy. This turmoil and unrest focuses the attention so commandingly on the self that it produces a self-preoccupation which approaches dissociation. It should not be surprising that "forgetting things" (10.5) is one of the faults with which the young people charge themselves, and one of the chief complaints of those who deal with youth. Because the struggle seems to have no issue, there is a tendency to say "what's the use" and to give up. Since nothing works, one solution is to do nothing. How many parents and teachers accuse young people of being "lasy" (12), and because they are called lasy, they call themselves lasy; it seems to offer an acceptable excuse for failure. However, laziness is irritating to vigorous adults who know not only what young people should do, but how they should do it. Because laziness is an excuse, not a reason, the advice and blueprints for achievement which well-meaning adults offer are rejected as the suggestions of those who do not understand. Emotion steps in and usurps the place of reason, and the troubled youth are labelled "difficult" and "stubborn." (13) And so they are; they recognise it, and in great numbers they circle these items as serious problems. It would be laboring the obvious to follow the sequence through to its logical conclusion. One can see at a glance how "Too self-centered," "Not doing anything well," "Getting too excited," etc., fit into the picture.

Thus, not only does the rank order of the problems in the area of

Personal-Psychological Relations reveal that insecurity and feelings of personal inadequacy generate responses which follow a logical sequence, but the very sequence reveals something of the dynamics of feelings of insecurity and inadequacy. Close examination shows not only an ordered sequence in the problems as the students rank them from one through thirty, but also that within the total sequence, three undulations or repetitions of the same over-all pattern are discoverable. Each new wave is initiated by feelings of insecurity and personal inadequacy, and progresses through rationalization to floundering attempts to secure mastery, discouragement, and a giving up, to a new crest in which the natural tendency of the person towards integration reasserts itself, and the cycle begins anew.

The first cycle begins with the most frequently circled item, "Nervousness," and progresses sequentially to the item which ranked twelfth, "Laziness."

The items in the second cycle indicate greater distress and agitation. Here the initial problem, "Stubbornness" indicates a reaction against the passivity with which the first cycle closed. The rationalization which follows, "Too self-centered," points to an attempt to solve the problem by getting away from the personal self-implications. However, the problem is rooted in the self, and this pseudo-solution is followed by a discouraged phase, "Not doing anything well," and then a vigorous reaction implied in "Getting too excited;" but again the problem crops up and again there is rationalization. The failure is laid at the door of "Not taking things seriously enough." We can well imagine the grim determination with which the

situation is faced anew. However, this only generates more nervousness and tension, and leads to the next four items. The moods of the first cycle are replaced now by real unhappiness. The low phases out-number and out-last the high phases, and the students complain of "being unhappy too much of the time." Instead of fleeing from reality into the haven of the daydream, the attitude now is one of "what is the use?" and "Carelessness" is the next most frequently circled problem. There is a feeble attempt at self-justification in the protest that there are just "Too many personal problems," and this is followed by the despairing lament: "Sometimes wishing that I had never been born." Thus, the second cycle ends on a note of deeper discouragement than the preceding one.

The third cycle begins with a deep insight, "Unwilling to face a serious problem now," but the sense of personal inadequacy has become so overpowering and discouragement so paralyzing that the cycle resolves itself into progressively more serious negation. "Afraid when left alone," "Can't see the value of the daily things I do," "Failing to get ahead," "Lost--no sense of direction in my life," "Thoughts of suicide," "Bad dreams," and "Insanity," are indications of rapid and undeviating personality disintegration.

There is no concrete evidence in the all-college totals that the progression of problems through the four years of college actually follows these depth cycles. Depending upon the nature and seriousness of the problem which generates the tension, and the stability and degree of integration of the personality affected, the undulations between tension and resolution could persist on either of the upper strata without a necessary

progression down to disintegration. However, on the basis of this sample the prediction that unresolved conflicts would progressively affect the personality in this fashion is not pure speculation. What does seem incontrovertible is the undulating sequential pattern which tension and insecurity generate.

Moreover, this same pattern which is discernible vertically in the rank order of the problems in the area of Personal-Psychological Relations, manifests itself horizontally in the percent of students in each of the four classes who circle these items.

Table XLI compares the total rank order of circled problems with the rank order for each of the four classes.

TABLE XLI

A COMPARISON OF THE RANK ORDER OF CIRCLED TOTALS IN THE AREA
OF PERSONAL-PSYCHOLOGICAL RELATIONS FOR EACH OF THE FOUR
CLASSES AND THE ENTIRE GROUP

Item	Total	Fresh.	Soph.	Jr.	Sr.
Nervousness	1	1	5	2	3
Taking things too seriously	2	3	2	4	4
Moodiness, having the "blues"	3	6	1	3	2
Lacking self-confidence	4	2	10	1	6.5
Can't make up my mind about things	5	9	7	6.5	1
Daydreaming	6	7	3	8.5	12.5
Worrying about unimportant things	7	9	6	10	6.5
Too easily discouraged	8	4	12.5	5.5	12.5
Losing my temper	9	9	4	11	8
Afraid of making mistakes	10.5	12	9	7	5
Forgetting things	10.5	5	8	13.5	15
Laziness	12	15	14	8.5	12.5
Stubbornness	13	11	12.5	17.5	9.5
Too self-centered	14	19	11	13.5	12.5
Not doing anything well	15	13	17	15.5	20.5
Getting too excited	16.5	16	15	19.5	16
Not taking things seriously enough	16.5	20.5	16	13.5	9.5
Unhappy too much of the time	18	17.5	18.5	17.5	18.5
Carelessness	19	17.5	20	21	17
Too many personal problems	20	22	21.5	16	20.5
Sometimes wishing I'd never been born	21	20.5	18.5	19.5	24.5
Unwilling to face a serious problem now	22	23	21.5	24	18.5
Afraid when left alone	23	27	23.5	29.5	22.5
Can't see the value of the daily things I do	24	29	23.5	23	24.5
Failing to get ahead	25	14	28	22	30
Not having any fun	26	24	26	27	22.5
Lost--no sense of direction in my life	27	25	25.5	25	27.5
Thoughts of suicide	28	27	30	29.5	27.5
Bad dreams	29	27	28	27	27.5
Insanity	30	30	25.5	27	27.5

The greater number of the problems in the area of Personal-Psychological Relations manifest the undulating pattern that seems to be characteristic of tension and insecurity. Figure VI shows the more significant of these.

- 11 C.R. Soph. & Jrs.: 2.57
 12 C.R. Fr. & Soph.: 2.24; Soph. & Jrs.: 3.91; Jrs. & Srs.: 2.82
 13 C.R. Fr. & Soph.: 2.18; Soph. & Jrs.: 3.85
 14 C.R. Soph. & Jrs.: 3.49; Jrs. & Srs.: 3.16

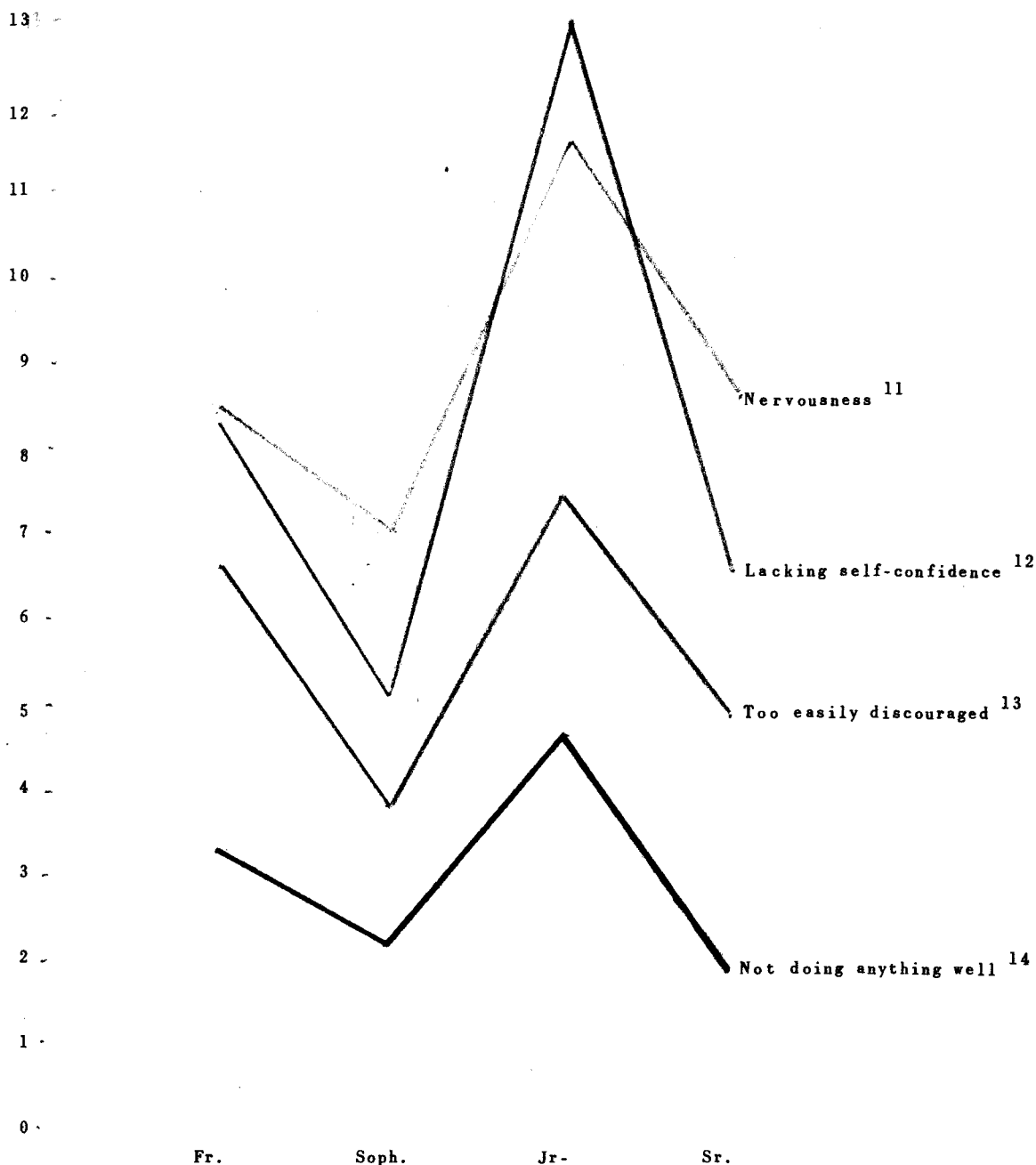


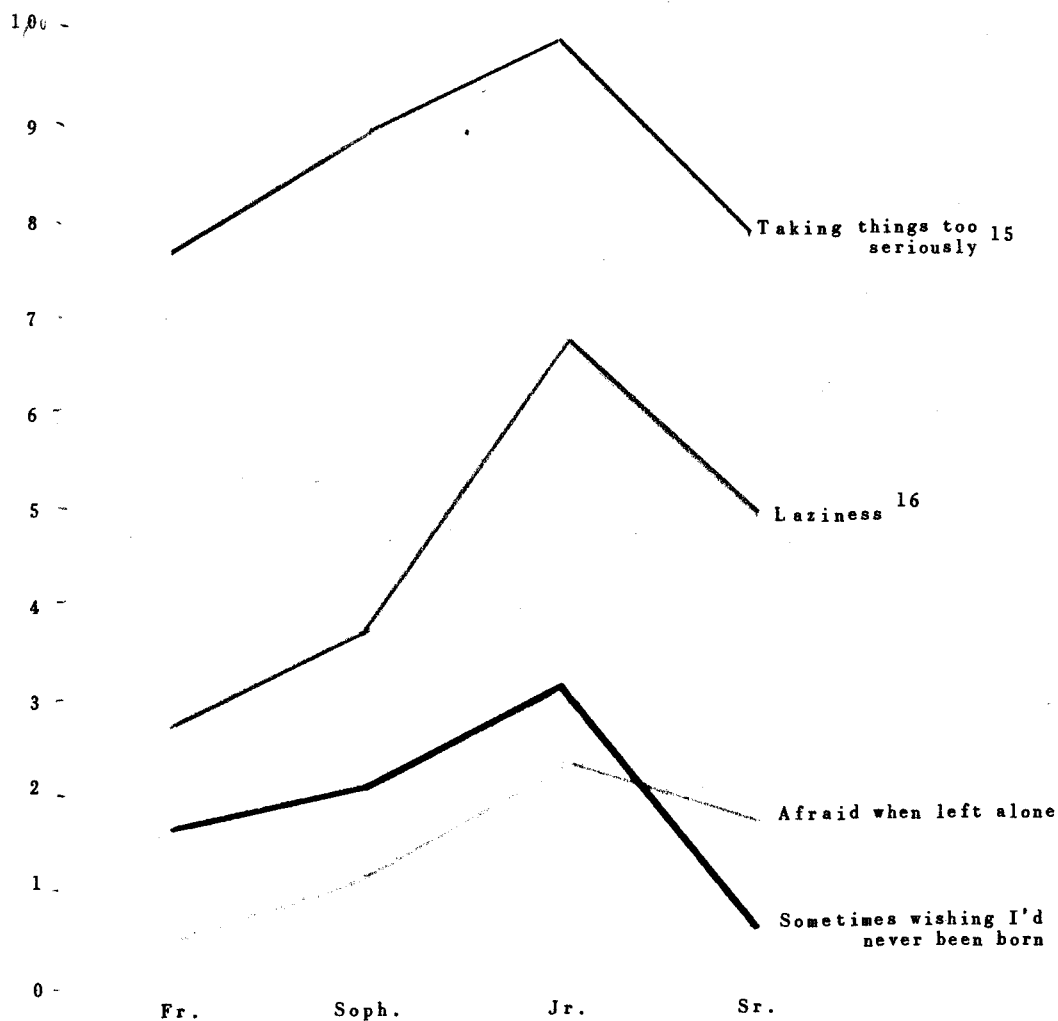
FIGURE 6

CIRCLED PROBLEMS IN THE AREA: PERSONAL-PSYCHOLOGICAL RELATIONS WHICH
 DECREASE IN THE SOPHOMORE AND SENIOR YEAR

It is significant that only "Nervousness," decreases from the peak in the Junior year to a level in the Senior year which is higher than the percentage level in the Freshman year. All the other problems decline in the Sophomore year, rise in the Junior year to a level that surpasses the initial level in the Freshman year, and decline in the Senior year to a level below that of the Freshman year.

An analysis of these undulations in the light of the dynamic sequence shows that although superficially the Junior year might appear to be the most difficult and to be the year in which the students are most in need of counseling, and the Sophomore year the time in which the students are most free from disabling personal problems. There is evidence that it is really the superficial, pseudo-adjustment achieved during the Sophomore year that accounts for the sharp rise in the Junior year. It is significant, too that the highest peaks in the Junior year correspond to the deeper reactions of the second cycle. Two factors may well be at work here: a natural reaction against the pseudo-solution in the Sophomore year, and a sense of urgency and panic caused by the realization that time is running out.

Figure 7 illustrates a variation of the undulating sequence which an analysis of the problems in the area of Personal-Psychological Relations yields. Here we find that four of the items show an increase during each of the first three years of college and decrease in the Senior year.



15 C.R. Difference between Fr. and Jrs.: 2.91

16 C.R. Difference between Fr. and Jrs.: 2.78

FIGURE 7

CIRCLED PROBLEMS IN THE AREA: PERSONAL-PSYCHOLOGICAL RELATIONS WHICH INCREASE DURING THE FRESHMAN, SOPHOMORE, AND JUNIOR YEARS

If we compare Figures 6 and 7 we see that in the Freshman year three problems rank highest: "Nervousness," "Lacking self-confidence," and "Taking things too seriously." Each is circled by a rough average of 8 per cent of the Freshmen. Two of these problems, "Nervousness," and "Lacking self-confidence," decrease in the Sophomore year. The third, "Taking things too seriously," the problem which ranked second for the total population in circled totals, increases in the same proportion that "Nervousness" decreases, whereas "Lacking self-confidence" decreases twice as much as "Taking things too seriously" increases. Thus, it would seem that the attempt to persuade themselves that everything is going to work out, that the best way to get over their nervousness and tension is to ignore or belittle the supposed problems, is a highly successful rationalisation. The gaiety of "the gay young Sophomores" of the traditional college song is, perhaps, a studied gaiety. "Taking things too seriously" reaches its peak in the Junior year where it is underlined by 9.6 per cent of the students. However, in this year "Nervousness" and "Lacking self-confidence" exceed "Taking things too seriously" in the same proportions that they ranked below it in the Sophomore year. The pressure of the unresolved problems becomes greater and, although the effort to rationalize is redoubled over the Sophomore level, the feelings of tension and personal inadequacy can no longer be dominated.

Figure VII shows, also that "Laziness" is circled by twice as many Juniors as Sophomores. Whereas this problem ranked 12th for the total college population, and 15th for the Freshmen and 14th for the Sophomores,

it ranks 8.6 for the Juniors. In part, it explains the dominance of "Nervousness" and "Lacking self-confidence," in this group. It would not be unreasonable to attribute this to tension which is the result of increased efforts to believe that they are "Taking things too seriously," and a growing uneasiness that perhaps if they were not so lazy, if they would just try a little harder, everything would work out. Both of these problems show a marked decline in the Senior year. "Taking things too seriously" ranks just a little higher for the Seniors than for the Freshmen, whereas "Laziness" was circled by 2.7 per cent of the Freshmen, 3.7 per cent of the Sophomores, reaches a peak of 6.8 per cent in the Junior year, and is circled by 4.9 per cent of the Seniors. If, as the sequential analysis suggested, laziness is merely an excuse for failure, the high percentage of Juniors circling this problem, and the percentage of Seniors, once again greater than the per cent of Sophomores, and twice the per cent of Freshmen, is further indication that the Sophomore year is a critical one as far as personal counseling is concerned.

Figure 8 illustrates four problems which do not follow the undulating pattern. These problems show an increase during the four years of college.

- 17 C.R. Freshmen and Seniors: 3.24
 18 C.R. Freshmen and Seniors: 2.34
 19 C.R. Freshmen and Seniors: 2.76
 20 C.R. Freshmen and Seniors: 1.37

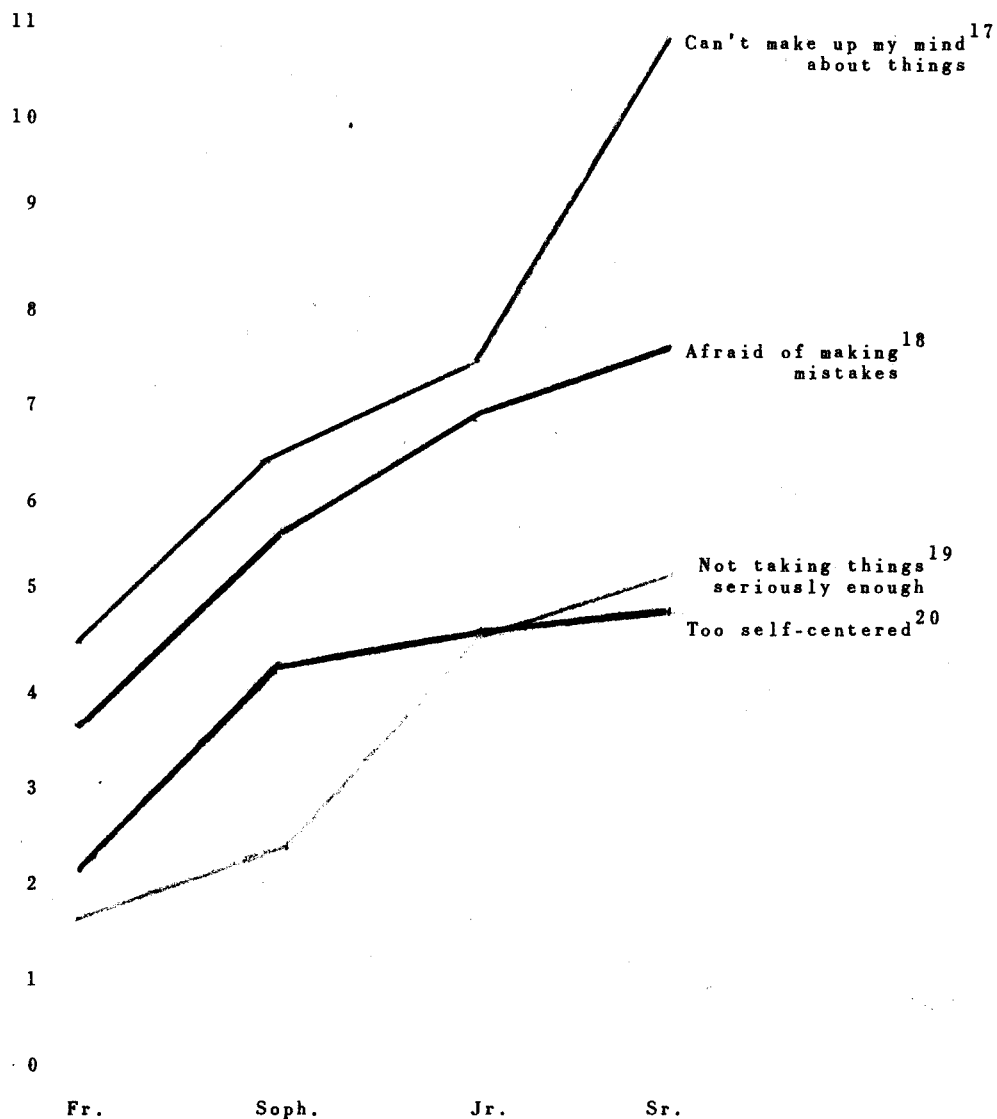


FIGURE 8

CIRCLED PROBLEMS IN THE AREA: PERSONAL-PSYCHOLOGICAL RELATIONS WHICH
 SHOW AN INCREASE DURING THE FOUR YEARS

The most striking fact which this table reveals is that the problem, "Can't make up my mind about things," which ranked ninth for the freshmen, increases to a rank of seventh for the Sophomores, 5.5 for the Juniors, and ranks first with the Seniors. It is true that decisions about "vocation," and "what to do after college," are imminent for the Seniors, but this problem has increased from the point where it was circled as a matter of serious concern by 4.6 per cent of the Freshmen, by 6.6 per cent of the Sophomores, by 7.5 per cent of the Juniors, to being ranked first by 10.9 per cent of the Seniors. It is true, too, that "things" is ambiguous. We do not know specifically about what "things" these students are unable to make up their minds. However, we do know that "Can't make up my mind about things" ranked 23.5 in the total number of problems underlined by more than 20 per cent of the students. Table XVII (p.80) showed that the twenty-nine items which were underlined by more than 20 per cent of the students applied to vague generalities: "Wondering if I'll find a suitable mate," "Not knowing what I really want," "Wondering if I'll be successful in life," "Wondering if I'll ever get married," etc. all of which ranked ahead of "Can't make up my mind about things."

Table XX (p.85) showed that this item does not appear among those most frequently circled by more than 20 per cent of the total number of students. Only twenty of the 350 items in the Check List were circled by more than 20 per cent of the students. "Deciding whether I'm in love is the only one of these items which refers to any specific decision.

It would seem, then, that this item is a matter of steadily increas-

ing concern to these college students, not as representing any specific problem in the face of which they are unable to make a decision, but as representing confusion, an increasing realization of their inability to broaden and deepen their understanding of themselves, their motives and attitudes. Their problems, instead of becoming focused and unified, seem shifting and elusive; a feeling of futility and undefined searching becomes more constant. This searching does not seem to indicate that the students find themselves confronted by situations in which they do not know what to do, but they find themselves unable to take independent and responsible action toward the accomplishment of what they know they should do. "Can't make up my mind about things," seem to be a confession of immaturity.

The second problem which increases steadily during the four years of college is the tenth ranking item, "Afraid of making mistakes." This item was circled by 3.7 per cent of the Freshmen, and by 7.7 per cent of the Seniors. The fact that these two problems: "Can't make up my mind about things," and "Afraid of making mistakes" increase at an identical ratio during the first three years of college, but branch off in the Senior year when "Can't make up my mind about things" is circled by 3.5 per cent more Seniors than are concerned about the fear of making mistakes, should cause some concern to the educators of Catholic women. One is the obvert of the other; they are two facets of the inability to take mature, responsible, independent, self-initiated action. The question which the juxtaposition of these two problems poses for the educators of these Catholic women is how far the educational program in our Catholic women's colleges creates or encourages

this paralyzing passivity. Stated in another way the question becomes, how does Catholic education stimulate personal responsibility?

The third of the four items which show a steady gain during the four years of college is the 14th ranking item: "Too self-centered." The increasing number of students who circle this problem should be encouraging. Here they have diagnosed a causal factor which in turn is closely related to the two preceding problems. The students who circled this problem realize more or less clearly that their emotions have narrowed and distorted their perception of values and life goals with the result that they are unable to view their problems objectively and dispassionately. They find themselves blocked, walled up within themselves, a state of affairs which encourages diffidence and indecision.

The fourth problem to show a continuous upward trend during the four years of college is "Not taking things seriously enough." This is circled by only 1.7 per cent of the Freshmen, by 2.4 per cent of the Sophomores, by 4.7 per cent of the Juniors, and by 5.3 per cent of the Seniors. It is interesting to compare this problem with the graph of "Taking things too seriously" in Figure 7 (p.155). That problem mounted from 7.7 per cent for the Freshmen, to 9.9. per cent for the Juniors, and then dropped to 7.9 per cent for the Seniors. Both problems were seen to be rationalizations of failure to achieve self-mastery. "Taking things too seriously" was used to explain away the problems which couldn't be faced and solved. "Not taking things seriously enough" appears to be a futile attempt to make successful integration possible with just a bit more effort. In either case we see

segments of the student population trying to combat feelings of insecurity and inadequacy. The fact that the greater number of them mask their deep concern with a "front" of gay light-heartedness (as the trend in these two tables indicates) may account for the fact that many educators feel that their students haven't many problems.

3

EVALUATION

We have seen that each of the seven colleges has made provision for student counseling. Table IV (p.53) showed the counselor-student ratio for each college, the frequency with which the counselors see the students, the amount of time the counselors devote to student interviews, etc. On the basis of the organizational arrangements which the colleges have made, we would conclude that, although there is quite a marked variety in the counseling plan in the seven colleges, the program should be effective in each college.

However, there are three factors which the Check List data provided which would cause us to question the actual effectiveness of the counseling from the students' point of view.

1. The low and negative correlations between the Deans' ranking of the students' problems and the students' own ranking of these same problems.

2. The percentage of students who expressed a desire to discuss their problems with someone on the faculty, but did not know anyone with whom to talk.

The sequential patterns and trends which characterize the problems during the four years of college.

The low and negative correlations between the Deans' ranking of the students' problems and the students' own ranking of these same problems. This Problem Check List shares the limitations of all such instruments. It suggests problems to the students; students check only those items which they are willing to check; they may have problems for which there are no equivalent items on the Check List; underlining problems and circling the more serious permits only a limited differentiation in significance; it is not possible to determine whether the same item, underlined or circled by many students, has the same meaning for each. However, the essay-type summary for which the Check List makes provision obviates many of these limitations. In the case both of the students who expressed few problems and those whose problems covered all the areas, it was possible through the instrumentality of the problem summaries to judge the nature of the most important problems, their significance, and very often, the relation of these problems to other factors. An analysis of these summaries showed that problems in the area of Personal-Psychological Relations far outnumbered problems in the other ten areas, and one or other problem connected with insecurity and personal inadequacy was in almost every instance a matter of preoccupation with these students. Their concern was not with knowing what they should do, but how they could do it; their expressed need was not for conviction of the truth, but for ways and means of living the truth in the singular contingencies of their own lives and in particular events which are uniquely personal.

The purpose of the item in the Counseling and Guidance Service Check List which asked the counseling service administrators to rank the problem

areas in the order of their concern for the students of their college, was to determine the degree to which the college counselors were aware of the real problems of the students. Table XVII (p.80) listed the Deans' ranks, the students' underlined and circled problem ranks, and the correlations between them. The highest correlations between counselors' rankings and student rankings were at College E, .73 for circled problems, and .56 for total problems. The lowest correlations were found between the two sets of rankings at College G, -.12 for total problems, and .11 for circled problems.

