A STUDY OF STUDENT PERSONNEL SERVICES IN SIX LIBERAL ARTS CHURCH COLLEGES

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CHAPTER I

THE PROBLEM

Six liberal arts colleges are owned and operated, through separate quasi-corporations, by the Church of the Nazarene.[1] These quasi-corporations owe their existence to the Quadrennial General Assembly of the church which enacts certain regulatory legislation, enunciates broad policy which serves as a general frame of reference for the separate boards of trustees and administrations, and sets boundaries for the several educational zones.

Each college ideally serves its zone by preparing the young people from the churches for ministerial and lay service which they (ideally) reflect back to the local churches. In turn the college in each zone anticipates and receives a significant percentage of its operating and expansion funds from the local church budgets and appeals to individual laymen. Although students cross boundaries with impunity, no crossing of educational zone boundaries for fund raising is tolerated.

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[1]The Church of the Nazarene with its International Headquarters in Kansas City, Mo. is in its fiftieth year of existence; there are approximately 300,000 members on its roles in the United States with a residue of communicants in thirty foreign countries.

From small academies and Bible training schools, these institutions have evolved into accredited liberal arts colleges, with most of them recently enjoying accreditation by the highest regulatory agency in their respective geographic areas.

The colleges of the Church of the Nazarene have obtained some degree of respectable academic stature through a process of conscious and unconscious evolution which has continuously upgraded their erudite effectiveness. The curriculum has been expanded from a Bible centered training program to a general liberal arts curriculum including teacher education and pre-professional training for business and the professions. On the staffs there has been a continuous shifting from strong emphasis on dedicated good men regardless of training, to dedicated good men academically well trained. Old inadequate facilities in many instances have been replaced with new buildings and equipment evidencing a greater concern for libraries and laboratories. Current budget planning has moved from former tendencies of momentary expediency to present sounder long-range fiscal policies. To the absorbing concern for the subjective aspects of religion has been added a premeditated persistent concern for the intellect. Currently, there is emerging an intensive interest in student personnel services. Demonstration of this fact is found in the simultaneous clamor for student union buildings, the hiring of deans of students, and the

projection of totally planned student personnel services including counseling centers or offices.

Because student services are being developed and expanded in the colleges of the Church of the Nazarene, studies of the needs of the student bodies become vital.

I. STATEMENT OF THE PROBLEM

This will be a study of the student personnel services in the six liberal arts colleges of the Church of the Nazarene, from three aspects: (1) The perceptions of the administrations concerning the student personnel services now functioning in the six colleges. (2) The awareness of faculty and students concerning the student personnel services which the administrators perceive to be functioning in each of the six colleges. (3) And the student's own perceptions of their problems in the six colleges.

General trends will be sought by an overview of the student personnel services of the combined six colleges, including: (1) The administrations perceptions of student personnel services in the six colleges will be summarized. (2) Contrasts will be tested between the faculty, freshmen, and senior awareness concerning the available student personnel services in the six colleges. (3) Contrasts will be tested between student groups within the combined student bodies of the six colleges.

II. JUSTIFICATION FOR THIS STUDY

The total investment for this study may be justified on several counts: (1) No study on the problems of students and related student personnel services has ever been done on the colleges of the Church of the Nazarene as a unit. There seems to be an appreciation for such a study by student personnel service oriented people on the several campuses as well as some official church administrators.

(2) The results of this study may help in initiating or adapting the student personnel services to meet the problems of students more extensively in each of the colleges involved.

(3) The implications of this study could affect the (a) curriculum, (b) administrative organization and policy, and (c) general policy outlook, in any or all of the colleges involved.

III. HYPOTHESES

Hypothesis Concerning the Administration's Perceptions of Student Personnel Services In the Six Colleges.

1. The administrations will perceive both a formal and informal program for meeting student problems.

Hypotheses Concerning Faculty and Student Awareness to Student Personnel Services in the Six Colleges.

1. There will be no differences in the awareness of freshmen and seniors to available student personnel services.

2. There will be no differences in the awareness of faculty and seniors to available student personnel services.

Hypotheses Concerning Student's Perceptions of Their Own Problems in the Six Colleges.

1. There will be no difference in the proportion of problems indicated by the students on all eleven areas of the Mooney Problem Check List for each of the six colleges.

2. There will be no difference in the proportions of problems indicated for each specific area of the Mooney Problem Check List for each of the six colleges.

IV. ASSUMPTIONS

1. A college exists for the purpose of meeting and resolving student problems whatever they may be.

2. A college is successful to the extent that its

services relate positively to the problems of its students.

3. The problems of the students are met by the college in organized and unorganized channels, advertently and inadvertently, formally and informally.

4. A body of students will communicate their problems sufficiently for understanding needs that are/are not being met.

V. LIMITATIONS AND SCOPE

Limitations

Any study of a student's own report of their problems is subject to several criticisms: (1) The student only reports on the problems uppermost in his mind at the moment. Adjustment is dynamic and continuous; therefore, the perception of problems may change rapidly.

(2) This method (a student's own report) is subject to inaccuracies due to a student's faulty analyzation of his difficulties or failure to report them truthfully.

(3) A check list may serve to bring to mind certain problems which are momentarily forgotten, but it is sometimes limited by giving undue emphasis to trivial and scarcely existent problems.

(4) The questionnaire is always subject to criticism even when it has incorporated the principles of construction which yield accurate and significant information. Under the worst conditions it can yield no information or

even misinformation.

(5) Problems do not occur singly but in clusters. For instance, an emotional problem of some intensity will not be self-contained but may make itself felt in the areas of "social recreational activity" and/or "adjustment to college work" as well.

Further, the college catalogues, other printed materials, and interviews with the administration result in a picture of student personnel services which may distort what actually is.

The study will be limited to those faculty and students who attend a regularly scheduled chapel service (attendance compulsory for staff and students) on a given day with the researcher's attendance and intentions not previously announced.

Further, the study will be limited (1) to a description of existing administrative perceptions of student personnel services, (2) to finding differences within the colleges in perceptions of sources of help for specific types of problems, and (3) to finding differences in the proportions of problems between the six colleges and the proportions of problems in specific areas by certain student groups between the six colleges.

VI. FURTHER OUTLINE OF THE STUDY

Chapter Two will consist of a critical review of

related selected studies.

Chapter Three will be given to a description of the methodology involved in this study.

Chapters Four, Five, and Six will be used to respectively analyze the data concerning (1) the administration's view of the available student personnel services, (2) the awareness of the faculty and students to the available student personnel services, and (3) the student's perceptions of their own problems.

Chapter Seven will consist of implications and conclusions.

Further orientation to this study may result by turning to a critical review of selected, related literature.

CHAPTER II

CRITICAL REVIEW OF SELECTED LITERATURE

In the last fifteen years,[1] the "Mooney Problem Check List" has been used in numerous studies of student problems. Studies and doctoral dissertations have incorporated Mooney in an increasing composite of objective evidence on student's perceptions of their own problems. Several of these studies, carried out on varied student populations and for mixed purposes, will aid orientation to the study at hand.

I. STUDIES USING THE MOONEY PROBLEM CHECK LIST

In 1942, Mooney himself, made a study of eleventh graders in five Louisiana communities.[2] The study is referred to because of findings in the area of "morals and religion" in one community. He says,

> "The items in the area of Morals and Religion suggest a community which stresses a fundamentalist religion with its emphasis upon moral sin, God as the Avenger, and the reality of

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[1]Mooney's "Problem Check Lists" were developed during the early 1940's.

[2]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, (3:127-43, Summer), 1943.

> heaven and hell. Four items contribute particularly to this picture, - "yielding to temptations," "bothered by ideas of heaven and hell," "having a guilty conscience," and "Afraid God is going to punish me." Such an atmosphere in the community would support the element of moral discipline which seems to pervade the school. Some of the youth, however, are either reached by more modernistic trends or are influenced by minority sects, since the items "confused in my religious beliefs," and "confused on some moral questions" are also marked as leading items...."[3]

Mooney's last conclusion does not allow for the intellectual problems inherent in the spiritual maturation process. Further, he is not either aware of or ignores the fact that many fundamentalists apparently live with no fear "God is going to punish me," and without being bothered "by ideas of heaven and hell," however, he does highlight a fact which relates to this study; where sensitivities to spiritual matters have been developed in a student population, certain evidences may be anticipated on the Mooney Problem Check List returns.

Also in 1942, at the University of Colorado, Congdon used the Mooney Problem Check List in a study of freshmen in orientation classes.[4] As could be expected amid the stresses and strains of the first quarter in college, "Adjustment to College Work" in a rank order was their first

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[3] Ibid., p. 138.

[4] Nora A. Congdon, "The Perplexities of College Freshmen," Educational and Psychological Measurement, (3:367-75, Winter, 1943).

concern, while "Curriculum and Teaching Procedures" ranked last. One interesting result of this study was reported as follows:

> "In October the freshmen women checked, on the average, 20.8 problems each and in December 15.8 problems each, a decrease of 5.0 problems. The corresponding figures for the men are 15.4, 11.6, and 3.8."[5]

On the basis of these results, Congdon makes the dubious suggestion that "it might be wise to have a differentiated orientation course for men and women...." Might it not be better to generalize warily that perceptions of problems by students seem to increase or decrease in number as a result of extinuating circumstances. If the same population was administered the "Mooney Problem Check List" the second time, a "fatigue" factor might be involved. Further it is the quality not quantity of problems which is most significant.

In another study by Mooney in 1943,[6] he seems to have been carried away with early enthusiasm for his new instrument. After a November administration of the check list, he assigned rank order to the problem areas with "Adjustment to College Work," and "Personal-Psychological

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[5]Ibid., p. 370.

[6]Ross L. Mooney, "Personal Problems of Freshmen Girls: Reporting a Dormitory Survey by Means of A Check List," Journal of Higher Education, (14:84-90, Fall, 1943).

Relations," coming out first and second respectively. He then proceeded to outline a very concrete dormitory program to resolve these problems. He could do this in confidence because he reasoned hastily, "One does not have to wonder whether or not the proposed activities will 'take.' The students, in marking their problems, have shown their recognized and active concerns."[7] It might have proved embarrassing if elaborate plans had been made and carried out, only to learn that the students who perceived the problems in the first place did not perceive the new program as meeting those problems. After suggesting a dormitory library "on emotional development and make-up" he makes a less devastating but equally hasty generalization; "Most freshmen have probably not read anything in this field than that provided by the 'lovelorn' columns in the newspapers."[8]

Also in 1942, the faculty at Illinois State Normal University put the Mooney Problem Check List to practical use.[9] Administering it to 404 incoming freshmen they found the usual results. In rank order of concern "Adjustment to College Work" ranked first with "Morals and Religion"

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[7]Ibid., p. 87.

[8]Ibid., p. 86.

[9]V. M. Houston, and Stanley S. Marzolf, "Faculty Use of the Problem Check List," Journal of Higher Education, (15:325-8, June, 1944.)

relatively remote. These findings or perhaps more accurately, the total project including initial concern, incubation, planning, administration, tabulation, analyzation, review and evaluation of the results seemed to have made an impact on the total university. Perhaps this resulted in part because the study was faculty initiated. The report says, "The presentation of the findings before the faculty resulted in many profitable generalizations and suggestions concerning teaching procedures, pre-college guidance, extra-curricular life, and other personnel procedures which should be improved or adopted on the campus."[10] In their enthusiasm they projected a similar study, for the second semester, on the problems of upperclassmen. Perhaps the most significant contribution of this former study was the concluding emphasis on "considerations in regard to the interpretation of these...data obtained by the use of the instrument...."

> "In the first place, the items represent symptoms which the student may recognize or admit as applying to him. The symptoms may result from obscure etiological factors unrecognized or not admitted by the student.
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> "Second, frequency of expressed concern and of expressed serious concern is not a valid index of genuine seriousness of the problem; it may represent common rationalizations, superstitions, and misinformation.

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[10] *Ibid.*, p. 326.

"Third, an item does not mean the same for all who are concerned about it.

"Fourth, students and counselors must remember that there is a difference between intelligent concern and worry.

"Finally, the fact that the instrument is called a problem check list, may induce some students to designate items just because they are willing to cooperate and have problems because they feel they are expected to."[11]

Later in the same academic year, February 1943, the Illinois State Normal group administered the Mooney Problem Check List to their upperclassmen.[12] They found the problem emphasis among upperclassmen shifting from "Adjustment to College Work" to "problems in human relationships, particularly those of personal status in their college environment."[13] In a follow-up at the university clinic the following interesting results were reported.

"...It is our opinion that the underlined and circled items are quite different in their significance in the clinical picture.

"The underlined items in general tend to be irritations more than major problems. In fact, the study of these items has not been particularly helpful to the mental health service even as a screening technique....

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[11] Ibid., p. 328.

[12] Francis W. Hibler and Arthur Hoff Larsen, "Problems of Upperclass Students in A Teachers College," Journal of Applied Psychology, 28:246-53, June, 1944.

[13] Ibid., p. 250.

> "The circled items, or those of most concern to the student, have proved the more diagnostic of the two, both in the screening process and as indicating the areas in which major conflicts lie."[14]

In 1947, two studies were made using the Mooney Problem Check List; one at River Falls State Teachers College,[15] River Falls, Wisconsin, the other at the University of Illinois,[16] Urbana, Illinois. In both instances the main purpose was to make faculty and college personnel in general more effective in dealing with students. In both colleges, "Adjustment to College Work" was found to be of most concern. The University of Illinois students in an introductory home economics class underlined an average of 22.2 problems while the River Falls freshmen underlined 28.2 problems. If we might assume that the home economics students were all, or nearly all, females the comparison of the two schools changes color. For at River Falls, the study revealed "twice as many" problems underlined by women as by men. Only in "Finances, Living Conditions, and Employment" did men underline more problems than women. Females were particularly concerned in categories of "Morals

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[14] Ibid., p. 253.

[15] L. Gordon Stone, "Student Problems In A Teacher's College," Journal of Educational Psychology, 39:404-16, November, 1948.

[16] Mildred Chapin Klohr, "Personal Problems of College Students," Home Economics, 40:447-8, October, 1948.

and Religion," and "Courtship, Sex, and Marriage." However, the many unnamed variables make a comparison of the two populations of little meaning.

II. DISSERTATIONS USING THE MOONEY PROBLEM CHECK LIST

The first studies with the Mooney Problem Check List seemed to reflect either an early enthusiasm or an early cautiousness which was almost a skepticism. Sometimes the studies reflected ambivalence. These early studies also reflected a rather hopeful grasping on the part of faculties for quick painless insights into student problems. The rather persistent if not monotonous report of "Adjustment to College Work" as the primary problem of freshmen (whether in the dormitory, a home economics class, or an October, November, or February orientation series) should have resulted in some attempts at resolving these perennial conflicts.

In 1948 the Mooney Problem Check List Manual was first published and in 1950 the instrument underwent strenuous revision and the possible commercial advantage of a shift to an established New York Publisher. Concerning the improved instrument, Mr. Mooney says, "...the 1950 revisions are the result of extensive research based on large surveys, coupled with expert judgment and long experience with these instruments."[17] Whether it was the

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[17] Manual: Mooney Problem Check Lists, New York: The Psychological Corporation, 1950, p. 4.

"expert judgment" that went into the revised instrument or its greater availability, several doctoral dissertations began to appear with the Mooney Problem Check List as the chief instrument for the study of college student problems. Three of these theses came out in 1955.

Simpson, at the University of Illinois made a study of Home Economics students, comparing their problems to those of women students in (1) the arts, (2) commerce, (3) education, (4) journalism, (5) liberal arts and sciences, and (6) physical education.[18] The data was analyzed by a statistical design. The chi-square technique was used to test for differences among the groups. An analysis of variance was employed to determine whether there were significant differences among eleven problem areas listed by Mooney. Where significant F's were found, the t test was used to discover where the differences were located. Although the study was more sophisticated than the 1947 Klohr investigation,[19] the results were similar. "Students in home economics expressed greater concern in the area of 'Adjustment to College Work' than did students in at least

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[18]Elizabeth Jane Simpson, "Distinctive Personal Problems of Home Economics Students at the University of Illinois," "Unpublished doctor's dissertation at the University of Illinois, 1955," pp. 216. Information taken from Dissertation Abstracts, Vol. XVI, p. 287.

[19]Klohr, op. cit., p. 447-8.

two other areas. Freshmen expressed more concern than did seniors, except in the area of 'Adjustment to College.'"[20] A major criticism of Simpson's work is that the analysis of variance is an inappropriate use of student's model. (Scheffe's technique is adequate for Simpson's model).

Also in 1955, two doctoral theses using the Mooney Problem Check List were accepted at the University of Florida. Slinger purposed "...to attempt to ascertain the problems of Freshmen...and to determine the relationship, if any, between these problems and the academic achievement of freshmen."[21] In September of 1954 Slinger administered The Mooney Problem Check List to 251 freshmen, 183 males and 68 females. The random sampling technique was used. Without the use of an exact statistical model Slinger found an "...inverse relationship between problems of 'Adjustment to College Work' identified by students and their grade point averages. Female students, in general, identified more problems than male students according to their respective proportional representation in the study."[22] All freshmen were most concerned about

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[20]Simpson, loc. cit.

[21]George Edward Slinger, "Freshmen Problems and Academic Achievement," (Unpublished doctor's dissertation at the University of Florida, 1955), pp. 128. Reported in Dissertation Abstracts, Vol. XV, p. 2474.

[22]Slinger, loc. cit.

"Adjustment to College Work."

In the same university, Carr endeavored "...to ascertain the problems of a selected group of superior and inferior college students in each of the eleven areas of the Mooney Problem Check List and the relationship between these groups."[23] Carr found that superior students as a group expressed fewer problems than inferior students. Superior students tended to be more concerned with problems relating to long-range goals and objectives and less concerned by problems relating to immediate goals. Both superior and inferior students were inclined to identify more problems in areas relating to personal and social adjustment than in areas relating to religion, philosophy and heterosexual relationships.[24]

Jones used the Mooney Problem Check List with two other instruments[25] in "...a study of the ability of married and unmarried, undergraduate, college students to deal with affective tensions or emotional excitements and

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[23]James Francis Carr, Jr. "The Problem Areas of a Selected Group of Students at Florida State University, as indicated by The Mooney Problem Check List," (Unpublished Doctor's Dissertation at the University of Florida, 1955), pp. 202. Reported in Dissertation Abstracts, Vol. XV, p. 1524.

[24]Carr, loc cit.

[25]"Inventory of Affective Tolerance," and "Personal Audit."

to make a comparison on the types of problems indicated by these students. An attempt was made to isolate typical problems of students in relation to the degree of affective tolerance indicated."[26] Little difference was found in the affective tolerance between male and female students. Married male students seemed to have greater capacity for dealing with emotional problems than unmarried males. The survey showed that unmarried students have considerable more problems than married students. In this study, the chief problem of both married and single students was finances.

III. RELATED STUDIES WHICH ARE PARTICULARLY SIGNIFICANT

Among the studies of student problems, not using the Mooney Problem Check List, but especially relevant to this particular study is a dissertation by Curry, comparing the personal adjustment problems of Brethren young people to those of other church young people.[27] "An attempt was

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[26]Worth Roosevelt Jones, "A Study of the Affective Tolerance and the Typical Problems of Married and Unmarried Undergraduate College Students," (Unpublished Doctor's Dissertation at the University of Indiana, 1955), pp. 143. Reported in Dissertation Abstracts, Vol. XV, p. 2325.

[27]Abram Stauffer Curry, A Comparative Study of Personal Adjustment Problems of Brethren Young People in Summer Camps and Certain Non-Brethren Young People, (Unpublished doctor's dissertation at New York University, 1948,) pp. 445. Reported in Dissertation Abstracts, Vol. IX, No. 1, p. 53.

made to discover the nature and intensity of the problems of adjustment of young people to twenty-four years of age who have been brought up under the traditional teachings of certain protestant groups...against

(1) card playing
(2) dancing
(3) attending movies
(4) participating in the armed forces of the nation
(5) smoking
(6) drinking
(7) "going with" a Catholic
(8) petting
(9) marrying a divorcee
(10) and discriminating against negroes."[28]

Differences were measured through results obtained by the "Bell Inventory." Five hundred-sixty-five Brethren young people in their own denominational camps were compared to three hundred and eighty-eight youths of different denominations attending camps sponsored by the International Council of Religious Education.