Only one Dean (College E) ranked Personal-Psychological problems first. The average of the Deans' ranks for these problems was 5.1 with a range of nine. The Counselor at College A ranked Social-Psychological problems first; the students ranked them fourth, putting Personal-Psychological problems second both for underlined and circled problems. The counselor ranked problems related to finances and living conditions second, whereas the students put them in last place, eleventh. At College B, the counselor ranked financial problems first; the students ranked them tenth among underlined and seventh among circled problems. There was closer agreement on first place rankings at College C. The counselor ranked Vocational problems first and the students ranked them third, but the counselor ranked financial problems second, whereas the students ranked them eighth. At College D the Dean ranked Adjustment to College Work first, and the students ranked these problems second; in first place these students ranked Personal-Psychological problems, while the Dean ranked them sixth. The Dean at College E ranked Personal-Psychological problems first, and Social-Personal Relations second.

for the students at this college, Social-Personal Relations and Home and Family Problems were tied for first place, and Personal-Psychological problems were ranked second for underlined totals and third for seriousness by the students. Problems centering about finances, living conditions and employment received another first from the Dean at College F. The students ranked these problems eleventh for underlined totals and tenth for seriousness. There was close agreement on problems connected with Adjustment to College Work. The Dean ranked them second and the students ranked them first both for totals and for seriousness. Another instance of the close relationship between study problems and personal problems presents itself here. The students ranked the first and second, in that order. The Dean ranked them second and fourth. At College G the Dean ranked Home and Family problems first; the students ranked them ninth both for totals and seriousness. The Dean ranked Financial Problems second; these problems and Adjustment to College Work Problems tied for first place with these students. The Dean ranked Social-Personal problems third; the students ranked them tenth. The Dean ranked Personal-Psychological tenth; the students ranked them second for underlined totals and sixth for seriousness.

These correlations are in themselves an evaluation of the counseling and guidance services in the colleges, and at the same time they are diagnostic. The fact that those in charge of the counseling in these colleges could be so unaware of the real nature of their students' problems indicates that they are not meeting their students on the level of their real concerns, that they have been led to believe that what the students talk to them about is all

they want to talk about. These correlations seem to indicate that the counseling in these colleges tends to be guidance rather than counseling, and therefore, geared to meet problems, not persons.

2. The percentage of students who expressed a desire to discuss their problems with someone on the faculty, but did not know anyone with whom to talk. Table XXX (p. 99) lists the per cent of the students in each class in each of the colleges who expressed a desire to discuss their problems with someone on the faculty. Except for the Seniors at College D, 38.1 per cent, and College F, 49.6 per cent, over half the students in each class wanted counseling. The average per cent of Seniors was 59.1, Juniors, 58.7, Sophomores, 67.8, and Freshmen, 75.1.

Of the number, as Table XXXI (p. 101) shows, an average of 55 per cent of the Seniors, 56.6 per cent of the Juniors, 43.7 per cent of the Sophomores, and 37.9 per cent of the Freshmen, knew the person or persons with whom they would like to talk.

The decreasing per cent of students who wanted to discuss their problems could mean that as the students progressed through college their problems were solved, either by counseling, or because the students achieved sufficient independence to handle them themselves, or because they lost confidence in the student counselors' ability to help them, or that the students with problems had left college. The nature of the problems most frequently circled makes it clear that only a few problems could be classed as situational; the mounting frequency through the four years of college of "Can't make up my mind about things," and "Afraid of making mistakes," makes

it highly improbable that these students were independent enough to solve their own problems. There remain the two alternatives: the students indicated that they did not want to discuss their problems because 24.9 per cent of the Freshmen, 32.8 per cent of the Sophomores, 41.3 per cent of the Juniors, and 40.9 per cent of the Seniors, either had no problems, or were being satisfactorily counseled, or, this same proportion of each class had tried the counseling and found it wanting. Several factors could be involved in this last alternative. The data in Table XXXI (p.101) indicates that we would not be justified in interpreting, on the basis of the data supplied by the colleges, that the students' response in the negative to the question: "Do you know any person or persons on the faculty with whom you would like to have these talks?" could be interpreted as meaning that they are not acquainted with anyone on the faculty, since each of the seven colleges provides student counselors for each student, and in each of the colleges the students are seen regularly, although the frequency of the interviews varies. One possible interpretation could be inferred from the meaning given to "these problems," and thus to "these talks." Although the students are being provided with counselors who see them regularly, it could be that the counseling interviews are oriented or structured in such a way that the problems about which they would really like to talk have no place; likewise, it could be that the students feel a lack of rapport with their counselors, that they fear the disapproval of the counselors, or fear some punitive measure, that they fear becoming involved with a counselor in a relationship which the student will not be free to terminate, or just that they cannot count on them

to "understand." Whatever the correct supposition, the basic fault would seem to be in the counselors rather than in the program.

3. The sequential patterns and trends which characterize the problems during the four years of college. Although problems in the area of Adjustment to College Work were those most frequently underlined and circled by the students of these seven colleges, we saw that in almost every case it was some personal problem that was elaborated in the essay summary, and that problems in the area of Personal-Psychological Relations were closely related to these academic adjustment problems. Since this is the case, the patterns and trends which their Personal-Psychological problems manifested have a special significance in the evaluation of the counseling programs in these colleges.

The undulating pattern which showed a decrease in the frequency with which most Personal-Psychological problems were underlined or circled in the Sophomore year, and the rise in the Junior year to a height greater than the initial frequency in the Freshman year, and followed in the Senior year by another downward trend, points to the Sophomore year as the most crucial of the four college years. Educators know that that is the year of the highest student mortality. Our study showed it to be the year in which rationalization and a superficial pseudo-adjustment could give counselors and administrators a false security that all is well. The frequency with which the Deans and the counselors ranked financial problems above personal and academic adjustment problems could well be an indication that the students give financial reasons for leaving college and going to work to camouflage their discouragement.

ment over the probability of achieving success in the struggle against feelings of personal inadequacy. Would special efforts to provide for Sophomores the personal counseling which is the acknowledged need of these college women prevent any appreciable number of them from dropping out of college at the end of the Sophomore year? And would effective personal counseling in the Sophomore year prevent the upsurge of personal problems in the Junior year? We cannot be certain that these results would follow, but the data certainly warrant giving serious consideration to this possibility.

The marked upward trend of two problems: "Can't make up my mind about things," and "Afraid of making mistakes," reveals something significant about the students of these colleges. The fact that these two problems increase steadily during the four years of college underlines two failures in the per cent of students involved: the failure to achieve personal conviction, and the failure to exercise personal initiative. With them education is not finding its fulfillment in personal and responsible integration. It is just this which counseling is meant to achieve. We cannot say with assurance that it is counseling that is at fault in these cases. We can only point out that the trend is a serious and challenging one, and that the known causal relationship between counseling and personal conviction and personal initiative warrants consideration.

CHAPTER VII

PROBLEMS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL

1

RELATED STUDIES

Very little of the research on vocational and educational counseling related specifically to women. Investigations of occupational trends, vocational objectives, occupational and vocational profiles, etc., apply to the student population, irrespective of sex, although many of the more recent studies are concerned with the vocational and educational problems of veterans.

In the field of the higher education of women the recent discussions of the objectives of a Catholic woman's college, the defense of the liberal arts in a Catholic woman's college, criticism of the women's college curriculum, and like problems, are not without their implications for vocational and educational counseling.

At the 1949 Workshop for Administrators of Catholic Women's Colleges, Dr. Urban H. Fleege maintained that "with home-making as the primary aim,"¹ both directly and indirectly vocational preparation will help to fit the future mother to fulfil her primary role in society. To this end,

every subject, every unit within each subject, every activity is scrutinized from the point of view of its contribution to

1 Urban H. Fleege, Woman's Primary Purpose, 3.

the primary objectives...²

He, therefore, stresses the importance of homemaking courses in the higher education of Catholic women, and believes that in this way the Catholic women's college is fulfilling its obligation to its students in the realms of educational and vocational preparation.

At the same Workshop, Father Paul C. Reinert, S.J., advocated the same intensive training in the liberal arts both for men and for women, since as far as the fundamental characteristics of human nature are concerned, there is no essential difference between men and women. By the same token, there should be no essential difference in the means employed. In addition, Father Reinert maintains that

If the liberal arts subjects are handled completely, carefully, and intensively, there will be little time for purely vocational training.³

He concludes that other agencies can handle most of the vocational training that is needed by college women, but that if the college fails in its primary duty, no other agency can or will give the college girl the training in complete personality development which can come only through a well-organized enthusiastically taught program in the liberal arts.

2 Idem.

3 Paul C. Reinert, "A Defense of the Liberal Arts in a Catholic Woman's College," Proceedings of the 1949 Workshop for Administrators of Catholic Women's Colleges, 8.

In 1949, at the Workshop in Guidance in Catholic Colleges and Universities, the role of vocational and educational guidance was considered. The problem here was: how, without warping the liberal arts college, transforming it into a disguised form of trade school, can we yet make it, in the best sense of these words, truly functional, realistic, and apostolic. Sister Mary Honora, discussing "The Vocational Guidance of Women," shares Father Reinert's view.

The college graduate who stands grave and firm in her primary vocation of Christian human-ness, who is a courageous mother of men according to the dictate of the Holy Spirit, who puts dignity into every task of her capable head and hands, has been well guided.⁴

In most of the research vocational counseling or counseling about careers is so closely related to educational affairs that they are often treated together.

In the questionnaire which was administered as a part of the North Central Association investigation of standards, the question was asked: "What objective or objectives for the future did you have in mind in coming to this institution?" The results showed⁵ that more than half of the group came to college to prepare for teaching or some other profession. General culture was the objective sought by 10 per cent of the group. Another analysis of the

⁴ Sister Mary Honora, "The Vocational Guidance of Women," in Guidance in Catholic Colleges and Universities, Roy J. Deferrari, ed., Washington, 1949, 94-95.

⁵ Donfred H. Gardner, Evaluation, 70.

returns showed that 65.9 per cent of the 8,025 students who answered had a definite vocational objective in going to college. These findings are similar to those of Kats and Allport⁶ who found that approximately 72 per cent of a group of some 3,500 students gave preparation for some vocation as a reason for attending college.

Without exception the investigators are agreed that the purpose of educational and vocational counseling in college is to assist the students to choose feasible occupational goals, to make suitable educational plans, and to progress toward the attainment of the goals that are chosen.

The importance in vocational counseling of an analysis of the student's personal, educational, occupational history, and his educational and vocational aptitudes, abilities, interests, and personality traits has been emphasized in much of the research.⁷ Although utilized primarily for diagnosis, such test data may also be used in counseling in helping the individual to see himself in respect to educational and vocational goals. The place of tests and interest inventories in counseling has been described by Bingham.⁸

6 Daniel Kats and Floyd H. Allport, Students' Attitudes, Syracuse, 1931, 81.

7 Psychological Corporation. Guidance Summary Form for Use in Vocational and Educational Counseling, 1946.

1. D. Scott, Manual of Advisement and Guidance, Washington, 1946.

E. G. Williamson, Students and Occupations, New York, 1937.

8 W. V. Bingham, Aptitudes and Aptitude Testing, New York, 1937.

Such interest inventories as the Strong Vocational Interest Blank and the Kuder Preference Record lend themselves particularly well to use as techniques for educational and vocational counseling as well as for diagnosis. Occupational ability patterns have been used to demonstrate graphically to the student how his pattern of aptitudes and achievements resembles that of persons engaged in a particular occupation. Trabue,⁹ Dvorak,¹⁰ Dodge,¹¹ Patterson and Darley,¹² and Williamson¹³ provide summaries of this type of approach to vocational guidance.

Educational ability profiles have been used in a similar manner. Psychographs or profiles of achievement-test results for groups of students are additional techniques available to the counselor in advising the student

9 M. R. Trabue, "Graphic Representation of Measured Characteristics of Successful Workers," Occupations, 12: 1934, 40-45.

10 Beatrice J. Dvorak, Differential Occupational Ability Patterns, Personnel Journal, 11: 1933, 544-51.

11 A. F. Dodge, Occupational Ability Patterns, New York, 1935.

12 D. G. Patterson and J. G. Darley, Men, Women, and Jobs, Minneapolis, 1936.

13 E. G. Williamson, How to Counsel Students, 403-458.

of his chances of success in college curricula. Results of research on subject-matter achievement of college students as measured by standardized tests are available in terms of different professional groups. Students to whom these same tests are administered may be advised in terms of the extent to which they possess the necessary aptitudes. Crawford and Burnham,¹⁴ Douglas,¹⁵ Selover,¹⁶ and Williamson¹⁷ have reported on the use of the educational-ability profile.

Because the vocational counselor is limited in his knowledge of all occupations and is further limited by the time available for individual conferences, the literature reports the various techniques for imparting vocational information in addition to those used in the personal interview. Billings,¹⁸ Cowley, Hoppock, and Williamson,¹⁹ report on group vocational guidance and classes in occupations. Another vocational counseling technique

14 H. R. Douglas, University of Minnesota Studies in Predicting Scholastic Achievement, Minneapolis, 1942, 2 vols.

15 A. B. Crawford and P. S. Burnham, Forecasting College Achievement, Part I, New Haven, 1946.

16 E. B. Selover, "A Study of the Sophomore Testing Program at the University of Minnesota," Journal of Applied Psychology, 26: 1942, 296-307, 456-467.

17 E. G. Williamson, "Guidance Use of Senior College Norms," Occupations, 15: 1936, 26-30.

18 Mildred E. Billings, Group Methods of Studying Occupations, New York, 1941.

19 W. H. Cowley, Robert Hoppock, E. G. Williamson, Occupational Orientation of College Students, Washington, 1939.

is that of tryout or work experience in various employments, either as part time or summer work. Williamson comments on this plan.²⁰

2

THE PROBLEMS

The items in this third ranking area present a striking confirmation of the dynamics of insecurity and personal inadequacy. We have seen Personal-Psychological problems as the center and source of tensions which spread through the area of Adjustment to College Work; now we see these same tensions reaching into the future.

Table XLII summarizes the ranks of the underlined and circled problems in the area of The Future; Vocational and Educational for each of the seven colleges

TABLE XLII

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREA OF THE FUTURE; VOCATIONAL AND EDUCATIONAL FOR
EACH OF THE SEVEN COLLEGES

All colleges	College:	A	B	C	D	E	F	G
Underlined	4	3	6	6	6	5	4	6
Circled	3	6	3	3	5	4	3	5

²⁰ E. G. Williamson, How to Counsel College Students.

Table XLIII summarizes the same data for each of the four classes.

TABLE XLIII

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREA OF THE FUTURE; VOCATIONAL AND EDUCATIONAL FOR
EACH OF THE FOUR CLASSES

All Colleges		Freshmen		Sophomores		Juniors		Seniors	
U	C	U	C	U	C	U	C	U	C
4	3	5	3	3	4	6	3	4	5

In Table XXIII (p.90) we saw that only two items from this area ranked among the items circled by more than 20 per cent of the students.

"Not knowing what I really want," ranked fourth in circled totals, and

"Restless at delay in starting life work," ranked 15.6.

Table XLIV gives the per cent of students underlining each of the items in the area of The Future: Vocational and Educational, the rank order of the thirty problems, and the raw totals for each problem. Table XLV gives the same data for the circled problems.

TABLE XLIV

PROBLEMS IN THE AREA OF THE FUTURE; VOCATIONAL AND EDUCATIONAL;
THE RANK ORDER OF UNDERLINED PROBLEMS, TOTALS, AND PER CENT OF
STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
158	Not Knowing what I really want	1	478	25.2
156	Wondering if I'll be successful in life	2	460	24.2
46	Restless at delay in starting life work	3	393	20.7
47	Doubting wisdom of my vocational choice	4	390	20.6
215	Needing to know my vocational abilities	5	274	14.4
213	Needing to decide on an occupation	6	280	15.7
212	Not knowing where I belong in the world	7	228	12.0
157	Needing to plan ahead for the future	8.5	187	9.9
268	Wanting advice on next steps after college	8.5	187	9.9
214	Needing information about occupations	10	176	9.3
105	Doubting college prepares me for working	11	174	9.2
267	Doubting I can get a job in chosen vocation	12	170	8.9
321	Afraid of unemployment after graduation	13	166	8.8
324	Lacking work experience to get a job	14	164	8.7
50	Doubting economic value of college degree	15	153	8.1
322	Don't know how to look for a job	16	136	7.2
270	Choosing best courses to prepare for a job	17	131	6.9
211	Not knowing the kind of person I want to be	18	128	6.8
323	College of little help in getting a job	19	123	6.5
269	Choosing courses to take next term	20	112	5.9
325	Doubting ability to handle a good job	21.5	107	5.6
104	Dreading to think of a life of hard work	21.5	107	5.6
159	Trying to combine marriage and career	23	89	4.7
103	Not interested in any vocation	24	76	4.0
101	Unable to enter desired vocation	25.5	72	3.8
48	Family opposing my choice of vocation	25.5	72	3.8
266	Needing vocational training beyond college	27	67	3.5
49	Being told I will fail in chosen vocation	28	61	3.2
102	Not physically fit for desired vocation	29	32	1.7
160	Concerned about military service	30	22	1.2

TABLE XLV

PROBLEMS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL
THE RANK ORDER OF CIRCLED PROBLEMS, TOTALS, AND PER CENT OF
STUDENTS CIRCILING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
158	Not knowing what I really want	1	182	9.6
48	Restless at delay in starting life work	2	133	7.0
156	Wondering if I'll be successful in life	3	121	6.4
47	Doubting wisdom of my vocational choice	4	101	5.3
108	Doubting college prepares me for working	5	86	4.5
218	Needing to know my vocational abilities	6	77	4.1
212	Not knowing where I belong in the world	7	72	3.8
213	Needing to decide on an occupation	8	70	3.7
321	Afraid of unemployment after graduation	9	67	3.5
267	Doubting I can get a job in chosen vocation	10	64	3.4
214	Needing information about occupations	11	49	2.6
211	Not knowing the kind of person I want to be	12	44	2.3
268	Wanting advice on next steps after college	13	39	2.1
157	Needing to plan ahead for the future	14	38	2.0
325	Doubting ability to handle a good job	15	36	1.9
324	Lacking work experience to get a job	16	34	1.8
103	Not interested in any vocation	17	31	1.6
270	Choosing best courses to prepare for a job	18	30	1.6
369	Choosing courses to take next term	19	28	1.5
104	Dreading to think of a life of hard work	20	26	1.4
322	Don't know how to look for a job	22	25	1.3
101	Unable to enter desired vocation	22	25	1.3
159	Trying to combine marriage and career	22	25	1.3
80	Doubting economic value of college degree	24	24	1.3
49	Being told I will fail in chosen vocation	25	17	.9
366	Needing vocational training beyond college	26	15	.8
102	Not physically fit for desired vocation	27.5	11	.6
323	College of little help in getting a job	27.5	11	.6
160	Concerned about military service	29	4	.2
43	Family opposing my choice of vocation	30	2	.1

If we consider these items as the students ranked them in the order of serious concern, we see that only the first ten were singled out as serious problems by any appreciable per cent of the students. They read like a litany of personal insecurity and inadequacy, and we cannot but be impressed by the fact that in each problem the concern is not with some specific problem to be met in the future, but rather with the self. The insecurity that accompanies indecision is paramount in "Not knowing what I really want." It generates tension and uneasiness and the desire to "do something," which expresses itself in "Restless at delay in starting life work." The fourth ranking, "Doubting the wisdom of my vocational choice" is not so much a questioning of the choice as an expression of concern over the possibility of measuring up to the choice. "Doubting that college prepares me for working," is likewise more an expression of tension and unrest manifesting itself in hostility toward the present situation, than it is an expression of objective fact. The trend of the next three items: "Needing to know my vocational abilities," "Not knowing where I belong in the world," and "Needing to decide on an occupation," are plaintive evidence of insecurity. "Afraid of unemployment after graduation," and "Doubting I can get a job in chosen vocation," are not so much an expression of concern over opportunities for employment as concern about personal abilities and possibilities of success.

We see that all these items, and most of the other less frequently marked items in the area of the Future: Vocational and Educational help to round out the picture of insecurity. In the present situation, in this case student life, it paralyzes activity, and results in the inability to

concentrate and to study effectively. It likewise paralyzes initiative about the future and causes discouragement. The struggle for integration and self-determination and the problems which follow in its wake seem to persist throughout the four years of college.

The trends of the more frequently circled problems throw some further light on the dynamics of insecurity. Figure 9 compares the trends of the most frequently circled problem in the area of The Future: Vocational and Educational, "Not knowing what I really want," and one of the problems in the area of Personal-Psychological Relations which showed a steady increase over the four years of college, "Can't make up my mind about things."

21 C.R. Freshmen & Seniors: 3.24

22 C.R. Freshmen & Seniors: 3.51

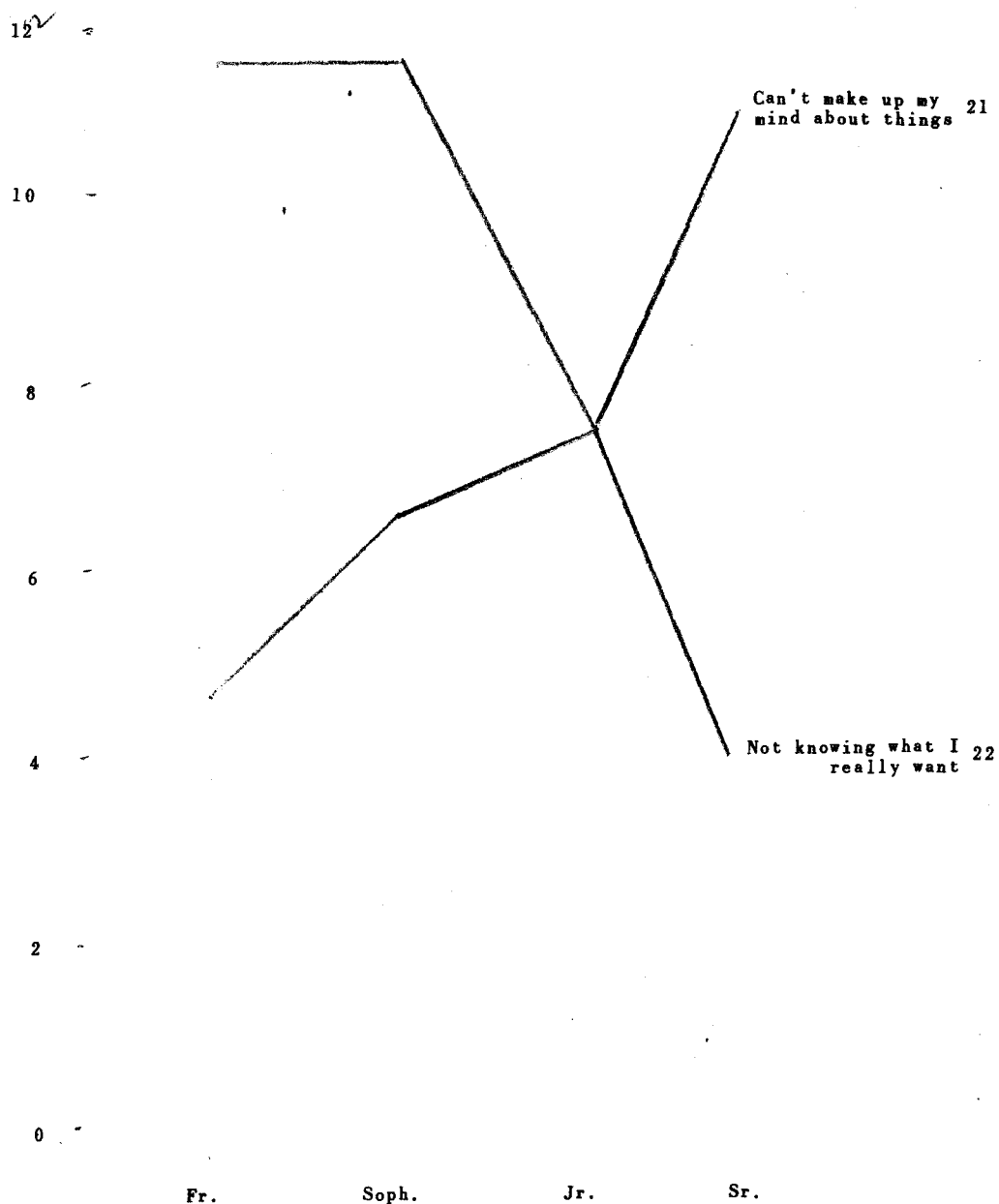


FIGURE 9

TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS IN THE AREA:

The sharp downward trend of "Not knowing what I really want" in the last two years of college, and the less direct, but more sudden upward trend in the Senior year of "Can't make up my mind about things," might seem to suggest conflicting evidence. However, if we consider that such definite and clearly defined trends cannot be due to chance, we are led to seek the reason for opposition rather than conflict. As we have had reason to note already, personal-psychological problems, particularly those centering about insecurity and personal inadequacy have been those most frequently circled in every area, and were almost the sole concern of the students in their essay summaries of their problems. Could it not be that we have in the opposing trends of these two problems another manifestation of this same factor. Could we not say with a fair degree of assurance that after the Sophomore year these college women on the whole do know what they really want, that they have, for the most part, solved the question of "what," the problem of ends. The sharp upward trend of "Can't make up my mind about things," indicates that in proportion to the definiteness of vision and decision, insecurity and confusion about "how," the means to the end, the personal adequacy of the self, increases. Means are not such an urgent problem while ends remain vague and indefinite. In the phantasy world of childhood the self is easily rendered adequate to every situation, but once the frontier between childhood and maturity is crossed there is a sudden awakening to the reality of the means-end relationship. The self is subjected to the critical appraisal of youth and found wanting. The focus is on the self, rather than on the end or goal, and in "Can't make up my mind about

things," emphasis is on bewilderment and confusion about "things," means; it is "the thing," now more clearly seen, that has posed the problem.

Additional justification of this interpretation of these two opposing tendencies is given in Figure 10 where the item, "Doubting the wisdom of my vocational choice" rises from 4.2 per cent of the Freshmen to 7.2 per cent of the Sophomores, and then drops in the Junior year to 4.4 per cent of the students. The low percentage of Freshmen could indicate those who had no vocational choice; the rise in the Sophomore year corresponds to the general picture of indecision. The drop in the Junior year substantiates our interpretation of the item, "Not knowing what I really want." The majority of those who were undecided about vocational choice have now made a decision and are confident of the wisdom of that choice. The fact that "Doubting the wisdom of my vocational choice," and "Afraid of unemployment after graduation," both increase about the same degree in the Senior year suggests that the fear is situational, rather than a questioning of the wisdom of the choice.