No significant differences were found between Brethren and Inter-church youths on home, health, and emotional adjustment. But a significant differences was found in social adjustment with Brethren youths doing less well. Brethren youths experienced more adjustment problems related to teachings against card playing, dancing, attending movies, and serving in the armed forces. There was little

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[28]Curry, loc. cit.

difference in the two groups in relation to teaching on smoking, drinking, going with a Catholic, marrying a divorcee, and associating with negroes. On petting, the inter-church group had more problems of adjustment.

Because most of these same taboos[29] hold for young people attending the six colleges of the Church of the Nazarene, this study is especially interesting and pertinent.

Shannon compared the problems of students in church related colleges to those of students at the University of Oklahoma.[30] He sought answers to three questions:

> 1. "In what areas are the problems of students in church-related colleges most frequent and most serious?
>
> 2. "Is there an appreciable difference in the problems of students in church-related colleges and those of students in a public institution?
>
> 3. "Are the personnel services offered to students in church-related colleges adequate to assist them in reaching satisfactory solutions to their problems."[31]

Shannon's dissertation was predicated on a 1950 study

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[29]With the definite exception of number four.

[30]Ernest Boyd Shannon, "Personnel Services Extended to Students of Selected, Church-Related Colleges in Solving Their Problems," (Unpublished doctor's dissertation at the University of Oklahoma, 1955,) pp. 251.

[31]Shannon, op. cit., p. 6.

by Hall.[32] This raises a rather serious problem since Shannon accepts a priori the conclusions of Hall. Further he seems to make no serious effort to emulate Hall's methodology. Shannon says, "This is not a statistical study.... No attempt has been made to determine the limits of error of the data. It is rather a study of every problem revealed to all service agencies of the colleges included in the study during the school year 1952-53."[33] Concerning Hall he says, "In his study Hall interviewed house counselors, university clinicians, and Veteran's Administration counselors, concerning the problems of students of the University of Oklahoma."[34] Shannon's study would have had added strength and credibility if his procedure could have correlated precisely with Hall's. Nonetheless, Shannon arrived at some interesting conclusions by comparing his results with Hall's.[35]

(1) Academic problems were of greatest concern to both student populations.

(2) Students in church-related colleges had more financial worries than the public university students.

(3) Both studies found "personal adjustment" problems

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[32]Ernest C. Hall, "Personnel Services Extended Students of the University of Oklahoma," (Unpublished doctor's thesis, University of Oklahoma, 1950.)

[33]Shannon, op. cit., p. 9.

[34]Ibid., p. 46.

[35]Ibid., p. 202.

of equal concern to both student populations.

(4) "It was noted that problems of a religious nature were rated by personnel workers in these colleges as no more frequent or serious than those confronting students in a state university."

(5) However, students at the state university seemed more concerned over vocational problems than did students at a church related college.

(6) University students had more home and family problems than church-related college students.

(7) Shannon's final conclusion was, "An adequate evaluation of the personnel services offered to the students of the church-related colleges included in this study is impossible because of the lack of records maintained by the administrators, counselors and faculty members."

Shannon's work is commendable and all the more important because it is an addition to the all-too-small body of literature on the personnel services and student problems in the small church-related college.

SUMMARY

Five other dissertations relate to the study at hand but contribute no new relevant procedures or results.[36]

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[36]Mary Carter Champion, Needs of Oregon State College Freshmen Women, (Unpublished doctor's thesis, Oregon State College, 1955).

For each of the studies reviewed in this chapter, (the last five included), there seems to be a minimum of intrinsic value. They are mostly esoteric in character. They are not pure research. Possibly, the researchers were not interested in knowledge for its own sake. These studies have value only when the results are applied in the specific situation at the specific time when the studies were made. With the exception of Curry and Shannon, few generalizations could be transferred to the type student populations in the study at hand.

This study on the student's perception of their problems and the related student personnel services in six liberal arts colleges of the Church of the Nazarene should add something to the very small amount of evidence concerning similar populations. Like other studies reviewed

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(footnote continued) [36]Zelpha Mae Bates, A Study of the Needs of Freshmen Home Economics Students and Student Personnel Services in The School of Education of New York University, (Unpublished doctor's thesis, New York University, 1946).

Leland Thorpe Rodgers, Characteristics of Junior College Women Having Personal Problems Hindering Adjustment, (Unpublished doctor's thesis, University of Missouri, 1954).

Donald D. Marsh, Personal Problems of Students in A Large Graduate School: Implications for Student Personnel Procedures, (A report of a type B project, Teachers College, Columbia University, 1952.)

Ralph William Wright, A Study of the Felt Needs of Freshmen College Students, (Unpublished doctor's thesis, Northwestern University, 1953.)

this investigation will stand on its own; meaning it will find value only in relation to the purposes for which it was intended. Not by going deeper through more profound techniques, nor by going higher through building directly on previous studies, does this dissertation hope to contribute to the existing literature. Rather, another dimension may be added to the existing studies as the student problems and related student personal services in a unique milieu will be enunciated.

CHAPTER III

METHODOLOGY

I. A DESCRIPTION OF EACH COLLEGE

Northwest Nazarene College is located in the southern part of Nampa, a pleasant little agricultural-industrial city of approximately 18,000 people, in southern Idaho, 20 miles west of Boise, the capital city.

The objective of the college as listed in its catalog and in the constitution and by-laws is that Northwest Nazarene College is "a liberal arts college whose purpose shall be to provide its students with an acquaintance with the major fields of knowledge, an affective foundation in and working grasp of one field, a balanced development of their own powers, and an encouragement to Christian commitment." The catalog further states, "While Northwest Nazarene College is a denominational college with a majority of its students Nazarenes, it is not narrowly sectarian. Usually students from about 30 different denominations find a welcome on the campus. Usually about 30 states, Alaska, Hawaii, and several foreign countries are represented in the student body."

Northwest Nazarene College began in 1913 with the organization of an elementary school devoted to Christian training for the children of the local Church of the

Nazarene. In 1915 a plot of sagebrush land, on the outskirts of Nampa was purchased and the first frame buildings were erected. The curriculum was then expanded to include high school and college work. In 1928 the first class was graduated from the state accredited normal department. In 1931 the College of Liberal Arts was accredited as a junior college and as such was accepted as a member of the Northwest Association of Secondary and Higher Schools. In the spring of 1937 the college received accreditation as a four-year college by the Northwest Association. Further recognition came in 1938 when the college was elected to membership in the Association of American Colleges. In 1950 the college became a member of the National Commission on Accrediting and in 1956 a member of the American Association of Colleges for Teacher Education. Since its foundation the college has been administered by seven presidents.[1]

Olivet Nazarene College is located on a 92 acre campus in the village of Bourbonnais, a suburb of Kankakee, Illinois, 60 miles south of Chicago.

The catalog states "while Olivet Nazarene College is an institution of the Church of the Nazarene, it is

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[1]The source for this description of Northwest Nazarene College was from their 1957-58 catalog.

not strictly sectarian. Members of different churches enroll each year and enjoy all the privileges and opportunities offered. The spiritual life of the student body is a vital interest to the college. Therefore, all possible opportunities are given for spiritual development."

Olivet Nazarene College is accredited by North Central Association of Colleges and Secondary Schools, the University of Illinois as a class "A" college and the Illinois State Department of Education as a teacher training college. The college is also a member of the Association for Higher Education of National Education Association, and the Illinois Federation of Colleges.

What is now Olivet Nazarene College had its earliest beginning as an elementary school at Georgetown, Illinois, in 1907. The project was supported by a group of devout people who desired a distinctly Christian atmosphere for the education of their children. In 1908 the school was moved to a point three miles south (now Olivet, Illinois), where several acres of land were purchased. In 1909 the school became a college of liberal arts, and as a result of local efforts the school constantly expanded. In 1912 the Church of the Nazarene received the college as a gift from the local trustees, and the building program was continued. In 1921 the name was changed to Olivet College. In November, 1939, the administration building that housed the classrooms, library, laboratories, offices, and chapel, was destroyed by fire. After considering the possibilities

of building, together with the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus at Kankakee, Illinois, which was formerly the home of St. Viator College. In 1940 the school was moved to the new campus and the name was changed to Olivet Nazarene College.[2]

Pasadena Nazarene College campus includes approximately 15 acres located in a residential area in Northeast Pasadena, California.

Pasadena College is accredited by the Western College Association, and the Northwest Association of Secondary and Higher Schools. The college is a member of the Association of American Colleges. Pasadena College is also accredited by the California State Board of Education to train candidates for the general elementary credentials for public school teaching in the state.

"The fundamental purpose of Pasadena College is to provide sound education in the liberal arts from the Christian point of view.... The distinctive feature of the college is the emphasis laid upon the development of symmetrical Christian character in connection with the educational objectives outlined...."

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[2]The source for this description of Olivet Nazarene College was their 1957-58 catalog.

Pasadena College is the outgrowth of educational work begun in Los Angeles in 1902 by Dr. Phineas F. Bresee, founder of the Church of the Nazarene. Initially, instruction was offered in Bible, the methods of Christian work, and such general areas as English and History. With a move to the Pasadena campus in 1910, the scope of the curriculum was enlarged to include most of the recognized liberal arts areas, and the degree of bachelor of arts was offered at the completion of a four-year course of study. The first degree was granted in 1912. Pasadena College is supported and controlled by the Church of the Nazarene through a board of trustees elected from the seven districts of the church comprising the Southwest Educational Zone.

While true to the doctrinal position and emphases of the Church of the Nazarene, the college has never been narrowly sectarian and has always maintained the policy of admitting qualified young people of good character without restrictions as to creed or race.[3]

Bethany Nazarene College is located at Bethany, Oklahoma, a city of 10,000 people, adjoining Oklahoma City.

While Bethany Nazarene College is an institution of

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[3]The source for this description of Pasadena College was their 1957-58 catalog.

of the Church of the Nazarene, it is not sectarian to the exclusion of young people from other denominations. All earnest and sincere young people are welcomed who desire a thorough education in an atmosphere that is spiritual and Christian. The institutional objectives grow out of a philosophy of education that has its roots in a Christian philosophy of life.

Bethany Nazarene College is accredited as a four-year college by the North Central Association of Colleges and Secondary Schools. The college is approved by the State Department of Education of Oklahoma for the preparation of elementary and secondary teachers. The college is also a member of the Association of American Colleges.

Bethany Nazarene College, as it is known at the present time, developed through the merging of several small educational institutions with the college located at Bethany. These mergers took place over a ten year period beginning in 1920. From 1920 to 1955 the college was known as Bethany-Peniel College. In 1955 the board of trustees changed the name of the institution to Bethany Nazarene College. The college has been administered through its history by six presidents.[4]

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[4]The source for this description of Bethany Nazarene College was their 1957-58 catalog.

Eastern Nazarene College is located in Wollaston Park, a residential section of the city of Quincy, an industrial suburb of 84,000 population, and only seven miles from the heart of Boston, Massachusetts.

Eastern Nazarene College is concerned primarily with the awakening and fostering of the kind of personal character and social relations in which "the true, the beautiful, the morally good and the holy are dominant." The college recognizes material values, but maintains that these should be considered a means and not the ultimate aim of life. This objective is pursued through a liberal arts program with a Christian perspective and is implemented by organized religious activities in the college and in the college church. It strives to combine current educational practices with a commitment to, and a cultivation of, the Christian way of life.

Eastern Nazarene College was founded at Saratoga Springs, New York in 1900. The institute was moved to North Scituate, Rhode Island. In 1918 the school was accepted as a responsibility of the Eastern Educational Zone of the Church of the Nazarene. The name was changed to Eastern Nazarene College. In the same year, the college was authorized by the state of Rhode Island to grant the A.B. degree. In 1919 the college made its final move to Quincy, Massachusetts, taking over the campus, buildings, and equipment of the Quincy Mansion School for Girls.

Eastern Nazarene College is a member institution of the New England Association of Colleges and Secondary Schools, the Association of American Colleges, and is registered by the State Education Department of the State of New York.[5]

Trevecca Nazarene College is located on a 50 acre campus at the southeast edge of the city of Nashville, Tennessee.

Trevecca Nazarene College is a Christian college of liberal arts and an official institution of the Church of the Nazarene which purposes to serve society and the denomination by supplying an effective leadership loyal to the ideals of the church and the country. The Wesleyan doctrine of entire sanctification is emphasized. The college has no aim to combat other denominations nor does it exclude young people of any church affiliation who desire to enroll and to adjust to the moral standards and ideals of the college.

Trevecca Nazarene College is the outgrowth of a distinctive Bible School established by the Rev. J. A. McClurkan in the year 1901. Its origins grew out of a desire of the founder to provide an educational institution where

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[5]The source for this description of Eastern Nazarene College was their 1957-58 catalog.

young men and women of evangelical leanings might prepare for Christian service. By the year 1910 the founder had concluded that academic instruction on the high school and college levels should be added to the offerings of the Bible Training School. As a result, in that year the institution was reorganized and its facilities were expanded. In 1915 plans were completed for the college to become officially affiliated with the Church of the Nazarene. Since 1901 the affairs of the college have been administered by five presidents.[6]

II. A DESCRIPTION OF STUDENTS IN THE SAMPLE

Northwest Nazarene College. The Northwest Educational Zone serves as the main resource for the student body of Northwest Nazarene College. This zone includes the following states: Washington, Oregon, Idaho, Montana, Wyoming, North Dakota, South Dakota, Minnesota, Utah, and Nevada.

Table III. 1 contains a detailed description of the chapel enrollment and attendance on the day the Mooney Problem Check List and the Original Questionnaire were administered.

The chapel enrollment includes 466 single male and

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[6]The source for this information of Trevecca Nazarene College was the 1956-57 catalog.

TABLE III.1

NORTHWEST NAZARENE COLLEGE

CHAPEL ENROLLMENT AND ATTENDANCE ON DAY THE MOONEY PROBLEM CHECK LIST AND THE ORIGINAL QUESTIONNAIRE WERE ADMINISTERED

	Enrollment	Attendance	Percentage
Single Freshmen	189	150	79.4%
Single Sophomores	129	112	86.8%
Single Juniors	97	78	80.4%
Single Seniors	51	44	86.3%
Single Males	221	184	83.3%
Single Females	245	200	81.6%
Total Married Males & Females	43	34	79.1%
Total Single Males & Females	466	384	82.4%
Total Males & Females Married & Single	509	418	82.1%

TABLE III.1

NORTHWEST NAZARENE COLLEGE

CHAPEL ENROLLMENT AND ATTENDANCE ON DAY THE MOONEY PROBLEM CHECK LIST AND THE ORIGINAL QUESTIONNAIRE WERE ADMINISTERED

	Enrollment	Attendance	Percentage
Single Freshmen	189	150	79.4%
Single Sophomores	129	112	86.8%
Single Juniors	97	78	80.4%
Single Seniors	51	44	86.3%
Single Males	221	184	83.3%
Single Females	245	200	81.6%
Total Married Males & Females	43	34	79.1%
Total Single Males & Females	466	384	82.4%
Total Males & Females Married & Single	509	418	82.1%

TABLE 1.7

MARITAL STATUS BY SEX

CHURCH ENROLLMENT AND ATTENDANCE OF A TWENTY TEN MONTH BY PERCENT
CHURCH MEMBERS AND REGULARS, BY SEX, MARITAL STATUS

	Enrollment	Attendance	Percentage
Single Freshmen	127	120	72.1%
Single Sophomores	127	112	86.6%
Single Juniors	97	77	80.1%
Single Seniors	71	44	62.0%
Single Males	221	174	78.7%
Single Females	215	170	81.4%
Total Married Males & Females	43	24	72.1%
Total Single Males & Females	442	344	78.1%
Total Males & Females Married & Single	527	412	82.1%

female students of which 384 (82.4%) were present. Also, the chapel enrollment includes 43 married students of which 34 (79.1%) were present. The total chapel enrollment is 509 of which 418 (82.1%) were present.

Olivet Nazarene College. The student body of Olivet Nazarene College is derived principally from the Central Educational Zone of the Church of the Nazarene which includes all or parts of the following states: Michigan, Ohio, Indiana, Illinois, Iowa, Missouri, and Wisconsin.

Table III.2 contains a detailed description of the chapel enrollment and attendance on the day the Mooney Problem Check List and the Original Questionnaire were administered.

The chapel enrollment includes 474 single male and female students of which 376 (79.3%) were present. Also, 118 married students are enrolled in chapel. Of these 96 (81.4%) were present. Total chapel enrollment is 592 of which 472 (79.7%) were present.

Pasadena Nazarene College. Pasadena Nazarene College derives its student body principally from the Southwestern Educational Zone of the Church of the Nazarene which includes the following states: California, Arizona, New Mexico, and Colorado.

Table III.3 contains a detailed description of the chapel enrollment and attendance on the day the Mooney Problem Check List and the Original Questionnaire were administered.

TABLE III.2

OLIVET NAZARENE COLLEGE

CHAPEL ENROLLMENT AND ATTENDANCE ON DAY THE MOONEY PROBLEM CHECK LIST AND THE ORIGINAL QUESTIONNAIRE WERE ADMINISTERED			
	Enrollment	Attendance	Percentage
Single Freshmen	209	172	82.3%
Single Sophomores	143	114	79.7%
Single Juniors	69	52	75.4%
Single Seniors	53	38	71.7%
Single Males	193	158	81.9%
Single Females	281	218	77.6%
Total Married Males & Females	118	96	81.4%
Total Single Males & Females	474	376	79.3%
Total Males & Females Married & Single	592	472	79.7%

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[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

The chapel enrollment at Bethany Nazarene College includes 619 single male and female students of which 442 (71.4%) were present. Also enrolled in chapel are 99 married students of which 76 (76.7%) were present. Total chapel enrollment includes 718 students of which 518 (72.1%) were present. See Table III.4.

Eastern Nazarene College. The Eastern Educational Zone of the Church of the Nazarene serves as the principal source for the student body of Eastern Nazarene College. This zone includes all or parts of the following states: Ohio, Pennsylvania, Delaware, Maryland, New Jersey, New York, Connecticut, Massachusetts, Maine, New Hampshire, and Vermont. Also included is the District of Columbia and the Eastern Provinces of Canada.

Table III.5 contains a detailed description of the chapel enrollment and attendance on the day the Mooney Problem Check List and the Original Questionnaire were administered.

The chapel enrollment includes 482 single male and female students of which 385 (74.3%) were present. Also, the chapel enrollment includes 56 married students of which 44 (78.6%) were present. The total chapel enrollment is 538 of which 402 (74.7%) were present.

Trevecca Nazarene College. The student body of Trevecca Nazarene College is drawn principally from the Southeastern Educational Zone of the Church of the Nazarene which includes the following states: Alabama, Tennessee,

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

The chapel enrollment at Bethany Nazarene College includes 619 single male and female students of which 442 (71.4%) were present. Also enrolled in chapel are 99 married students of which 76 (76.7%) were present. Total chapel enrollment includes 718 students of which 518 (72.1%) were present. See Table III.4.

Eastern Nazarene College. The Eastern Educational Zone of the Church of the Nazarene serves as the principal source for the student body of Eastern Nazarene College. This zone includes all or parts of the following states: Ohio, Pennsylvania, Delaware, Maryland, New Jersey, New York, Connecticut, Massachusetts, Maine, New Hampshire, and Vermont. Also included is the District of Columbia and the Eastern Provinces of Canada.

Table III.5 contains a detailed description of the chapel enrollment and attendance on the day the Mooney Problem Check List and the Original Questionnaire were administered.

The chapel enrollment includes 482 single male and female students of which 385 (74.3%) were present. Also, the chapel enrollment includes 56 married students of which 44 (78.6%) were present. The total chapel enrollment is 538 of which 402 (74.7%) were present.

Trevecca Nazarene College. The student body of Trevecca Nazarene College is drawn principally from the Southeastern Educational Zone of the Church of the Nazarene which includes the following states: Alabama, Tennessee,

TABLE III.4

BETHANY NAZARENE COLLEGE

CHAPEL ENROLLMENT AND ATTENDANCE ON DAY THE MOONEY PROBLEM CHECK LIST AND THE ORIGINAL QUESTIONNAIRE WERE ADMINISTERED			
	Enrollment	Attendance	Percentage
Single Freshmen	269	206	76.6%
Single Sophomores	151	116	76.8%
Single Juniors	137	90	65.7%
Single Seniors	62	30	48.4%
Single Males	269	174	64.7%
Single Females	350	268	76.6%
Total Married Males & Females	99	76	76.7%
Total Single Males & Females	619	442	71.4%
Total Males & Females Married & Single	718	518	72.1%

TABLE III.5

EASTERN NAZARENE COLLEGE

CHAPEL ENROLLMENT AND ATTENDANCE ON DAY THE MOONEY PROBLEM CHECK LIST AND THE ORIGINAL QUESTIONNAIRE WERE ADMINISTERED

	Enrollment	Attendance	Percentage
Single Freshmen	251	176	70.1%
Single Sophomores	129	102	79.1%
Single Juniors	62	50	80.6%
Single Seniors	40	30	75.0%
Single Males	218	168	77.1%
Single Females	264	190	72.0%
Total Married Males & Females	56	44	78.6%
Total Single Males & Females	482	358	74.3%
Total Males & Females Married & Single	538	402	74.7%

TABLE III .6

TREVECCA NAZARENE COLLEGE

CHAPEL ENROLLMENT AND ATTENDANCE ON DAY THE MOONEY PROBLEM CHECK LIST AND THE ORIGINAL QUESTIONNAIRE WERE ADMINISTERED			
	Enrollment	Attendance	Percentage
Single Freshmen	155	130	83.9%
Single Sophomores	63	46	73.0%
Single Juniors	42	38	90.5%
Single Seniors	27	18	66.7%
Single Males	110	86	78.2%
Single Females	177	146	82.5%
Total Married Males & Females	72	60	83.3%
Total Single Males & Females	287	232	80.8%
Total Males & Females Married & Single	359	292	81.3%

TABLE III.7

ALL SIX LIBERAL ARTS COLLEGES

CHAPEL ENROLLMENT AND ATTENDANCE ON DAY THE MOONEY PROBLEM CHECK LIST AND THE ORIGINAL QUESTIONNAIRE WERE ADMINISTERED

	Enrollment	Attendance	Percentage
Single Freshmen	1272	1014	79.7%
Single Sophomores	749	610	81.4%
Single Juniors	527	402	76.3%
Single Seniors	311	232	74.6%
Single Males	1254	978	78.0%
Single Females	1605	1280	79.8%
Total Married Males & Females	501	408	81.4%
Total Single Males & Females	2859	2258	79.0%
Total Males & Females Married & Single	3360	2666	79.3%

Kentucky, Florida, Georgia, Mississippi, North Carolina, South Carolina, Virginia, and West Virginia.

Table III.6 contains a detailed description of the chapel enrollment and attendance on the day the Mooney Problem Check List and the Original Questionnaire were administered.

The chapel enrollment includes 287 single male and female students of which 232 (80.8%) were present. Also, the chapel enrollment includes 72 married students of which 60 (83.3%) were present. The total chapel enrollment at Trevecca Nazarene College is 359 of which 292 (81.3%) were present.

Total Sample. Table III.7 contains a detailed description of the chapel enrollment and attendance on the day the Mooney Problem Check List and the Original Questionnaire were administered in each and all of the six liberal arts colleges of the Church of the Nazarene.

The total chapel enrollment of the six colleges includes 2859 single male and female students of which 2258 (79.0%) were present on the day the inventory was taken. Also, the chapel enrollment in the six colleges contains 501 married students of which 408 (81.4%) were present. The total chapel enrollment in the six colleges is 3360 of which 266 (79.3%) were present.[7]

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[7]The chapel enrollment figures do not include special students, graduate students, academy students, or any other groups outside the freshmen, sophomore, junior, senior classes of the liberal arts colleges.

III. METHOD OF CHOOSING SAMPLE

During the first two weeks of November in 1957 each of the six liberal arts colleges of the Church of the Nazarene was visited. In each college daily chapel periods are held, attendance compulsory for faculty and student body. At each of these colleges a chapel period was made available for the administration of the Mooney Problem Check List and the Original Questionnaire.

Students are seated by class and assigned individual spaces. To obtain a fifty per cent sample, all students seated on the left hand side of the auditorium in the seats precisely nearest the wall were asked to stand. Once these persons were on their feet, every-other person in each row across the entire auditorium was asked to stand also. While they continued standing a Mooney Problem Check List, college form, was distributed to each person. The instructions were read and an opportunity was given for questions concerning procedure. No questions were verbalized. The students were seated and proceeded to the task at hand.

While the students were working on the Mooney Problem Check List and the questionnaire, a copy of the Original Questionnaire was distributed to the faculty, who in each case was seated on the platform.

Administrative permission was granted for students

to continue working on the check list or the questionnaire past the regular chapel expiration period. In only a few isolated instances did individuals avail themselves of this privilege. To make the process more meaningful the students were assured that at the administrator's request, the results of the study would be tabulated and forwarded to the school as a basis for improving the local student personnel services.

At least a full day was spent on each campus visiting the various personnel agencies, and administrative personnel. In all instances abundant printed or mimeographed materials were made available describing the student personnel services offered by the college. In four instances, the administration had only recently completed a comprehensive report to the accrediting agency of the area. These reports which contain a division on student personnel services were also made available. In each college every courtesy and cooperation was extended. In several instances administrators wrote out detailed reports which brought to date the printed information concerning student personnel services.

IV. A DESCRIPTION OF THE CHECK LIST AND QUESTIONNAIRE

The Mooney Problem Check List was first made ready for publication in 1942. Having selected 330 items out of an original master list of 5,000, the editors felt

that the check list was "produced and developed to help students express their personal problems."[8] The procedure was simple. Students read through the appropriate check list and underlined the problems which were of concern to them. Then the student went back through the list circling the problems of most concern.

Although the check list does not label the problems by area, they are divided into eleven areas as listed below:

I. Health and Physical Development (HPD)
II. Finances, Living Conditions, and Employment (FLE)
III. Social and Recreational Activities (SRA)
IV. Social-Psychological Relations (SPR)
V. Personal-Psychological Relations (PPR)
VI. Courtship, Sex, and Marriage (CSM)
VII. Home and Family (HF)
VIII. Morals and Religion (MR)
IX. Adjustment to College (School) Work (ACW) (ASW)
X. The Future: Vocational and Educational (FVE)
XI. Curriculum and Teaching Procedure (CTP)

The items are grouped horizontally in sets of five, by problem areas. Each area contains thirty items.

The problem check list is an inventory. It does not measure the scope or intensity of student problems. A student's responses are limited by his awareness of his problems and his willingness to reveal them. "The items marked by the individual should be considered as symbols of the experiences and situations which comprise his

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[8] Manual, The Mooney Problem Check List, New York: The Psychological Corporation, 1950.

problem world. The items or problems checked should not be mistaken for the problem world itself. Two students may mark the same problem or an identical pattern of problems and yet the problem world of the two would not be identical...."[9] "...Self-reported foci of difficulty ...may be distorted and incomplete."[10] However, the limitations of the check list do not discredit its value, but only indicate certain guideposts which must be used in interpreting the results.

The check list is administered under certain assumptions: (1) The great majority of students will be responsive to the items listed. (2) The students will accept the task with a constructive attitude. (3) The students will find that the check list covers reasonably well the range of personnel problems with which they are concerned. (4) The student will consider that administrators and investigators will use the results from the administration of the check list for practical purposes which will affect the well-being of the students themselves.

The Mooney Problem Check List is not a personality test which purports to predict a definite pattern of

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[9] Ibid., p. 6.

[10] Oscar K. Buros, The Fourth Mental Measurements Yearbook, Highland Park, New Jersey: The Gryphon Press, 1953, p. 73.

of behavior, therefore, the process of validation produces an empasse. Likewise, reliability of an instrument like the check list is not the same as a test for which scores are obtained. The check list is designed to reflect the problems which a student senses and is willing to express at a given time. The extinuating circumstances, the student's personal perceptions, and his willingness to express his perceptions - are all uncontrolled variables. Also, national norms do not exist. The check list yields accounts for each person for each of the areas, and for the total list of items. It is simply an account of the problems which the students have identified as matters of concern to him. Therefore, "...local norms are the most valuable."[11] National norms based on many communities could be useful in telling a given community whether its own group seems to have more or fewer problems in each of the problem check list areas. Such comparisons, however, are not nearly as important as the discovery of the relatively numerous or few problems in each area in relation to what the school and community may be able and willing to do about the problem.[12]

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[11] Manual, op. cit., p. 9.

[12] A copy of the Mooney Problem Check List and the Manual is in the appendix.

of behavior, therefore, the process of validation produces an empasse. Likewise, reliability of an instrument like the check list is not the same as a test for which scores are obtained. The check list is designed to reflect the problems which a student senses and is willing to express at a given time. The extinuating circumstances, the student's personal perceptions, and his willingness to express his perceptions - are all uncontrolled variables. Also, national norms do not exist. The check list yields accounts for each person for each of the areas, and for the total list of items. It is simply an account of the problems which the students have identified as matters of concern to him. Therefore, "...local norms are the most valuable."[11] National norms based on many communities could be useful in telling a given community whether its own group seems to have more or fewer problems in each of the problem check list areas. Such comparisons, however, are not nearly as important as the discovery of the relatively numerous or few problems in each area in relation to what the school and community may be able and willing to do about the problem.[12]

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[11] Manual, op. cit., p. 9.

[12] A copy of the Mooney Problem Check List and the Manual is in the appendix.

V. A DESCRIPTION OF THE ORIGINAL QUESTIONNAIRE

One aspect of this study is to determine the student's own awareness of the student personnel services which the colleges have made available for the resolutions of student problems. Using the Mooney Problem Check List as a guide, a simple questionnaire was devised with these instructions printed just beneath the caption:

> "One authority has divided the problems of students into eleven areas listed below. What provisions have been made on this campus for you or your fellow students to get help with problems in these particular areas? Under each heading below, please identify the offices, agencies, organizations, or persons to whom you might go."[13]

Under the instructions, each of the eleven areas on the Mooney Problem Check List were enumerated. Since the technical terminology used by Mooney in some areas might not have been meaningful to some students, three problem phrases which the student probably found to be familiar and meaningful were placed in parentheses. This method seemed to correlate most clearly with the Mooney Problem Check List itself.

This questionnaire had some obvious limitations. (1) The technical language which Mooney used in designating the problem areas may not have been completely overcome

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[13]A copy of the original questionnaire is included in the appendix.

in the use of problem phrases drawn from the check list itself and/or familiar to students. (2) A student who does not grasp the total picture and purpose for the questionnaire, may respond only to the problem phrases listed. (3) In a small college one person may fill several important jobs which relate to student personnel services. In responding to the questionnaire this may have been confusing to some students. (4) Students in these colleges may have tended to find one confidant among the faculty to whom they have gone initially with most problems. They may have gone to certain offices because of the person involved rather than the position which the person held.

However, this questionnaire did tend to elicit reactions resulting from what the subject had observed or experienced. Present feelings and experiences of the students tend to be reflected in his responses. Since complete freedom of answer was provided, this questionnaire may have tended to overcome the further tendency of students to give approved answers. In evaluating the results from this questionnaire, "perhaps the most significant precaution of all is the observation of the principle that opinions are only one source of information and data of an objective and verifiable nature must be independently gathered so to supplement opinion data

whenever the latter are used."[14] What someone thought, (as is reflected in the responses to this questionnaire) is important as an attitude, but it cannot be mistaken for fact. For this reason, further data of an objective and verifiable nature was gathered from the administration on the student personnel services made available in each college.

VI. PROCEDURE FOR ANALYZING DATA

Analysis of Data Relating to Faculty and Student Perceptions of Student Personnel Services.

From college catalogs, reports to accrediting associations, faculty, student handbooks, and other printed and mimeographed materials, data was gathered to give a clear picture of the available student personnel services in each college. These data were cataloged according to the student personnel services as described in the materials. In so doing, at least two limitations are understood: (1) The printed materials in the catalog, the reports to the accrediting associations, and other such public materials may tend to create a "halo-effect" on the

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[14]C. Gilbert Wrenn, Student Personnel Work In College, New York: The Ronald Press Co., p. 499.

services in question. (2) Student personnel services described on paper may not be those which the students and faculty experience. However, with this data as a basis for comparisons, the faculty and student perceptions of student personnel services will be placed in contrast.

The analysis procedure appropriate to this type data is the Chi-square. Because of possible small frequency counts in the contingency table a correction factor will be used. The usual Chi-square method yields a larger value than is realistically expected. Therefore, the Yates correction factor will be applied.[15] For those cells which contain less than one, no Chi-square will be calculated.

Statistical hypothesis. The generalized null hypothesis being tested is as follows:

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[15]Helen M. Walker, and Joseph Lev. Statistical Inference (New York, Henry Holt & Company, 1953), p. 105-106.

In small samples the usual computation of x^2 gives too large a value, leading to rejection of the hypothesis more often than would the direct computation of probability by factorials. This error can be offset by a procedure commonly known as Yates' correction [2, 3, 13]. The procedure is to change the frequency in each cell by .5, keeping the marginal totals unchanged, and reducing the size of x^2. Thus observed frequencies $\frac{5 \quad 10}{7 \quad 2}$ with $x^2 = 4.4$ would

> Ho: There is no difference between the observed and the expected frequencies, between the two rows and the two columns of the table.

Two contingency tables are appropriate for the preparation of this data for analyzation. Diagrams of these contingency tables are contained in Table III.8, P. 55.

The freshmen, senior, and faculty perception of student personnel services as indicated by their responses on the Original Questionnaire will be divided into two groups, (1) yes, and (2) no. The "yes" responses are those which correspond to the administration's perceptions of student personnel services. The "no" responses are those which do not correspond to the administration's perceptions of student personnel services. The frequency counts resulting from this catagorization will be entered in the appropriate spaces on the contingency

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[15](footnote continued) be changed to $\frac{5.5}{6.5}\ \frac{9.5}{2.5}$ with $x^2 = 2.8$. The same effect can be produced more easily without rewriting the frequencies by subtracting ½N from the absolute value of ad - bc. Thus in the illustration N = 24 and ad - bc = 10 - 70 = -60, and /ad - bc/ -½N = 60 - 12 = 48. The vertical bars around a number indicates its numerical value without regard to sign.

If xy^2 represents a value of x^2 adjusted by Yates' correction, then (4.10) $xy^2 = \frac{(/ad - bc/ - N/2)^2\ N}{(a + b)(a + c)(b + d)(c +)}$

tables.

Since it may be assumed that seniors are experienced in their relationships to student personnel services, their perceptions will be contrasted to those of the freshmen. Since faculty understanding of student personnel services is important, their perceptions will also be contrasted to those of the seniors.

Analysis of Data Relating to Student Perceptions of Their Own Problems

The students responces to the Mooney Problem Check List will be divided into five groups: (1) male freshmen, (2) male upperclassmen, (sophomores, juniors, and seniors), (3) female freshmen, (4) female upperclassmen (sophomores, juniors, and seniors) and (5) all married students. These a priori groups are those often identified on the campus and of enough distinct separateness to make measurable contrasts of their perceptions of their own problems practical.

Statistical hypothesis. The generalized null hypothesis being tested is as follows:

> Ho: There is no difference between the observed and the expected frequencies across all columns and rows on the table.

To determine whether the observed sample differences signify differences among the groups or whether they are merely chance variations, the Chi-square test for K independent samples will be conducted. Table III.9 contains

Table III.8 Chi-square Contingency Tables

	Freshmen	Seniors
YES	a	b
NO	c	d

	Faculty	Seniors
YES	a	b
NO	c	d

Table III.9 K Independent Sample Table

All Six Colleges

	K_1	K_2	K_3	K_4	K_5	K_6	
I							R_1
II							R_2
III							R_3
IV							R_4
V							R_5
VI							R_6
VII							R_7
VIII							R_8
IX							R_9
X							R_{10}
XI							R_{11}
							Grand Total

Roman numerals I-XI stand for the eleven areas of the Mooney Problem Check List.

an illustration of a 5x11 K independent table.

To find the expected frequency for each cell, the two marginal totals will be multiplied and then divided by the grand total.

The logic for determining the expectancy for each cell is based on partitioning total N proportionate to the corresponding marginal summations. Thus for each cell the expectancy is calculated by:

$$\frac{R}{N} \times \frac{K}{N} \times N = Fe \text{ (Frequency expected)}$$

By cancelling N, the formula may be simplified to:

$$\frac{R \times K}{N} = Fe \text{ (Frequency expected)}$$

The Chi-square of K sample table is obtained as follows: The Chi-square is the sum of the difference between the frequency observed (Fo) and the frequency expected (Fe) squared and divided by the frequency expected (Fe). The formula is:

$$\text{Chi-square} = \frac{(Fo_1 - Fe_1)^2}{Fe_1} + \frac{(Fo_2 - Fe_2)^2}{Fe_2} \ldots \frac{(Fo_n - Fe_n)^2}{Fe_n}$$

For testing a one way sample the procedure is identical except the Chi-square is calculated only on rows. The expected frequency calculated for each cell in Table III.9 is used in the one sample Chi-square also. The Chi-square is calculated for each cell identical to the 5x11 table (Table III.9) but added across the row only.

<u>Statistical hypothesis.</u> The generalized null

hypothesis being tested is as follows:

> Ho: There is no difference between the observed and expected frequencies across the table.

Level of Significance.

Because only major trends are sought in this experimental design, errors of the type I - the unjust rejection of a hypothesis is more acceptable than errors of the type II - the failure to reject the hypothesis when in fact it is incorrect. For purposes of the study the .05 level of significance is acceptable.

VII. SUMMARY

The purpose of this study is to identify the student's own perception of their problems, and the related student personnel services available for the resolution of these problems. This chapter has endeavored briefly to describe each of the institutions involved, the student populations, the tools for securing the data, and the procedure for analyzing the data which is collected.

Having spelled out the problem, described the methodology for the study, and having collected and analyzed the data, an examination of its content is the next step in this study.

CHAPTER IV

THE ADMINISTRATORS PERCEPTIONS OF STUDENT PERSONNEL SERVICES

A: NORTHWEST NAZARENE COLLEGE

I. HEALTH AND PHYSICAL DEVELOPMENT[1]

Physical examinations. Each applicant for admission to Northwest Nazarene College is sent a blank to be filled out by his family doctor. This calls for a statement of fitness for college work, a declaration of any physical disabilities, and recommendations by the physician concerning physical education activities and size of study load.[2]

Each year the mobile chest x-ray unit of the State Tuberculosis Association visits the campus and "all students are urged" to avail themselves of this free service.

Curriculum. Some attention to hygiene is given in physical education courses. The curriculum also includes Personal and Community Hygiene, offered for credit in biological science or health education. In 1956-57 this

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[1]This heading compares to problem area I in the Mooney Problem Check List.

[2]Self-evaluation report, (Prepared for the Higher Commission of the Northwest Association of Secondary and Higher Schools, 1957), p. 212.

course was elected by fifty-five students.[3]

Medical care and hospitalization. Through the college physician, the college nurse, and Samaritan Hospital (adjoining the campus), the student health services provide for a physical examination at entrance, and the treatment and care of emergencies, acute illnesses, and accidents that occur during the school year. Students are not covered when employed "by others than the college." Hospitalization for a maximum of fifteen days in any one semester or twenty days in any one school year is included in the health service. Laboratory charges up to a maximum of $5.00, the normal charge for anaesthestic a normal charge for operating room and one major operation are included. X-ray charges up to a maximum of $10.00 per semester are included. Students must pay for all medicines used. To avail themselves of these privileges, students must use the college physician and hospital, and must pay the annual medical fee.[4]

II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT[5]

Finances

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[3]Ibid., p. 213.