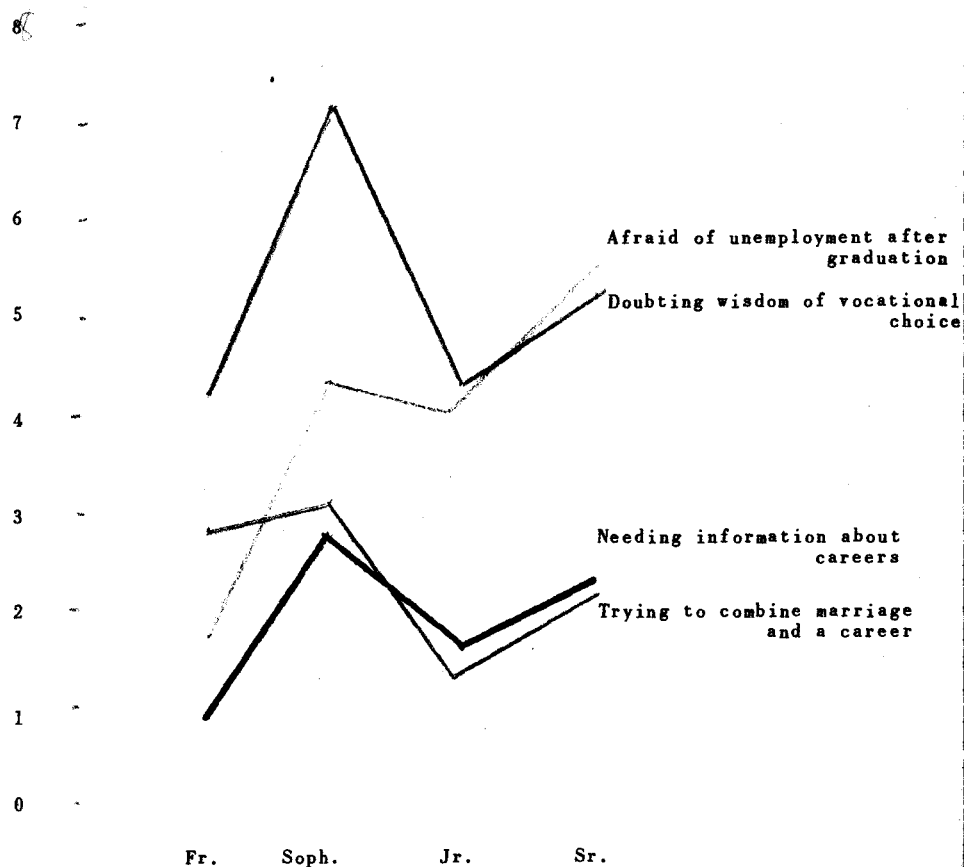


FIGURE 10

PROBLEM TRENDS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL,
WHICH SHOW THE INFLUENCE OF INSECURITY

Again in Figure 11 we see that the items which were most frequently circled are suggestive of another aspect of the dynamics of insecurity. The two most frequently circled items, "Restless at delay in starting life work," and "Wondering if I'll be successful in life," in the Senior year fall mid-way between the increasing item, "Can't make up my mind about things," and the decreasing item, "Not knowing what I really want. They suggest that in the wake of decision about what to do, there follows restlessness to be up and doing, while at the same time, the confusion about means to that end, and the adequacy of the self to attain it cause a wondering, and hesitancy about the outcome. The fact that the tendency of both these problems is downward from the Junior to the Senior year, and that they run almost parallel to the trend of "Don't know what I really want," suggests that the tendency in the Senior year is toward integration, in spite of the marked upward trend of "Can't make up my mind about things." The concern about means and self-adequacy could be the result of panic at the imminence of graduation and the proximity of the call to action.

The most frequently circled items in the Area of The Future:

Vocational and Educational reflect the psychological and emotional factors involved in the students' concern about the future. The items dealing with the more practical aspects of vocational planning were of less concern. Of the four classes, the greatest per cent of those concerned about whether college prepared them for working were in the Senior class, but here, only 3.3 per cent of the students had doubts as to the adequacy of their preparation. "Needing to know my vocational abilities," was the sixth ranking item, and

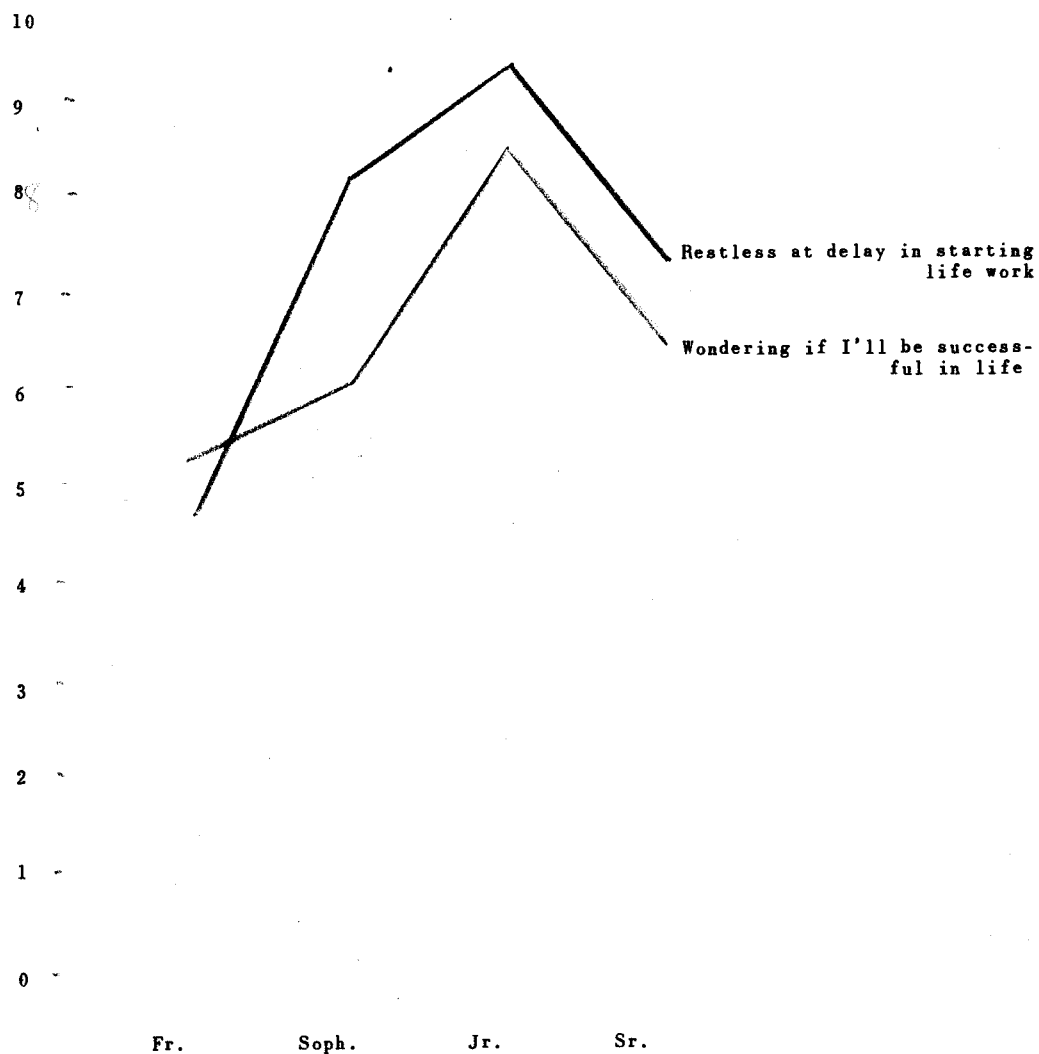


FIGURE 11

PROBLEM TENDS IN THE AREA OF THE FUTURE: VOCATIONAL EDUCATIONAL
WHICH SHOW A TENDENCY TOWARDS INTEGRATION IN THE SENIOR YEAR

showed a steady decline through the four years. Only 4.6 per cent of the freshmen expressed a need for vocational guidance, and the percentage dropped to 2.3 per cent of the Seniors. The same tendencies are apparent in the other items dealing with vocational information and preparedness.

3

VOCATIONAL AND EDUCATIONAL COUNSELING AND GUIDANCE SERVICES IN THE SEVEN COLLEGES

Testing Services: Each of the seven colleges gives the Kuder Preference Record to its students and Mundelein College gives both the Kuder and the Strong Vocational Interest Test.

Career Conferences: Each college schedules a series of Career Conferences in which members of the various occupational and professional groups address the student body on the vocational and academic requirements, prescribed or recommended, for those who would follow these callings.

In addition to the Career Conferences by visiting representatives of occupational and professional groups, Barat College offers a weekly series of lectures during the 1st semester by members of each of the departments in the college, in which the vocational possibilities of the various major fields of academic study are outlined, and the most advantageous allied fields and supporting courses discussed. Individual conferences with these departmental members may be arranged by the students desiring them.

Placement Bureaus: Only one college maintains a formal placement bureau.

Two colleges, Rosary and St. Xavier's, give informal placement service through department heads or administrative channels.

Opportunities for Post Graduate Professional Training: One college, Barat, offers a year of graduate study at the graduate school of their choice to two Seniors.

Vocational Counselors: None of the colleges has an autonomous vocational guidance officer or bureau. As has been noted, in College B, F, and G, the student counselors are either the students' major professors, or are assigned to them on the basis of vocational interest. In these colleges and in the others, visiting representatives of occupational or professional groups, or members of the various departments in the colleges give vocational counseling.

Academic Counseling: All of the colleges signified that their student counselors do both personal and academic counseling. In each college, however, this is primarily the function of the Dean.

4

EVALUATION

Our investigation of the students' problems in the area of The Future: Vocational and Educational revealed that although problems in this area ranked third in the order of serious concern for the students of these seven liberal arts colleges for women, an analysis of the nature of the problems most frequently circled showed that underlying personal-psychological problems, primarily insecurity and feelings of personal inadequacy, took precedence over specific, practical concerns about vocation and academic preparation for professional work. It was observed that the manifestations of insecurity showed much the same pattern in the students' vocational and

educational problems as in the problems relating to adjustment to college work.

As in academic counseling, so also in vocational counseling, both are seen to provide a point of contact with personal-psychological problems. In the final analysis it would seem that the college can hope for no more, and should strive for no less, than to enable each student to meet and master her personal problems. The students' primary concern seems to be with self-mastery as a means of achieving the self-ideal.

This emphasis which the students themselves have placed on their problems, and the fact that again we have seen them express their personal problems in a disguised form, first as academic adjustment problems, and now as vocational problems, lends support to the observation that what the students really want to discuss with their counselors is their personal problems, but that again, they prefer to approach this aspect of their difficulties indirectly. As with academic counseling, so also with vocational counseling, we have an indication of the approach which the students will accept, and of the deficiencies these students find in the present counseling programs. In the case of vocational counseling, too, the same warning holds. The students have shown how cautiously they will guard the inner fortress, and how hesitantly they will surrender the defenses they have so carefully erected. Vocational counseling must not be so rigidly structured that the students feel that that is all they are expected to talk about. Emphasis in vocational counseling interviews on the personal qualifications required by the various professional and occupational groups, what one should be or be

becoming in order to do, might well convey the counselor's interest in the student as a person, and make it easy for her to discuss her personal problems.

For the most part, the vocational and educational guidance services offered by these seven colleges seem highly adequate, and the negligible per cent of the students who have specific vocational problems is indication that the students find the colleges meeting their needs in this area. At the same time, the fact that problems in this area rank third in the order of the eleven areas, and that the problems which cause this high rank are personal in nature, indicates that it is in the realm of personal counseling that any deficiencies lie.

CHAPTER VIII

PROBLEMS IN THE AREA OF SOCIAL-RECREATIONAL ACTIVITIES, AND SOCIAL-PERSONAL RELATIONS

Since many of the studies reported in the literature treat of the psychological factors involved in students' participation or non-participation in social and recreational activities, and because many of the thirty items in the area of Social-Recreational Activities are primarily psychological in nature, the problems in these two areas will be discussed together.

1

RELATED STUDIES

Until recently personnel workers in colleges and universities have been concerned almost exclusively with educational and vocational problems. However, within the last ten years college authorities have come to realize that there are certain social problems and adjustments which should be considered. Many college programs were failing to provide social stimulation and opportunity for student participation.

The interest in the development of social life and social adjustment in colleges has stimulated experimental evaluation of social guidance at the college level.

At the University of Minnesota two studies of student social life have been made. The first of these studies was made in 1924-25¹ and covered over 65 per cent of the student body. Chapin found that a third of the students failed to participate in any extra-curricular activities on the campus; women were more active than men and seniors were the most active group; prominent students apparently engaged in three activities on the average, while honor students engaged in four or five; there was a positive relationship between scholarship and the extent of participation; there appeared to be considerable carry-over into adult activities from those engaged in as undergraduates, the most active group showing the more substantial carry-over; almost two-thirds of the alumni considered that extra-curricular activities had as much or greater value than classroom work that required an equal amount of time.

A more intensive survey of students' participation in social activities was made in 1934. Clara M. Brown² found that the need for social training was recognized by a surprisingly large number. These students acknowledged their lack of social knowledge. She found that the students who most needed social contacts were those who profited least from the opportunities offered. Twelve per cent of the women and 17 per cent of the men apparently participated in no organized activity on or off campus. Translated

¹ F. S. Chapin, Extra-curricular Activities at the University of Minnesota, Minneapolis, 1929.

² Clara M. Brown, "A Social-Activities Survey," Journal of Higher Education, 8: 1937, 257-264.

into actual numbers this meant about twelve hundred men and about six hundred women. The reasons for nonparticipation were chiefly lack of time, outside employment, and lack of funds, all of which doubtless overlapped. Only two per cent stated that their nonparticipation was because of lack of interest in social activities. Out-of-town students found it difficult to get acquainted, and there was general dissatisfaction over the lack of opportunity to meet members of the opposite sex; this was especially true of men in the professional schools. Many students were bewildered by the number of activities and did not know what organizations they could join or what functions they could attend.

Helena Mallay of Vassar made a study in 1935 of some of the factors underlying the establishment of successful social contacts at the college student level.³ She assumed that the establishment of social contacts was influenced by an interest in such contacts and a desire to initiate them, an environment facilitating them, and specific techniques for establishing them. Emphasis in her study was placed on the influences of environment and specific techniques since the data gathered on these two factors were expected to permit an external approach to the problem of social adjustment of college women. By social adjustment she meant only the desire and ability to adjust to a variety of neighbors and to participate in social activities with them.

³ Helena Mallay, "A Study of Some of the Factors Underlying the Establishment of Successful Social Contacts at the College Student Level," Journal of Social Psychology 7: 1936, 205-227.

Malley found that with the average college group in the usual dormitory environment where there was need only to live together with a minimum of friction and where the factor of interest in one's neighbors was the primary determinant of the extent of social relationships to be established, there seemed to be a tendency for the college student to restrict her friendships to 25 per cent of those living near her, to number among her acquaintances 39 per cent of the remaining, and to have no social engagements whatsoever with 36 per cent of her neighbors. Her second experimental group which had an additional environmental factor calling for parallel cooperative activity on the part of its members, showed that there were frequent social engagements with 36 per cent of one's neighbors, occasional social engagements with 57 per cent of the others, and that there were no prolonged social engagements with only 7 per cent. Parallel or cooperative activity seemed to be among the environmental factors underlying the establishment of successful social relationships.

Determining the personality characteristics possibly useful in the formulation of specific techniques for establishing successful social contacts was the second problem. Social adjustment was found to be highest in the case of those who were more extrovert, less intellectual, and emotionally more secure and stable. The outstanding personality traits facilitating the initiation and maintenance of successful social contacts were: vivacity in social approach, tolerance, willingness to accept one's neighbors as they are, ability to engage in light conversation, ability to maintain an even, predominantly happy mood, and generosity and social interdependence.

Livingood found⁴ that college students tend to fall into three classes in relation to extra-curricular activities: the upper 10 per cent, the middle 75 per cent, and the lower 15 per cent. The first are those who by reason of leadership and versatility are called upon to head or to participate in an excessive number of activities. The second, the middle 75 per cent, are those who find their place in campus life with little guidance or who take the course of least resistance, participating in activities that are the vogue on the particular campus on which they find themselves. The third is made up of those students who, by reason of personality, diffidence, or the unfortunate play of circumstances, participate in few or no activities. It is with the last group that Livingood feels that college administrators should be concerned, since they are the students who have never become satisfactorily adjusted and, unless guidance is provided, they leave college little improved over what they were when they entered. It is from this group that many problem individuals are being recruited for society. The author suggests a guided social program for the "submerged tenth" who take little or no part in campus activities and whose education is restricted to the classroom and to incidental campus contacts.

Margaret Aldrich⁵ devised a practical experiment in social guidance using a group of seventy-nine asocial girls at the University of Missouri.

⁴ Fred O. Livingood, "Directed Extra-Curricular Activities and Adjustment," Mental Hygiene, 20, 1936, 614-623.

⁵ Margaret Aldrich, "An Exploratory Study of Social Guidance at the College Level," Ed. and Psychol. M., 2:1942, 209-16.

The counselors personally introduced the girls to those activities in which they expressed an interest and their active participation was facilitated in every way. At the same time every precaution was taken to make the social program normal. Aldrich reports improved social adjustment as measured by personality scales and a questionnaire. The girls felt that they had more friends, participated in more activities, and were less critical of the social program than the control group. She concluded that a treatment that makes people feel better satisfied with their social life is certainly worthy of further consideration.

Another type of survey was made in connection with a study by the Commission on the Relation of Schools and Colleges of the Progressive Educational Association.⁶ In that inquiry students were asked what they would have done in the matter of activities had they the opportunity to repeat their college experience. The figures from nearly eight hundred responses of students at seven colleges revealed that the majority would spend much time socially with other students; 5 per cent would not. There was little difference in percentages among members of the four college classes. Fourteen per cent would spend much time in art, literary, and dramatic activities; 6 per cent in fraternities and social clubs; athletics, 17 per cent; musical activities, 9 per cent; publication, 14 per cent; religious and

⁶ William E. Scott, "Extra-Curriculum Activities," Student Personnel Services in Colleges and Universities, John Dale Russell, ed., Chicago, 1941, 213.

social service activities, 6 per cent; student government, 6 per cent; and forensics, 4 per cent. The percentages of responses from those who would spend a moderate amount of time in specific activities tended to be about one-third less than those of students who would spend much time in those activities. The percentages of students who would spend little time in specific activities was in no case more than 3 per cent.

More closely related to our investigation was Emmi Sacorenyi's study of the guidance and personnel services in eight Catholic women's colleges.⁷ On the basis of qualitative judgments, a weighted rating scale, and a student questionnaire, she observed that the colleges "had not enough carefully planned programs for extra-curricular activities to reach every student." She found that social gatherings for both sexes were not adequate in most of the colleges she studied.

The findings of some of the earlier studies contradicted the argument sometimes advanced that participation in student activities is detrimental to scholarship. Chapin⁸ and Mehus,⁹ Crawford,¹⁰ Knox and Davis,¹¹

7 Emmi Sacorenyi, Guidance and Personnel Services, 31.

8 F. Stuart Chapin, "Extra-curricular Activities of College Students: A Study in College Leadership," School and Society, XIII, 1926, 212-216.

9 O. M. Mehus, "Extracurricular Activities and Academic Achievement," J. of Ed. Soc., VI, 1932, 143-149.

10 Albert Beecher Crawford, "Extra-curriculum Activities and Academic Work," Personnel Journal, VII, June, 1928, 121-129.

11 J. E. Knox and R. A. Davis, "The Scholarship of University Students Participating in Extra-curricular Activities," Educational Administration and Supervision, 15, 1929, 481-493.

found that the scholarship standing of students participating in general activities was higher than that of those not taking part. This finding does not agree with Malley's, cited earlier. Her study was made of Vassar women. These three studies utilized a predominantly male student population. It may be these conflicting findings stem from differences between the sexes. Crawford attributes the better grades of students who take an active part in campus activities to the fact that they are more ambitious and organize their time better than other students. In another study Chapin found¹² that 63 per cent of a group of college alumni reported that the extra-curricular activities had proved to be of equal or more importance to them than their classroom work. In the same study there was a low but significantly positive correlation between activities in college and in later life.

2

THE STUDENTS' PROBLEMS

Problems in the area of Social and Recreational Activities ranked third for underlined totals and fourth for circled totals in the cumulative results of the Problem Check List in the seven colleges. Problems in the area of Social-Psychological Relations ranked seventh both for underlined and circled totals.

¹² F. Stuart Chapin, Extra-curricular Activities at the University of Minnesota, Minneapolis, 1921, 122.

Table XLVI summarizes the ranks of the underlined and circled problems in the areas of Social and Recreational Activities and Social-Psychological Relations for each of the seven colleges.

TABLE XLVI

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREAS OF SOCIAL AND RECREATIONAL ACTIVITIES AND
SOCIAL-PSYCHOLOGICAL RELATIONS FOR EACH OF THE SEVEN COLLEGES

Area		A	B	C	D	E	F	G
SRA	Underlined rank	4	2	4	5	7	5	1
SRA	Circled rank	8	4.5	6	6	6.5	5	3
SPR	Underlined rank	5	7	3	4	4	7	3.5
SPR	Circled rank	4	6	2	4	1.5	9	10

Table XLVII summarizes the same data for each of the four classes.

TABLE XLVII

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREAS OF SOCIAL AND RECREATIONAL ACTIVITIES AND
SOCIAL-PSYCHOLOGICAL RELATIONS FOR EACH OF THE FOUR CLASSES

Area	All college		Freshmen		Sophomores		Juniors		Seniors	
	U	C	U	C	U	C	U	C	U	C
SRA	3	4	3	5	7	5	3	5	3	7
SPR	7	7	6	6	5	8	7	9	7	6

In the area of Social-Recreational Activities two items ranked among those underlined by more than 20 per cent of the students: "Too little chance to read what I like," ranked fourth and was underlined by 31.7 per cent of the students. "Not enough time for recreation" ranked seventeenth and was underlined by 23.2 per cent of the students. Only one item from the area of Social-Psychological Relations placed among those underlined by more than twenty per cent of the students. "Wanting a more pleasing personality," was underlined by 25.6 per cent of the students and ranked tenth.

Two items from the area of Social-Psychological Relations were among the twenty most frequently circled by the students: "Feeling inferior," ranked eighteenth and was circled by 6.8 per cent of the students, and "Wanting a more pleasing personality," ranked nineteenth and was circled by 6.7 per cent. No item from the area of Social and Recreational Activities

ranked among the twenty problems of greatest concern.

Table XLVIII gives the ranks, totals, and the per cent of students underlining problems in the area of Social and Recreational Activities. Table XLIX gives the same data for the circled problems in this same area.

Table L gives the ranks, totals, and the per cent of students underlining problems in the area of Social-Psychological Relations. Table LI gives the same data for the circled problems in this area.

TABLE XLVIII

PROBLEMS IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES:
THE RANK ORDER OF UNDERLINED PROBLEMS, TOTALS, AND PER CENT
OF STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank		Per Cent
290	Too little chance to read what I like	1	602	31.7
11	Not enough time for recreation	2	440	23.2
67	Too little social life	3	345	18.2
232	Too little time for sports	4	330	17.4
233	Too little chance to enjoy art or music	5	318	16.8
70	Unskilled in conversation	6	273	
231	Not enough time to myself	7	270	14.2
66	Boring week ends	8	229	12.1
69	Slow in getting acquainted with people	9	220	11.6
15	Being ill at ease at social affairs	10	212	11.2
234	Too little chance to listen to the radio	11	200	10.5
12	In too few student activities	12	198	10.4
287	Too little chance to do what I want to do	13	179	9.4
68	Awkward in meeting people	14.5	159	8.4
235	Too little chance to go to shows	14.5	159	8.4
14	Wanting to learn how to entertain	16	126	6.6
176	Unsure of my social etiquette	17	124	6.5
286	Unable to lead a well-rounded life	18	101	5.3
125	Wanting to learn how to dance	19	95	5.0
13	Lacking a place to entertain friends	20	92	4.8
123	Having no hobby	21	89	4.7
178	Now knowing what to do on a date	22	88	4.6
122	Nothing interesting to do in spare time	23	67	3.5
177	Awkward in making a date	24	65	3.4
124	Not enjoying many things others enjoy	25	63	3.3
289	In too many students activities	26	55	2.9
288	Too much social life	27	53	2.8
180	Not fitting in the group with which I live	28	47	2.5
121	Living outside the stream of life	29	38	2.0
179	Not knowing how to select clothes	30	25	1.3

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TABLE XLIX

PROBLEMS IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES:

THE RANK ORDER OF CIRCLED PROBLEMS, TOTALS, AND PER CENT
OF STUDENTS CIRCLING EACH ITEM

Item No.	Item	Rank		Per Cent
290	Too little chance to read what I like	1	115	6.1
67	Too little social life	2	113	6.0
233	Too little chance to enjoy art or music	3.5	109	5.8
11	Not enough time for recreation	3.5	109	5.8
70	Unskilled in conversation	5	95	5.0
69	Slow in getting acquainted with people	6	79	4.2
231	Not enough time to myself	7	75	3.9
15	Being ill at ease at social affairs	8.5	67	3.5
66	Boring week ends	8.5	67	3.5
232	Too little time for sports	10	59	3.1
287	Too little chance to do what I want to do	11	56	2.6
12	In too few student activities	12	49	2.6
68	Awkward in meeting people	13	45	2.4
13	Lacking a place to entertain friends	14	37	1.9
286	Unable to lead a well-rounded life	15.5	28	1.5
14	Wanting to learn how to entertain	15.5	28	1.5
234	Too little chance to listen to the radio	17	21	1.1
176	Unsure of my social etiquette	18	20	1.0
123	Having no hobby	19	18	.9
180	Not fitting in the group with which I live	20	16	.8
235	Too little chance to go to shows	22	15	.8
125	Wanting to learn how to dance	22	15	.8
177	Awkward in making a date	22	15	.8
122	Nothing interesting to do in spare time	24.5	14	.7
288	Too much social life	24.5	14	.7
124	Not enjoying many things others enjoy	26.5	13	.6
178	Not knowing what to do on a date	26.5	13	.6
289	In too many student activities	28	11	.5
121	Living outside the stream of life	29	8	.4
179	Not knowing how to select clothes	30	1	.1

1325

TABLE L

PROBLEMS IN THE AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS:
 RANK ORDER OF THE UNDERLINED PROBLEMS, TOTALS, AND PER CENT
 OF STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank		Per Cent
236	Wanting a more pleasing personality	1	484	25.5
182	Disliking certain persons	2	343	18.1
20	Feelings too easily hurt	3	339	17.9
75	Feeling inferior	4	336	17.7
237	Lacking leadership ability	5	306	16.1
16	Shyness	6	270	14.2
185	Being jealous	7	237	12.5
238	Too easily led by other people	8	236	12.4
129	Hurting people's feelings	9	226	11.9
17	Being slow in making friends	10	209	10.0
295	Dislike talking about personal affairs	11	160	8.4
126	Being left out of things	12	144	7.6
183	Being disliked by certain persons	13	139	7.3
184	Getting into arguments	14	127	6.7
294	Having no one to tell my troubles to	15	123	6.5
239	Being a poor judge of people	16	102	5.4
73	Being talked about	17	91	4.8
293	Feeling that nobody understands me	18	88	4.6
74	Being watched by other people	19	80	4.2
19	Being called "high-hat"	20	67	3.5
130	Losing friends	21.5	65	3.4
18	No real friends in college	21.5	65	3.4
128	Being criticized by others	23	60	3.2
291	Failing to get the confidence of people	24	57	3.0
72	Being made fun of	25	47	2.5
181	Not getting along well with other people	26	46	2.4
71	Unpopular	27	43	2.3
292	Being snubbed	28	38	2.0
240	Picking the wrong kind of friends	29	25	1.3
127	Being regarded as queer	30	22	1.2

4575

It is significant that the most frequently circled items in the areas of Social and Recreational Activities and Social-Psychological Relations are in accord with the results of Marsolf and Larsen's factorial analysis of the items in their study of students' problems using the Mooney Problem Check List. It will be recalled that they found the most frequently circled items in all areas to cluster into two groups, the items in one group centering around inferiority and personal inadequacy, and in the other around items which suggest a lack of integration expressing itself in complaints about not being able to read, study, or engage in recreation to the extent that they would like. Furthermore, they found that the two factors correlated.

In our study, as we have seen, two items from the area of Social-Psychological Relations, "Feeling inferior," and "Wanting a more pleasing personality," ranked among the problems underlined by more than twenty per cent of the total student group, and among the twenty most frequently circled items. The remaining high ranking items in this same area are likewise expressions of insecurity: "Shyness," "Feelings too easily hurt," and "Lacking leadership ability."

The most frequently circled items in the area of Social and Recreational Activities all center about lack of integration: "Too little chance to read what I like," "Too little social life," "Too little chance to enjoy art or music," "Not enough time for recreation."

A total of 1,897 students had only 1,327 serious problems in the area of Social and Recreational Activities, and only 113 of these students were seriously concerned that they had too little social life. Likewise, only 49 of the 1,897 students complained that not being in enough student activities was a serious problem to them. We see, then, that Livingood's "submerged tenth," in the case of our student population becomes a "submerged 7 per cent" as far as social life is concerned, and a "submerged 2.6 per cent" with reference to student activities.

Figures 12 and 13 illustrate the trends of the ten most frequently circled items in the areas of Social and Recreational Activities and Social-Psychological Relations.