[4]Northwest Nazarene College Catalog, (Nampa, Idaho, 1957-58), p. 29.

[5]This heading corresponds to problem area II in the Mooney Problem Check List.

Monthly payment plans. "Since some parents and students prefer to pay tuition, fees, room, board, etc. in monthly installments, we can offer this convenience under the Tuition Plan, Incorporated. The service charge is four per cent of the amount financed through the New York Company which provides the service. Those who do not wish to pay cash in full may use this method by paying a minimum of one-third of the total semester charges at time of registration. The balance is paid in equal monthly installments."[6]

Student loan funds. The balance in the student loan fund as of June 30, 1956, was $21,661.89. A four per cent service charge is made and the loans are all short-term loans, usually for a period of less than one year. One hundred students received loans during the 1956-57 school year. The average was approximately $200.00 per student.[7] Most of the loans were made at the beginning of the second semester "to help worthy students" to complete the academic year. The business manager, the associate business manager, and the president makes decisions on individual loans.[8]

Scholarships and grants-in-aid. Honor scholarships, activity scholarships, class scholarships, and foreign

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[6]Ibid., p. 23.

[7]Self-evaluation report, op cit., p. 219.

[8]Ibid., p. 219.

scholarships are made available to qualifying students by the administration. Six more scholarship funds bearing the names of persons or organizations offer from one hundred to four hundred dollars per student per academic year. In the 1956-57 school year, "Ninety students received approximately $9,650 in scholarships."[9]

The college has no system of grants-in-aid as such. Much of the student employment on campus is considered as grants-in-aid.

Living Conditions

Student housing. The dean of student is in charge of the over-all supervision of the living units. Each residence has a dormitory council and president elected by the students. This group works closely with the head resident in matters of program planning and discipline. "Some of the facilities are below standard."[10]

Maintenance of the dormitory is chiefly the responsibility of the associate business manager. "The student janitor service has not been fully satisfactory, but the limited employment opportunities of the city seem to call for its continuance."[11] Supplemental adult housekeepers

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[9] Ibid., p. 222.

[10] Ibid., p. 216.

[11] Ibid., p. 216.

have provided some improvement. Further, none of the dormitories are highly fire resistant, but periodic checks with the inspector of the local fire department are made in the interests of fire prevention.

"An area known as Vetville provides some thirty apartments for married couples, and an area for trailers."[12]

The selection and supervision of off-campus housing has not been a major problem since all students who are not living at home or with relatives must live in the dormitories. For exceptions to this rule, the student residence must be approved by the college president and the dean of students. The regulatory aspects of the student's life is of great concern in these decisions.

Food facilities. All dormitory students, both men and women, meet together in a central dining hall. "Aspects of courtesy, manners, good taste in dress, conversation, and sociability are encouraged in the dining hall."[13] Each week a student host and hostess are chosen. They are in charge of the details of announcements, introduction of guests, "saying of grace" and arranging for dinner music.

"The business manager and his wife check the menus periodically and occasionally key members of the administration arrange, without notice, to have dinner in the

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[12]Ibid., p. 215.

[13]Ibid., p. 218.

dining room."[14]

Adjoining, but separate from the dining room, and with its own outside entrance is a student coffee shop serving meals, snacks, and refreshments.

Student employment. Considerable effort is made in assisting students at Northwest Nazarene College in securing part-time employment on-campus and off-campus. Students seeking campus employment fill out a work application blank, which is used in grading and selecting persons. Those seeking secretarial work are given competency tests by the department of business. The business office, in consultation with the person or department requiring student help, selects students for campus employment.

The associate business manager, with the cooperation of the local state employment office, the chamber of commerce, and local businesses, gives some guidance in helping students find off-campus employment. "Probably sixty-five to seventy per cent of the students work part-time."[15]

III. SOCIAL AND RECREATIONAL ACTIVITIES[16]

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[14] Ibid., p. 217.

[15] Ibid., p. 230.

[16] This heading corresponds to problem area III in the Mooney Problem Check List.

Student Body Organization

The student council which meets three Wednesday evenings each month consists of the elected student president plus a representative from each college class. This council serves as the executive group of the Associated Student Body and directs or cooperates in all the extra-curricular activities of the campus. Among its activities are the following: (1) The semester budget, (2) the annual student-faculty reception, (3) the annual student officer's retreat, (4) Monday and Wednesday convocations, (5) social activities each Friday and/or Saturday nights, (6) the annual Thanksgiving banquet, (7) and Campus Day. The Dean of Students and the Director of Intra-Mural Activities are the faculty sponsors for the Student Council."[17]

Organized Social Groups. Twenty-six student groups are officially sponsored by Northwest Nazarene College. There are no local nor national fraternities or sororities on the campus. All the men students are included in the Associated Men's Students whose activities are "chiefly social (such as the stag party)" but may also include "constructive work projects."

All of the women students are included in the Associated Women's Students," an organization of social value for all of the co-eds." Each new woman student is given

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[17]Ibid., p. 223.

a Big Sister to help her in becoming acquainted with other students and the activities of the college. Some of the annual events sponsored by the women students are the Big-Little Sister Tea, the Pajama Party, Twirp Week, the Thanksgiving Banquet, Heart Sister Week, and the Senior Tea.

Special Cultural or Social Activities. Intellectual, social, musical, and other cultural activities are sponsored by and for the students. These include the community concert series, several student and faculty recitals, the Philharmonic Choral Society's presentation of Handel's "Messiah," and a number of lectures. Besides this, the Student Council maintains responsibility in cooperation with the dean of students for a regular weekend activity program on the campus.

Athletic Program. Every regular student is assigned to one of six societies. These societies present literary programs and encourage and manage the varied intra-mural athletic activities. "The interest and rivalry aroused by the society interests serve to build campus morale and to maintain school spirit."[18]

Intercollegiate activities. "Although intra-mural participation is our primary emphasis in athletics,

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[18]Northwest Nazarene College Catalog, op cit., p. 32.

varsity teams engage in competition in basketball, baseball, tennis, and track."[19]

IV-VII. PROBLEMS OF A PERSONAL AND PSYCHOLOGICAL NATURE[20]

Counseling Services

"Personal and social counseling is a function of the Dean of Students and Head Residents of the living units."[21]

"There are several levels of assistance given to aid unadjusted students."[22] If the difficulty manifests itself in the living unit, the dormitory head resident talks with the student in an effort to help him or her work through their problem. If the problem seems to be acute in the classroom, the professor spends time helping the student outside of class. If the problems seem to continue, the student is referred to the dean of students.[23]

The administration said,

"All behavior has a cause and the approach of the

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[19] Ibid., p. 32.

[20] This heading corresponds to problem areas IV-VII in the Mooney Problem Check List: IV Social-Psychological Relations, V Personal Psychological Relations, VI Courtship, Sex, and Marriage, VII Home and Family.

[21] Self-evaluation Report, op cit., p. 205.

[22] Ibid., p. 211.

[23] Ibid., p. 212.

dean in his counseling is to try to find the causitive factors and work from there. The counseling used is more of the non-directive approach with the belief that within each individual is the ability to improve if proper insight is gained. Of course, direct counseling is used at times, depending upon the individual and the circumstances being considered."[24]

Curriculum. The administration suggests that certain catalog courses including introduction to psychology, applied psychology, educational psychology, educational and vocational guidance, and mental hygiene, afford provisions for instructions in mental hygiene.

VIII. MORALS AND RELIGION[25]

Northwest Nazarene College sees itself with "a specific mission to fulfill."[26] The warp and woof of the student personnel services is an organized effort "to develop the spiritual life" of the student and to "build Christian character." This thread of religious emphasis runs from the formally stated institutional objectives, to the class sessions which open with prayer, to the organized and unorganized student prayer meetings - leaving no individual, organization, or aspects of the college untouched.

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[24]Ibid., p. 212.

[25]This heading corresponds to problem area VIII in the Mooney Problem Check List.

[26]Northwest Nazarene College Catalog, op cit., p. 30.

In a section of the catalog under the heading "Religious Life" the following activities and organizations for Christian service are listed as vital agencies of the college or of College Church:" (1) Required courses in religion. All full-time students are required to take eight credits of Biblical Literature or theology.

(2) Students are required to attend chapel services (major emphasis religious) five times weekly.

(3) On Sunday students are expected to attend Sunday Bible School and the morning and evening church services. "...Regular church attendance is required of all students."

(4) "The college has had its own mid-week service so long that it has become a tradition." Attendance is required of resident students.

(5) The Nazarene Young People's Society of College Church "offers a challenge to college young people for Christian training."

(6) The Miller lectures on "practical aide and advice to young people going out to special Christian service," and the Mangum lectures "perpetuating the missionary ideal and interest on the campus of Northwest Nazarene College" are yearly events.

(7) The Foreign Missions Band "composed of those who have responded to a definite call to foreign missionary work" and the Christian Worker's Band, an "Organization of Students interested in Home Mission activity" furnishes an outlet for zealous students.

(8) The Shepherdess Club "composed of the wives of ministerial students" meets monthly. This group is sponsored by the wife of the college president.[27]

All administration and faculty are available for religious counseling.

IX. ADJUSTMENT TO COLLEGE WORK[28]

Admission Requirements

Applicants who express a "willingness to abide by the standards of conduct set forth in the Campus Code," who have a certification of health signed by a physician, and who possess a "transcript of high school records indicating graduation from an accredited senior high school or a transcript indicating completion of satisfactory work beyond high school graduation in an accredited college" are generally admitted to Northwest Nazarene College student body.

Orientation Program

Pre-registration orientation. Upon approval for admission, the applicant is notified by letter. Subsequent correspondence with the student gives suggestions

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[27]Ibid., p. 31-32.

[28]This title corresponds to problem area IX in the Mooney Problem Check List.

about equipment needed for dormitory rooms, dates of availability of rooms, first meals served, and the orientation convocation. The associated student body office sends a letter of greeting, enclosing the student's handbook, "Keys To The Kampus." A letter is also sent to the parents of the applicant with data concerning costs and financing of college expenses. "Often additional pre-enrollment orientation takes place in correspondence with the various offices of the college and through contacts with official college representatives and alumni.[29]

Students are met at the train and bus stations by representatives of the Associated Students. Each freshman is given a "dog tag," a cardboard tag with his name typed on it. This is worn for the first three days after arrival. At each regular activity the student attends his tag is punched.

For three days the new student is subjected to an intensified program which alternates appropriately from social activity, to intensified testing, to subtle propagandizing.[30]

An integral part of the orientation program is the daily chapel period.[31]

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[29]Self-evaluation Report, op cit., p. 200.

[30]Ibid., p. 201.

[31]Ibid., p. 202.

The orientation program is continued through a first semester Introduction to Psychology course, not compulsory but, on the authority of the administration, "taken by most students."

Educational Guidance Program

Guidance during registration. Approximately fifteen teachers are chosen to act as official advisors for lower division students. This group meets with the chairman of the lower division before each registration to review procedures and policies and to consider the schedule of courses for that semester. Instructors in every curriculum offered are used on this panel, but each is expected to give special attention to guiding the students in general education. Each freshman and sophomore must obtain the approval of one of these advisors for his schedule."[32]

Special advisors are appointed to approve the schedules of juniors or seniors in Religion. Juniors in other fields confer with any one of three faculty members appointed for that purpose. Seniors confer with the academic dean or with a special senior advisor appointed by the dean.

"These schedule advisors are aided by reports of test results and extensive check sheets, prepared by the registrar's office, to show the progress of the student toward

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[32]Ibid., p. 203.

meeting each of the requirements for graduation."[33]

Guidance after registration. General educational guidance is conducted by the dean of the college and the chairman of the lower division. "In general this consists of conferences concerning changes in schedule or withdrawal from courses."[34]

Northwest Nazarene College has a special program for students having academic difficulty during the semester. Every four or five weeks each instructor reports those students whose progress is unsatisfactory. A list is compiled of all students reported as failing or incomplete in any course or at a "D" level in two courses. This list, known traditionally as the Bench List, serves both as a roster of those ineligible for participation in intra-mural or varsity competition and as a warning list. As a student improves his grades, his name is removed in weekly revisions of the list.

The Academic Dean requests each junior and senior on the list to come to the office for a conference.

The Lower Division Office sends to each freshman and sophomore on the list, a form to be signed by each instructor who has reported work to be unsatisfactory. The purpose of this form is to insure a conference between

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[33]Ibid., p. 203.

[34]Ibid., p. 204.

students and instructor. Each student who has several deficiencies or who does not soon remedy his difficulties is asked to have a conference with the chairman of the lower division.

Diagnostic and Remedial Services

"Freshmen who make low scores on the English test must enroll for remedial work in English. They are placed in the regular sections of Freshmen Composition which meets three hours per week, but must attend two additional periods per week without credit."[38]

There is no similar program in remedial reading "for lack of a qualified instructor who could be spared from other assignments for this duty."

Testing Program

All incoming freshmen are given an English Test and the Psychological Examination. These two tests along with the Bell Adjustment Inventory and their respective results go to the files of the Dean of Students. "These data are used in most of the counseling interviews."[39] Supplementary freshmen tests include tests in general achievement, Bible knowledge, and musical aptitude.

In the Introduction to Psychology course which serves as an aid to freshman orientation, an educational aptitude

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[38]Ibid., p. 207.

[39]Ibid., p. 211.

test is given.

In the sophomore program, a cooperative English and reading test, cooperative general culture test, and cooperative contemporary affairs test are included.

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL[40]

Curriculum

In the Introduction to Psychology course which "is elected by a majority of the students, often in the freshman year," a planning paper in which the student elects an occupation is considered a major project. "He analyzes the requirements of the occupation as to aptitudes, personality qualifications, and educational preparation. He then attempts a self-analysis using the results of his entrance tests, a test of mental abilities, and an inventory of occupational interests. He endeavors to arrive at a frank appraisal of his probabilities of success and a plan of future training necessary."[41]

Vocational and Educational Counseling

"The members of the teaching staff act as counselors concerning occupations related to their teaching fields."

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[40]This heading corresponds with problem area X in the Moody Problem Check List.

[41]*Ibid.*, p. 205.

They endeavor to bring occupational information to the attention of students through class lectures, departmental club meetings, and occasionally through chapel programs. Vocational counseling often occurs in interviews with the dean or chairman of lower division concerning educational matters or with the Dean of Students concerning personal or social problems."[42]

"Religious counseling most often involves the pastor of the College Church or the president of the college, but students often confer with their teachers concerning spiritual matters."

Placement Services

"Present placement services at Northwest Nazarene College seem to be adequately provided."[43] The teacher placement bureau serves as a clearing house between prospective teachers and employers. Numerous government agencies, civil, and military, and some businesses have representatives who visit the campus regularly. The Dean of Students usually assists in arranging interviews. Further placement announcements are posted on departmental bulletin boards, and given emphasis by direct contacts between faculty and students.

Graduates who anticipate continued formal education

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[42]Ibid., p. 206.

[43]Ibid., p. 231.

are apprised of fellowships and scholarships through the help of their major advisors.[44]

XI. CURRICULUM AND TEACHING PROCEDURES

Students at Northwest Nazarene College are given opportunity to express reactions and initiate moves affecting curricular modifications.

Teacher-student rating forms help instructors ascertain reactions to their courses. "It is assumed that instructors modify course content and instructional techniques in the light of the student reactions as they deem wise."[46]

Prior to registration at mid-year and again before the close of the academic year in June, students are asked to examine the program of studies to be offered in the following semester and ascertain the extent to which the program meets their needs. Students are invited to make suggestions for the revision and modification of the program of studies. "The program of studies is revised in

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[44]Ibid., p. 231,232.

[45]This heading corresponds to problem area XI in the Mooney Problem Check List.

[46]Ibid., p. 86.

in the light of this experience as deemed wise."[47]

The Senior Seminar which includes an evaluation of total instruction and curriculum is used to locate areas for investigation and study. This seminar is taught by the president.

Annually, the administrative offices of the college and student leaders plan a two-day retreat "in order to ascertain the student reaction in the total program of the college and in order to develop a cooperative, democratic climate."[48]

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[47]Ibid., p. 86.

[48]Ibid., p. 86.

B: OLIVET NAZARENE COLLEGE

I. HEALTH AND PHYSICAL DEVELOPMENT[49]

Physical examinations. Each applicant for admission to Olivet Nazarene College is sent a blank to be filled out by his family physician. This calls for a statement of fitness for college work, a declaration of any physical disabilities, and recommendations by the physician concerning physical education activities and size of study load.[50]

Curriculum. Although no mention of attention to hygiene is made in literature of the student personnel services at Olivet Nazarene College the course descriptions in the catalog would suggest that this is included in the compulsory physical education courses.

Medical care and hospitalization. The college provides a health service including a clinic and dispensary. The college physician and full-time registered nurse maintain regular office hours on the campus. The medical fee of $4.00 entitles the student to these services including ordinary medicines. The fee does not cover the cost of x-rays, special medicines, or hospitalization.

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[49]This heading corresponds to problem area I in the Mooney Problem Check List.

[50]This information taken from mimeographed material made available to the prospective student and his physician.

Group accident and health insurance is available to all students for a fee of $7.00 per semester. All students participating in intra-mural activities are required to carry this protection. All others are charged a fee unless a waiver declining this protection is signed. Benefits under this plan are paid in addition to any benefits a student is entitled to under any other personal policy or membership in any other hospital association.[51]

A little booklet "A Doctor's Advice," by the campus physician, is distributed to all students. In the opening paragraphs, the doctor says,

> "For several years I've listened to, observed, treated, and advised scores of students and have found too many who have fouled up their schooling because they've tried to do too much, too long, with too little strength, in too little time, with too little means..... May I offer some counsel pertinent to the physical, intellectual, and spiritual well-being of ONC students? If intelligently regarded it may spare you some life-long regrets and aid you in making the most of these valuable years, your college years."

With this introduction the doctor proceeds to discuss matters under the general headings of (1) time and energy, (2) weekend activities, (3) eating, (4) recreation, (5) spiritual activity, (6) and money. He concludes "finally keep your conscience void of offense toward God and man.

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[51]Olivet Nazarene College Catalog, (Kankakee, Ill., 1956-58), p. 25-26.

It is necessary for good health."[52]

II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT[53]

Finances

Methods of payment. "Any financial arrangements entered into between the college and its students will be binding on the college only if such an agreement is in printed or written form."[54] Olivet Nazarene College does not use the services of any outside firm in financing college accounts. All bills are due within ten days after the registration dates. However, for those unable to pay cash, a deferred payment plan is available to cover a portion of the enrollment charges. One-fourth of the total college bill is required to be paid down at the time of registration. The balance may be paid in equal weekly, semi-monthly, or monthly installments with the final payments falling due ninety days from the date of registration. "Any student whose account has become delinquent is barred from class attendance until cleared

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[52]Laurein I. Seaman, Md., A Doctor's Advice, a mimeographed bulletin distributed to all students, pp. 8.

[53]This heading corresponds to problem area II in the Mooney Problem Check List.

[54]Olivet Nazarene College Catalog, op cit., p. 20.

by the Business Office." A 6% per annum interest charge is made against any unpaid portion of a student account at the end of the semester. "No degree will be conferred or credit transferred until all accounts and notes are paid in full."[55]

Student loan funds. There are five loan funds available to students for aid in meeting financial needs. These funds total $17,400. Loans from these funds are supervised and authorized by the Faculty Loan Fund Committee.

Scholarship and grants-in-aid. "A number of scholarships have been made available for the aid of students who qualify for them."[56] The college catalog lists twenty scholarships and opportunities for grants-in-aid, which vary from $25.00 to $500.00 per semester or year.

Living Conditions

Student housing. The housing service is under the supervision of a faculty-created committee including elected faculty representatives and student representatives from the Women's Residence Association, the Men's Dormitory Association, and other college housing areas. The direct supervision of the housing of students on the

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[55]Ibid., p. 20-21

[56]Self-survey, (A report to the North Central Association of Colleges and Secondary Schools by Olivet Nazarene College, Kankakee, Ill., 1954), p. 57.

campus and the approval of all accommodations off the campus rests with the Dean of Students, Assistant Dean of Students, and the respective residence counselors. The Business Manager supervises the housing facilities for married students in college-owned units.

Food facilities. All dormitory students, both men and women, meet together in a central dining hall. Food services are handled by a professional catering service which specializes in college food facilities.

Student employment. The college sees its own employment service as a direct financial aid to worthy students.[57] A study made at the end of the first semester, 1953-54, revealed that 176 students were employed part-time on Olivet campus and 349 were employed outside the college community. Employment counseling "utilizing cumulative records kept in the Placement Office," is available to assist students in obtaining satisfactory employment aid.

III. SOCIAL AND RECREATIONAL ACTIVITIES[58]

Student Body Organization

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[57]Ibid., p. 58.

[58]This heading corresponds to problem area III in the Mooney Problem Check List.

The student council which is the governing unit of the Associated Students of Olivet Nazarene College, is a "laision organization between the students and the administration." All matters of interest to the student body which it desires to have presented to the administration or to the faculty are presented through the council. It is the function of the council to interest itself in all activities of the student body. The purpose of the student body organization is clearly defined in the Amended Constitution of the Associated Students of Olivet Nazarene College,"

> "We, the students of Olivet Nazarene College, in order to secure a closer relationship between the students and the administration, to provide for the regulation and coordination of student activities, and to foster and perpetuate desirable practices and traditions among the students of the college, do ordain and establish this constitution....."[59]

The first "Annual Student-Administrative Workshop" was held September 2 and 3, 1957 for the purpose of closer coordination between the administration and the student body organization.

Organized Social Groups. The physical accommodations for social activities of an informal nature are the dormitory parlors, the student lounge, and the Wagon Wheel (recreational center housed in the gymnasium). The latter

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[59]Campus Cues, Student Handbook, (Olivet Nazarene College, 1957-58), p. 33.

two are supervised and operated by the student council. There is a definite feeling of need for additional facilities. The Alumni and the Student Council groups are considering plans for the launching of a program in the interests of a student union building."[60]

Through the student-faculty lyceum committee which is a sub-committee of the Calendar and Activities Committee, a series of programs is provided each year.

The active scholastic clubs and organizations such as the Future Teachers of America, the Gale Organ Guild, Natural Science Club, Commerce Club, English Guild, Platoniam, Philosophical Society, the International Clubs, Home Economics Club, and Linguistic Society" contribute much to the social life of the campus as well as to the educational development in these areas."[61]

Special Cultural or Social Activities. The music and speech departments make available a variety of cultural programs. The "Messiah" is given annually to overflow audiences. The Olivet Symphony gives two annual concerts. The lyceum series is cultural in nature. To relate the college more effectively to the community, several of these programs are presented at a downtown auditorium.

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[60] Self-survey, op cit., p. 56.

[61] Ibid., p. 57.

Athletic Program. "The physical facilities available for student activities and athletics such as the gymnasium swimming pool, and athletic fields are quite adequate."[62] Through the intra-mural program opportunity has been provided for students to participate in baseball, softball, touch football, tennis, croquet, horsehoes, basketball, volleyball, table tennis, swimming, indoor track, and track and field events. The Athletic Committee is composed of both faculty members and students and is the group which deals directly with athletic policy and problems. Olivet Nazarene College has no inter-collegiate athletic program.

The competitive athletic program at Olivet Nazarene College is organized on an intra-mural basis with three societies participating, the Indians, the Spartans, and the Trojans. Soon after arriving on the campus, each student becomes a member of one of these societies either by invitation, choice, or placement. It is the feeling of the college community that the most fun can be obtained through an active participation in the athletic program. An annual trophy is awarded the winning society.

IV-VII. PROBLEMS OF A PERSONAL AND PSYCHOLOGICAL NATURE[63]

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[62] Ibid., p. 56.

[63] This heading corresponds to problem areas IV-VII in the Mooney Problem Check List: IV Social-Psychological Relations, V Personal Psychological Relations, VI Courtship, Sex, and Marriage, VII Home and Family.

Counseling Services

"Recognizing that the student may have a wide variety of problems, Olivet seeks to serve its students through the counseling and the guidance program by making capable and mature counselors available to each student."[64] Each entering student is assigned to a selected faculty member who serves as his counselor until he has chosen his major and then assigned a major advisor.

Besides his assigned or chosen counselor, the student is encouraged to take advantage of all special counseling personnel such as the Counselor-at-large, the Head Resident Counselor for Women, the Head Resident Counselor for Men, the College Physician or Nurse, the College Pastor, the Dean of Students, Registrar, Business Manager, the Dean of the College, and the President of the College.[65] The counselor-at-large has no official administrative responsibility, devoting full-time to counseling. Approximately thirty per cent of the student body seek his counsel in an academic year.[66] Besides the academic counselors and the counselor-at-large, the student handbook refers students to any member of the administration or faculty whom you think could be of assistance in the

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[64]Olivet Nazarene College Catalog, op cit., p. 24.

[65]Ibid., p. 24.

[66]Self-survey, op cit., p. 54.

solution of your problems.[67]

The Faculty Handbook states the objectives of counseling at Olivet Nazarene College:

"1. To orient the freshman and transfer students and aid in their personal adjustment to college life.
2. To discover the student's interests, abilities and needs; to help him outline a school program that will make maximum use of these interests and abilities and insofar as possible, meet his needs.
3. To bring the student to face his problems and possibilities; to put him in a position to discover, for himself, a solution for his problems and make plans for future development and life.
4. To help the student to become increasingly self-directive and to develop a willingness to assume responsibility."[68]

The Faculty Counseling Program is organized, first, "with a view to a maximum amount of student-faculty rapport, commensurate with economy of staffing. By all participating the load is not too heavy on any one person. Secondly, it is based on the principal that each faculty member at Olivet Nazarene College has a vital personal interest in the students, which in turn is the foundation for good counseling.[69]

VIII. MORALS AND RELIGION[70]

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[67]Campus Cues, op cit., p. 22.

[68]The Faculty Manual (Olivet Nazarene College, revised, (Kankakee, Illinois, 1954), p. 35.

[69]Ibid., p. 36

[70]This heading corresponds to problem area VIII in the Mooney Problem Check List.

Six of the seven paragraphs in the "Olivet Nazarene College Student Pledge, "required of all," relate to conduct of a moral nature. The one paragraph in the pledge which excepts this emphasis is concerned with the use of automobiles.[71]

The chapel service at Olivet is considered a vital part of the program of the college. It is one activity in which the entire college personnel faculty members and students participate; it is held four times a week. Attendance is compulsory.

In a follow-up study of seniors graduating in 1949, 1950, and 1951, it was indicated by the returns that "96 per cent of Olivet graduates attend Sunday morning worship services regularly, and that 65 per cent of them attend mid-week church services regularly."[72]

In keeping with the religious character of the college, all teachers open classes with prayer. "This is

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[71]Portions of the student pledge are as follows: (1) The complete abstinence from the use of tobacco in any form, and alcoholic liquors. (2) Students shall refrain from using profane language and taking the name of God in vain. (3) Students will refrain from entertainment not to the glory of God, including attendance at the theater, the ballroom, and like places. (4) (Concerning the use of automobiles.) (5) Regular attendance at the Sunday and week day services of your church. (6) The taking of required courses in Biblical Literature and Christian Doctrine, these requirements are not waived on the basis of church affiliation. (7) Regular attendance at daily chapel services.

[72]Self-survey, op cit., p. 89.

not to be thought of as a devotional period but rather a sincere invocation."[73]

IX. ADJUSTMENT TO COLLEGE WORK[74]

Admissions Requirements

Students are admitted to Olivet Nazarene College upon presentation of satisfactory testimonials of character and scholarship, in three ways: (a) Admission by certificate. Candidates for admission to freshman standing may present a certificate of graduation from an accredited four-year high school or academy showing the studies perused, the time devoted to each subject and the credits received. "The students shall present a high school grade average of C or above, or rank in the upper three-fourths of his graduating class." The recommendation of the principal for the admission of the candidate to the college is desirable. (b) Admission by examination. Mature persons above high school age (21 or over) who have not completed high school, but who have had other opportunities to develop educationally, may be cleared for entrance in Olivet Nazarene College by special examination designed for that purpose. (c) Admission to advanced

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[73]Teacher's Handbook, op cit., p. 24.

[74]This heading corresponds with problem area IX in the Mooney Problem Check List.

standing. Students from other accredited colleges with standards equivalent "to our own seeking admission to advanced standing in the college must present evidence of honorable dismissal from the institution last attended and a certificate indicating the previous standing and work accomplished.[75] Students from other institutions given advanced standing in this college must show a grade average of C or above.

The writers of the self-survey make this observation concerning the student body of Olivet Nazarene College:

> "Members of the Church of the Nazarene, for the most part, are in what would be considered the lower middle and lower strata socially, culturally, and financially. In order to serve the church adequately, the college admits students to the upper-three-fourths of their high school classes in scholarship. While the college feels an obligation to the young people of the church, that obligation extends only to the point of giving them opportunity to do college work. This does not suggest that we are obligated to guarantee their success.
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> "Of the 224 beginning freshmen enrolled in September of 1953, twenty-four were in the upper ten per cent of their high school class, 130 in the upper fifty per cent, 60 in the third quartile, and 30 in the lowest 25 per cent, were cleared for admission by passing the "General Educational Development Tests."

Orientation Program

Pre-registration orientation. Upon approval for admission, the applicant is notified by letter. Subsequent correspondence with the student gives suggestions

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[75] Olivet Nazarene College Catalog, op cit., p. 30.

about equipment needed for dormitory rooms, dates of availability of rooms, first meals served, and the orientation convocation.

The first three and one-half days of the school year are given to the orientation of freshmen. This program is made up of a variety of activities, religious, educational, social, and recreational, designed to help the beginning student to make the transition successfully from high school to college. Diagnostic tests and inventories of interests and abilities are administered.[76]

Educational Guidance Program

Guidance during registration. During the first day of freshmen orientation week, each freshman and new student is assigned to his or her counselor by the dean of students and his assistants. This is done after a conference with each student in which his interests, needs and apparent abilities are explored. These counselors are a selected group of faculty members assigned to this task by the dean of the college.

Each counselor (advisor) meets with students during the orientation program and helps with registration. This requires a thorough knowledge on the part of the teacher of the institutional objectives and the catalog

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[76]Faculty Handbook, op cit., p. 36.

requirements."[77]

In any serious disciplinary action, the student's counselor is invited to sit with the committee in charge. Permission to withdraw or to change a course requires the signature of this counselor.

Guidance after registration. As soon as the student chooses his subject major, he is assigned to his major professor for future counseling.

A cumulative record is kept for each student and is available to all faculty members. Results in the orientation tests, in deciles based on Olivet Nazarene College norms, are included in the records as well as the names of courses taken and the grades reported.

Each faculty member prepares an end-of-the month report on superior and inferior students. Also each counselor prepares a report on his counselee at the mid-semester point, at the mid-year, and the end of the year.

Diagnostic and Remedial Services

"One of the most common problems hampering progress of good and poor students alike is the inability to read well."[78] It is planned that the remedial reading clinic will be opened soon, "to attack this problem on an individual basis." A remedial English course is required

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[77]Ibid., op cit., p. 36.

[78]Self-survey, op cit., p. 44.

of all students who rank low on the Sophomore English test.

Testing Program

Tests used in the freshman and sophomore program include the following:

"(1) American Council on Education Cooperative General Achievement Tests, revised series, Test One, A Test of General Proficiency in the Field of Social Studies, form X.

"(2) Cooperative Tests, Cooperative General Culture Tests, form XX.

"(3) Educational Testing Service, Cooperative English Tests, single booklet edition, form Y, reading comprehensive.

"(4) The 1947 edition American Council on Education, Psychological Examination for College Freshmen.

"(5) Thurston's Temperament Schedule.

"(6) Kuder Preference Record, form bb.

"(7) Cooperative Contemporary Affairs Test for College Students, form 1957.

"(8) Educational Testing Service, Cooperative English Tests, Single booklet edition, form RX, reading comprehensive.

Tests one through six constitute the battery of freshmen tests given. They are given during the period of freshmen orientation prior to the first semester registration. The Sophomore testing program consists of test one, two, seven, and eight. These tests are given in April of the

sophomore year.

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL[79]

In 1954 a student questionnaire revealed that 55 per cent of the upper division students planned to do graduate work. Of lower division students, 77 per cent planned to complete their work at Olivet College, "thus indicating a reasonable degree of satisfaction on the part of the students."[80] Reasons for not planning to complete college included financial, low scholarship, and marriage. A student survey reported by the faculty, suggests that "well over one-half of the graduates chose the vocation they are now pursuing before entering Olivet."[81] The self-survey explains this in two ways

> "The religious orientation of the students and the demands of our culture explain the strong enrollment for those degrees in courses which will prepare them for vocations involving service. The curriculum has been designed to give professional training for the Christian ministry, elementary and secondary education, church and school music, social service, and lay religious leadership. Many of these students come from lower income groups and are necessarily very

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[79]This heading corresponds to problem area X in the Mooney Problem Check List.

[80]Self-survey, op cit., p. 35.

[81]Ibid., p. 36.

conscious of the needs of vocational confidence."[82]

Placement Services

The placement of all graduates, including teacher placement, and all student employment has been under the supervision of the Director of Placement. Complete records are kept on all students and graduates seeking the assistance of the placement service. Since 1954 Olivet's Placement Service has cooperated at Lake Forest College with several other colleges in a Senior Contact Day. It is the plan of the placement office to continue this program.

Special attention is given to teacher placements. The placement office endeavors to keep in contact with the needs and requirements of the schools of the state and surrounding area and with the qualifications of its candidates who are trained for this service. The placement office attempts to serve both the schools and the candidates by selecting carefully those who are recommended to satisfy the requirements of the schools to which they may go. The work of the student in both his professional and academic courses is organized and kept on file. The record sheets are made up with the cooperation of the faculty members who know the work of the students. Confidential information organized in an approved form is

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[82] Ibid., p. 36.

available for the convenience of school officials. This includes personal information, college hours of preparation, academic records, extra-curricular activities, personal evaluation by instructors, and records in student teaching. The work of placement is at the service of all graduates.

XI. CURRICULUM AND TEACHING PROCEDURES[83]

The Purdue Rating Scale of instruction was adopted in 1951 and is furnished to teachers who wish to use this system. "The results are the property of the teacher and he is not obligated to divulge them to anyone."[84] These devices are thought appropriate "to keep the faculty alert to the best methods and to their own weaknesses."

Although there is evidence that the administration and faculty have keen interests in continued adjustment and improvement of the curriculum,[85] there is no evidence that students have a voice in the adjustment and formulation of curriculum programs.

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[83]This heading corresponds to problem area XI in the Mooney Problem Check List.

[84]Self-survey, op cit., p. 43.

[85]Ibid., p. 87.

C: BETHANY NAZARENE COLLEGE

I. HEALTH AND PHYSICAL DEVELOPMENT[86]

Physical examinations. A student entering Bethany Nazarene College for the first time is required to undergo a physical examination by the college physician including a chest x-ray. A medical appointment is made for each student. Those who fail to keep these appointments are required to pay for an examination.

Curriculum. Physical Education, Hygiene and Sanitation, and First Aid courses are used particularly to help encourage and instruct students in matters of physical health.

Medical care and hospitalization. The college maintains a health center on the campus. This consists of a reception room, a treatment room, a sick-bed infirmary, and nurses' quarters. It is arranged so that a two-bedroom can be used as an isolation ward. Provisions are also made for surgical cases in the hospitals of Oklahoma City. No medical and hospitalization insurance program is provided.

II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT[87]

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[86]This heading corresponds to problem area I in the Mooney Problem Check List.

[87]This heading corresponds to problem area II in the Mooney Problem Check List.

Finances

Methods of Payment. Students who enter Bethany Nazarene College are expected to make satisfactory financial arrangements upon registration. However, if a student cannot pay all charges in advance, he may arrange as follows:

(1) At least one-third of all expense is required in cash at the time of registering.

(2) Notes must be signed for the balance of charges to be paid in full by mid-semester.

(3) Students who do not pay their notes on schedule or make satisfactory arrangements with the business office are not allowed to continue in school after such notes fall due.

(4) Transcripts are not released, and no student allowed to graduate until all accounts are "cared for" at the business office.

The college does not use the services of an outside firm for financing student accounts.

Student loan funds. The college has a limited amount of funds available for loans to students to cover actual school charges. All loans are covered by notes drawn in legal form and executed in the business office of the college. "Usually" these notes are secured by a co-signer. The note bears interest at the rate of 6% per annum beginning at the date the payor leaves school. Loans are made from three separate funds. In the past three years

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one hundred eighty-six loans totally $34,688.49 were made to students. The average amount loaned per student was $186.50 while the largest single amount was $646.20.

Scholarships and grants-in-aid. Scholarships at Bethany Nazarene College are granted primarily on the basis of excellency in scholastic achievement. Awards are made by the scholarship committee; the president is chairman. "Approximately seventy-five scholarships are granted each year, with thirty-five to forty of these going to freshmen." The maximum amount of scholarships granted has been $221.00, and the average amount of scholarships granted is approximately $75.00.

Certain local churches assume the responsibility for assisting students with their expenses, but since these funds are administered locally by specific congregations, they cannot be included in the college catalog. An example of this type of assistance is the St. Petersburg, Texas Church of the Nazarene which devotes 5% of its total income to assisting students at Bethany Nazarene College.

Living Conditions

Student housing. The college operates two dormitories for women which house a total of 267 students. Other dormitories accommodate 276 men. Off-campus housing for single students is "also under the supervision of the college." Single students are allowed to live in approved houses only. Approval is given after inspection by representatives of the Department of Personnel Services. Housing

for single students is handled in the office of the dean of students.

Housing for married students is provided in college-owned and leased apartments and in dwellings, apartments, and duplexes in the community. Housing for married students is under the direction of the business office.

Food facilities. The dining hall is under the direction of a dietitian who plans menus, has the general oversight of food preparation, has charge of purchasing and administers personnel policy. Both men and women board in the dining hall in the new Memorial Student Union Building.

Student employment. Part-time employment is available to students in the college, and surrounding area. Every effort is made to aid students in obtaining this employment. While the general supervision of this student employment placement is under the Dean of Students, primary responsibility is given to the General Office Manager. "There is close cooperation between the office of the dean of students and the business manager of the college."[88] In a recent year 417 students, or approximately 50% of the student body were involved in part-time employment. Sixty-four students did housework, fifty-six

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[88]Self-survey report, (to the Commissions on Colleges and Universities of the North Central Association of Colleges and Secondary Schools, July 1, 1955), p. 119.

for single students is handled in the office of the dean of students.

Housing for married students is provided in college-owned and leased apartments and in dwellings, apartments, and duplexes in the community. Housing for married students is under the direction of the business office.

Food facilities. The dining hall is under the direction of a dietitian who plans menus, has the general oversight of food preparation, has charge of purchasing and administers personnel policy. Both men and women board in the dining hall in the new Memorial Student Union Building.

Student employment. Part-time employment is available to students in the college, and surrounding area. Every effort is made to aid students in obtaining this employment. While the general supervision of this student employment placement is under the Dean of Students, primary responsibility is given to the General Office Manager. "There is close cooperation between the office of the dean of students and the business manager of the college."[88] In a recent year 417 students, or approximately 50% of the student body were involved in part-time employment. Sixty-four students did housework, fifty-six

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[88]Self-survey report, (to the Commissions on Colleges and Universities of the North Central Association of Colleges and Secondary Schools, July 1, 1955), p. 119.

did yard work and landscaping, while the next most popular part-time employment was sales work done by forty-one students. Office work, cafeterias, and child care were also popular as student work.