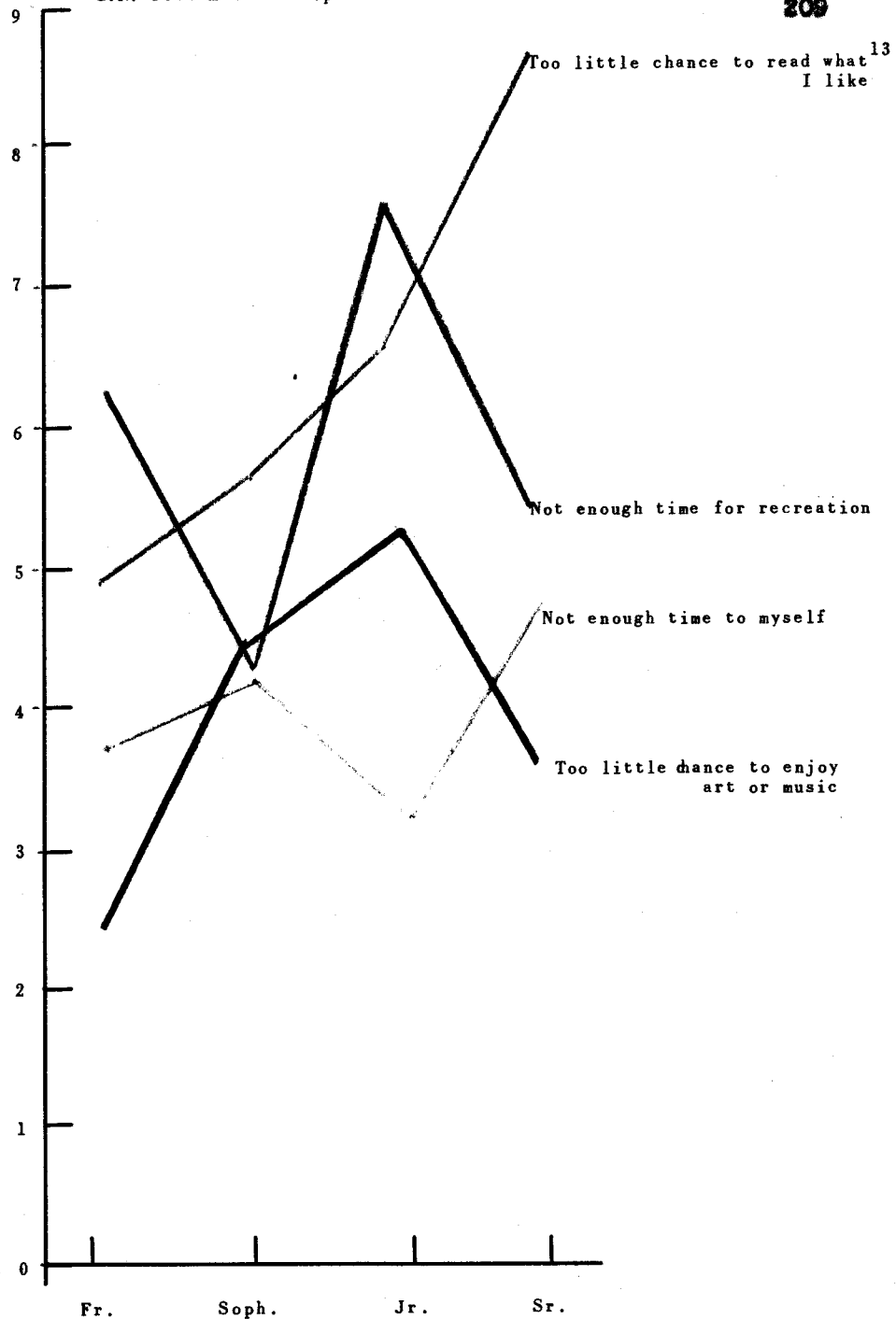


FIGURE 12

TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS IN THE AREA:
SOCIAL AND RECREATIONAL ACTIVITIES WHICH HAVE A BEARING ON TIME

- 14 C.R. Sophomores & Juniors: 2.73
 15 C.R. Freshmen & Sophomores: 2.45
 Juniors & Seniors: 2.52

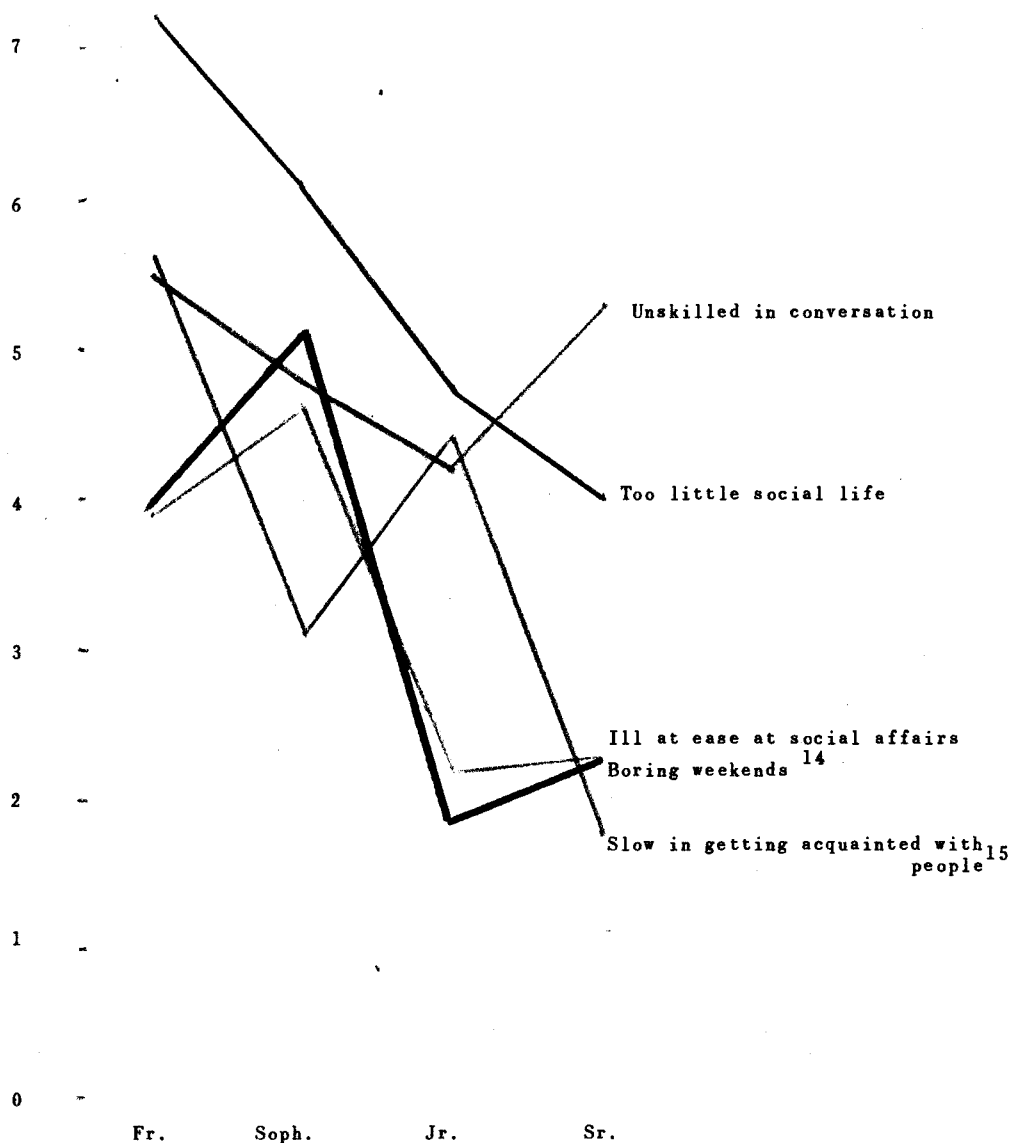


FIGURE 13

TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS IN THE AREA: SOCIAL AND RECREATIONAL ACTIVITIES WHICH SHOW THE INFLUENCE OF OPPORTUNITIES AND INTERPERSONAL RELATIONSHIPS

- 16 C.R. Freshmen & Sophomores: 2.49
 17 C.R. Juniors & Seniors: 3.5

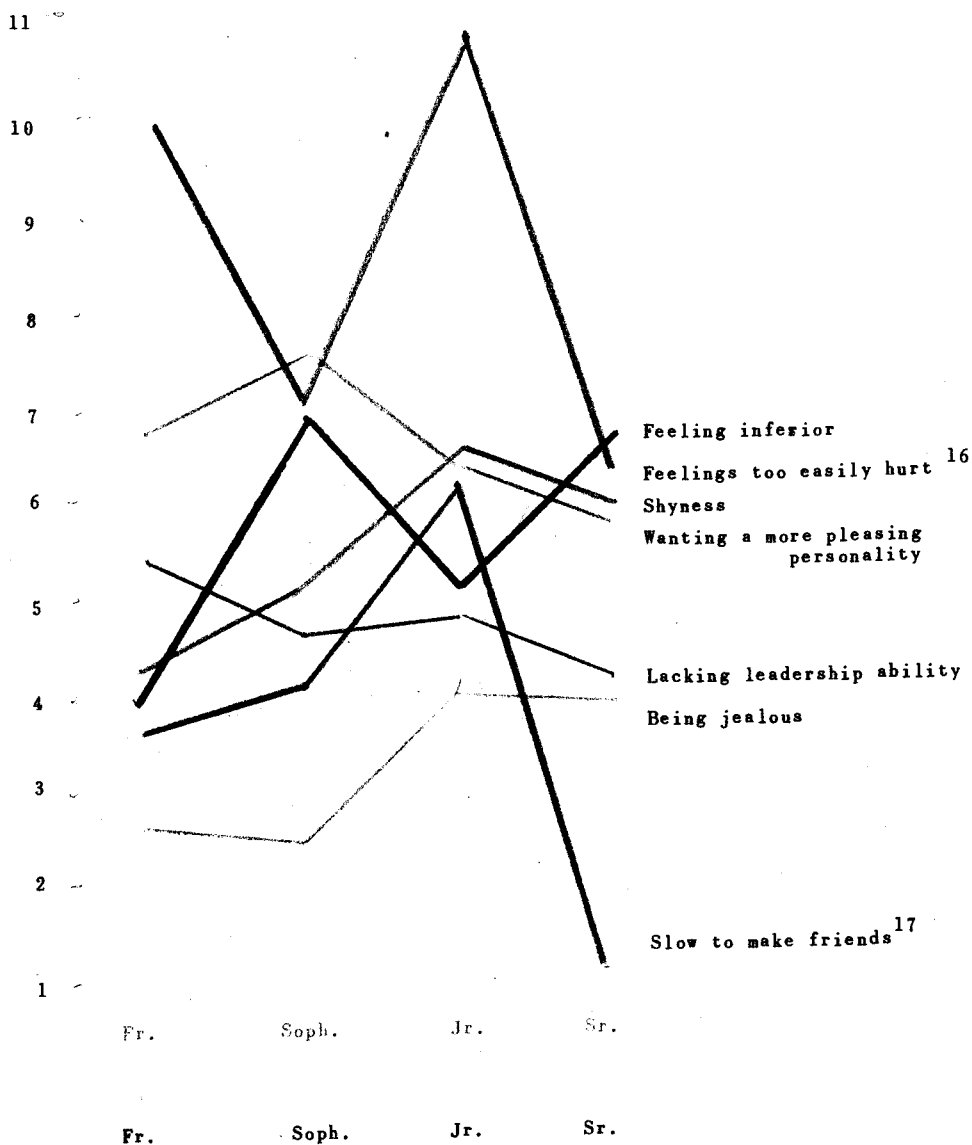


FIGURE 14

TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS
 IN THE AREA: PERSONAL-PSYCHOLOGICAL RELATIONS

If Figures 12, 13, and 14 are compared, it will be noted that Item 75 "Feeling inferior," in the area of Social-Psychological Relations, and Items 11, "Not enough time for recreation," and 69, "Slow in getting acquainted with people," follow the same trend, with almost identical variation, as the items, "Nervousness," "Lacking self-confidence," "Too easily discouraged," and "Not doing anything well," from the area of Personal-Psychological Relations. The same unflinching pattern that was seen to be characteristic of personal insecurity is manifesting itself in the students' relations with others.

In the area of Social and Recreational Activities there are two items which deviate from the shifting pattern that characterizes the other problems. "Too little social life" declines steadily and markedly over the four years, while "Too little chance to read what I like," shows an even more pronounced increase. In the Junior year, it will be seen, "Not enough time for recreation" was circled by 2 per cent more of the students than "Too little chance to read what I like." In the Senior year 6 per cent more of the students circled "Too little chance to read what I like," than "Not enough time for recreation." Administrators should rejoice at the increased desire to read, and the indication that the problem of fitting their preferred reading into the schedules of very "time-conscious" Seniors, (the "time" items take precedence over the insecurity items), becomes much more of a problem than finding time for recreation.

The problem trends over the four years of college in the area of Social-Psychological Relations show a pattern which again points to the Sophomore year as the year of particular significance with reference to personal counseling. Ten per cent of the Freshmen had circled "Feeling inferior" and 3.7 per cent of them had circled "Feelings too easily hurt." In the Sophomore year "Feeling inferior" dropped from 10 per cent to 7.2 per cent, and "Feelings too easily hurt" had risen from 3.7 per cent to 6.9. In the Junior year the two problems again spread apart, "Feeling inferior" mounts to 10.8 per cent, and "Feelings too easily hurt" drops from 6.9 to 5.3 per cent. They come together again in the Senior year when 6.6 per cent of the Seniors circled "Feeling inferior," and 7 per cent circled "Feelings too easily hurt." Without attaching undue significance to the per cent of students circling these problems, we can see another manifestation of the dynamics of insecurity which the sequential analysis of the students' problems in the area of Personal-Psychological Relations revealed. The attempt to rationalize the feelings of inferiority which ranked so high in the Freshmen year, produces a self-confidence and "cockiness" in the Sophomore, the superficiality of which is revealed by the mounting awareness of hypersensitivity as a problem. Beneath the "front" of self-assurance lie feelings that are easily wounded. Because the adjustment was only a pseudo-adjustment, the inferiority feelings mount again in the Junior year and become so preoccupying that the attention is distracted from the acute awareness of hurt feelings. In the Senior year the Sophomore pattern is again repeated with what would

seem to be more effective rationalization, for the two problems have come together to the point of canceling one another out. Whether the Freshman-Junior dichotomy would repeat itself after graduation can be only a matter of speculation.

Another interesting pattern that is revealed in the problem trends in the area of Social-Psychological Relations is the parallel trend of the two problems, "Feeling inferior," and "Slow to make friends." In the Freshman year "Feeling inferior" was circled by 10 per cent of the students, and "Slow to make friends" by 4 per cent. In the Sophomore year "Feeling inferior" had dropped to 7.2 per cent, while "Slow to make friends" had risen slightly,--to 4.3. After the Sophomore year, the two problems follow parallel trends. "Feeling inferior" mounts sharply upward; so does the concern over being "Slow to make friends." In the Senior year the two problems again run parallel. "Feeling inferior" drops 4.2 per cent, and "Slow to make friends" drops 5.1 per cent. The latter problem is circled by only 1.3 per cent of the Seniors.

SOCIAL AND RECREATIONAL ACTIVITIES AND SOCIAL-PSYCHOLOGICAL RELATIONS:

THE SERVICES

The Counseling and Guidance Service Check List presented the types of extra-curricular activities which the Committee on Revision of Standards of the Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools had concluded to be typical of the program in the better institutions surveyed in its study of student personnel

services. They found that good programs contained the following types of student activities: student government, publications, oratory, debate, dramatics, social organizations, music, departmental clubs, and religious organizations. A program of extra-curricular activities which covered these general groups may be considered as offering a range of activity suitable for students in a good institution.

Each of the seven colleges co-operating in this study indicated that all of these types of student activities were a part of their campus programs.

All of the colleges reported that Freshmen are assigned to "Junior sisters" who take the initiative in facilitating their social adjustment, as well as introducing them into the academic aspects of college life. Social activities are an integral part of the Freshman Week program in each of the colleges.

All of the colleges make provision for social events on campus to which men are invited. Table LII summarizes the responses to the question: "How many social events are there on campus to which men are invited?"

TABLE LII

A SUMMARY OF THE RESPONSES TO THE QUESTION, "HOW MANY SOCIAL EVENTS ARE THERE ON CAMPUS TO WHICH MEN ARE INVITED?" AND THE PER CENT OF THE STUDENTS OF EACH COLLEGE WHO CIRCLED THE ITEM: "TOO LITTLE SOCIAL LIFE."

College	Frequency	Per cent of students circling: "Too little social life."
A	Every two weeks	.16
B	3 or 4 times a year	.76
C	3 or 4 times a year	.64
D	Every two weeks	.51
E	Every two weeks	.42
F	Once a month	.68
G	Once a month	.79

3

SOCIAL AND RECREATIONAL ACTIVITIES,

SOCIAL-PSYCHOLOGICAL RELATIONS EVALUATION

In general it may be concluded that the seven cooperating colleges make excellent provision for their students in the area of Social and Recreational Activities.

Our study does not bear out the findings of Szerenyi's study of the social and extra-curricular activities provided by the eight Catholic

women's colleges reported in her study. She found that the colleges had not enough carefully planned programs for extra-curricular activities "to reach every student." If she meant "every student" literally, then we must concur. However, when we deduct from the 2.6 per cent of our students (49 out of 1,897) who were seriously concerned about taking part in too few student activities, the number who are prevented from participating because of financial reasons, reasons of health, commuting time, outside employment, and home obligations, the per cent is negligible. When we compare our 2.6 per cent of those who are seriously concerned about lack of participation in extra-curricular activities, and our 6.1 per cent concerned about too little social life with Brown's 12 per cent of the women at the University of Minnesota, and Livingood's estimated 10 per cent, and remember that these figures represented complete lack of participation, whereas ours indicate the per cent of students for whom these were serious problems, we may conclude that our colleges not only make adequate provision for the social and recreational life of their students, but take more than ordinary means to help their students to take advantage of them.

The one critical comment which the problems in these two areas might seem to justify, is the insistence, again, on the repercussions which feelings of insecurity and personal inadequacy have in every area of the students' life and activities, and the relationship of these feelings and their consequent influence on personal integration, to personal counseling. Undoubtedly, some of the serious problems in these areas could be solved or

minimized by more effective personal counseling, and the minor problems, expressed by a larger per cent of the student population, could be more easily met and solved by the students.

If social guidance is as effective with asocial students as the experimental studies have indicated, such techniques used to supplement personal counseling, and to facilitate the students' self-initiated and self-determined efforts to adjust socially, efforts which are the natural outcome of reduced tension and anxiety, should be even more effective.

CHAPTER IX

PROBLEMS IN THE AREA OF COURTSHIP, SEX, AND MARRIAGE

1

RELATED STUDIES

There has been very little factual research in the area of Courtship, Sex, and Marriage among the college population. More or less sensational articles appear regularly in the Journal, McCall's, Cosmopolitan, Coronet, and similar magazines, purporting to be authoritative, but based upon a framework of anonymous evidence. Typical of these articles is one which appeared in the October 1951 Cosmopolitan, Michael Drury's "What Today's College Girls Believe about Sex." The article consists of the running account of an outspoken discussion that involved two dozen undergraduates from colleges in a number of states. The girls varied in age from nineteen to twenty-two years. Most of them had a church or Sunday-school background. The author's conclusion:

There would seem to be more room for individual taste in matters of sex and morals than there was among college girls of ten or fifteen years ago. . . She feels that successful marriage depends on so many things that physical virginity isn't essential, but this doesn't mean she flaunts convention flip-pantly.¹

One girl summed up the discussion:

We live in a democracy, and we're accustomed to thinking as individuals in many fields. I'm glad. I think we're coming

¹ Michael Drury, "What Today's College Girls Believe about Sex," Cosmopolitan, October, 1951, 147.

to realize that sex, too, is an individual matter. It's the first time in history that such an idea has taken root, and I think we're lucky.²

Popular though such articles may be, there is ample evidence that the attitudes and practices which they portray are founded on fact. Dean McIntosh of Barnard, the woman's college of Columbia University, and the largest women's college in the United States, expressed her alarm at our "changing moral standards." She believes that it is our inability to cope with human problems that has led to broken marriages, scattered families, and paucity of home life.

What the college girls in Drury's article referred to as "individual taste," and the spirit of "democracy," she labels false tolerance, and places the responsibility for these attitudes on the older generation.

Most of all we seem to be confused about moral and spiritual values. Our generation, brought up by the rod and the Bible, prides itself on its moral tolerance, and is unwilling to teach its children the authoritative standards that were once so rigidly enforced.³

Dean McIntosh declares that the women's colleges have the greatest responsibility in establishing valid moral and ethical standards.

They cannot accept lightly changes in established codes or experimentation in sex relationships...Most important of all is the establishment of some ethical purpose for life.⁴

2 Idem.

3 Millicent Carey McIntosh, "Women's Colleges and Our Changing Moral Standards," Journal of the American Association of Collegiate Registrars, XXV, 1949, 289.

4 Ibid., 290.

She advocates courses in religion for the students as the necessary antidote to the pernicious moral and ethical standards of today's college women, and adds that the colleges will be powerless unless the teachers themselves have definite religious beliefs which are fearlessly and uncompromisingly lived.

Among the surveys of college students' problems, Blanton's study in 1929, based on one hundred and four unselected college students, juniors and seniors, who wrote their life histories and were interviewed, revealed that 43 per cent had problems relating to their love and sex life which needed adjustment. He emphasized that his study was not of abnormal students, but of an average college group, and concluded: "There is no reason to think that any college group would show more normal adjustment."⁵

In his survey of adjustment problems among college students, George W. Hartman reported⁶ sex problems as ranking second in total frequency of mention. McKinney's survey of students' problems over a four year period, based on the records of a college adjustment clinic,⁷ showed sexual problems to rank fifth, and clearly less important than emotional, motivational, and social problems.

⁵ Smiley Blanton, "A Mental Hygiene Program for Colleges," Mental Hygiene, 478-488.

⁶ George W. Hartman, "Classification of Adjustment Problems Among College Students,"

⁷ Fred McKinney, "Four Years of a College Adjustment Clinic," Journal of Consulting

In Szorenyi's study⁸ of the personnel services in eight Catholic women's colleges, only two facts revealed by her data have bearing on this aspect of our study. She found that the social gatherings for both sexes were not adequate in most of the colleges. She also reported that the curricula in these colleges did not offer enough opportunity to the students to learn about marriage problems.

Foster and Wilson reported⁹ that their study of one hundred college graduates indicated that 46 per cent of the married women and 45 per cent of the unmarried women reported sex problems during their college years. The data reveal three outstanding difficulties: (1) unfavorable attitudes toward sex; (2) inadequate sex instruction; (3) conflict over courtship practices.

Reverend Arthur F. Bukowski¹⁰ has made one of the few studies in the field of marriage relations among Catholic college graduates. He attempted to survey the stability of the marriages of Catholic college alumni, using the divorce and separation rate as the index. He used three small colleges for women, one small co-educational college, and a large co-educational university. In all, 5,825 marriages were reported on. Of this total there were 63 divorces, 27 separations. The per cent of broken

8 Emmi Szorenyi, Personnel Services, 47.

9 Foster and Wilson, Women After College, 27, 29, 56-57.

10 Arthur F. Bukowski, The Stability of the Marriages of Catholic College Graduates,

marriages was 1.54. Father Bukowski concludes that the Catholic college alumnus divorces or separates much less frequently than his fellow Catholics.

He has a rate of 1.54 per cent as against 10 per cent or, if we do not consider the mixed-marriage group, 1.54 per cent as against 6 per cent. In the former case it is about six times lower, in the latter about four times lower than the average Catholic.¹¹

When Father Bukowski summarized his findings at the December 1960 meeting of the American Catholic Sociological Society, their accuracy was generally challenged. Some questioned the accuracy of returns from the co-educational university. Of 10,000 questionnaires sent out, 4,593 were returned. It was suggested that Catholic college alumni who had been divorced or separated would more likely be among the 5,407 who did not answer the questionnaire. Others considered that apart from the accuracy of the figures for Catholic college graduates, the study would have been more meaningful if it had included Catholic college students, whether or not they had graduated.

The communication from the chancery of the Chicago Archdiocese cited earlier, which estimated that an average of 100 Catholic couples a week signify their intention to separate or file divorce proceedings, indicated that no record is kept of the educational history of these couples. However, the Catholic Directory for 1960 indicates that there were 17,712 marriages in that year in the Chicago Archdiocese, 14,020 Catholic marriages and 3,692 mixed marriages. Using the number of marriages for that year as a base, we find that 29.3 per cent ended either in divorce or in separation.

11 Idem.

Whatever be the accuracy of Father Bukowski's findings, these figures for the Chicago Archdiocese are causing Catholic educators some concern.

2

THE PROBLEMS

Problems in the Area of Courtship, Sex, and Marriage ranked eighth for underlined totals and fifth for circled totals for the students of these colleges.

Table LIII gives the ranks and per cents for both underlined and circled totals for each of the seven cooperating colleges.

TABLE LIII

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREA OF COURTSHIP, SEX, AND MARRIAGE FOR ALL THE
COLLEGES

	A	B	C	D	E	F	G
Circled rank:	5	8	7	3	5	6	4
Underlined rank:	6	9	9	7	8	8	8
Circled per cent:	3.21	2.16	2.17	2.30	2.08	2.49	1.96
Underlined per cent:	6.64	6.58	6.22	7.99	8.91	6.74	7.86

When the per cent of the total number of serious problems in the Area of Courtship, Sex, and Marriage is considered, it is seen that although the range in ranks is five, College D, where serious problems ranked third, has a smaller per cent of its total serious problems in this area than College F, where they ranked sixth, and that College G, where these problems ranked

fourth, has the smallest per cent of total serious problems in this area.

Table LIV gives the class ranks both for total and circled items in this area.

TABLE LIV

CLASS RANKS FOR UNDERLINED AND CIRCLED PROBLEMS IN THE
AREA OF COURTSHIP, SEX, AND MARRIAGE

All Colleges		Freshmen		Sophomores		Juniors		Seniors	
U	C	U	C	U	C	U	C	U	C
8	5	8	7	8	7	9	7	8	7

Table LV lists the thirty problems in the Area of Courtship, Sex, and Marriage in the rank order for underlined totals, and in Table LVI these same problems are listed in rank order for circled totals.

TABLE LV

PROBLEMS IN THE AREA OF COURTSHIP, SEX, AND MARRIAGE;
THE RANK ORDER OF UNDERLINED PROBLEMS, TOTALS, AND THE
PER CENT OF STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
140	Wondering if I'll find a suitable mate	1	490	25.8
26	Too few dates	2	399	21.0
86	Wondering if I'll ever get married	3	397	20.9
193	Deciding whether I'm in love	4	342	18.0
247	Boy friend	5	287	15.1
192	Being in love	6	249	13.1
305	Wanting love and affection	7	191	10.1
30	Being in love with someone I can't marry	8	146	7.7
250	Putting off marriage	9	143	7.5
27	Not mixing well with the opposite sex	10	134	7.1
137	Insufficient knowledge about sex matters	11	118	6.2
301	Disappointment in a love affair	12	109	5.8
303	Petting and necking	13	105	5.5
29	"Going steady"	14	88	4.6
302	Breaking up a love affair	15	80	4.2
191	Going with a person my family won't accept	16	78	4.1
248	Engagement	17	76	4.0
249	Marriage	18	66	3.5
194	Thinking too much about sex matters	19	37	1.9
246	Girl friend	20	29	1.5
28	Lack of sex attractiveness	21.5	28	1.4
136	Embarrassed in discussions of sex	21.5	28	1.4
84	Disturbed by ideas of sexual acts	23	21	1.1
82	Uninterested in opposite sex	24	20	1.0
139	Afraid of close contact with opposite sex	25	17	.9
61	Too inhibited in sex relations	26	12	.6
195	Finding it hard to control sex urges	27	6	.3
304	Going too far in sex relations	28	2	.1
138	Venereal disease		0	
83	Doubting sexual virility		0	

TABLE LVI

PROBLEMS IN THE AREA OF COURTSHIP, SEX, AND MARRIAGE:
THE RANK ORDER OF CIRCLED PROBLEMS, TOTALS, AND THE PER
CENT OF STUDENTS CIRCLING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
28	Too few dates	1	141	7.4
86	Wondering if I'll ever get married	2	133	7.0
193	Deciding whether I'm in love	3	131	6.9
140	Wondering if I'll ever find a suitable mate	4	116	6.1
247	Boy friend	5	87	4.6
30	Being in love with someone I can't marry	6	74	3.9
192	Being in love	7	70	3.7
250	Putting off marriage	8	61	3.2
305	Wanting love and affection	9	53	2.8
191	Going with a person my family won't accept	10	42	2.2
302	Breaking up a love affair	11	40	2.1
27	Not mixing well with the opposite sex	12	38	2.0
248	Engagement	13	37	1.9
301	Disappointment in a love affair	14	34	1.8
303	Petting and necking	15	33	1.7
29	"Going steady"	16	32	1.6
28	Lack of sex attractiveness	17	28	1.5
137	Insufficient knowledge about sex matters	18	27	1.4
249	Marriage	19	26	1.3
194	Thinking too much about sex matters	20	15	.8
82	Uninterested in opposite sex	21.5	6	.3
195	Finding it hard to control sex urges	21.5	6	.3
246	Girl friend	23	5	.2
136	Embarrassed in discussions of sex	24.5	3	.1
139	Afraid of close contact with opposite sex	24.5	3	.1
304	Going too far in sex relations	26.5	2	.1
84	Disturbed by ideas of sexual acts	26.5	2	.1
81	Too inhibited in sex relations		0	
138	Veneral disease		0	
83	Doubting sexual virility		0	

An analysis of the thirty items reveals that they may be subdivided as follows:

Courtship..... 12 items

Sex..... 12 items

Marriage..... 6 items

To facilitate the discussion of the problems, each of these subdivisions will be considered separately.