All students employed by the college are expected to do their work "faithfully and consistently; failure to do so causes one to forfeit his opportunity to continue such employment." Weekly reports are made to the business office covering the amount of work done by each student. "In order to be eligible for employment by the college, a student must maintain a grade point average which is now lower than the minimum standards of scholarship listed in this catalog."[89]

III. SOCIAL AND RECREATIONAL ACTIVITIES[90]

Student Body Organization

"The student council is the executive committee of the student body."[91] The council has "general charge of student activities and promotes cooperation and good will on the college campus." The student government is

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[89] Bethany Nazarene College Bulletin, Bethany Oklahoma, (1958), p. 31.

[90] This heading corresponds to problem area III in the Mooney Problem Check List.

[91] Bethany Nazarene College bulletin, op cit., p. 24.

representative.

Organized Social Groups. "Bethany Nazarene College offers organizations that will help you develop socially, scholastically, and spiritually."[92] Twenty-six different student organizations are listed in the student handbook. The college catalog organizes these student groups under four headings: (1) The Student Council, (2) Religious Organizations, (3) Departmental Organizations, (4) Honor Society.

Special cultural or social activities. A series of concerts are given each year by the various college musical organizations and by members of the faculty in the music department. The music department also maintains the college band, the oratorio chorus, the male choir, the trebel choir, men's quartets, women's trio, and the A Cappella choir. These different groups give concerts each year. A major oratorio is presented each semester by the combined musical groups of the college. Two lecture series are presented each year. One series is on "Christian Service" the other on "Evangelism."

Athletic Program. Health, physical efficiency, and recreational activities, therefore, are regarded as major objectives of the college program. To attain these objectives an extensive program of intra-mural rather than

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[92]Ibid., p. 29.

inter-collegiate activities is carried on."[93] This program is directed by regular members of the faculty.[94]

The intra-mural athletic program consists of touch football, basketball, softball, volleyball, track, archery, and tennis. A competitive program in these sports is carried on by the organized leagues within the college. A system of awards for those excelling in the leading sports has been adopted. Nominations are made by students from members of the competing teams. Elections are confirmed and certified by the Athletic Committee. In a recent year 232 students or 27% of the student body took part in this program.

IV.VII. PROBLEMS OF A PERSONAL AND PSYCHOLOGICAL NATURE[95]

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[93]College catalog, op cit., p. 24.

[94]To insure the effectiveness of the athletic program, the following objectives have been formulated: (1) To make the program of intra-mural athletics an integral part of the educational program. (2) To provide an opportunity for all students to participate in a variety of physical education activities. (3) To afford opportunities for education of both participants and spectators, to insure a satisfactory emotional acceptance of physical education. (4) To provide direction of the program by regular members of the faculty with a background of professional education in help and physical education.

[95]This heading corresponds to problem areas IV-VII in the Mooney Problem Check List: IV Social-Psychological Relations, V Personal Psychological Relations, VI Courtship, Sex, and Marriage, VII Home and Family.

Counseling Services

"All the members of the faculty devote some time to student counseling."[96] The following administrative offices are listed in the catalog as being "especially prepared for counseling services:" (1) President of the college: "The student will find the president ready to discuss any spiritual, educational, physical, or economic matters in which he feels the need of guidance."[97] (2) Dean of Students: "The Dean of Students devotes a major portion of his time to student counseling. He is in a position to assist the student in making adequate personal adjustment to college life."[98] (3) Dean of the college: "The Dean of the College is especially qualified to counsel with the students concerning educational problems, and problems of personal scholastic achievement. He will gladly discuss such matters as vocational selection, preparation for professional or graduate study, selection of majors or minors, study difficulties, programs of study, or choice of curriculum."[99] (4) Registrar: "All problems concerning grades, credits, classifications, or transcripts

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[96]Ibid., p. 36.

[97]Ibid., p. 36.

[98]Ibid., p. 36.

[99]Ibid., p. 36.

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Counseling Services

"All the members of the faculty devote some time to student counseling."[96] The following administrative offices are listed in the catalog as being "especially prepared for counseling services:" (1) President of the college: "The student will find the president ready to discuss any spiritual, educational, physical, or economic matters in which he feels the need of guidance."[97] (2) Dean of Students: "The Dean of Students devotes a major portion of his time to student counseling. He is in a position to assist the student in making adequate personal adjustment to college life."[98] (3) Dean of the college: "The Dean of the College is especially qualified to counsel with the students concerning educational problems, and problems of personal scholastic achievement. He will gladly discuss such matters as vocational selection, preparation for professional or graduate study, selection of majors or minors, study difficulties, programs of study, or choice of curriculum."[99] (4) Registrar: "All problems concerning grades, credits, classifications, or transcripts

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[96]Ibid., p. 36.

[97]Ibid., p. 36.

[98]Ibid., p. 36.

[99]Ibid., p. 36.

may be discussed freely with the registrar.[100] (5) Business Manager: "The Business Manager is always willing to assist the student in problems involving finance, housing, or employment."[101] (6) Men's and Women's Counselors: "Each dormitory on the campus is under the supervision of a resident counselor who may be consulted at any time."[102]

The chairman of the Department of Psychology "is prepared to administer and interpret the standard batteries of intelligence, personality, vocational interests, and aptitude tests." Students may avail themselves of this testing service and secure guidance in vocational, educational, or personality adjustment.

VIII. MORALS AND RELIGION[103]

Bethany Nazarene College seems possessed of a clear concept of its mission:

> "The college has been founded for the specific purpose of fostering spiritual life and developing Christian character. While there are no conditions as to religious experience for admission, students are expected to observe the

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[100] *Ibid.*, p. 36.

[101] *Ibid.*, p. 36.

[102] *Ibid.*, p. 36.

[103] This heading corresponds to problem area VIII in the Mooney Problem Check List.

spirit of the institution and cooperate with the administration toward this end."[104]

Chapel services are held four days weekly, with attendance compulsory. "Necessary absences from chapel for any causes as illness or death in the family may be excused...."[105] Also, "regular church attendance at the Sunday services is required of all."[106]

IX. ADJUSTMENT TO COLLEGE WORK[107]

Admissions Requirements

Admission to Bethany Nazarene College is granted to high school graduates of both sexes who are of good moral character, and who present certificates showing the satisfactory completion of fifteen units of work from a fully accredited high school.[108]

Although a definite pattern of high school subjects is not required for admission, the entering freshman is expected to demonstrate adequate aptitude and background for college work. Students who lack proficiency in the

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[104] *Ibid.*, p. 23.

[105] *Ibid.*, p. 24.

[106] *Ibid.*, p. 24.

[107] This heading corresponds to problem area IX in the Mooney Problem Check List.

[108] *Ibid.*, p. 39.

basic English and mathematics skills are required to include basic skills courses in their freshman programs.

High school graduates with a grade average below C may be admitted to conditional freshmen standing. A student thus admitted may be advanced to regular standing only after he has demonstrated his ability to do satisfactory college work.

An applicant who has not finished high school but is over 21 years of age may be considered for admission to conditional standing by examination.

Responsibility for the admissions procedures is shared by the Dean of Students and the Registrar. Application is filed with the Dean of Students for initial processing. The Registrar then passes on academic qualifications, checking the transcripts for classification, and advanced standing. The formal notice of admission is sent from the registrar's office. "Bethany Nazarene College recognizes its obligation to the church and attempts to plan educational experiences which will be beneficial to all of the young people of the church who are graduated from high school."[109]

Orientation Program

Pre-registration orientation. The prospective student receives personal letters from the Dean of Students,

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[109] Self-survey, op cit., p. 112.

the faculty counselor, the President of the Student Counsel, the Dean of the College, and a formal admissions letter from the registrar. In many instances the students have personal contacts with the field representative, student representative, former students and alumni, and college personnel, through district motorcades and other visits to the campus. Each prospective student also receives a copy of the campus booklet, "Life at B.N.C."

To assist the new student in adjusting to campus life, group conferences are held with various administrative officials of the college and campus leaders, such as the President of the College, Dean of the College, Dean of Students, President of the Student Council, representatives of the division of philosophy and religion, and Pastor of the college church. To help the student with his personal problems, individual conferences are held with counselors. Reports of individual conferences are filed as "blue slip reports" which are placed in the student's folder.

Educational Guidance Program

Guidance during registration. Each student is assigned to a faculty member before school begins in the fall. Even before the student arrives he receives a personal letter from his counselor. Each counselor has from ten to twelve students assigned on the basis of student academic interests. Among freshmen there is no difference between academic and personal counselors.

The student's advisor (or counselor) has all the records, including placement test results, available in a personnel folder at the time of registration. Each student is given individual attention concerning the selection of courses. Senior students are used to assist freshmen with registration mechanics.

Guidance after registration. The freshman advisor continues to serve until the student declares a major. At that time the head of the major department designates a professor within the department to become advisor. Periodic conferences with the Dean of Students and the faculty advisor are a part of the student's post-registration guidance. Group conferences are held by faculty counselors in residence halls. Changes in registration are made with the approval of the advisor and the Dean of the College. When a student's work falls below acceptable standards he is placed on academic probation. A student who has been placed on scholastic probation continues his work under the direct supervision of the Dean of the College. Every effort is made to help the student bring back his work to standard. During the period of his probation the student is not permitted to carry more than fifteen hours of course work per semester and is not granted excused absences for off-campus activities. Normally, the student is not permitted to continue in school as a probation student for more than two successive semesters.

Eligibility for participation in intra-mural sports, and other co-curricular activities is controlled through the "bench" system. At the time of each nine-weeks grade report the Dean of the College issues the "bench list," identifying all students whose grade-point average was less than .75 for the grade period. Students on "the bench" are "ineligible" throughout the succeeding nine-weeks.

Diagnostic and Remedial Services

Students who make low scores on the English and mathematics tests include the basic skills courses in English and mathematics in their freshmen schedules. The results of all the tests are made available to the student's counselor, and are used for purposes of educational and vocational guidance.

Testing Program

Bethany Nazarene College began a freshman testing program in 1943. The battery of tests now used in this program is as follows:

(1) American Psychological Examination.

(2) Minnesota Personality Scale.

(3) Purdue English Placement Test.

(4) U.S.A.F.I., General Educational Development Test in Mathematics.

The testing program in general education requires the student to show evidence of achievement in each of the five general areas of the curriculum as a requirement for graduation. The test in a given area is normally

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taken when the student has completed the general education course requirement in that area. Most of the tests are taken at the close of the sophomore or during the junior year. Since nationally standardized tests have not been available for this purpose, the faculty has constructed its own examination. Local norms have been developed for all tests.

During the sophomore year the college level, General Educational Development Tests, is given to all students.

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL[110]

In the college catalog two introductory paragraphs summarize the student personnel services at Bethany Nazarene College. Having listed the services this sentence follows: "All of these services are available to any student to aid him in the solution of any problem whether it be personal, religious, educational, or social."[111] No mention is made of vocational guidance. In the spring of 1952 a faculty study of Vocational Guidance was done at Bethany Nazarene College. However, to date vocational guidance seems to be effected on informal basis, by

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[110]This heading corresponds with problem area X in the Mooney Problem Check List.

[111]Bethany Nazarene College Bulletin, op cit., p. 35.

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Of the 891 graduates of the college between 1940 and 1954, a total of 315 "are known" to have attended graduate or professional schools. This would indicate that approximately 35% of Bethany Nazarene College graduates go on for advanced study in professional or graduate schools. The graduates of the college have been enrolled in six professional schools. This educational guidance is effected on an informal basis.

Placement Services

The Placement Bureau keeps on record a file of the scholarship, experience, and personal qualifications of all graduates. Copies of these credentials are available to prospective employers on their request.

The Placement Bureau in cooperation with the head of the Department of Education makes every possible effort to secure teaching positions for those graduating in education.

The placement services of the college are also available to all students and alumni.

XI. CURRICULUM AND TEACHING PROCEDURES[112]

There is no evidence in the materials available that

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[112]This heading corresponds to problem area XI in the Mooney Problem Check List.

students have been involved in any evaluation and study of curriculum and teaching procedures.

D: PASADENA NAZARENE COLLEGE

I. HEALTH AND PHYSICAL DEVELOPMENT[113]

Physical examinations. Each applicant for admission to Pasadena Nazarene College is sent a blank to be filled out by his family doctor. This calls for a statement of fitness for college work, a declaration of any physical disabilities, and recommendations by the physician concerning physical education activities and size of student load. Further, a health examination for all freshmen or transfer students supplementary to the health certificate required for admission is given upon arrival. The purpose of the health services is defined as follows at Pasadena College; "Since good health is a prerequisite to efficiency in school work, care is taken to protect the health of the students and to give adequate attention to those who become ill."[114]

Curriculum. A perusal of the course offerings in the

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[113]This heading corresponds to problem area I in the Mooney Problem Check List.

[114]Pasadena College Bulletin, Volume XLIV, No. 1, (Pasadena, California, 1957-58), p. 37.

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[113]This heading corresponds to problem area I in the Mooney Problem Check List.

[114]Pasadena College Bulletin, Volume XLIV, No. 1, (Pasadena, California, 1957-58), p. 37.

catalog indicate that certain courses in psychology, physical education, home economics, and other miscellaneous offerings may tend to help students with problems in physical and mental health.

Medical care and hospitalization. Each full-time student at Pasadena Nazarene College is charged a health fee of $2.00 and an accident insurance fee of $2.00 per semester. Both the health and accident services are available to part-time students on an optional basis.

A full-time registered nurse is employed by the college and maintains regular hours in the infirmary. The college physician also has regular hours at the infirmary and sees those students referred for special care by the nurse.

Health services available to the students include: (1) Out-patient infirmary care. (2) In-patient infirmary care; which includes five days for on-campus students. An additional charge of $1.00 per day is made for longer confinement. (3) Health examinations. The health fee does not include major or minor surgery, prescriptions, diathermy, massage, or dental care. Students who engage in athletics do so voluntarily and assume the risks involved.[115]

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[115]This heading corresponds to problem area II in the Mooney Problem Check List.

II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT[116]

Finances

Monthly payment plan. All charges for a semester are due at the beginning of the semester. There is no cash discount. Responsible students may arrange for installment payments. In this case a carrying charge of $1.00 is added to the student's account for each $50.00 or major fraction thereof remaining unpaid at registration. On the installment plan, one-third of the total expense may be apid at registration, and the balance met in three monthly payments beginning thirty days after registration.

Student loan funds. Two small loan funds are available for use by "deserving students" at Pasadena Nazarene College. These are short term loans given most often to junior and senior students."

Scholarships and grants-in-aid. A growing number of scholarships are available to Pasadena College students. Any scholarship granted in part payment of tuition is dependent on the payment in full of the balance of the student's account as it becomes due. No student may participate in more than one scholarship at a given time, except those who are entitled to the President's

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[116] Ibid., p. 37.

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[116] Ibid., p. 37.

Scholarship. This scholarship is extended to each entering student from the Southwest Educational Zone who graduates from high school in the upper ten per cent of his class. At $50.00 per semester these scholarships are renewed each term until the total of $400 has been awarded. The student must continue to maintain a grade point average of B. Five other scholarship funds are made available to students who qualify. These range from $100 to $300 per year.

Living Conditions

Student housing. There are five residence halls on the campus of Pasadena College, two for women, and three for men. Each residence is administered by a Supervisor and a Student Administrative Council. "It is the purpose of the college to provide comfortable and healthful accommodations in a home-like atmosphere at reasonable costs."[117]

All students not living in their own homes, or working for expenses in homes under the supervision of the college are expected to room on campus. Exceptions to this rule are made by the Counselor of Men or the Counselor of Women, and are not made for lower division students. "Women's students are not permitted to room in homes where there is not an open parlor or living room

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[117]Ibid., p. 38.

for the reception of guests. The residence of every student is carefully checked, and any change must be reported and approved."[118] No provision is made by the college for apartments for married students.

Food facilities. All dormitory students, both men and women, eat together in a central dining hall. Because of the large percentage of commuting students, dining hall facilities are curtailed on weekends.

Student employment. The employment office under the general supervision of the Dean of Students provides a coordinating service between prospective employers and students who wish to find work. The office maintains a working file of student's needs and skills, and assists the student in contacting possible employers. Through a directory maintained by the Director of Employment, a student in need of work is provided with ample information concerning opportunities. Responsibility for making specific arrangements with employers rests with the student.

III. SOCIAL AND RECREATIONAL ACTIVITIES[119]

Student Body Organization

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[118] Ibid., p. 38.

[119] This heading corresponds to problem area III in the Mooney Problem Check List.

The Associated Students is an organization of the entire student body for the purpose of carrying on the various student activities. The affairs of the association are managed by a Student Council chosen by the students. The Dean of Students serves as faculty advisor to the Student Council. Athletic and social activities are under the direction of this group. "It is the aim of the administrative officers of the college to encourage principles of self-government, and impress students with the conviction that the rules and restrictions are not only essential to the life of the institution, but indispensable to their own welfare."[120]

Organized social groups. Students are urged to join one or more of the organizations that provide direction for extra-curricular activities on the campus of Pasadena College. All women of the college are included in the membership of the Associated Women's Students, and all men are members of the Associated Men's Students. Those who have special interests in Christian work find opportunity to serve in the Christian Worker's Band, the Missionary Society, or the Ministerial Fellowship. Twenty-four student organizations are sponsored officially through the college. Most of these are departmental special interests groups. Exceptions include the Christian Worker's

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[120] Ibid., p. 39.

Band, the International Students, the Northern California Pal Club, and the Young Republican's Club.

Special cultural or social activities. Pasadena College enjoys exceptional advantages from the proximity of many "world-renown cultural institutions." Students have access to the large holdings of the Pasadena and Los Angeles Public Libraries. In nearby San Marino the Henry E. Huntington Library and Art Gallery with 300,000 volumes of original source material and priceless art selections is visited regularly by groups on field trips from the college.

Field trips are also made to the Mount Wilson Observatory, Griffith Park Planatarium, The Southwest Museum, The Los Angeles County Museum, Forest Lawn Park, with its renown collection of marble statuary, and other places of similar interest.

Beisdes the offerings of the area, the college maintains a cultural program of its own including musical recitals, lectures, and dramatic performances.

Athletic Program. One of the most important activities on the Pasadena College Campus is intra-mural athletics. This program gives every student an opportunity "to help their class win the intra-mural trophy that stands in the trophy room." Intra-mural activities include soccer, football, basketball, baseball, and track. Included also in the intra-mural program is an inner-class speech contest and participation in the student body election.

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At the end of the year a trophy is presented to the boy and girl selected as the most valuable intra-mural athletes.

Intercollegiate Activities. Major attention is given at Pasadena College to inter-collegiate competition in basketball, cross-country, baseball, track, and tennis. The college is particularly proud of its basketball team which has won 237 games out of 332 starts since 1945.

IV-VII. PROBLEMS OF A PERSONAL AND PSYCHOLOGICAL NATURE[121]

Counseling services

Six members of the faculty devote a part of their time to counseling. At least one counselor is on duty throughout the day in the counseling office. A cumulative record is kept for each student. In this file are the scores of entrance tests, notations made by counselors and any special information that may aid the counselor in giving the student more adequate guidance. "Students are invited and urged to take advantage of the assistance this service provides."[122]

Each entering student is given a basic battery of

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[121]This heading corresponds to problem areas IV-VII in the Mooney Problem Check List: IX Social-Psychological Relations, V Personal Psychological Relations, VI Courtship, Sex, and Marriage, VII Home and Family.

[122]Ibid., p. 35.

standardized tests in order to give his academic advisor and the counselors an indication of his aptitudes, achievement in high school, proficiency in English, personal adjustment, and vocational interests.