Problems in the area of Courtship: Of the circled problems listed in Table LV, the twelve items that are concerned with courtship were all included within the seventeen top ranking problems. The first, third, fifth, and seventh ranking items, and the tenth through the seventeenth, may be classified as bearing on courtship.

"Wondering if I'll find a suitable mate," ranked first of all the problems in this area in the category of underlined problems, but when it came to a consideration of seriousness, these students were most seriously concerned about the more practical and immediate problem of "Too few dates."

Courtship problems are more meaningful when the trend patterns are observed. Figure 15 shows these.

It can be seen that the most frequently circled item, "Too few dates," was a matter of serious concern for 7.9 per cent of the Freshmen, that this problem increases in the Sophomore year where it was circled by 9.6 per cent of the students. Then it decreases steadily, although in the Junior year it is still higher than among the Freshmen. It is a serious problem to 6.5 per cent of the Seniors. This same problem was circled by

12 C.R. Juniors and Seniors: 6.4

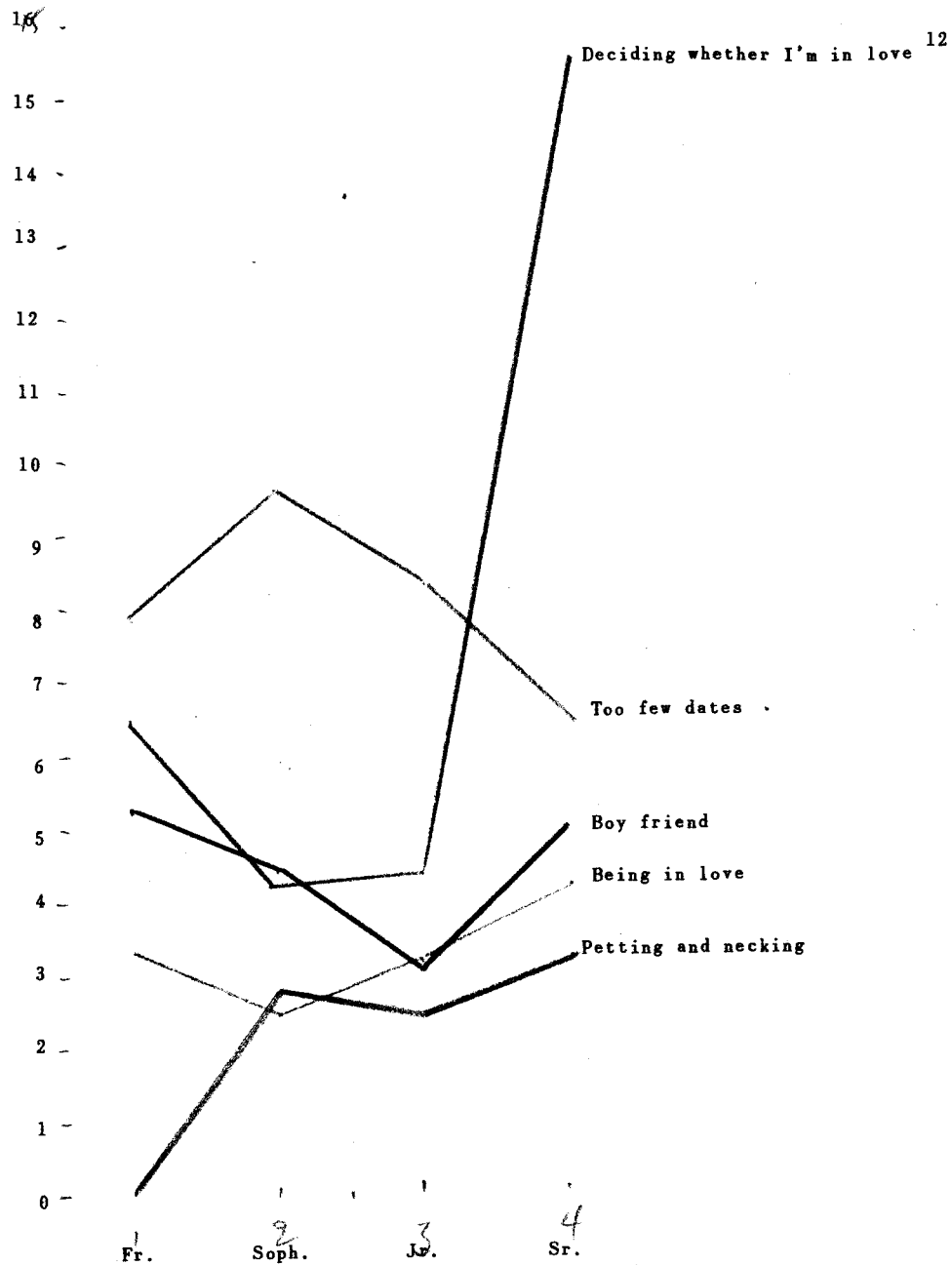


FIGURE 15
TREND PATTERNS OF COURTSHIP PROBLEMS

11.3 per cent of 708 Catholic High School Juniors to whom Mother Moody gave the High School Form of the Mooney Problem Check List.¹³ Thus, we see that the problem is of less concern to College Freshmen. We may interpret its increase in the Sophomore year to the fact that anxiety over too few dates is another manifestation of the effort of Sophomores to distract themselves from the immediate personal problems that cause anxiety and insecurity. Additional evidence for this interpretation is found in the fact that "Deciding whether I am in Love," is circled by 3.2 per cent less Sophomores than Freshmen, and that whereas 9.6 per cent of the Sophomores want more dates, only 4.3 per cent of them are seriously troubled about deciding whether or not they are in love. The Sophomores want to "do something," and are still interested in "playing the field."

The Juniors are almost equally unconcerned about deciding whether they are in love, whereas this is the serious problem for the Seniors. It increases from 4.4 per cent among the Juniors to 15.6 per cent for the Seniors. This is not surprising, since the Seniors, about to graduate, are faced with the necessity of making a decision.

The third most serious "courtship problem" is the ambiguous "Boy friend." It is not possible to determine whether it is the absence of a boy friend that is the problem, or whether the item indicates problems centering around a present boy friend. However, the fact that during the

13 Rosemary Moody, Problems of Girls, 20.

Sophomore and Junior years, "Boy friend" as a serious problem decreases in almost identical proportions with the decrease in the problem "Too few dates," leads us to believe that the difficulties center around a lack of boy friends. Also, 2 per cent more Seniors than Juniors have serious problems here, and the upward trend of this problem in the Senior year, though not equal to "Deciding whether I'm in love," is an indication that in the last years of college the problem centers around actual boy friends.

"Being in love," and "Going with someone my family won't accept," are serious problems for comparatively few of these college students. The former drops from 3.4 per cent in the Freshman year to 2.4 per cent in the Sophomore year, and then increases to 3.2 per cent in the Junior year, to 4.3 per cent in the Senior year. "Going with someone my family won't accept" varies little during the four years. An average of 2 per cent of the students in each class circled this problem.

"Petting and necking" as a serious problem was not circled by any of the 696 Freshmen, yet it had been circled by 5 per cent of the Catholic high school Juniors in the study already cited. It was circled by 2.8 per cent of the Sophomores, by 2.5 per cent of the Juniors, and by 3.3 per cent of the Seniors. This problem was underlined by only 5.5 per cent of the total student population. It increases in the Senior year as do the problems, "Deciding whether I'm in love," "Boy friend," and "Being in love." This constellation of problems centering about courtship in the Senior year is understandable. The fact that this problem increases from zero to 3.3 per cent during the four years of college may likewise indicate a growing

maturity and an increasing awareness of moral responsibility, that is, not so much that the problem did not exist earlier as a practice, that that it did not exist as a problem.

Problems in the Area of Marriage. Figure 16 shows that two "wondering" problems are those most frequently circled with reference to marriage. One of them, "Wondering if I'll get married," increases steadily throughout the four years of college. It was circled by 6.2 per cent of the Freshmen, by 6.9 per cent of the Sophomores, by 7.5 per cent of the Juniors, and by 8.6 per cent of the Seniors. The other item, "Wondering if I'll find a suitable mate," rises from 3.7 per cent of the Freshmen, to 7.2 per cent of the Sophomores, then mounts to 10 per cent of the Juniors, before dropping to 4.5 per cent of the Seniors. From these patterns it would seem that for Freshmen, Sophomores, and Juniors, both problems increase steadily. In the Freshman year, "Wondering if I'll get married" concerns more of the students than whether or not they will find a suitable mate. However, in the Sophomore year the order changes and from that time until the Junior year the problem is not so much whether they will get married, but whom they will marry. In the Senior year, not only does the order change again, but the direction likewise changes. The two problems meet at 8 per cent, then "Wondering if I'll get married" climbs to 8.6 per cent, while "Wondering if I'll find a suitable mate" drops to 4.5 per cent. This change in order and direction would seem to indicate that after the Junior year the majority of those who wondered whom they would marry have decided. The other are again, as in the Freshman year, concerned once more about whether they will marry.

14 C.R. Juniors and Seniors: 2.4

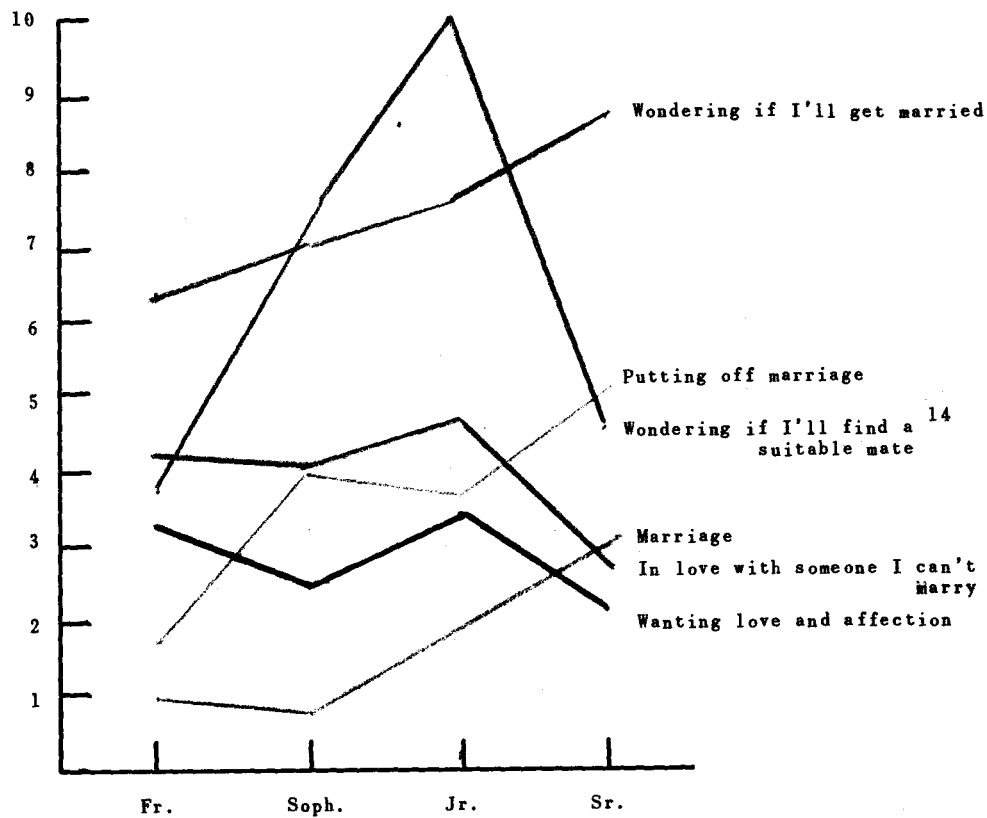


FIGURE 16

TREND PATTERNS OF MARRIAGE PATTERNS

"Being in love with someone I can't marry" was a serious problem for 4.2 per cent of the Freshmen, 4.1 per cent of the Sophomores, and increased in the Junior year to 4.6 per cent. In the Senior year it was circled by only 2.7 per cent of the students. We may conclude that between the Junior and Senior years about half this number either marry or change their minds.

"Putting off marriage," was a serious problem to only 1.7 per cent of the Freshmen. In the Sophomore year 3.9 per cent of the students circled this problem. In the Junior year 3.6 per cent of the students were concerned about waiting. In the Senior year it mounted to 5 per cent. This problem and that of "Being in love with someone I can't marry," were mentioned in the summarizing questions by the majority of the students who had circled these problems. In almost every case the girls were engaged to ex-service men and the delay in marrying was necessitated by the years of professional education which lay ahead for veterans, and their financial inability to assume the responsibilities of marriage. "Being in love with someone I can't marry," as well as the item, "Going with someone my family won't accept," were mentioned by girls whose summaries of their problems centered about home and family difficulties, principally those of being treated like children by their parents, or complaints that their parents did not trust them. Likewise, some mentioned religious differences as obstacles.

Among the Freshmen and Juniors, 3.1 per cent and 3.3 per cent respectively were seriously concerned about wanting love and affection. Only 2.4 per cent of the Sophomores and only 2 per cent of the Seniors circled

this as a serious problem.

The lowest ranking problem in the area of Marriage problems was the item "Marriage." It was circled by .9 per cent of the Freshmen, .7 per cent of the Sophomores, 1.9 per cent of the Juniors, and 3.0 per cent of the Seniors. It is impossible to determine what this problem meant for those who did circle it. The other marriage items specified various aspects of the problem, and were more frequently underlined or circled. The fact that this item was passed over by all but a few of the students is further indication of the discrimination they brought to the task of filling out the check list.

Problems in the Area of Sex: Eleven of the twelve items concerned with sex were the lowest ranking items in the area. Only three of the items were circled by more than 1 per cent of the students of any class. "Thinking too much about sex matters," was circled by 1.2 per cent of the Freshmen, and by 1.1 per cent of the Juniors. "Insufficient knowledge about sex matters" was circled by 1.3 per cent of the Sophomores.

Table LVI gives the rank order and per cent of students in the four classes who circled sex problems. Item 23, "Girl friend," has been included among the sex problems, since the check list was intended both for men and women students. It is not possible to determine this item, as circled whether by .4 per cent of the Freshmen, and .6 per cent of the Juniors, has any sexual implications.

TABLE LVII

RANK ORDER OF THE TWELVE SEX ITEMS IN THE AREA; COURTSHIP, SEX, AND MARRIAGE, AND THE PER CENT OF FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS CIRCLING THEM

Item	1	2	3	4
Insufficient knowledge about sex matters	.6	1.3	.3	.7
Thinking too much about sex matters	1.2	.6	1.1	0
Uninterested in the opposite sex	.2	.6	0	0
Finding it hard to control sex urges	.3	.2	.2	.7
Girl friend	.4	0	.6	0
Embarrassed in discussions of sex	0	.2	0	.7
Afraid of close contact with opposite sex	.2	0	.3	0
Too inhibited in sex relations	0	0	.3	0
Not mixing well with the opposite sex	.1	.2	.6	0
Venereal disease	0	0	0	0
Doubting sexual virility	0	0	0	0
Going too far in sex relations	0	0	0	.3

Table LV shows that the per cent underlining these problems was, on the whole, not much greater than the per cent circling them. It will be noted that two items were not circled by any of the students: "Venereal disease" and "Doubting sexual virility," and that many of the other items were not circled by any students of the various classes.

The consistency of these findings among the student population of each of the seven women's colleges, so opposed to the findings of those who have investigated this area of students' problems, and so much in contradiction to the popularly reported sexual aberrations among college students might cause surprise to some.

On the one hand, they might doubt the honesty of the answers. It might be objected that in spite of the fact that they did not sign their names to their questionnaires, they did sign their classes, and that many

of the students might fear an "investigation," and so refuse to indicate any problems of a sexual nature. This might indeed deter some from frankly circling the problems about which they were deeply concerned.

Another possible explanation might be found in several items in the area: Morals and Religion. There, the items concerned with morals were sufficiently vague to mask the specific nature of the problem, and it might be that sexual problems are implied by the students who underlined or circled these items:

TABLE LVIII

ITEMS IN THE AREA OF MORALS AND RELIGION WHICH COULD HAVE
A SEXUAL CONNOTATION, AND THE PER CENT OF STUDENTS WHO
UNDERLINED AND CIRCLED THEM

Item	Underlined Per Cent	Circled Per Cent
Can't forget some mistakes I've made	15.9	4.6
Trying to break off a bad habit	15.5	4.1
Yielding to temptations	9.3	4.4
Moral code weakening	4.7	1.8
Having a guilty conscience	4.3	1.4

However, the fact that the students underlined the items in the order in which the check list presented them, five items from each of the eleven areas succeeding one another, until the entire 330 problems had been covered, none of the areas being identified by name, and the further fact that most of the specifically sexual items appeared in this sequence before these more general moral problems came in the list of items, lends weight to

the opinion that in the event these general items from the area of morals do imply sexual problems, they may in some instances be repetitions. On the other hand, those who lacked the courage to underline their sexual problems might have underlined or circled these items when they came to them. A further possibility is that these more general moral items may cover the problem of drinking, one not mentioned in the check list items.

There is the other possibility, that the Check List totals for sexual problems are an accurate selection of student problems. Very few of these students would share the attitudes of Drury's college girls, that sex and morals are matters of individual taste, and that "If you didn't feel guilty about it (pre-marital sexual relations), it would be all right." They are not "confused about moral and spiritual values," as Dean McIntosh said so many college women are, and almost without exception they have been given "authoritative standards." For them, life has a purpose, and the religious beliefs which she advocates as an antidote for the pernicious moral and ethical standards of today's college women, are potent forces of almost all these Catholic college girls. In the light of this possibility, we would seem to be justified in interpreting the few problems which our student population indicated in this area as showing, not a lack of awareness of such problems, nor even want of concern, but rather that these students know what they should do and are prepared to do it, and thus, the alternative being what it is, they do not allow themselves seriously to consider any other solution. Problems become a source of anxiety and deep concern when one wavers between several courses of action, weighs the alternatives, and finds

good on both sides. In the area of sexual problems, for the great majority of Catholic college students, there is no question as to the side on which the good lies, and the natural and the supernatural sanctions being known, the source of anxiety is minimized. For those who are weak, or for whom special circumstances complicate the problem, it is otherwise. We would expect just about the proportion which the Check List indicated to fall into this latter category.

We may, then, be justified in believing that when we add to the above reasons, grace, the sacraments, prayer, and the incalculable environmental aids of the Catholic woman's college, we have a comparatively accurate picture of the sexual problems of students in our Catholic women's colleges.

2

THE SERVICES

As we saw in Table LI, each college makes provision for social events on the campus to which men are invited. The per cent of students in each college who circled "Too little social life," was in every case less than 1 per cent, and may be taken as an indication that the opportunities which the colleges provide are adequate. These social events, tea dances, or open house, are informal parties which do not involve elaborate dress, and for which there is no charge. In addition to these parties, the colleges sponsor one or two elaborate dances each year. All the colleges reported that some efforts are made to secure dates for the students, and all of the resident colleges allow the students to entertain men on campus on the weekends. Two colleges allow this during the week.

Each college offers an obligatory course in Ethics, and a Marriage course.

3

EVALUATION

From a consideration both of the problems and the services, it would seem that the colleges are making adequate provision for their students to meet men. Many of the colleges would concur with Brown's observation that the students who stood most in need of social contacts profited the least from the opportunities provided. However, over and above the arrangements made for the student body as a whole, there are factors which the Check List data reveals which indicate areas for improvement.

(1) Plans similar to the "Guided Social Activities" programs reported in the literature might be inaugurated to assist the students who have difficulty in meeting men, or who are diffident or uneasy in social relations with them. It would seem best to carry out these plans on an individual basis, because of the small student bodies in most Catholic women's colleges. The Student Welfare Councils, Student Social Committees, or their equivalents on the campus could assist the counselors in this project.

(2) The trend of the problem, "Too few dates," would indicate that not enough attention is given to upperclassmen. In all of the colleges most of the attention is showered on the Freshmen and Sophomores. Mixers" or tea dances are arranged for them, dates are secured for those who haven't them, and every effort is made to give them social contacts. Freshmen and

Sophomores are proverbially most vocal in their laments and complaints, if they are not having dates. Table LXXIII shows that more Juniors than Freshmen circled the item "Too few dates," and that the per cent of Seniors is relatively high. The steadily mounting trend of the two items: "Wondering if I'll get married," and "Wondering if I'll find a suitable mate," likewise indicate how serious a problem this is for Juniors and Seniors. Most of the upperclassmen who circled these three items would probably conceal this problem from others and show a "front" of indifference. Again we may say that personal counseling in which rapport was established with the students, would eventually bring this problem to light.

(3) Thirty per cent of the Seniors at College A mentioned in the written summary of their problems their desire for "a more realistic" marriage course. While this deficiency may exist only in the course given in 1950 at this one college, the necessity of giving such a "realistic" course cannot be over-emphasized.

CHAPTER X

PROBLEMS IN THE AREA OF HOME AND FAMILY

There has been no research in the area of Home and Family problems that is relevant to our study.

1

THE PROBLEMS

Table LIX summarizes the totals of underlined and circled problems in the area of Home and Family for each of the seven colleges.

TABLE LIX

PROBLEMS IN THE AREA OF HOME AND FAMILY: RANKS
OF UNDERLINED AND CIRCLED PROBLEMS FOR EACH OF
THE SEVEN COLLEGES

All colleges	College:	A	B	C	D	E	F	G
Underlined rank		9	10	7	9	9	9	9
Circled rank		3	7	4	8	1.5	8	9

Table LX summarizes the ranks of underlined and circled problems in the area of Home and Family for each of the four college classes.

TABLE LX

PROBLEMS IN THE AREA OF HOME AND FAMILY;
RANKS OF UNDERLINED AND CIRCLED PROBLEMS FOR EACH
OF THE FOUR COLLEGE CLASSES

All colleges		Freshmen		Sophomores		Juniors		Seniors	
U	C	U	C	U	C	U	C	U	C
10	6	10	4	10	3	10	4	10	2

From this table it can be seen that for each of the classes Home and Family Problems had the same rank for underlined totals, tenth among the eleven problem areas. Among the Seniors these problems rose to second place among circled items. Both the Freshmen and the Juniors ranked them fourth, and with the Sophomores they ranked in third place for seriousness. This might be misleading were it not for the fact that one item from this area ranked second among the 20 most frequently circled items (the only item from this area to find a place in this list), circled by 10.4 per cent of the students, and that the same item was circled by 7.6 per cent of the Freshmen, 8.2 per cent of the Sophomores, 12.7 per cent of the Juniors, and by 18.9 per cent of the Seniors, "Parents sacrificing too much for me." The problem of gratitude rather than strife and contention is what causes Home and Family problems to rank so high among circled problems.

It will be seen that there is a range of only three between the total ranks of Home and Family problems in the seven colleges. However, for circled totals the range is 7.5. These problems rank ninth at College G and 1.5 at College E, where they tie for first place with problems in the

area of Social-Personal Relations.

Table LXI lists the rank order, raw totals, and the per cent of students underlining items in the area of Home and Family problems. Table LXII gives the same data for circled totals.

TABLE LXI

PROBLEMS IN THE AREA OF HOME AND FAMILY; THE
RANK ORDER OF UNDERLINED PROBLEMS, TOTALS, AND
THE PER CENT OF STUDENTS UNDERLINING EACH

Item No.		Rank	Total	Per Cent
35	Parents sacrificing too much for me	1	275	14.50
198	Clash of opinions between me and parents	2	246	12.97
251	Not telling parents everything	3	198	10.44
34	Sickness in the family	4	194	10.23
199	Talking back to my parents	5	192	10.12
253	Being treated like a child at home	6	165	8.70
143	Family quarrels	7	164	8.65
31	Being criticised by my parents	8.5	152	8.01
306	Getting home too seldom	8.5	152	8.01
255	Wanting more freedom at home	10	106	5.59
32	Mother	11	105	5.53
142	Home life unhappy	12	101	5.32
254	Being an only child	13.5	99	5.22
33	Father	13.5	99	5.22
68	Father not living	15	86	4.53
197	Parents expecting too much of me	16	84	4.43
200	Parents' drinking	17	81	4.27
90	Feeling I don't really have a home	18	73	3.85
252	Parents not trusting me	19	64	3.37
307	Living at home, or too close to home	20	62	3.27
87	Death in the family	21	59	3.11
144	Not getting along with brother or sister	22	56	2.95
89	Mother not living	23	53	2.79
309	Relatives interfering with family affairs	24	52	2.74
141	Friends not welcomed at home	25	49	2.58
310	Affraid of someone in the family	26	43	2.27
86	Parents separated or divorced	27	41	2.16
196	Heavy home responsibilities	28	36	1.90
308	Wishing I had a better family background	29	27	1.42
145	Not getting along with a step-parent	30	10	.53

TABLE LXII

PROBLEMS IN THE AREA OF HOME AND FAMILY: RANK ORDER OF
THE CIRCLED PROBLEMS, TOTALS, AND THE PER CENT OF STUDENTS
CIRCLING EACH

Item No.		Rank	Total	Per Cent
35	Parents sacrificing too much for me	1	197	10.38
198	Clash of opinions between me and parents	2	100	5.27
34	Sickness in the family	3	84	4.43
143	Family quarrels	4	77	4.06
199	Talking back to my parents	5.5	59	3.11
31	Being criticized by my parents	5.5	59	3.11
200	Parents' drinking	7	57	3.00
142	Home life unhappy	8	55	2.90
253	Being treated like a child at home	9	50	2.64
32	Mother	10	45	2.37
251	Not telling parents everything	11	43	2.27
254	Being an only child	12	39	2.06
88	Father not living	13.5	35	1.84
90	Feeling I don't really have a home	13.5	35	1.84
255	Wanting more freedom at home	15	34	1.79
33	Father	16	32	1.69
197	Parents expecting too much of me	17	26	1.37
144	Not getting along with brother or sister	18	24	1.27
306	Getting home too seldom	19.5	23	1.21
252	Parents not trusting me	19.5	23	1.21
307	Living at home or too close to home	21	22	1.16
141	Friends not welcomed at home	22	18	.95
309	Relatives interfering with family affairs	23.5	17	.90
86	Parents separated or divorced	23.5	17	.90
310	Afraid of someone in the family	25.5	16	.84
87	Death in the family	25.5	16	.84
89	Mother not living	27	15	.79
196	Heavy home responsibilities	28	13	.69
308	Wishing I had a better family background	29	8	.42
145	Not getting along with a step-parent	30	6	.32

As we have seen, the most frequently underlined and circled item in the area of Home and Family problems is "Parents sacrificing too much for me," which as Figure 17 shows, far outranked the other items, and among all the

1 C.R. Sophomores and Seniors: 4.2

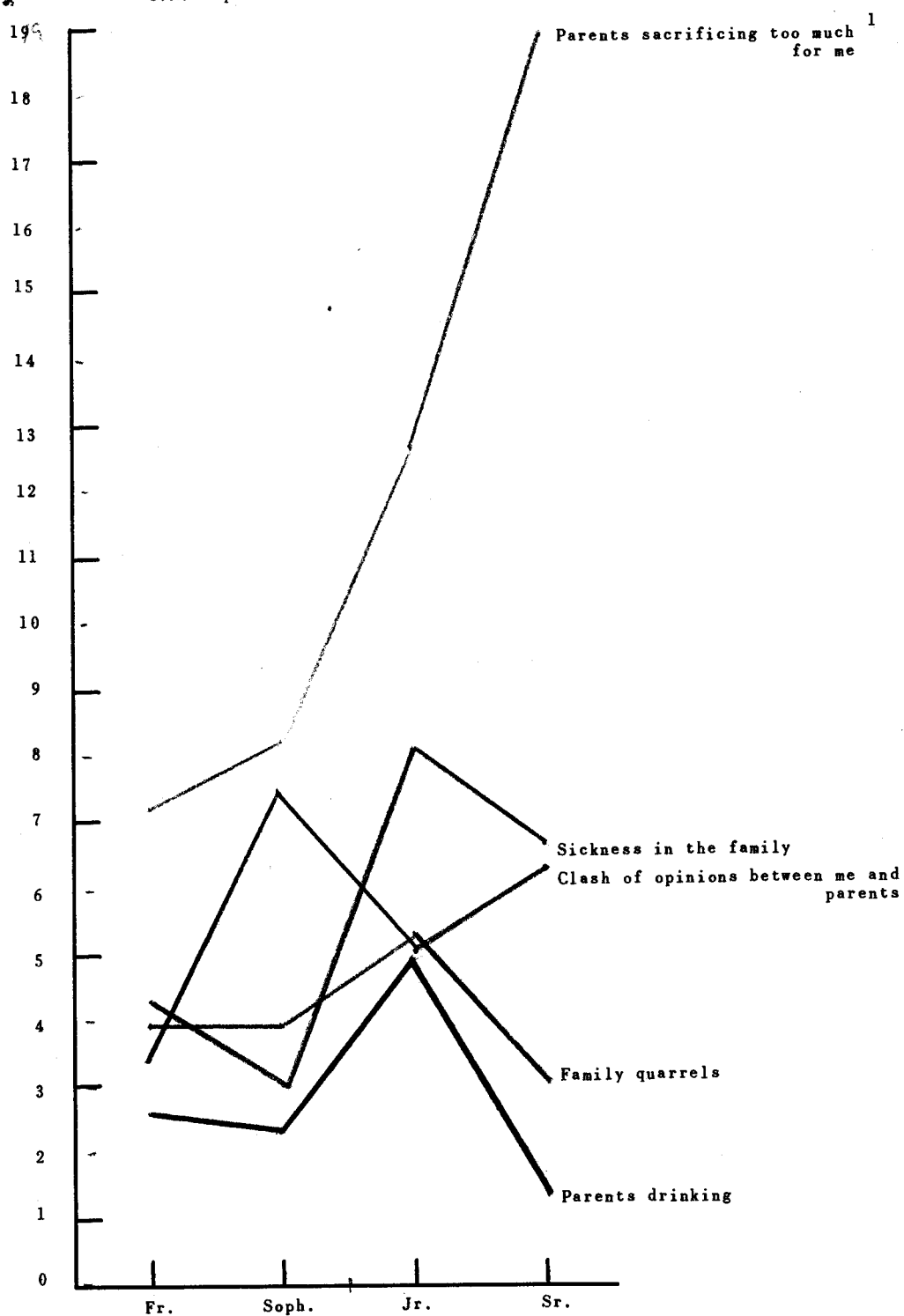


FIGURE 17

TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS IN THE AREA: HOME AND FAMILY

580 problems was the one most frequently circled by the Seniors. The prominence of this item indicates not only increasing gratitude, but an ever-growing sense of indebtedness, and an awareness of a personal responsibility to repay their parents in some way for the advantages which their sacrifices have made possible.

An analysis of the other most frequently circled items in the Area of Home and Family problems reveals many of the sources of tension which the Problem Check List showed to be present in the lives of these students. "Clash of opinion between me and my parents," rose from 3.3 per cent in the Freshman year to a high of 7.4 in the Sophomore year, was circled by 5 per cent of the Juniors, and rose in the Senior year to 6.3 per cent. The greater submissiveness of the Freshmen is to be expected. The extreme sensitivity and insecurity masked by a cocky, worldwise sophistication, characteristic of the Sophomores, together with their tendency to throw themselves into activities of all sorts, would inevitably lead to many clashes of opinion with their parents. It was at this point, too, that an analysis of their problems showed the Sophomores to be the age group that oscillated between the child world and the adult world. These first excursions out of childhood would necessarily be accomplished for many at the price of family difficulties. By the time they have reached their Junior year, most of the students have made the transition into adult life, a measure of independence has been achieved, and some modus vivendi agreed upon. The rise of this problem again in the Senior year indicates that the clash of opinions probably now centers primarily upon decisions related to "after graduation"

plans.

The third ranking family problem was the item, "Sickness in the family." The low per cent of Freshmen and Sophomores who circled this item, in contrast to the high per cent of Juniors and Seniors, may be due to a chance situational factor. In addition to this explanation, a reason may be found in the comparative immaturity of Freshmen and Sophomores which would prevent their carrying the burden of responsibility which family illness entails, and of appreciating the many problems which are inevitable when illness visits a family.

The remainder of the more frequently circled problems in this area, "Family quarrels," "Talking back to my parents," "Being criticised by my parents," "Parents drinking," "Home life unhappy," and "Being treated like a child at home," are the problems which we would expect. The relatively small per cent of the students who circled these as serious problems, or who underlined them as sources of minor difficulty, is at once a tribute to the parents of these college students, and evidence of the emotional maturity of the students.

EVALUATION

There is little that the college can provide to cope with the actual family difficulties encountered by its students. However, the incidence of these problems, and their seriousness to the students (in nearly every case where several of these "conflict" items were circled the difficulty was mentioned in the summarising questions), further emphasizes the need of personal counseling.

The Home and Family problems which enter into the lives of these students continue to express themselves in the students' behavior, attitudes, and reactions during the hours or days at college. The expectations and demands of the parents, strife and conflicts at home, illness, poverty, and many other problems are sources of anxiety and preoccupy the students, sap their energy, and often lie at the root of personal, social and academic problems at school. The opportunity to think out these problems with an understanding counselor would help to bring many students to accept emotionally situations which they cannot change, and tension and anxiety being reduced, they would be better able to find satisfaction and fulfillment in work and in their personal relationships. Some of the students who signified that they wanted to talk over their problems with someone on the faculty, but did not know anyone with whom to talk, were students who underlined or circled Home and Family problems.

CHAPTER XI

CURRICULUM AND TEACHING PROCEDURES

1

RELATED STUDIES

As in all other fields, so in education, there has been a consistent trend toward evaluation. Commissions have been appointed to determine the nature and extent of the accomplishments of many aspects of education, and among these the curriculum has been most carefully examined. The Harvard Commission published its well-known report on General Education in a Free Society in which the elective system was attacked. The Yale Report highlighted the need of integrating the curriculum around religion. The less well-known studies singled out various weaknesses in the curricula of American colleges and universities.

Teaching practices have likewise been subjected to evaluation. The lack of satisfactory means of measuring teaching success has limited the attempts to identify and define abilities, traits, and qualities that contribute to success in teaching.

Barr¹ compiled a list of the causes of failure among teachers, drawn from several studies. The five most common causes were found to be:

1 A. S. Barr and L. M. Emans, "What Qualities are Prerequisite to Success in Teaching," Nations Schools, 6, September, 1950, 60-64.

(1) lack of control over the technique of teaching; (2) lack of ability to maintain order and discipline; (3) lack of mastery of subject matter; (4) lack of intelligence; (5) lack of effort.

Student opinion on the traits of successful teachers has been polled. From his own research and the findings of twelve additional studies, Butsch² lists the following traits in the order of frequency of mention: (1) fairness (seven studies); (2) kindness and instructional skill (six studies); (3) goodnatured, good disciplinarian, knowledge of subject matter (five studies); (4) a sense of humor, patient (four studies).

Witty's study³ recapitulates most of the research on the characteristics of the effective teacher. He found that the most frequently mentioned positive traits were: (1) cooperative, democratic manner; (2) kindness and consideration for the individual; (3) patience, (4) wide interests, (5) personal appearance and pleasing manner; (6) fairness and impartiality, (7) sense of humor. The most frequently mentioned negative traits were: (1) bad tempered and intolerant; (2) unfair and inclined to have favorites; (3) disinclined to help pupils; (4) unreasonable in demands; (5) tendency to be gloomy and unfriendly; (6) sarcastic and inclined to use ridicule.

2 R. L. C. Butsch, "Teacher Rating," Review of Educational Research, 1951, 1, 99-107; 149-152.

3 P. A. Witty, "Evaluation of the Studies of the Characteristics of the Effective Teacher," Improving Educational Research, Official Report, A. E. R. A., 1948, 198-204.

One of the most recent studies was Gordon Allport's.⁴ He attempted to discover to what degree the response--the "educational progress"--of the student is a function of the behavior of the instructor. In his study he used five sections of a large elementary course in social science, each section composed of approximately twenty students, meeting three times a week. The sections were evaluated by the students and by a group of observers concealed by a one-way screen. Allport's first discovery was that on the basis of their overall evaluations, observers and students did not entirely agree on the merits of the teachers. The rank order coefficient of correlation was .50. The students' choice of "best" was rated third by the observers. The most striking fact that emerged from the comparison was that students and "experts" judge the over-all value of teaching on different bases.

The students seem to favor the section conducted in an informal, friendly, permissive, equalitarian manner. The "experts" see greater value in sections conducted more after the fashion of a drill, marked by good organization, with adequate coverage of ground.⁵

Difficulty with certain subjects and dislike of some of the courses they had to take were the educational problems most frequently mentioned by Foster and Wilson's 100 women college graduates.⁶ Getting along with teachers

4 Gordon W. Allport, "How Shall We Evaluate Teaching?" A Handbook for College Teachers, 36-56.

5 Ibid., 51

6 Robert G. Foster and Pauline Park Wilson, Women After College, 41-42.

was the problem which ranked second. Often it appeared that the personality of a teacher was the determining factor in a student's like or dislike of a subject, independent of her interest in the subject matter or her ability to master it. Fear of examinations was the problem which ranked third with this group. Eighty-seven per cent of the married women and 95 per cent of the single women reported these problems during their college years.⁷

Sister Mary Digna, reporting on the institutional survey carried out at the College of St. Scholastica,⁸ found that the 300 graduates polled agreed that the broad general courses such as History of Civilization, English survey, and Social Science survey, together with courses relating to their vocational interests were most valuable. Courses of the theoretical type were found of little value by the graduates. They believed that some of the instruction was too theoretical, and that some of the work taken in college had no practical value. The students questioned the meaningfulness of many of the out-of-class assignments, and recommended that more freedom of discussion be permitted in classes.

Heaton and Weedon⁹ summarized the general opinion of their students about curricula and teaching practices. In the four Michigan colleges covered by their study the students listed points on which they thought

7 Ibid., 27, 29.

8 Sister Mary Digna, O.S.B., "Problems and Procedures in the Evaluation of a Catholic College Program," Workshop for Administrators, N 8.

9 Kenneth L. Heaton and Vivian Weedon, The Failing Student, 211-244.

improvement could be made. They emphasized the fact that their suggestions in no sense implied a general criticism of the college programs or of the faculties as a whole. (1) Many required courses seem unimportant to the students. (2) Courses with some practical applications to everyday life are preferred. (3) Many instructors are unreasonable in their assignments. (4) Instructors are not equally successful in starting at the student's level of achievement. (5) The superior student is usually neglected. (6) It is easier to put forth effort when objectives are clear and courses are interesting.

2

THE PROBLEMS

Our 1,897 students underlined 4,912 items in the area of Curriculum and Teaching Procedures, and circled 1,161. Problems in this area ranked fifth for totals and eighth for seriousness.

Table LXIII summarizes the total and circled ranks of the problems in this area for the four college classes.

TABLE LXIII

A SUMMARY OF THE RANK ORDER OF UNDERLINED AND CIRCLED PROBLEMS IN THE AREA OF CURRICULUM AND TEACHING PRACTICES FOR EACH OF THE COLLEGE CLASSES

All colleges		Freshmen		Sophomores		Juniors		Seniors	
U	C	U	C	U	C	U	C	U	C
5	8	7	8	4	6	4	6	5	9

Table LXIII summarizes the total of underlined and circled ranks of problems in the Area of Curriculum and Teaching Practices for the seven cooperating colleges.

TABLE LXIV

A SUMMARY OF THE RANK ORDER OF UNDERLINED AND CIRCLED PROBLEMS IN THE AREA OF CURRICULUM AND TEACHING PRACTICES FOR EACH OF THE COOPERATING COLLEGES

All colleges	College	A	B	C	D	E	F	G
Underlined rank	6	7	8	10	8	8	5	7
Circled rank	8	10	9	11	9	8	4	7.5

Table LXV lists the total problems in this area in their rank order, together with raw totals, and the per cent of students who marked each item. Table LXVI lists the same data for the circled problems.

TABLE LXV

PROBLEMS IN THE AREA OF CURRICULUM AND TEACHING PROCEDURES;
THE RANK ORDER OF UNDERLINED PROBLEMS, TOTALS, AND PER CENT
OF STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
52	Dull classes	1	520	27.4
106	Hard to study in living quarters	2	411	21.7
328	Too much work required in some courses	3	309	16.3
55	Teachers lacking personality	4	284	15.0
329	Grades unfair as measures of ability	5	258	13.6
109	Textbooks hard to understand	6	249	13.1
271	Wanting courses not offered by the school	7	228	12.0
327	Forced to take courses I don't like	8	221	11.6
161	Being without a good college advisor	9	214	11.3
53	Too many poor teachers	10	194	10.2
330	Having unfair tests	11	166	8.7
218	Teachers doing too much of the talking	12	158	8.3
165	Too little freedom in classes	13	152	8.0
51	College too indifferent to student's needs	14	150	7.9
110	Inadequate high-school training	15	149	7.8
219	Teachers too theoretical	16	142	7.5
216	Not enough chances to talk to teachers	17	132	7.0
162	Having no friends on the faculty	18	116	6.1
108	Too few books in the library	19	114	6.0
220	Teachers not practicing what they preach	20.5	104	5.5
163	Teachers lacking interest in students	20.5	104	5.5
54	Teachers lacking grasp of subject matter	22	103	5.4
272	Wanting courses I'm not allowed to take	23.5	83	4.4
164	Teachers lacking understanding of youth	23.5	83	4.4
274	Having an unfair teacher	25	76	4.0
275	Not getting along with a teacher	26	73	3.9
107	No suitable place to study on campus	27	72	3.8
273	Courses too unrelated to each other	28	63	3.3
326	College system too arbitrary	29	47	2.5
217	Classes too large	30	42	2.2

TABLE LEVI

PROBLEMS IN THE AREA OF CURRICULUM AND TEACHING PROCEDURES;
THE RANK ORDER OF CIRCLED PROBLEMS, TOTALS, AND PER CENT OF
STUDENTS CIRCLING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
32	Dull Classes	1	114	8.9
328	Too much work required in some courses	2	112	8.9
327	Forced to take courses I don't like	3.5	105	8.5
106	Hard to study in living quarters	3.5	105	8.5
329	Grades unfair as measures of ability	5	86	6.8
271	Wanting courses not offered by the school	6	86	6.8
161	Being without a good college adviser	7	85	6.7
53	Too many poor teachers	8	83	6.6
55	Teachers lacking personality	9	49	3.9
110	Inadequate high-school training	10	45	3.6
219	Teachers too theoretical	11	32	2.6
330	Having unfair tests	12.5	31	2.5
165	Having too little freedom in classes	12.5	31	2.5
51	College too indifferent to students' needs	15	28	2.3
218	Teachers doing too much of the talking	15	28	2.3
109	Textbooks hard to understand	15	28	2.3
216	Not enough chances to talk to teachers	17	26	2.1
108	Too few books in the library	18	25	2.0
272	Wanting courses I'm not allowed to take	19	20	1.6
274	Having an unfair teacher	20.5	19	1.5
54	Teachers lacking grasp of subject matter	20.5	19	1.5
275	Not getting along with a teacher	22	17	1.4
162	Having no friends on the faculty	23	15	1.2
107	No suitable place to study on campus	24.5	14	1.1
164	Teachers lacking understanding of youth	24.5	14	1.1
163	Teachers lacking interest in students	26	13	1.0
326	College system too arbitrary	27.5	12	1.0
220	Teachers not practicing what they preach	27.5	12	1.0
273	Courses too unrelated to each other	29	11	.9
217	Classes too large	30	6	.5

- 10 C.R. Sophomores and Juniors: 5.44
 11 C.R. Freshmen and Sophomores: 4.3
 Sophomores and Juniors: 4.3

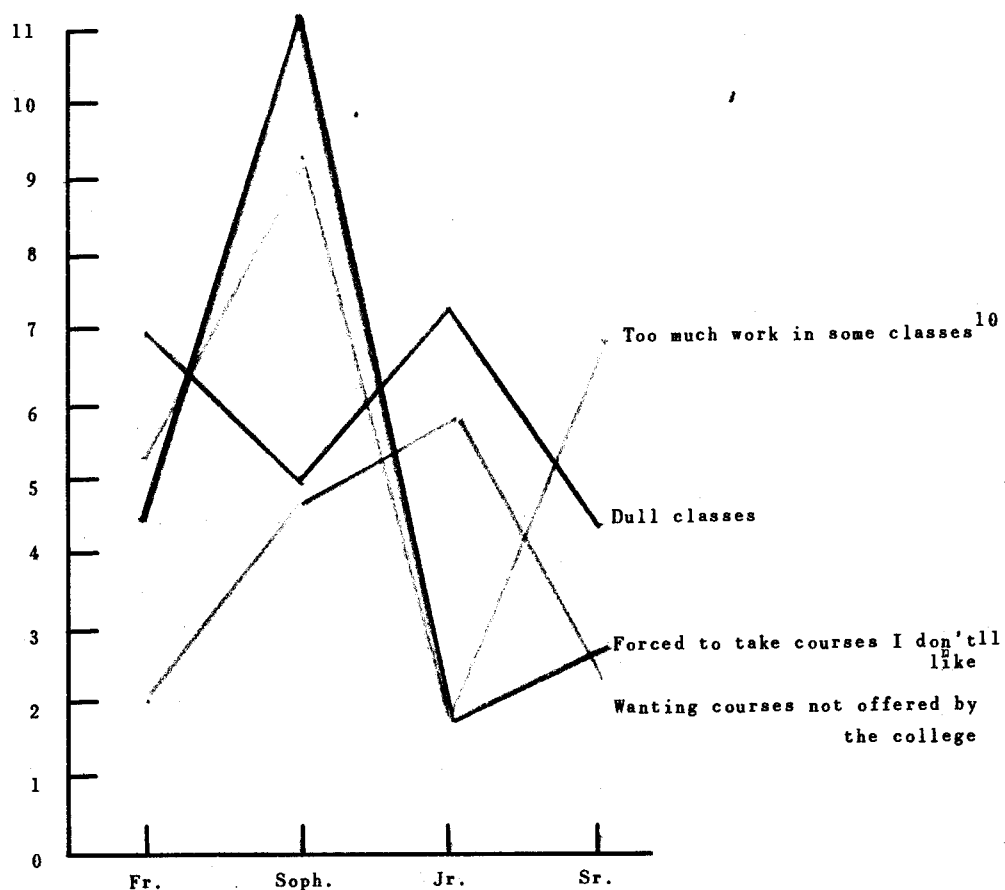


FIGURE 18

TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS IN THE AREA:
 CURRICULUM AND TEACHING PROCEDURES WHICH CENTER AROUND CLASSES

It is immediately evident that the Sophomores and Juniors have the most problems in this area. "Dull classes" and "Too much work required in some classes" are the most frequently circled problems, and as Figure 18 shows, these two problems reverse positions in the sharp upward and downward trend between the classes. "Dull classes" are a more serious problem for the Freshmen than "Too much work." In the Sophomore year the order changes. This year the students don't find the classes so dull, but the per cent of them who are seriously concerned about the amount of work they have to do increases significantly. In the Junior year concern over "too much work" drops from 9.3 per cent to 3.2 per cent, and "Dull classes" again becomes the major problem, circled by 7.2 per cent of the Juniors. In the Senior year the order again changes. We find that 6.6 per cent of the Seniors complain that "Too much work is required in some classes" while only 4.3 per cent of them complain of "Dull classes."

A plausible explanation of the shifting order might be found in the fact that Freshmen enter college expecting it to be difficult and prepared to work; they also expect it to be very different from high school. When they find that classes are much the same, the subject matter has been covered before, and often the periods of history studied by the Freshmen are less interesting than the later periods studied in the last years of high school; when Freshmen English courses are found to emphasize remedial work, they are frankly bored and complain of dull classes. This aspect of college classes impresses them more than the amount of work they are required to do.

The "gay young Sophomores" quite naturally find that academic and

course requirements interfere with their social and extra-curricular activities, and in this year of the proverbial "Sophomore slump" their problem is not so much that classes are dull as it is that they wonder if education is worth the effort it entails.

By the time the students come to their Junior year, lower division pre-requisites and general college requirements have for the most part been fulfilled. The students are now free to devote themselves to their major subject and to the courses they have elected to take. We should expect that "Dull classes" would be a lesser problem here. However, we find that 7.2 per cent of the Juniors are seriously troubled by "Dull classes" while "Too much work required in some courses" drops to 1.7 per cent. How can this be explained? We may, perhaps, find an answer in the fact that in their Junior year, when their work becomes more challenging, and when the measure of independent work is increased, the per cent of those who complain of too much work is minimal. Could it not be that this significant drop in the number of those who find the amount of work a serious problem is in reality an indication that 99.3 per cent of these students find their work stimulating and satisfying? Only 1.8 per cent circled "Forced to take classes I don't like." We could also see in this fact an index of student response to independent, challenging work. At the same time we could see in the frequently circled "Dull classes," not so much an indication that the classes are dull, as a reason why they are dull. We have seen from the studies of teaching methods that the students rate those classes "best" in which they are stimulated to active participation; where independent thought and

judgment are encouraged and welcomed. Perhaps the Juniors experience a conflict between the freedom given them in their outside work and reading, and the rigid, formalism of the traditional college lecture. "Too little freedom in classes" mounts from 1.4 per cent in the Freshman year, and 1.2 per cent in the Sophomore year, to 5.3 per cent in the Junior year, and then drops to .5 in the Senior year.

The Senior year sees another reversal in the order of these two problems. "Too much work required in some courses" again takes precedence. However, second semester Seniors (the Check List was administered then) are faced with comprehensive examinations, Senior essays or theses, and unfulfilled course requirements. They are naturally much impressed with the amount to be done in a short time. Likewise, we may conclude that their preoccupation with dead-lines would distract the bored from the dull classes, but that the majority are experiencing satisfaction and delight in the integrated approach to truth.

Figure 19 gives two additional clues to the reasons that lie behind complaints about dull classes. The problems: "Too many poor teachers," and "Teachers lacking personality," are higher for the Juniors than they are for the other three classes.

"Being without a good adviser" is one of the most frequently circled items among the Juniors. This problem was a matter of serious concern to a relatively small per cent of the Freshman, Sophomores, and Seniors, whereas 5.3 per cent of the Juniors circled it as a serious problem.

"Teachers being too theoretical," and "Teachers doing too much of

12 C.R. Sophomores and Juniors: 3.3

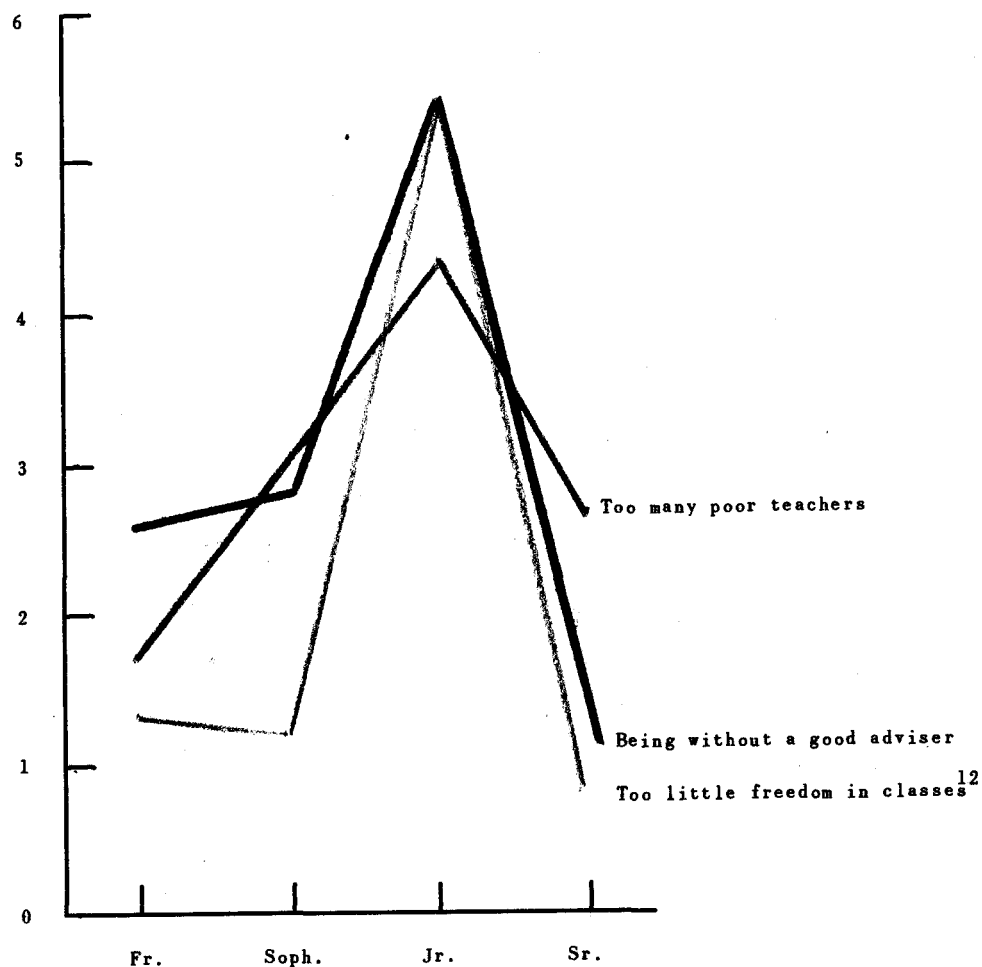


FIGURE 19

TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS IN THE AREA:
CURRICULUM AND TEACHING PROCEDURES WHICH CENTER AROUND TEACHING

the talking," were circled by only 1.7 and 1.5 per cent of the students respectively, and decreased throughout the four years. On the other hand, "Teachers not practising what they preach," was circled by .4 per cent of the Freshmen, by none of the Sophomores, by .6 per cent of the Juniors, and by 2.3 per cent of the Seniors. There is no doubt that the students become more critical and more exacting as they progress through college.

The problems which dealt more specifically with teachers and teaching procedures were a matter of concern to more Juniors than to any of the other classes. The problems which deal with courses and curriculum were a source of special difficulty for both Sophomores and Juniors.

The problems, "Dull classes," and "Too much work required in some courses," are repeated in 19. The most frequently circled item is seen to be "Forced to take courses I don't like," circled by 11.1 per cent of the Sophomores, as opposed to 4.4 per cent of the Freshmen, and 1.8 per cent of the Juniors, and 2.7 per cent of the Seniors. This trend in the Sophomore year helps to explain why such a great per cent of the students circled "Too much work required in some courses," for work is a special burden for those who do not like their courses. It likewise highlights another factor contributing to the "Sophomore slump." If figures on student mortality at the end of the Sophomore year in these colleges were available, it might be possible to see a causal relationship between the per cent who complain that they have to take courses that they do not like, that the classes are dull, and that they are forced to do too much work, and the per cent who drop out of college at the end of the Sophomore year.