Five hours of counseling load takes the place of three hours on the teaching load. Referrals are made by the academic staff, the Dean of Students, or the Dean of the College. However, a student may feel free to go to any one of the counselors at any time. Counselors are selected on the basis of personal qualities, academic preparation, and experience in the area of personal counseling.

Curriculum. The administration suggests that certain catalog courses particularly in psychology afford provisions for instructions in physical and mental health.

VIII. MORALS AND RELIGION[123]

Pasadena College sees itself with a specific mission in the field of education and expects "all patrons to recognize the spirit and purpose of the institution and cooperate in promoting its religious welfare."

> "The same careful attention is given to the cultivation of the spiritual life of students

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[123]This heading corresponds to problem area VIII in the Mooney Problem Check List.

> and is given to their physical and intellectual development. The leadership of the college aims through positive teaching and spiritual oversight to preserve the vitality of personal religious experience in its students and fosters such enthusiasm and devotion as shall lead to dedicated and aggressive Christian lives."[124]

Daily attendance at chapel service is required of all students. Necessary absences from chapel for such cause as illness or death in the family may be excused. Regular attendance at the church of the student's choice is also required. Students are advised not to transfer their membership from their home churches but to avail themselves of the provisions for associate membership in one of the local churches during the time they are in attendance at college.

The churches of the Pasadena area furnish opportunities for training in Christian service. Pastors "Help students with their personal problems" and give them the opportunity to develop talents of leadership, teaching, and preaching. Three special series of lectures are held in the college chapel each year dealing with "subjects of general interest," "some phase of Christian holiness," and "various aspects of pastoral, personal, and public evangelism."

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[124] *Ibid.*, p. 36.

IX. ADJUSTMENT TO COLLEGE WORK[125]

Admissions Requirements

"A Committee on Admissions at Pasadena College examines all applications for admission."[126] Importance is given to evidence of moral character and personality development, as well as to academic achievements. Evidences of serious purpose and a willingness to conform to the Christian ideals of the college are also thoughtfully weighed. A formal application for admission includes two letters of recommendation, a health certificate, including a blood test, and a transcript or records from high schools or colleges previously attended.

"Graduates of accredited high schools, who have at least sixty recommended semester units....may be admitted as regular students. Graduates of accredited high schools who have less than sixty recommended semester units may be admitted on a provisional basis, pending the demonstration of their ability to do acceptable college work."[127]

Students who are not graduates of accredited high schools, and who have deficiencies or who have less than

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[125]This heading corresponds to problem area IX in the Mooney Problem Check List.

[126]*Ibid.*, p. 41.

[127](A recommended semester unit is a unit in which the student received an A or B grade.)

eighty recommended semester units, may be admitted on a provisional basis. All deficiencies and entrance requirements must be removed during the first year of residence.

Persons of mature age who are not candidates for graduation may be admitted as special students in any course for which they have sufficient preparation.

Graduates of approved junior colleges, who have not fully met the lower division requirements of Pasadena College, may be allowed to satisfy these deficiencies in specific requirements by the substitutions of other relevant subjects on approval of the Curriculum and Scholarship Committee.

Orientation Program

Pre-registration orientation. Prior to the registration each future student receives a letter of acceptance from the Director of Admissions, a letter of welcome from the Dean of Students, a letter of welcome from the President of the Associated Students, a letter from the President of the Associated Men or Associated Women Students, a copy of the Student Handbook, and an announcement of the orientation program.

When the student arrives at the college, he is given a housing assignment, permit to register, and copy of the orientation program.

On Saturday preceding registration, student leaders and some of the administration, along with faculty sponsors meet in a workshop. Here consideration is given to

key problems that have to do with better student government and student morale. This is under the direction of the student council. During this weekend a welcoming committee meets incoming students at depots, guides parents and students to assigned housing, and gives helpful information as needed.

The orientation period actually begins with a brief convocation at 9 a.m. on Monday of registration week. The president of the college is in charge. Throughout Monday, Tuesday, and Wednesday the incoming students are subjected to a series of test periods, orientation sessions, and social events.

Though the formal orientation concludes with the end of registration, study problems are considered in the course in General Psychology. Many of the chapel and assembly programs have orientation value. The weekly publication of the Mascot Junior (an announcement and information bulletin from the office of the Dean of Students) also has some orientation value.

Educational Guidance Program

Guidance during registration. When a student makes application and is admitted to Pasadena College he is assigned by the Dean of the College to an academic advisor for registration. This assignment is made on the basis of the student's past record and his current interests and intentions. Through the lower division semesters the student continues to plan his program with the academic

advisor to whom he was assigned at entrance. During the upper division years the student arranges his program under his major departmental advisor.

Testing Program

On Monday and Tuesday of registration week all incoming freshmen are given the following series of tests: (1) American Council on Education, English Tests, form z. The results of this test are used for placement in remedial work in English, and high and medium sessions in English Composition.

(2) California, (short-form) Test of Mental Maturity. The results of this test are available to the academic advisors during the registration period. This test is placed in the personnel file.

(3) Johnson Temperament Analysis. This test is placed in the personnel file and used in personal counseling.

(4) Kuder Vocational Interest Inventory. The results of this test are placed in the personnel file and used for personal counseling.

(5) Seashore Test of Musical Talent. This test is administered for the music department and the results are placed in the personnel file.

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL[128]

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[128]This heading corresponds to problem area X in the Mooney Problem Check List.

Curriculum

Only general attention is given to the vocational problems of students in the regular curriculum of the college.

Vocational and Educational Counseling

Pasadena College recognizes that "a majority of students" are thinking in terms of a college education that has occupational value after graduation. For this reason attention is given to vocational guidance which will lead the student to choose a vocation related to his interest and aptitude; that will have meaning and significance in his community; and that will be rewarding both in terms of income and fullness of life. The Annual Alumni Week in chapel is vocational in its emphasis. Various occupations and professions are discussed each year. The representative authorities gives vocational information, including requirements and opportunities for employment in their fields of specialization.

In the college catalog[129] considerable space is given to "pre-professional curricular and vocational suggestions." These areas include (1) pastoral ministry, missionary service, and religious education, (2) public school teaching, (3) pre-engineering program, (4) pre-medical record, (5) pre-dental study, (6) program for students of nursing,

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[129] Ibid., p. 50-52.

(7) university graduate study, (8) pertaining to business, (9) social welfare work, (10) pre-legal curriculum, (11) preparation for homemaking, (12) medical technician.

Placement Services

Placement is done by departments at Pasadena College. "Those departments whose graduates are eligible for employment on graduation do their own placement."[130] Five departments including education, sociology, physics and chemistry, religion, and home economics are listed as taking part in an organized placement program. No records are kept and no charge is made in four of these departments. However, in the department of education follow-up work is done, and correspondence relative to the on-the-job program is filed. Students are charged $3.00 for this service. Last year all sixty-five applicants for elementary school placement received jobs through this service.

XI. CURRICULUM AND TEACHING PROCEDURES[131]

Although there is considerable evidence that the staff and administration have procedures through which

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[130] Report to the Western College Association and the California State Board of Education, (Pasadena College, December 1, 1956), p. 54.

[131] This heading corresponds to problem area XI in the Mooney Problem Check List.

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new courses may be added or old ones revised, there is no evidence that students have opportunity to make an impact on the curriculum and teaching procedures of the college.

E: TREVECCA NAZARENE COLLEGE

I. HEALTH AND PHYSICAL DEVELOPMENT[132]

Physical examinations. Each applicant for admission to Trevecca Nazarene College must present a doctor's certificate of complete physical examination. Arrangements may be made to have the examination conducted by the college physician after arrival.

Curriculum. Several courses in physical education, home economics and psychology are used particularly to help guide students in matters of physical and mental health.

Medical care and hospitalization. The college maintains a nurse who cares for residents who are ill. This service is included in the general fee. Facilities are not adequate to care for serious or lengthy illnesses. The college furnishes general remedies, but special medicines must be purchased by the students. There is no student hospitalization insurance program.

II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT[133]

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[132]This heading corresponds to problem area I in the Mooney Problem Check List.

[133]This heading corresponds to problem area II in the Mooney Problem Check List.

Finances

Methods of payment. "All expenses at Trevecca Nazarene College are kept at a minimum and present charges are considerably lower than those of most other colleges. It is therefore evident that the college cannot be conducted except on a cash basis."[134] Tuition, fees, and room rent for each quarter are due and payable in advance. A student who wishes to work for part of a quarter's expenses must accumulate credit in the business office in advance of that quarter. Expenses for board are arranged for by the student according to his own convenience since the college cafeteria honors official meal tickets of small as well as larger denominations. No diploma, certificate, or degree is awarded and no transcript of credits transferred until all financial obligations to the college are discharged.

Student loan funds. Ten loan funds are listed in the college catalog. These are all small short term loans. The president and the business manager have jurisdiction over the administration of these funds.

Scholarships and grants-in-aids. "To encourage outstanding scholastic achievement among the students," Trevecca Nazarene College offers several one-year scholarships

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[134]Trevecca Nazarene College Bulletin, 1956-57, Nashville, Tenn., p. 28.

and assistanceships. The total amount of a given scholarship is distributed equally to the student's account among the three quarters. No student may hold more than one scholarship at a time. All awards are made by the Faculty Administrative Committee in conjunction with the Business Manager of the college. These scholarships are for $100 each.

Student employment. Part-time employment is available to students at the college and in various industries and business establishments in Nashville. Some assistance is rendered by the Business Manager and "especially by the Dean of Students" to those who request help in securing work. The Business Manager's office serves as a clearing house for requests from employers and students desiring service. According to the Business Manager "most of our students are employed part-time, and our employment service is one of the busiest places on this campus."

Living Conditions

Student housing. Two residence halls for women and one for men are available on the campus. These are fire resistant buildings, heated electrically.

An apartment house for married students is located within easy walking distance of the administration building. Trailor facilities for married students are available.

All students who do not live in their own homes, or work for board and room in approved homes, live in the

dormitories.

Food facilities. A new cafeteria building provides food services for both men and women on a cash basis. This is a non-profit operation. Adjoining the cafeteria is a student lunch room where refreshments, late breakfasts and light lunches may be obtained.

III. SOCIAL AND RECREATIONAL ACTIVITIES[135]

Student Body Organization

The Student Council is composed of the elected representatives of the Associated Students of Trevecca Nazarene College. In addition to the president and secretary, there are representatives of the four college classes.

"The student council functions in a number of ways." It serves as a liasion group between the faculty and administration and the student body. It supervises student activities including elections and class events. In cooperation with the faculty organizations committee the council plans Friday night programs. It publicizes the various honors and awards and assists in selecting the persons or organizations to be recognized. Each year

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[135]This heading corresponds to problem area III in the Mooney Problem Check List.

the council sponsors a series of lectures featuring "eminent laymen in our church." Much of the work of the student council is carried on "behind the scenes, but it is recognized that a smoothly operating schedule of activities is possible because of the work of these students leaders."

The student council of Trevecca Nazarene College is a member of the Tennessee Association of Student Government and representatives participate in its meetings.[136]

Organized social groups. "Besides training the students for their life's work, Trevecca Nazarene College provides a well-rounded extra-curricular program."[137] Twenty-two clubs and societies are officially sponsored by the college.

Special cultural or social activities. Each Friday evening there are literary programs, educational, inspiring, conducive to the building of Christian character."[138] Programs are given by the faculty, students, and by outstanding visiting speakers and musicians.

All social events are cleared by the Student Council and the Dean of Student's office before being placed on the official school calendar.

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[136] The Christian Collegiate, Student Handbook, (Trevecca Nazarene College, Nashville, Tenn. 1956-57), p. 40.

[137] Ibid., p. 41.

[138] Ibid., p. 24.

The parks of the Nashville area "offer excellent recreational facilities." "Trevecca's tradition is that outings and picnics are such that prayer is in order at any time."[139]

No lyceum series are sponsored by the college but cultural activities are available in the Nashville area.

IV-VII. PROBLEMS OF A PERSONAL AND PSYCHOLOGICAL NATURE[140]

Counseling Services

An organized counseling service is under the direction of the Dean of Students at Trevecca Nazarene College. Excerpts from a brochure describing these services are as follows:

> "One of the great advantages of attending a Christian college such as Trevecca, compared with large secular colleges and universities, is the opportunity for individual counseling... Trevecca's counseling program stands as a symbol of the fact that Trevecca's leadership is interested in its student body, not merely as a mass, but as individuals of infinite worth. Faculty counselors stand ready as Christian friends to help young people, not only in the solution of special problems, but also to assist them in growing into mature, well-integrated personalities..... Our counseling program is more than a system, it is a love that is born of a soul."[141]

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[139] Ibid., p. 25.

[140] This heading corresponds to problem areas IV-VII in the Mooney Problem Check List: IV Social-Psychological Relations, V Personal Psychological Relations, VI Courtship, Sex, and Marriage, VII Home and Family.

[141] Taken from a brochure, Christian Guidance for Christian Youth, (Trevecca Nazarene College, Nashville, Tenn.)

Counseling services listed by the Dean of Students include, (1) the freshman counseling program. This is primarily an attempt at group guidance although each professor "is also personal counselor for each student in his group." Each counselor meets with his group one hour per week. (2) Dormitory head residents, and student counselors within the dormitory are given in-service training and made available for counseling in the dorm. (3) One professor specializes in vocational guidance, administering an inventory to students who come to him on a voluntary basis. (4) Employment guidance is given through the office of the Business Manager. (5) "Social poise and etiquette problems" are handled by the wife of the president. (6) Marriage counseling is done by the Dean of Students and his wife. (7) Another professor specializes in military and recreational guidance. (8) The school nurse is made "available for health counseling." Regular hours are kept and students notified of the service.

VIII. MORALS AND RELIGION[142]

Trevecca Nazarene College lays special emphasis on the development of the religious life. Every class is opened with prayer. Each student is expected to attend

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[142]This heading corresponds with problem area VIII in the Mooney Problem Check List.

the daily chapel service. "Chapel speakers include the most outstanding preachers of our day."[143] Revival services are held intermittently throughout the year. "Daily prayer meetings are well attended." The Christian Worker's Association, composed of Trevecca Nazarene College Students, sponsors services in various churches and city missions, as well as hospitals, and prisons. "More than 1,500 people found salvation through their efforts in a recent year."[144]

Every student is impressed daily with the fact that the need of a personal religion is the need of the world."[145]

IX. ADJUSTMENT TO COLLEGE WORK[146]

Admissions Requirements

Students are admitted upon presentation of satisfactory testimonials of character and scholarship in the following ways: (1) Admission by certificate. The candidate for admission to freshman standing may present a certificate of graduation from an accredited high school or academy

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[143]Taken from the brochure, Training Volunteers for World Service for Christ, (Trevecca Nazarene College, Nashville, Tenn.)

[144]Ibid.,

[145]Ibid.

[146]This heading corresponds with problem area IX in the Mooney Problem Check List.

showing the studies pursued, the time devoted to each subject, and the credits received. A recommendation of the principal of the former high school is desirable.

(2) Admission by examination. Examinations for students presenting themselves without certificate of graduation are held at the opening of the fall quarter and should be arranged for at least a week in advance.

(3) Admission to advanced standing. Students from other institutions seeking admission to advanced standing in the college must present evidence "of honorable dismissal" from the institution last attended and a certificate indicating the previous standing and work accomplished. Such transferred work must average a grade of C to be acceptable.

(4) Admission of adults and veterans of military service. Veterans are admitted to the college by regular high school certificate. Those who left high school before graduating are admitted on the basis of the USAFI Tests of General Educational Development, given under the auspices of the Veteran's Testing Service.

A certificate of acceptance is mailed to each qualifying applicant. A student not approved is notified by letter. "The certificate of acceptance must be presented at registration time."[147]

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[147] Trevecca Nazarene College Bulletin, op cit., p. 37.

Orientation Program

Pre-registration orientation. Each student and prospective student is expected to submit to the registrar, at least three weeks before each registration day, a trial schedule of courses for which he expects to enroll. This schedule is checked by the Registrar, the divisional chairman, and to the Dean and approved with the necessary modifications. It is then used as a registration card on registration day. A fine of $1.00 is charged to the student for late submission of the trial schedule.

Educational Guidance Program

Guidance during registration. The trial schedule system seems to be the only guidance given students during the registration period.

Guidance after registration. An elaborate system of group guidance and personal counseling is organized and operated for all freshmen. Counselors are chosen from among the faculty by the Dean of Students. Each counselor has approximately ten students. This group meets each week during the first quarter to discuss systematically organized topics. Resource persons are used for many of these discussions. The program also includes social activities for the group under the direction of the counselor. Personal and educational counseling is also done by this faculty member for his specific group.

Diagnostic and Remedial Services

Reading improvement classes and speech improvement service is available to students on a volunteer basis. These services are under the direction of the Departments of English and Speech respectively.

One hour of credit is given for the reading improvement course. This course begins two weeks after the quarter opens and continues for six weeks. It meets two days per week for one and a half hours. One hour is spent in the class and one half hour on a SRA Reading Accelerator plus one extra hour on the student's own time. The course is now limited to ten people in each of two classes. It may be repeated once for credit.

Testing Program

The freshmen testing program at Trevecca includes the following tests:

1. The American Council on Education, Psychological Examination for College Freshmen.

2. Iowa Silent Reading Tests

Other tests given on a voluntary basis include:

1. Health Practice Inventory

2. Study Habits Inventory

3. The College Inventory of Academic Adjustment

4. Sex Knowledge Inventory

5. Kuder Preference Record-Vocational.

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL[148]

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[148]This heading corresponds with problem area X in the Mooney Problem Check List.

According to a conversation with the Vocational Counselor at Trevecca Nazarene College, a "library of materials" is made available to all students. Notices are sent to all freshmen urging them to take the "Kuder Preference Record-Vocational" and "most take it on this voluntary basis." All students who take the Kuder Test are "brought back to discuss the profile, but no further contact is made unless the student wishes to follow up." There is no course designed to give specific help in vocational choice. And, no vocational aptitude tests are made available.

"Requirements for graduation from Trevecca Nazarene College with the Bachelor of Arts degree normally includes those requirements for admission to graduate standing in the various universities."[149] However, students expecting to pursue advance studies are urged to acquaint themselves with the exact admissions policies and standards of the universities which they anticipate entering. Faculty help is given informally in this regard.

Placement Services

No placement services are made available at Trevecca Nazarene College.

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[149] Ibid., p. 47.

XI. CURRICULUM AND TEACHING PROCEDURES[150]

There is no evidence that any opportunities are made available for students to share in the formulation and revision of college curriculum and teaching procedures.

F: EASTERN NAZARENE COLLEGE

I. HEALTH AND PHYSICAL DEVELOPMENT[151]

Physical examination. Every applicant for admission to Eastern Nazarene College receives "a personal data blank and a health record to be filled out by the student."[152] The physical examination is given by the college doctor upon arrival for registration.

Curriculum. Several courses in physical education, home economics, and psychology are used particularly to help guide students in matters of physical and mental health.

Medical care and hospitalization. The college retains the services of two local physicians and two

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[150]This heading corresponds with problem area XI in the Mooney Problem Check List.

[151]This heading corresponds with problem area I in the Mooney Problem Check List.

[152]Eastern Nazarene College Bulletin, (Wollaston Park Quincy, Massachusetts, 1957-58), p. 24.

resident nurses who hold regular dispensary office hours and are "accessible at any time." The yearly health fee, included in the student's fee, covers not only the scheduled attention of the medical staff, but also group accident and sickness insurance up to the amount of $350.

If a student calls the "school physician or any doctor on your own, you assume responsibility for his fee yourself."[153] Students are expected to pay for all medications "including bandages, medicines given by the nurse and special prescriptions." A hospital room is provided for emergencies and severe illnesses. Expenses for extensive care, operations, or any off-campus hospitalizations, "cannot be borne by the college."