"Wanting courses not offered by the school" was circled by 2 per cent of the Freshmen, by 4.6 per cent of the Sophomores, by 5.8 per cent of the Juniors, and by 2.7 per cent of the Seniors. Included in this number are undoubtedly those who expect the liberal arts college to prepare career women. By their Senior year they seem to be more satisfied with the courses available to them.

3

THE SERVICES

Before evaluating the adequacy of the college curricula, they must be classified according to some plan by which their merits may be judged. Each college curriculum may be classified as belonging to one of two types: technical-professional, or general-classical (liberal arts). Technical-professional curricula are organized to give training that will fit the graduate for the pursuit of a professional or technical calling. The liberal arts curricula aim at a broad general education which will pass on to the student the cultural heritage of the past. Such curricula have no particular vocational emphasis. Of either curriculum we have the right to ask how any particular course of study representing four years of college training has met the purposes set up for the curriculum it represents and also how it has prepared the student for life.

Each of our colleges is a liberal arts college. All of them offer some form of professional or pre-professional training, and one college has an affiliated school of nursing, but in every case this more specialized

training is subordinated to exactions of the liberal arts curriculum.

The Counseling and Guidance Service Check List indicated that in each college provision was made for academic counseling, and non-credit-bearing remedial courses were offered in English and in Reading.

4

EVALUATION

There are obvious values in securing from college students an indication of their problems with reference to the curriculum and the teaching procedures of their instructors. Their opinions add something to our understanding of the effectiveness of the college program. However, there are important limitations to their reports and comments. They judge their college experiences on the basis of previous educational experiences and not in terms of a thorough understanding of the principles and the philosophy of educational values and objectives, and the effectiveness of various educational methods. Their standards at certain points are at variance with those of educators who have a different and more scientific basis for evaluation.

In the light of the students' problems, there are certain aspects of the teaching methods and curricula of the seven cooperating colleges which suggest themselves as areas of further investigation. That these are points which the students think could be improved is in no sense a general criticism of the college or the faculty as a whole.

1. The incidence of the problem "Dull classes" suggests the

advisability of investigating the teaching methods in the various colleges. This same problem likewise suggests a re-examination of the Freshman and Sophomore curricula. Although of the essential components which teaching involves: the subject matter, the teaching methods, the student, and the teacher, the subject matter is the least important, an investigation of Freshman and Sophomore course content as related to high school courses might suggest new emphases or new approaches, if not new content, in order that college classes be a new and vital experience.

2. The constellation of the problems, "Dull classes," "Too many poor teachers," and "Too little freedom in classes," suggests one specific aspect of teaching methods which would bear investigation,--that of acknowledging the teacher's authoritative position while still treating the students as persons of integrity and freedom of choice. While the desire of students to be treated like adults is a highly ambivalent desire, there is ample evidence that the type of teaching which veers away from the authoritarian, lecturing or expounding, teacher-centered methods and favors high student and student-teacher interaction, a "permissive" style of teaching which encourages the student to think for herself and find meanings suitable to her own world of experience, is at once more interesting to the students and more conducive to educational growth and maturity.

3. The mean per cent of circled problems in the area of Curriculum and Teaching Procedures for the seven colleges was 1.63 per cent. At College F the per cent was 3.08 per cent, with the two items, "Dull classes," and "Too little freedom in classes" most heavily circled. The suggested

study of teaching methods might have particular relevance here.

CHAPTER XII
HEALTH AND PHYSICAL DEVELOPMENT

1

RELATED STUDIES

The Foster and Wilson study revealed¹ that many of the health problems that were fundamental in the lives of their 100 college graduates were taken to college with them, were not discovered during the four years of college, and continued to persist after college, along with new ones which they acquired during college. The authors do not conclude that college contributed nothing to the health of these women, but suggested that it did not make as great a contribution along lines of student health as might have been possible. Most of their problems were found to be closely associated with diet, rest, and exercise on the one hand, and with strain and nervous tension on the other. It was suggested that the health needs of these women while they were in college might have been met by a more thorough medical examination at college entrance, with the results followed up throughout the college life of the student.

Diehl and Shepard conducted a survey of the health of college students under the auspices of the American Council on Education. They

1 Foster and Wilson, Women After College, 40-41.

list² the incidence of physical defects per 1000 students as follows: underweight (10% or more); overweight (15% or more); uncorrected visual defects (20 to 40 cases); dental caries (700); chronic nasal disorders (200-300 cases); chronic tonsillitis (100-200 cases); flat feet (40 cases); valvular heart disease (6-20 cases).

In the study for the North Central Association, it was found from the records in the fifty-seven institutions that the frequency of the different types of remedial physical defects discovered in the physical examinations is in the following order: (1) vision, (2) teeth, (3) cardiac deficiencies, (4) glandular defects, (5) hyper or hypo-tension, (6) genito-urinary difficulties; (7) posture, (8) malnutrition, (9) defects of hearing.³

2

THE PROBLEMS

Table LXVII compares the total and circled ranks of the problems in the area of Health and Physical Development in the seven colleges.

2 H. S. Diehl and C. E. Shepard, The Health of College Students, American Council on Education, 1939, 150-157.

3 Donfred H. Gardner, Evaluation, 141-142.

TABLE LXVII

A SUMMARY OF THE RANK ORDER OF UNDERLINED AND CIRCLED PROBLEMS
IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT IN THE
SEVEN COLLEGES

All colleges		College:	A	B	C	D	E	F	G
Underlined ranks	6		10	3	8	3	3	6	5
Circled ranks	9		7	4.5	9	7	9	7	7.5

Table LXVIII compares the ranks of underlined and circled problems
in the area of Health and Physical Development for the four classes.

TABLE LXVIII

A SUMMARY OF THE RANK ORDER OF UNDERLINED AND CIRCLED
PROBLEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT
IN THE FOUR CLASSES

All colleges		Freshmen		Sophomores		Juniors		Seniors	
U	C	U	C	U	C	U	C	U	C
6	9	4	9	6	9	5	8	6	8

Table LXIX lists underlined problems in the area of Health and
Physical Development in rank order, together with the raw totals and the per
cent of students underlining each

Table LXX gives the same data for the circled problems in this
area.

TABLE LXIX

PROBLEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT;
RANK ORDER OF THE UNDERLINED PROBLEMS, TOTALS, AND PER
CENT OF STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
5	Not enough sleep	1	698	36.8
1	Tiring very easily	2	474	25.0
57	Not enough outdoor air and sunshine	3	412	21.7
3	Disliking being overweight	4	307	16.2
170	Weak eyes	5	276	14.6
4	Not enough exercise	6	275	14.5
111	Poor posture	7	201	10.6
221	Frequent headaches	8	197	10.4
167	Frequent colds	9	192	10.1
112	Poor complexion	10	187	9.9
168	Nose or sinus trouble	11	183	9.6
222	Menstrual disorders	12	167	8.8
225	Not getting proper diet	13	137	7.2
56	Not as robust as I should be	14	135	7.1
2	Being underweight	15	121	6.4
276	Poor teeth	16	111	5.8
115	Not very attractive physically	17	100	5.2
58	Frequent illnesses	18	75	4.0
224	Digestive troubles	19	73	3.8
166	Frequent sore throat	20	66	3.5
223	Lack of appetite	21	65	3.4
113	Too short	22	64	3.3
114	Too tall	23	62	2.7
169	Speech handicap (stammering, etc.)	24	48	2.5
60	Afraid I may need an operation	25	42	2.2
280	Being clumsy and awkward	26	41	2.1
278	Tired feet	27	39	2.1
279	Physical handicap	28	28	1.5
59	Threatened with a serious ailment	29	23	1.2
277	Poor hearing	30	22	1.1

TABLE LXX

PROBLEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT;
RANK ORDER OF THE CIRCLED PROBLEMS, TOTALS, AND PER CENT
OF STUDENTS CIRCLING EACH ITEM

Item No.	Item	Rank	Total	Per Cent
5	Not enough sleep	1	203	10.7
1	Tiring very easily	2	147	7.6
3	Being overweight	3	74	3.9
57	Not enough outdoor air and sunshine	4	72	3.8
170	Weak eyes	5	68	3.6
222	Menstrual disorders	6	65	2.9
4	Not enough exercise	7	45	2.4
111	Poor posture	8.5	39	2.1
168	Nose or sinus trouble	8.5	39	2.1
112	Poor complexion	10	38	2.0
221	Frequent headaches	11	33	1.7
2	Being underweight	12	32	1.6
56	Not as robust as I should be	13	30	1.5
167	Frequent colds	14	28	1.4
276	Poor teeth	15	27	1.3
224	Digestive troubles	16	26	1.3
225	Not getting proper diet	17	25	1.3
115	Not very attractive physically	18	21	1.1
58	Frequent illnesses	19	17	.9
223	Lack of appetite	21	13	.7
169	Speech handicap	21	13	.7
60	Afraid I may need an operation	21	13	.7
166	Frequent sore throat	23	11	.5
113	Too short	24	10	.5
277	Poor hearing	25	8	.4
59	Threatened with a serious ailment	26.5	7	.3
278	Tired feet	26.5	7	.3
279	Physical handicap	29	6	.3
280	Being clumsy and awkward	29	6	.3
114	Too tall	29	6	.3

From the tables we see that the area of Health and Physical Development contains the problem which ranked first among the 330 problems in eleven areas. "Not enough sleep" ranked first among both underlined and circled problems. It was underlined by 35.5 per cent of the students, and circled by 10.7 per cent of them. This problem ranked first among circled items with the Sophomores, 11.7 per cent; second with the Juniors, 13.8 per cent; third with the Seniors, 8.5 per cent; tied for rank 8.5 with the Freshmen, 7.6 per cent.

The problem which ranked second in the area of Health and Physical Development was "Tiring very easily." This problem was underlined by 25 per cent of the students and circled by 7.8 per cent of them. Among the problems underlined by more than 20 per cent of the students it ranked twelfth; in the list of the twenty most frequently circled problems it ranked eleventh. With the Juniors, this problem ranked third among circled problems, 13.3 per cent; with the Seniors it ranked sixth, 10.9 per cent; the Sophomores ranked the problem twenty-ninth, 6.1 per cent; among the Freshmen it had a rank of 30.5, 4.7 per cent.

Figure 20 illustrates the trends of the most frequently circled health problems. Here it can be seen how these two problems outrank the next four ranking items, which are insignificant by comparison. "Weak eyes," "Being overweight," "Menstrual disorders," and "Not enough outdoor air and sunshine," were serious problems to only a small per cent of the students.

1. C.R. Freshmen and Sophomores: 3.8
2. C.R. Sophomores and Juniors: 3.4

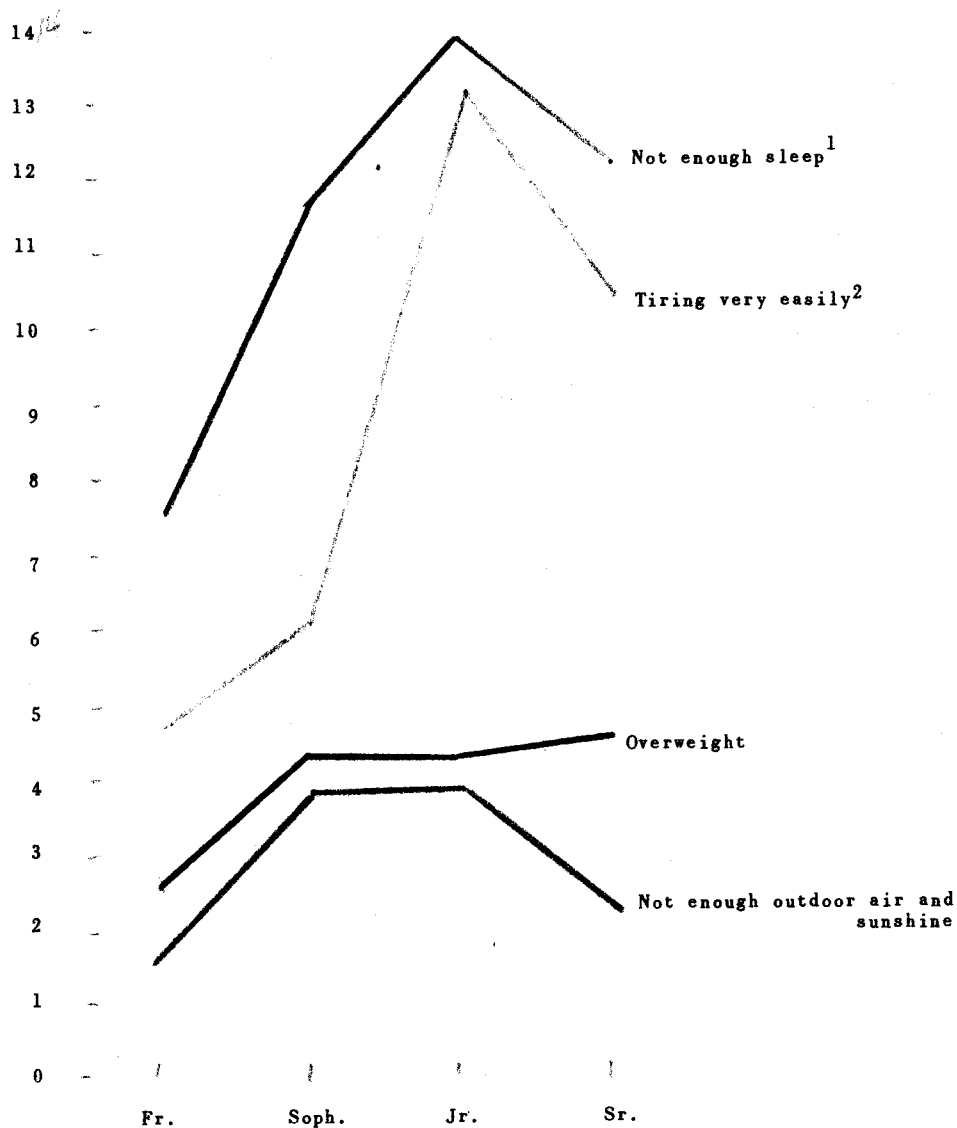


FIGURE 20
TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS
IN THE AREA: HEALTH AND PHYSICAL DEVELOPMENT

How can we account for the high incidence of fatigue as a serious problem for college students? The more recent views emphasize it as a psychological state as well as a physical one. Dr. Howard Bartley states that:

Fatigue arises out of conflict, either organic and physiological, or that which is more directly and immediately motivational to start with. Irresolvable conflicts end in frustration. If the conflicts that happen to arise are not too suddenly imposed, or are not too great, the reactions themselves are something that develop more slowly. They constitute fatigue. . . Fatigue is the desire to quit a given activity and turn to something else, arising out of the discomfort or impairment involved in pursuing the task, or in the relative failure in doing so for any reason; or it is the feeling of aversion toward instituting a given activity owing to the anticipated discomfort or relative inability in performing it.⁴

Considered in this light, the universality of fatigue among college students and its seriousness as a problem for Sophomores and Juniors is to be expected.

If we compare the four year trend of the two "fatigue" problems with the two Personal-Psychological problems which Marsolf and Larsen found to be the two hubs of their factor clusters, "Nervousness," and "Lacking self-confidence," and add to the comparison the item in our study which followed the same trend and most perfectly illustrated the cyclic progression of tension and personal insecurity, "Too easily discouraged," we see a remarkable confirmation of Bartley's interpretation of fatigue. Figure 21 illustrates

⁴ Howard S. Bartley, "Conflict, Frustration, and Fatigue," Psychosomatic Medicine, V, No. 2, 1943, 161-162.

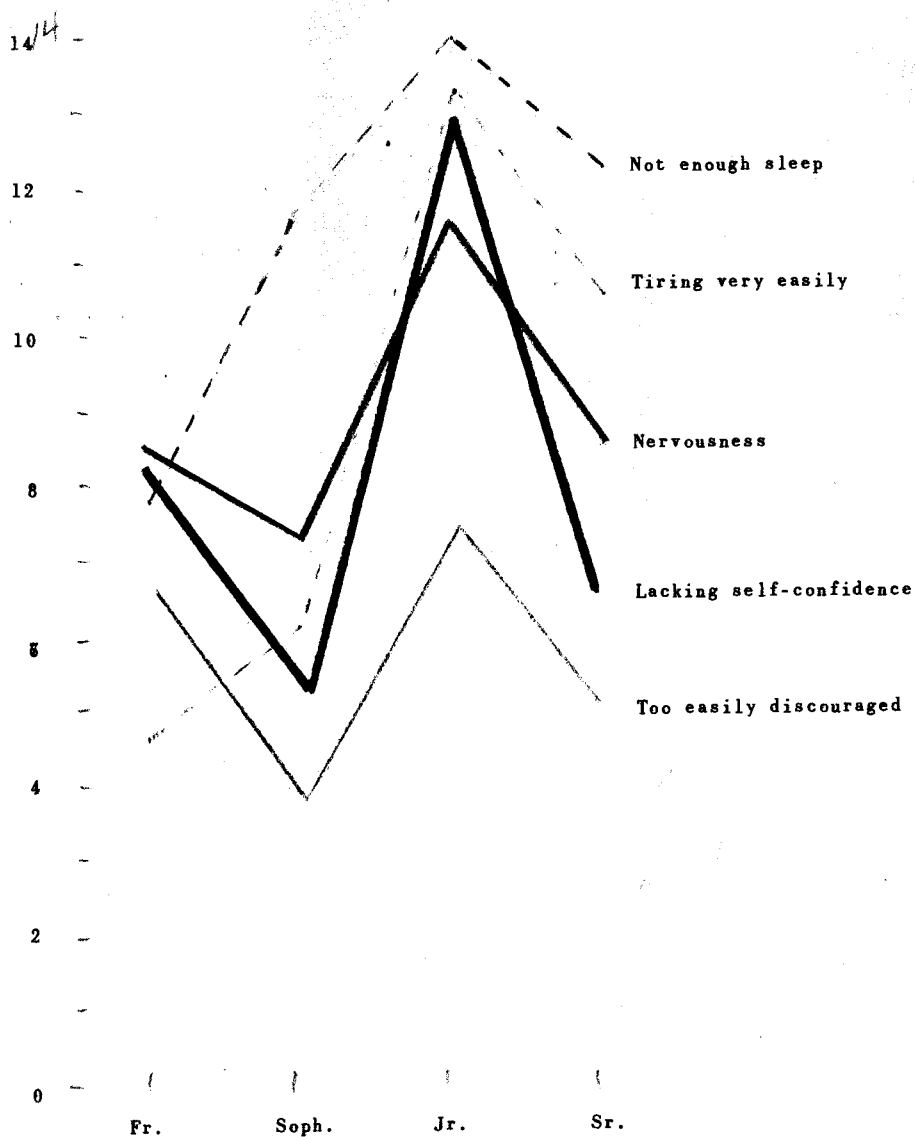


FIGURE 21

A COMPARISON OF THE FATIGUE PROBLEMS WITH THE TREND OF
 PERSONAL-PSYCHOLOGICAL PROBLEMS REPRESENTING
 TENSION AND LACK OF SELF-CONFIDENCE

this comparison.

4

EVALUATION

All seven colleges rank high on the student health services which the North Central Association lists as characteristic of institutional excellence.

Insofar as fatigue, the most frequently mentioned serious problem, is organic and physiological, the colleges make adequate provision to minimize this condition. All of the residence colleges regulate the hour when the students must retire. In one of the colleges the Seniors are exempt from any regulation on this point, and the Juniors have more freedom. For Freshmen and Sophomores at this college, and for all the resident students at the other colleges, students must retire at ten or eleven o'clock.

The evidence that fatigue is primarily a psychological state, caused by tension and conflict, points again to the importance of counseling on personal problems as a remedy for fatigue.

CHAPTER XIII

FINANCES, LIVING CONDITIONS, EMPLOYMENT

1

RELATED STUDIES

When the Committee on the Revision of Standards of the North Central Association published its monograph on Student Personnel Services, 64.1 per cent of the fifty-seven colleges and universities cooperating in the survey indicated financial problems as being of "some importance" to their students, and 36.8 per cent of them indicated that these problems were of "primary importance."¹

Most of the studies that have investigated student finances and employment have surveyed the main types of financial aid to students: fellowships, scholarships, grants-in-aid, loans, various forms of part-time employment, the current practices in a number of colleges and universities in the selection of students for aid, and the effects of self-support on the student. Because the G. I. Bill made college and university education possible for veterans, there have been very few recent studies on student finances and employment, and none devoted to these practices in women's colleges.

¹ Gardner.

2

THE PROBLEMS

Problems in the area of Finances, Living Conditions and Employment ranked ninth among the eleven areas for underlined problems, and tenth for circled problems. Table LXXI gives the ranks of problems in this area for each of the seven colleges.

TABLE LXXI

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS IN THE AREA OF FINANCES, LIVING CONDITIONS, EMPLOYMENT, FOR EACH OF THE SEVEN COLLEGES

	A	B	C	D	E	F	G
Underlined ranks:	8	8	8	10	11	11	10
Circled ranks:	11	10	8	11	11	10	1.5

At College G, financial problems were ranked tenth among underlined totals, but rose to a rank of 1.5 for seriousness. Apart from the items which were frequently circled by the students in all the colleges: "Family worried about finances," and "Disliking financial dependence on the family," the students at College G circled the items which indicated actual financial problems which threatened their education, "Needing a part-time job now," "Going through school on too little money," "Going in debt for college expenses."

There was almost general agreement on the ranking of problems in this area among the four college classes. Table LIXII shows this.

TABLE LIXII

A SUMMARY OF THE RANKS OF UNDERLINED AND CIRCLED PROBLEMS IN THE AREA OF FINANCES, LIVING CONDITIONS, EMPLOYMENT, FOR EACH OF THE FOUR CLASSES

All Colleges		Freshmen		Sophomores		Juniors		Seniors	
U	C	U	C	U	C	U	C	U	C
9	10	9	10	9	10	8	10	9	10

Only 901 of the 14,618 circled problems were in the area of Finances, Living Conditions, Employment. Table LIXIII gives the per cent of the 14,618 circled problems the students of each of the colleges circled in the area of Finances, Living Conditions, Employment.

TABLE LIXIII

PER CENT OF THE TOTAL NUMBER OF CIRCLED PROBLEMS THE STUDENTS OF EACH COLLEGE CIRCLED IN THE AREA OF FINANCES, LIVING CONDITIONS, EMPLOYMENT

Colleges:	A	B	C	D	E	F	G
	1.19	1.39	1.95	.29	.57	2.14	2.41

Tables LIXIV and LIXV list the problems in this area in the rank order in which they were underlined and circled by the students, together with the raw totals and the per cent of students underlining or circling each problem.

TABLE LXXIV

PROBLEMS IN THE AREA OF FINANCES, LIVING CONDITIONS, EMPLOYMENT;
 RANK ORDER OF UNDERLINED PROBLEMS, TOTALS, AND PER CENT
 OF STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank		Per Cent
120	Melting financial dependence on family	1	338	17.8
229	Needing a job in vacations	2	297	15.7
226	Tiring of same meals all the time	3	246	13.0
139	Family worried about finances	4	227	12.0
9	Managing my finances poorly	5	202	10.6
171	Living in an inconvenient location	6	191	10.1
117	Having to watch every penny I spend	7	163	8.6
172	Lacking privacy in living quarters	8	162	8.5
7	Too little money for clothes	9	161	8.5
10	Needing a part-time job now	10	160	8.4
64	Going through school on too little money	11	144	7.6
6	Not enough suitable clothes to wear	12	112	5.9
65	Doubting college is worth my financial struggle	13	89	4.7
228	No regular source of income	14	88	4.6
61	Going in debt for college expenses	15	86	4.5
8	Having less money than friends have	16	74	3.9
230	Too little money for recreation	17	73	3.8
283	Working for all my expenses	18.5	69	3.6
62	Graduation threatened by lack of funds	18.5	69	3.6
175	Too many financial problems	20.5	66	3.5
63	Needing money for education beyond college	20.5	66	3.5
281	Doing more outside work than is good for me	22	62	3.3
282	Working late at night on a job	23	36	1.9
284	Owning low wages	24	21	1.1
285	Disatisfied with my present job	25	20	1.0
118	Poor living quarters	26	15	.8
116	Needing money for better health care	27	8	.4
174	Having financial dependents	28	5	.3
227	Too little money for beard	29.5	3	.2
173	Too little money for room rent	29.5	3	.2
			3256	

TABLE LXXV

PROBLEMS IN THE AREA OF FINANCES, LIVING CONDITIONS, EMPLOYMENT:

RANK ORDER OF CIRCLED PROBLEMS, TOTALS, AND PER CENT

OF STUDENTS CIRCLING EACH ITEM

Item No.	Item	Rank		Per Cent
119	Family worried about finances	1	138	7.2
120	Disliking financial dependence on family	2	107	5.6
10	Needing a part-time job now	3	64	3.4
171	Living in an inconvenient location	4	52	2.7
117	Having to watch every penny I spend	5	49	2.6
64	Going through school on too little money	6	45	2.4
9	Managing my finances poorly	7	41	2.2
172	Lacking privacy in living quarters	8	38	2.0
61	Going in debt for college expenses	9	36	1.9
62	Graduation threatened by lack of funds	10.5	32	1.7
230	Too little money for recreation	10.5	32	1.7
226	Tiring of same meals all the time	12	31	1.6
7	Too little money for clothes	13	29	1.5
228	No regular source of income	14	27	1.4
63	Needing money for education beyond college	15	25	1.3
65	Doubting college is worth my financial struggle	16	21	1.1
283	Working for all my expenses	17	20	1.0
175	Too many financial problems	18.5	19	1.0
229	Needing a job in vacations	18.5	19	1.0
6	Not enough suitable clothes to wear	20	15	.8
281	Doing more outside work than is good for me	22	12	.6
282	Working late at night on a job	22	12	.6
284	Getting low wages	22	12	.6
8	Having less money than friends have	24	9	.5
118	Poor living quarters	25	6	.3
116	Needing money for better health care	26	4	.2
174	Having financial dependents	27	3	.2
285	Dissatisfied with my present job	28	2	.1
173	Too little money for room rent	29	1	.1
227	Too little money for board	30	0	
			901	

Figure 22 shows that only two financial problems are of great concern to the students, and both of them were circled by about the same percent of students in each of the seven colleges. "Family worried about finances," and "Disliking financial dependence on the family," are not problems which indicate the presence of actual want or poverty. We find that the pattern of these problems follows very much the trend of home and family problems which indicated a growth in mature responsibility and awareness of family concerns. "Dislike financial dependence on family" is a problem which we would expect to find the concern of a great many Juniors. In the area of Home and Family Problems, the item, "Parents sacrificing too much for me," increased steadily throughout the four years. The Juniors foresee another year of sacrifice for their parents before they will be in a position to repay them in any way, another year of financial dependence. For the Seniors, because they will soon be able to contribute to their own support, or, marrying, will free their parents of that burden, this problem decreases.

Of the 1,897 students only 64 needed a part-time job during the school year, only 36 indicated that graduation was seriously threatened by lack of funds, and only 21 doubted that college was worth the financial struggle.

3

The cooperating colleges reported the following types of financial aid to students.

2 C.R. Sophomores and Juniors: 4.05

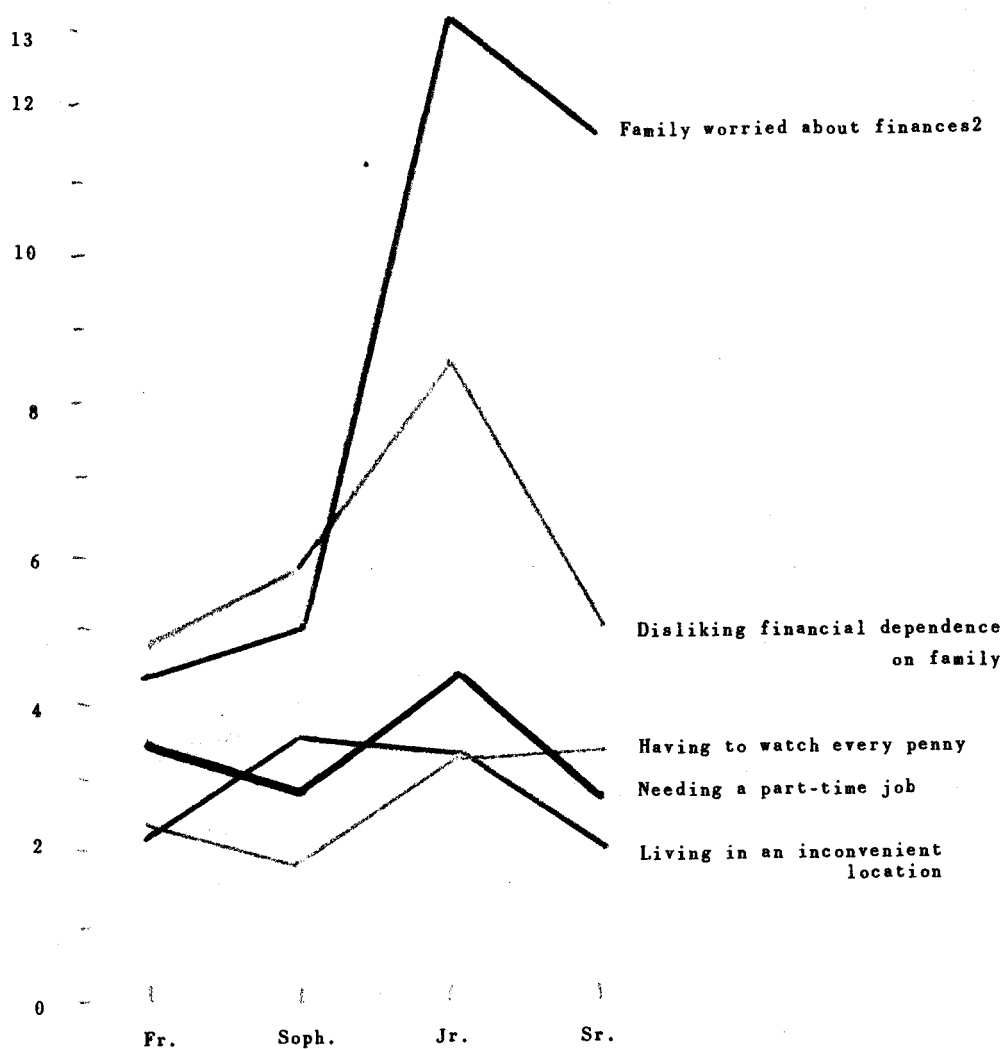


FIGURE 22
TRENDS OF THE MOST FREQUENTLY CIRCLED PROBLEMS
IN THE AREA: FINANCES, LIVING
CONDITIONS, EMPLOYMENT

TABLE LXXVI
TYPES OF FINANCIAL AID TO STUDENTS
OFFERED BY THE SEVEN COLLEGES

Types of Financial Aid	Colleges
Scholarships	All
Grants-in-aid	All
Service contracts	All

EVALUATION

Table LXXVII shows the wide discrepancy between the Deans' ranking of the students' problems in the order of their seriousness and the students' actual ranking of these same problems. It was in the area of financial problems that this discrepancy was most marked.

TABLE LXXVII
RANK ORDER OF UNDERLINED AND CIRCLED PROBLEMS IN THE AREA
OF FINANCES, LIVING CONDITIONS, EMPLOYMENT COMPARED WITH
THE DEANS' RANKS OF THESE PROBLEMS

	A	B	C	D	E	F	G
Underlined ranks	8	8	10	11	11	11	10
Circled ranks	11	10	8	11	11	10	1.5
Deans' ranks	2	1	2	3	8	1	2

In all but two instances there was great disparity between the Deans' judgment of the students' financial problems and the students' own judgment of the seriousness of those problems. The Dean at College G ranked financial problems second and the students ranked them as tied for first. The Dean at College E ranked the problems eighth and the students ranked them eleventh.

There are several possible interpretations of this inconsistency. It could be that the students are not fully aware of the financial difficulties of their parents; that the parents have discussed these problems with the college administration, but have not allowed these difficulties to come to the attention of their daughters. Another possibility is that the students who drop out of college and go to work give financial reasons for discontinuing their education, whereas in reality they would be financially able to finish college. A more plausible reason would perhaps be the preoccupation of college administrators with financial problems. The cost of operating the small private colleges, and the maximum beyond which tuition and fees cannot be raised make the continuance of small private colleges without large endowments extremely tenuous. The problems that are brought to deans by students are characteristically financial problems and not personal problems. This is because of the dean's role in the school and because of the student's conception of his role.

Since all the colleges offer scholarships and grants-in-aid, and six of them offer service contracts, the help which the colleges make possible

for their students must account in great part for the fact that financial problems are not of greater concern to these students. This fact, together with the fact that only 32 of the 1,897 students indicated that graduation was seriously threatened by lack of funds, and only 21 of the 1,897 doubted that college was worth the financial struggle, would suggest the feasibility of a survey of student mortality in order to discover the reasons why students leave college before graduation.

CHAPTER XIV

MORALS AND RELIGION

1

RELATED STUDIES

The principal studies in the Area of Morals and Religion describe specific student populations with respect to orthodoxy of belief, attitude toward God, Christ, the Bible, and the Church. They are concerned with what changes in belief take place during the students' college days. Most of these studies have little applicability to the students in our Catholic colleges, other than to give a gauge to the attitudes and the practices of the secular world in which they live.

Brother D. Vincent of LaSalle College, Philadelphia, reported at the 11th annual convention of the Christian Brothers Educational Association¹ on a survey he had conducted of the moral life and practices of Catholic college students. He concluded that their fundamental ideas were "good and right." About 600 male students were polled. More than 82 per cent never miss Sunday Mass. Eighty per cent oppose birth control. Of the 600, 46.2

1 Brother D. Vincent, America, 81: 493, August 6, '49.

per cent would not, or would prefer not to marry a non-Catholic girl. Seniors had experienced a "big improvement in regard to some practices of their faith."

As a result of her survey of 300 graduates of the College of St. Scholastica, Sister Mary Digna reports² that, measured by the standards of the college, all the graduates were good, earnest Christians. The majority of them had accepted the philosophical principles of the institution and had consistently held to them and defended them. They did state, however, that they felt a need for more opportunities to defend their principles and beliefs in college. Although the majority characterized themselves as earnest and sincere in their religious convictions, the greater number failed to read spiritual books or publications, to frequent the sacraments, and to have recourse to prayer in time of trial and worry. Some of the graduates indicated intolerant attitudes. Another group showed uncertainty or disagreement on such matters as divorce, birth control, and certain ethical principles. Most of the students felt that their courses in religion had helped them. They recommended courses such as those treating the Commandments, marriage, and practical problems.

THE PROBLEMS

Both for underlined and for circled totals, problems in the area of Morals and Religion ranked in the last place, eleventh, for all-college

2 Sister Mary Digna, op.cit., 6-9.

totals, and for the marked and circled totals for each of the four classes.

There were only four exceptions in the individual colleges to this lowest place ranking of Morals and Religion. At College A these problems ranked ninth among circled totals, with Curriculum and Teaching Procedures ranking tenth, and Financial problems eleventh. At College C they also ranked ninth, Financial problems ranked tenth among circled totals, and Curriculum and Teaching Procedures ranked eleventh. At Colleges D, E, and F problems concerning Morals and Religion ranked tenth, and Financial Problems ranked eleventh.

The mean per cent of circled problems in the area of Morals and Religion for the students of these seven colleges is 1.2. College G with .76 per cent, and College D with .97 per cent are the lowest, and College A with 1.93 per cent is the highest.

Table LXXVIII lists the underlined problems in the area of Morals and Religion in rank order, with the raw score totals, and the per cent of students underlining each. Table LXXIX gives the same data for circled totals.

TABLE LXXVIII

PROBLEMS IN THE AREA OF MORALS AND RELIGION:
 RANK ORDER OF UNDERLINED PROBLEMS, TOTALS, AND
 PER CENT OF STUDENTS UNDERLINING EACH ITEM

Item No.	Item	Rank		Per Cent
259	Can't forget some mistakes I've made	1	301	15.9
312	Trying to break off a bad habit	2	219	15.5
95	Confused on some moral questions	3	194	10.2
91	Wanting communion with God	4	188	9.9
258	Yielding to temptations	5	176	9.3
40	Bothered by vulgarity in college talk	6	118	6.2
256	Bothered by ideas of heaven and hell	7	97	5.1
93	Wanting more chances for religious worship	8	92	4.8
311	Moral code weakening	9	90	4.7
257	Having a guilty conscience	10	81	4.3
94	Confused in my religious beliefs	11	71	3.7
315	Cheating in classes	12	51	2.7
92	Too little chance to develop my own religion	13.5	50	2.6
313	Sometimes being dishonest	13.5	50	2.6
39	Missing spiritual elements in college life	15	48	2.5
314	Drinking	16	42	2.2
38	Affected by religious or racial prejudice	17	39	2.1
260	Getting a bad reputation	18	30	1.6
203	Losing faith in religion	19.5	26	1.4
146	Failing to go to church	19.5	26	1.4
147	Disliking church services	21	19	1.0
205	Never having had a religion	22	18	.9
201	Failing to see relation of religion to life	23	15	.8
150	Doubting value of worship and prayer	24	13	.7
36	Belonging to a minority religious group	25.5	12	.6
202	Doubting existence of God	25.5	12	.6
37	Belonging to a minority racial group	27	11	.6
148	Being forced to go to church	28	9	.5
149	Rejecting earlier religious beliefs	29	8	.4
204	Science conflicting with my religion	30	3	.2

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TABLE LXXIX

PROBLEMS IN THE AREA OF MORALS AND RELIGION:

RANK ORDER OF CIRCLED PROBLEMS, TOTALS, AND

PER CENT OF STUDENTS CIRCLING EACH ITEM

Item No.	Item	Rank		Per Cent
259	Can't forget some mistakes I've made	2	87	4.6
312	Trying to break off a bad habit	4	78	4.1
95	Confused on some moral questions	5	62	3.3
91	Wanting communion with God	1	89	4.7
258	Yielding to temptations	3	84	4.4
40	Bothered by vulgarity in college talk	7.5	28	1.5
256	Bothered by ideas of heaven and hell	7.5	28	1.5
93	Wanting more chances for religious worship	12	21	1.1
311	Moral code weakening	6	34	1.8
257	Having a guilty conscience	10	26	1.4
94	Confused in my religious beliefs	9	27	1.4
315	Cheating in classes	17	7	.4
92	Too little chance to develop my own religion	18.5	6	.3
313	Sometimes being dishonest	14	11	.6
39	Missing spiritual elements in college life	11	22	1.2
314	Drinking	20	5	.3
38	Affected by religious or racial prejudice	13	13	.7
260	Getting a bad reputation	15.5	10	.5
203	Losing faith in religion	15.5	10	.5
146	Failing to go to church	22	4	.2
147	Disliking church services	25.5	2	7.8
205	Never having had a religion	28	1	.1
201	Failing to see relation of religion to life	25.5	2	.1
150	Doubting value of worship and prayer	18.5	6	.3
36	Belonging to a minority religious group	30	0	
202	Doubting existence of God	24	3	.2
37	Belonging to a minority racial group	22	4	.2
148	Being forced to go to church	28	1	.1
149	Rejecting earlier religious beliefs	22	4	.2
204	Science conflicting with my religion	28	1	.1

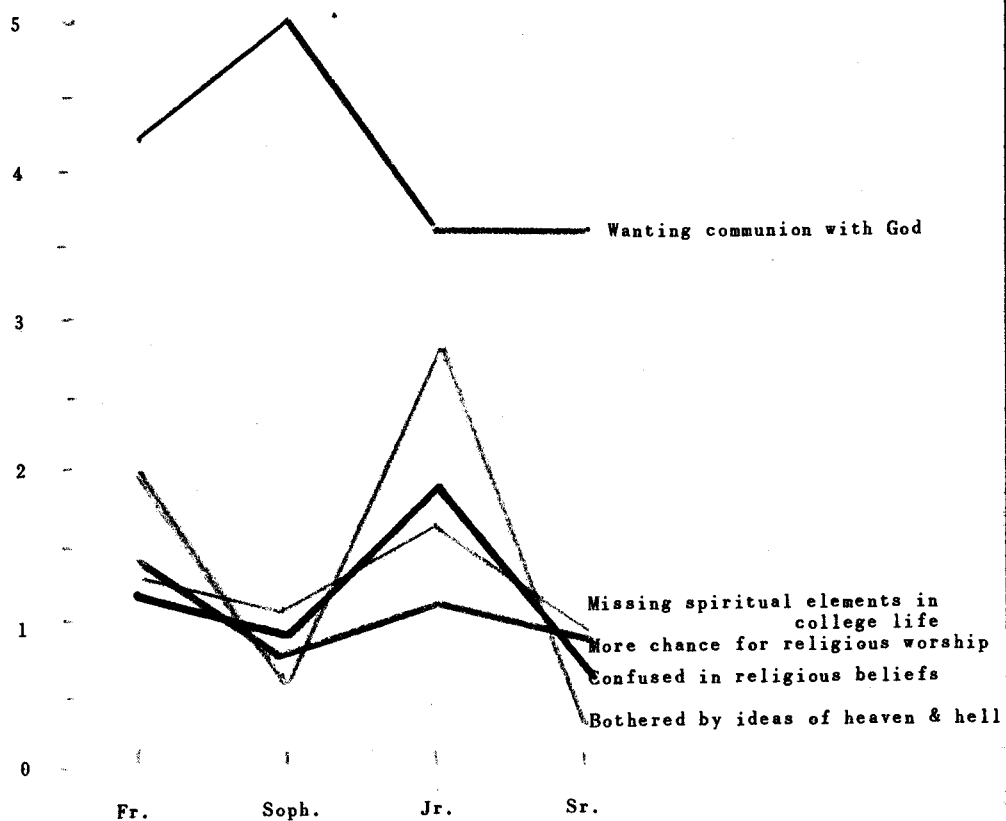


FIGURE 23

TRENDS OF RELIGIOUS PROBLEMS IN THE AREA:
MORALS AND RELIGION

Although Catholic colleges would undoubtedly want to substitute more telling items for many of the problems in this area, it is significant that most frequently circled items bearing on religion emphasize the concern of the students for a fuller and more active participation in the spiritual life.

Table LXXVIII shows that "Wanting Communion with God" was the most frequently circled religious item. This was circled as a matter of more serious concern by 4.2 per cent of the Freshmen, by 5 per cent of the Sophomores, and then drops to 3.6 per cent for the Juniors and Seniors. One might question the significance of the drop in the per cent of Juniors and Seniors circling this item. Does it mean that less Juniors and Seniors desire communion with God? or that it is a problem for a lesser per cent of them? Both factors probably contribute to the change, but in all likelihood with the Freshmen and Sophomores the desire was more a sentimental and emotional longing, whereas the more mature Juniors and Seniors realize that they can have as much "Communion with God" as they really want.

Ideas of heaven and hell are disturbing to Juniors, above all. Most colleges teach ethics in the Junior year, and in all probability it is their excursion into the realm of serious consideration of moral acts and sanctions that arouses concern in some of the Juniors. Likewise, most teachers of ethics believe that this subject should be taught in the Junior year at the earliest because it is then that the students have begun to achieve the experience which makes the moral precepts meaningful. It could

be that the Juniors are beginning to realize the "answers" in ethics as answers to problems, and are concerned about the penal sanction. It is difficult to understand what the ideas of heaven are that the students are "bothered about." Because the two concepts are combined in the problem, Catholic students would have to couple them in checking the item. For many students in secular college the problem undoubtedly implies concern over immortality.

"Missing spiritual elements in college life" was circled by only 22 of the students, and only 21 circled "Wanting more chance for religious worship."

Figure 24 shows the trend in Moral problems. "Yielding to temptation," and "Trying to break off a bad habit," reach their height in the Junior year where they are circled by 6.8 and 6.1 per cent of the students. The relation of these two problems to the Juniors' concern about ideas of hell is significant.

"Can't forget some mistakes I've made," is a problem which varies between 4 and 5 per cent, reaching its high point in the Sophomore year, and dropping $\frac{1}{2}$ per cent in the Junior year and another half per cent in the Senior year.

"Confused on some moral questions," rises in the Sophomore year from the 3.6 per cent of Freshmen circling the item to 3.9 per cent in the Sophomore year, and then descends abruptly to 3 per cent in the Junior year, and finally to 1.2 per cent in the Senior year.

3 C.R. Freshmen and Sophomores: 2.9
C.R. Freshmen and Juniors: 2.3

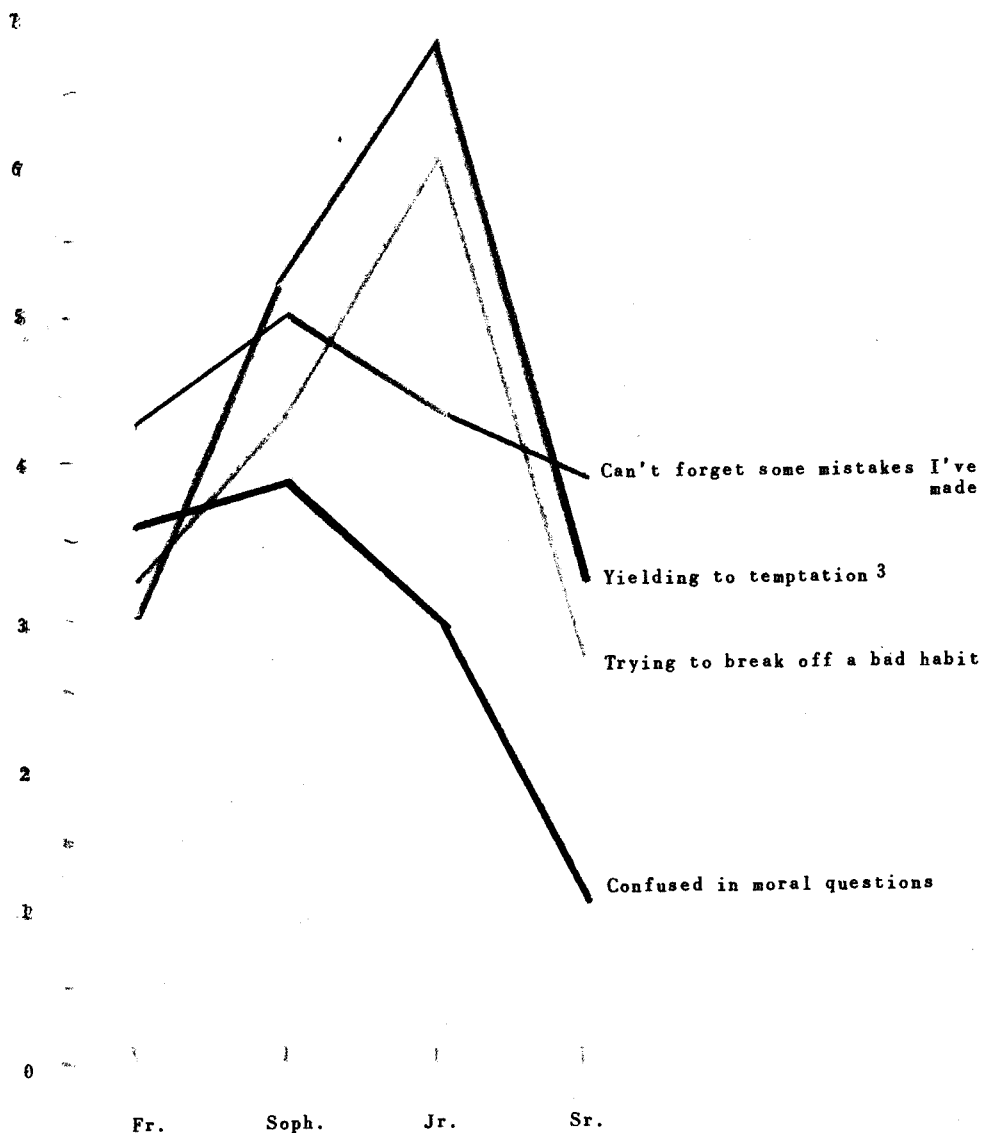


FIGURE 24
TRENDS OF MORAL PROBLEMS IN THE AREA:
MORALS AND RELIGION

As was mentioned in the section dealing with problems relating to Courtship, Sex, and Marriage, it is not possible to determine how many students who underlined or circled specific moral problems in that area or in this also underlined or circled these ambiguous items, and how many avoided specifying the specific nature of their moral problems and singled out these less compromising items instead. Whatever be the case, we have here additional evidence that in the Sophomore and Junior years the students are faced with their most serious problems.

THE SERVICES

These colleges as professedly Catholic colleges, offer their students an academic program integrated through religion and philosophy. "The education offered," in the words of Pius XI, "takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teachings of Christ." Opportunities for Mass, prayer, the frequent reception of the Sacraments, to live the liturgical life of the Church, sodalities and forms of Catholic Action are among the many environmental aides which are available to these students. Three colleges indicated that a priest was always available for student confessions, and the other colleges reported that there were certain days and hours when a priest was in the confessional for the students.

EVALUATION

Measured by the findings in secular studies, the students in these seven Catholic women's colleges would be considered religiously and morally superior. Viewed in the light of the supernatural destiny of man, the aims and obligations of Catholic education, and the materialistic, and secular, if not openly hostile, society in which these students will have to live out their lives, the few who are concerned about religious or moral questions should be a matter of deep concern.

Again, we find that the Catholic women's colleges are making every provision for group living and group instruction in the area of Morals and Religion. Although the opportunities offered the students to receive moral and religious formation through knowledge and principles imparted in classes is not to be minimized, we are reminded of St. Thomas' principle: "Everything is received according to the mode of the recipient." With some students the knowledge and principles which they receive clarify their problems and enable them to solve them and to carry the solution into action. With others, knowledge and principles often initiate more problems than they solve. College students face an intellectual and social atmosphere, increasingly threatening to spiritual and moral values. They are called upon, not to know these values, but live them. One wonders how many of the problems that the students wanted to discuss with someone on the faculty were in the Area of Morals and Religion, and how many of these who did not know anyone to whom

they could talk, meant that they did not know anyone whom they could trust to accept them and the burden of their problems and bewilderment and help them to self-initiated growth into maturity and personal integration.

CONCLUSION

The purpose of our study was to evaluate the counseling and guidance services in seven Catholic liberal arts colleges for women. Our task was simplified by the general agreement of these colleges on the objectives of their educational programs. All recognize that college women are educated, not merely for vocational, or social, or political purposes, but to fulfill God's purpose by "cooperating with Divine grace in forming true and perfect Christians." The Catholic woman's college has a specific philosophy about woman's role and function in contemporary life. Although it is specific, this philosophy is not narrowly conceived. These colleges do not hold that woman's role is primarily that of a wife, mother, and homemaker to the exclusion of other functions; their education is not primarily directed toward creating for women a set of career achievement goals to the exclusion of other possible functions; they do not set for women certain social-service or primarily social-satisfaction goals as a basis for success. The Catholic woman's college is not educating its students for any of these purposes, but to fulfill God's purpose in helping to prepare "the true and finished man of character." The Catholic woman's college is not meant to be a principal cause, but an instrumental cause in the fashioning of Christians. Its function is to cooperate with God in the perfecting of His work, that Catholic women may "become what they are..." Creation was for God a work of love. The instrumental cause cooperates in the measure in which it channels the activity of the principal cause. The work of Catholic education is a work of

love; it succeeds in the measure in which it communicates love. We find the answer to the objectives of Catholic education in the nature of love. Love seeks to serve, wants to serve in a way that is personal, responsible, creative.

The critics of Catholic higher education can be justified in their attacks only if Catholic college graduates are not measuring up to the purpose of their education. They have not failed if they are merely not leaders, but only if not leading they are not even serving, dedicating themselves to something other than and greater than themselves.

Because it is the virtue of counsel that leads the way "to the whole of living well," our investigation centered about this factor in the educational process. Counsel was seen to be the link between wisdom and personal, responsible, integrated action. We wanted to discover, in so far as it was possible, through an evaluation of the counseling and guidance services in these colleges, how the primary objectives of Catholic education were being accomplished. We believed that some knowledge of the manner and degree in which Catholic educators are aiding their students in the fulfillment of the virtue of counsel would suggest ways and means of increasing the power and efficacy of Catholic higher education.

Our survey revealed that in every area the colleges recognize their responsibility to their students and have provided services which seem adequate. As each problem area was treated, the counseling and guidance services which the colleges provide were evaluated, and several specific or general recommendations proposed.

The question remains: "What is the most clear-cut and important finding of this study?" This question can best be answered by another question. We state our conclusion in this form because we realize that students, while they are students, do not tend to bring to their problems "the wisdom of the long view" which Gerald Vann says is woman's vocation. Although their evaluation of their education may be distorted by a lack of perspective, and our conclusions are based on students' problems as they report and formulate them, the fact remains that these are their present problems, and it is the students who have, or who think they have these problems, whom we are educating.

The question: Is counseling, as it is conceived by these seven colleges, a service or a relationship? The findings of our study (the problem underlined and circled by the students and especially the data from the summarising questions) leads us to conclude that counseling if provided as a service is something which faculty members give to students. This emphasis seems to have obscured the consideration of counseling as a relationship.

This major question grew out of a succession of questions which presented themselves as the Check List data were analysed.

1. Why is it that so many of the great majority who signified a desire to discuss their problems with someone on the faculty indicated that they did not know anyone with whom to have these talks?

2. Is the pressure of lack of time, money, and personnel, dulling the sensitivity of religious educators to the needs of the individual student as a person, and to her own immediate personal problems?

3. Are the students convinced of the counselors' respect for them as persons?

4. Do the students trust the counselors to respect the inviolability of confidences given?

Does the counseling relationship provide a confidence of acceptance that stimulates a frank unfolding of personal difficulties without fear of sanctions, rejection, or investigations?

5. Does their education foster the stimulation of self-responsibility in each one so that she thinks for herself in the immediate events of her own life and makes her own practical judgments about them?

After the Problem Check List data had been summarized and interpreted, and these questions formulated, the Catholic press in the United States carried the account of an address given by Pope Pius XII to representatives of 35 religious congregations who attended the First International Congress of Teaching Nuns in Rome late in September.

In speaking of the problems faced by teaching Sisters in the present day, Pius XII noted that youth has changed and has lost respect for many things that were formerly revered. His Holiness explained that if we consider what youth today has seen and lived through, we can hardly blame them for this. The shattering of cherished ideals before their eyes has disillusioned them and has produced a crisis in Catholic education which has arisen from the contrast between present-day youth and the ideals of religious education. The Pope cautioned against trying to reform youth by compulsion.

Teachers must seek to win the confidence of youth by endeavoring to understand them and by making themselves understood by youth--at the same time always respecting the fundamental and unchangeable values. . . . Teachers should treat youth with naturalness and simplicity.¹

His Holiness concluded by asserting that teaching religious must be such that their students will say of them:

We can go to her with our problems and she will help and understand us.²

And so it would seem that from the Vatican "listening post" Pius XII has discerned that our 1,597 students are typical of young Catholics the world over. They will not generally reveal themselves except in an atmosphere of acceptance and trust. The feeling of being accepted and trusted by the counselor, and at the same time the confidence that they are going to be of help in assisting the students to work out their own solutions on their own responsibility, are two factors which appear to be essential to the process of counseling, and these are relationship-factors. Thus, their religious teachers and counselors, if they are to be "God's middlemen" and pass on the knowledge and love which will make Catholic women serve the truth, must accept and trust them as students, that in turn the light of the Godhead can use them as instruments, and in and with Christ who lives in them, save and heal the world.

¹ Pius XII quoted in the Register, XXVII, No. 36, Denver, September 23, 1961, 1.

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APPROVAL SHEET

The dissertation submitted by Margaret Burke, R.S.C.J. has been read and approved by five members of the Department of Psychology.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Feb. 1, 1953

Vincent V. Herr, Jr.