II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT[154]

Finances

Methods of payment. "Since some parents and students prefer to pay tuition, fees, room, board, etc. in monthly installments, we can offer this convenience under the tuition plan, incorporated. The service charge is 4% of the amount financed through the New York Company which provides

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[153]Red and White, Student Handbook, (Eastern Nazarene College, Wollaston, Mass. 1958), p. 9.

[154]This heading corresponds with problem area II in the Mooney Problem Check List.

the service. Those who do not wish to pay cash in full may use this method by paying a minimum of one-third of the total semester charges at time of registration. The balance is paid in equal monthly installments."[155]

Student loan funds. Administration of several loan funds are available to students through the Director of Student Aid. Besides the five loan funds listed in the catalog, "the attention of students residing in Massachusetts is called to the new Higher Educational Loan Plan which is now available to students in at least their sophomore year."[156]

Scholarships and grants-in-aid. The college catalog lists nineteen general scholarship funds which range in cash value to students from fifty to two hundred dollars per year. There is also one grant-in-aid fund which "makes available a limited number of grants-in-aid to ministerial students pursuing the degree of Bachelor of Theology."[157]

Student employment. The college maintains an Employment Bureau which makes a systematic attempt to aid students and employers. The Business Manager reports that more than seventy-five per cent of the students work

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[155]Information available through the office of the business manager, Eastern Nazarene College, Wollaston, Mass.

[156]Eastern Nazarene College Bulletin, op cit., p. 32.

[157]Ibid., p. 32.

part-time. The Director of the Employment Bureau is a full-time position. "Arrangements for any off-campus work should be approved by this bureau so that the students and the college may be kept free of criticism."[158] All students are urged to fill out "an application for employment even before you arrive on the campus."

Through the business office there are some jobs available on campus each year. These include janitor and repair work, kitchen and dining hall help, secretarial work and laboratory assistance.

Living Conditions

Student housing. Eastern Nazarene College provides "attractive, quiet, living accommodations at reasonable expense for men and women students."[159] There are no fraternities or sororities on campus and all students are housed in campus dormitories. Men are housed in three dormitories. The larger of these is a three-story brick structure housing 105 men, and includes living quarters and office for the Dean of Men. In the basement are located a student lunch room, a large recreational area, the college book store, and a prayer room. The smaller dormitory, of frame construction, accommodates a total of eighty additional men.

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[158]Student Handbook, op cit., p. 16.

[159]Eastern Nazarene College Bulletin, op cit., p. 18.

Two dormitories provide housing for women. The larger is a fourt-story brick structure with accommodations for 170 women. It also houses the office of the Dean of Women, and affords a social center for the campus with its reception lobby and parlors. In the basement are a modern kitchen and dining room. A "beautiful prayer room" is located on the top floor. The smaller dwelling, of frame construction, houses twelve women.

Food facilities. All students are required to board in the college dining hall except those who work for their board off-campus or who live in their own homes in the community. "No exception can be made to this rule except by special permission from the administration."[160]

Only under unusual circumstances does the administration grant permission for students to live off-campus. In cases where such permission is given, "the college reserves the right to designate the place of residence."

"The college dining hall provides wholesome meals prepared from first-quality food at minimum cost to the student."[161] Unless meal tickets are used, all meals are on a cash basis. No meals are served during the Christmas recess. An additional charge is made for meals served during the spring vacation. "The college also reserves

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[160] Ibid., p. 28.

[161] Ibid., p. 28.

the right to revise the meal rate "in case of unusual changes in cost affecting board."

III. SOCIAL AND RECREATIONAL ACTIVITIES[162]

Student Body Organization

Student life and activity at Eastern Nazarene College "is entrusted to a large degree to the students themselves."[163] The General Council of the Student Body Organization (Student Council) is a representative group of seventeen students and one faculty member who discuss campus problems and ideas suggested by the student body and serve as the instrument for the solution of these problems. The membership of the Student Council is composed of the president and the vice-president who are elected at the annual spring meeting of the student body. Other members are elected in the fall.

All students are enrolled in one of the four chapters of the Sigma-Delta. This is a "non-secret organization" representing the ideals of the college and around which centers a large share of campus activity. "Its Greek letters stand for wisdom and righteousness."[164] Extra

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[162]This heading corresponds to problem area III in the Mooney Problem Check List.

[163]*Ibid.*, p. 22.

[164]*Ibid.*, p. 22.

curricular life on the campus is organized through these chapters. In the last chapel service of each year, the winning chapter is awarded a loving cup.

Organized social groups. The student handbook lists fourteen or more organized groups officially sponsored by the college. These range in interest from the "honor society" to the "rover crew" which is an organization for boys interested in making frequent overnight visits to its camp in the Blue Hills.

Special cultural or social activities. An organized systematic attempt is made by a special committee of faculty and students, supervised by the president, to make the most of "Friday nights when it's time to say goodby to the books and to say hello to the nicest person at school." "Although culture and refinement are stressed as important builders of our social lives, there are many times when everyone puts study aside for a good laugh at the fall party or some quick action at a basketball game. Although the dormitory usually closes at 10:30, it remains open on this special night in the week until 11 p.m."[165] A variety of programs sponsored by various campus groups, professional musicians, and lyceum speakers occupy the first part of the evening. Basketball games are scheduled during the winter from 9 to 11 p.m. "During your stay at

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[165] Student Handbook, op cit., p. 17.

college and long after you have graduated, you will remember Friday nights at E.N.C."[166]

The student handbook suggests "a peaceful stroll on a lovely New England Sabbath afternoon in the spring or fall." Thursday night's "supper" is a time of special social activity. However, "the climax of all dates is the monthly permission to stay out until twelve midnight."[167] On these evenings the students are urged to take advantage of concerts by the Boston Symphony, and like cultural activities which abound in the area.

Athletic Program. The athletic program at Eastern Nazarene College is integrated closely with the activities of Sigma-Delta. Both young men and women have ample opportunity to participate and to "develop physically in this enthusiastic and vital part" of the college's co-curricular program. The most popular sports are basketball, baseball, touch football, ping-pong, volleyball, and tennis. These activities are supervised by the Director of Physical Education, assisted by student representatives. There is no inter-collegiate program.

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[166] Ibid., p. 23.

[167] Ibid., p. 17.

IV-VII. PROBLEMS OF A PERSONAL AND PSYCHOLOGICAL NATURE[168]

Counseling Services

> "The counseling program at Eastern Nazarene College reflects the genuine concern and friendly relations which exist between the undergraduate and the members of the faculty. Under the general direction of the Dean of the College, nearly all of the members of the faculty serve as members of the counseling staff."[169]

Implicit in this catalog statement is the fact that the counseling program at Eastern Nazarene College is carried out on a strictly informal basis. Little differentiation is made between academic advising and personal counseling. A statement in the student handbook further clarifies this point.

> "Fortunately, you need have no anxiety about being alone for you will find that a faculty member has been assigned to you as a counselor. Although all members of the faculty are interested in your success, your counselor is especially concerned with helping you register for all required courses as well as other courses in which you may have a special interest."
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> "Your counselor's interest does not end with registration for he is most vitally concerned that you do your very best with every opportunity. He is ready to help you not only in matters of school work, but in other problems you may have such as finding adequate time

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[168]This heading corresponds to problem areas IV-VII in the Mooney Problem Check List: IV Social-Psychological Relations, V Personal Psychological Relations, VI Courtship, Sex, and Marriage, VII Home and Family.

[169]Eastern Nazarene College Bulletin, op cit., p. 18.

for study, social problems, financial problems, and spiritual problems."[170]

VIII. MORALS AND RELIGION[171]

The religious life of students is "deepened and broadened" in a number of ways. Chapel services are held three times weekly. Topics of educational and religious value are presented by faculty members, visiting ministers, and leaders in various fields. The services are "occasionally conducted by student groups." Attendance is compulsory except on Friday which is "devoted to united prayer by faculty and students."

Students are expected to attend all regular services and special services as announced at the college church.

The Evangelistic Association affords students an opportunity to do active Christian service in Boston missions, community homes and hospitals, and in nearby churches. The college church "emphasizes the program of Christian missions."

Student prayer meetings are held at 6:45 p.m. daily with the exception of Wednesday and Friday evenings.

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[170] Student Handbook, op cit., p. 13-14.

[171] This heading corresponds to problem area VIII in the Mooney Problem Check List.

The Student Foreign Missionary Fellowship meets weekly and conducts an annual workshop emphasizing foreign missions. Its purpose is the dissemination of knowledge of missionary needs and missionary endeavor, and the enlistment of consecrated lives to spread the gospel in missionary service.

Two series of lectures are held each year. These deal with "themes calculated to increase in the minds of candidates to the Christian ministry an understanding of and devotion to perfect love as enunciated by Rev. John Wesley and his followers." The second series emphasizes the "general theme of personal evangelism."

IX. ADJUSTMENT TO COLLEGE WORK[172]

Admissions Requirements

Admission to Eastern Nazarene College is based upon (1) record in high school, (2) recommendations secured from the applicant's high school principal, his pastor, and from character references given by the applicant; and (3) scores on a test of scholastic aptitude. "No one of these items will be decisive."[173]

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[172]This heading corresponds to problem area IX in the Mooney Problem Check List.

[173]Eastern Nazarene College Bulletin, op cit., p. 24.

Candidates are directed to make application by mail to the College Entrance Examination's Board, Post Office Box 592, Princeton, New Jersey. The candidates then must choose a place and date of examination.

Upon receipt of an application blank from the student, the college applies to the student's high school for a transcript of his scholastic record, the results of intelligence tests taken in high school, and a recommendation for admission to the college. The college also furnishes the student with a personal data blank and a health record. When all of the above-mentioned data, and the results of the Scholastic Aptitude Tests of the college board have been considered by the Committee on Admissions, the student is notified of the program to which he may be admitted.

Orientation Program

Pre-registration orientation. Contacts with the new student are made in a formal fashion through the admissions procedure, or in an informal unsystematized way.

Educational Guidance Program

Guidance during registration. All freshmen are required to attend special sessions prior to registration. Each freshman is assigned at the time of his matriculation to a member of the faculty who serves as "an interested and friendly counselor during the perplexing period of transition from school to college." This counselor

may continue with the student in the capacity of his major professor.

Guidance after registration. All counselors assist the students in preparation of their academic program including the "organization of their interests, curricular and extra-curricular, so as to make the best use of their educational opportunities. Regular conferences are held at registration time and at the time of mid-term grading. Special conferences are held at the desire of "student or counselor."

An academic disciplinary procedure known as the "dean's list" is implemented through the faculty counselor-student relationship. Under this system, the college periodically examines the records of all students in the light of what may reasonably be expected of them "in view of their previous school record, their scores on psychological tests, and all other factors bearing upon their situations." If improvement is needed, investigations are made to determine and eliminate the causes.[174]

Curriculum. Two classes are listed in the department of education under the Division of Orientation and Physical Education." The first of these deals with "methods of study, library facilities and regulations, personality adjustments, school standards and regulations, problems

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[174] Ibid., p. 19.

of vocational choice, values, religious faith, and the objectives of Eastern Nazarene College....."[175] This course is required of all entering freshmen.

The second course is "designed to acquaint students with the fundamentals, activities and techniques," of seasonal field sports, games of low organization and instruction, and participation in a series of conditioning exercises. This course is required of all lower-division students.

Diagnostic and Remedial Services

Eastern Nazarene College offers two non-credit courses in its remedial program. Students who do not attain satisfactory standing in the entrance examinations in English are required to take "English fundamentals" which is an intensive study and drill in functional grammar and sentence structure, spelling, and punctuation.

On a voluntary basis students may apply for remedial work in reading. This course emphasizes "drill in rapid and intensive reading, vocabulary drill, and practice in the intelligent interpretation of the printed page.[176]

Testing Program

The testing program at Eastern Nazarene College is primarily academic in nature. The Kuder and SRA tests

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[175] Ibid., p. 58.

[176] Ibid., p. 61.

are given in general psychology for vocational guidance. Strong's vocational inventory is given on an individual voluntary basis.

Freshmen who are "borderline cases on admission to college" are given The School and College Ability Test. All freshmen are given the English Test, C 2.

All sophomores are given The General Culture Test and The Cooperative English Test.

Seniors are administrated the Graduate Record Examinations.

The Minnesota Multiphasic Test is given on an individual basis "to determine needs for special help."

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL[177]

Curriculum

In the general psychology course, "taken by most freshmen," considerable time is given to vocational problems. Certain tests are administered to help students understand their own interests and aptitudes. An emphasis is given to vocational guidance through the developmental paper written by each student. In this paper the student examines himself in relation to possible vocational opportunities.

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[177]This heading corresponds to problem area X in the Mooney Problem Check List.

Vocational and Educational Counseling

Emphasis on vocational and educational counseling is highlighted in the catalog which makes suggestions on pre-professional programs including teaching, business, government, engineering, nursing, pre-medicine, medical technology, pre-seminary, and social service. The college prides itself in the number of students who enter the graduate schools of the Boston area.

Placement

"The careful and intelligent planning of a useful career is a vital part of the program for students at Eastern Nazarene College."[178] Entering students are required to take "a psychological examination and placement tests in several academic fields." The Guidance and Placement Bureau supervises the administration of these tests as well as the achievement tests which are given to all sophomores toward the end of the sophomore year. Other tests involving personality, interests, and aptitudes are administered by the bureau for students, prospective students, and alumni who wish to take them. Students who are uncertain about educational or vocational plans, or who wish to find "the field of endeavor for which they are best fitted," are encouraged to make use of these facilities. These services are offered free of charge.

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[178] Ibid., p. 19.

Through the bureau the attention of students is called to employment opportunities. Recommendations are on file and confidential information is furnished to prospective employers. Seniors desiring placement services may enroll with the bureau by the end of the first semester or early in their last semester. Alumni may enroll or re-enroll for such services at any time.

XI. CURRICULUM AND TEACHING PROCEDURES[179]

There is no evidence that students at Eastern Nazarene College have opportunity to be involved in the evaluation or adjustments of the curriculum and teaching procedures.

Summary

Although the administrators suggest several available student personnel services to meet problems in some areas indicated by the "Mooney Problem Check List," there is one "first choice" or "point of emphasis" among available services in each problem area. For instance, at Eastern Nazarene College registration procedures help meet problems related to "Adjustment to College Work," but the main service to meet this problem is the "Faculty Advisor

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[179]This heading corresponds to problem area XI in the Mooney Problem Check List.

Table V.1

Degrees of Freedom = 1.

Chi-squares Which Result When Faculty, Freshmen, and Senior Perceptions Of Student Personnel Services Are Contrasted

FA-S = Faculty vs. Seniors FR-S = Freshmen vs. Seniors

	Olivet		Eastern		Northwest		Pasadena		Trevecca		Bethany	
Problem Areas	FA-S	FR-S	FA-S	FR-S	FA-S	FR-S	FA-S	FR-S	FA-S	FR-S	FA-S	FR-S
I Health & Physical Development	.015	.032	.373	3.718	.082	3.16	.213	.080	.914	.112	.002	2.60
II Finances, Living Conditions & Employment	* 3.94	2.68	*** -	*** -	.400	1.33	.305	1.74	*** -	.038	1.21	.234
III Social & Recreational Activities	** 8.89	** 10.64	.079	1.092	.005	.076	* 4.48	** 11.30	.046	2.88	1.68	.547
IV Social-Psychological Relations	1.30	.113	* 4.15	.075	.903	** 9.14	3.02	.053	.046	1.79	2.52	1.94
V Personal-Psychological Relations	1.08	2.84	.001	.007	.037	.330	2.45	.829	.034	.757	.919	.731
VI Courtship, Sex, & Marriage	.189	* 6.11	.061	.166	.904	** 7.25	2.33	.597	1.25	.731	.067	.006
VII Home & Family	.023	** 9.05	.060	.044	.273	.682	.792	.002	.580	.001	.271	.931
VIII Morals & Religion	.639	** 6.68	2.49	.020	.147	.063	.908	.519	*** -	*** -	.529	1.13
IX Adjustment to College (School) Work	.267	.309	.469	.029	* 6.40	** 23.68	.256	.143	.536	.234	.647	.873
X The Future: Vocational & Educational	2.76	* 6.45	.010	.010	2.51	** 9.81	3.25	.546	*** -	*** -	3.25	.008
XI Curriculum & Teaching Procedure	.531	.088	.469	.021	.014	1.27	* 4.48	.001	.580	** 18.51	.227	.001

* Significant at .05 level
** Significant at .01 level
*** These cells did not approximate Chi-square model

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TABLE IV. 1

SUMMARY: ADMINISTRATOR'S PERCEPTIONS OF STUDENT PERSONNEL SERVICES (An Indication of primary emphasis)						
Areas	Northwest	Olivet	Bethany	Pasadena	Trevecca	Eastern
I HPD	Health Services	Health Services	Health Services	Health Services	Health Services	Health Services
II FLE	Business Office	Business Office	Business Office	Business Office	Business Office	Business Office
III SRA	Student Activity	Student Activity	Student Activity	Student Activity	Student Activity	Student Activity
IV SPR	Dean of Students	Dean of Students	Dean of Students	Dean of Students	Faculty	Faculty Advisors
V PPR	Dean of Students	Dean of Students	Faculty	Dean of Students	Dean of Students	Faculty
VI CSM	Faculty	Dean of Students	Faculty	Dean of Students	Dean of Students	Faculty
VII HF	Dean of Students	Dean of Students	Dean of Students	Dean of Students	Dean of Students	Faculty
VIII MR	Pastor	Pastor	Pastor	Pastor	Dean of Religion	Pastor
IX ACW	Academic Dean	Faculty Advisors	Faculty Advisors	Faculty Advisors	Faculty Advisors	Faculty Advisors
X FVE	Faculty	Placement Bureau	Faculty	Faculty	Faculty	Placement Bureau
XI CIP	Student Activity	Academic Dean	Academic Dean	Academic Dean	Academic Dean	Academic Dean

[illegible]

[illegible]
[illegible]

Area	Department	Office	[illegible]	[illegible]	[illegible]	[illegible]
I [illegible]	Trains Services	[illegible] Services	Health Services	[illegible] Services	[illegible]	Health Services
II [illegible]	Industrial Office	Industrial Office	Industrial Office	[illegible] Office	[illegible] Office	Industrial Office
III [illegible]	Security Activity	Security Activity	Security Activity	Security Activity	Security Activity	Security Activity
IV [illegible]	Dean of Students	[illegible]	[illegible]	Dean of Students	[illegible]	Faculty Activity
V [illegible]	Dean of Students	[illegible]	[illegible]	Dean of Students	Dean of [illegible]	Faculty
VI [illegible]	Faculty	[illegible]	Faculty	Dean of [illegible]	[illegible]	Faculty
VII [illegible]	Dean of Students	Dean of [illegible]	Dean of [illegible]	Dean of Students	Dean of [illegible]	Faculty
VIII [illegible]	Faculty	[illegible]	[illegible]	Faculty	[illegible]	[illegible]
IX [illegible]	Academic Dean	[illegible]	Faculty [illegible]	Faculty Advisor	[illegible]	Faculty [illegible]
X [illegible]	Faculty	[illegible]	Faculty	Faculty Dean	Faculty	Faculty Dean
XI [illegible]	Student Activity	[illegible]	[illegible]	Academic Dean	[illegible]	[illegible] Dean

Program." On page 159 is a summary of these services for each college.

Having completed the analysis of the data with this description of the administrator's perceptions of student personnel services at each of the six liberal arts colleges of the Church of the Nazarene, the next step in this study is to analyze the faculty and student perceptions of the student personnel services.

FIGURE I.1

[illegible]

Area	Department	Faculty				
I MED	Medical Services	Medical Services	Health Services	[illegible]	[illegible]	Health Services
II PUB	Business Office	Business Office	Business Office	Business Office	Business Office	Business Office
III ACT	Student Activity	Student Activity	Student Activity	Student Activity	Student Activity	Student Activity
IV SUP	Dean of Students	Dean of Students	Dean of Students	Dean of Students	Dean of Students	Faculty Advisor
V ACA	Dean of Students	Dean of Students	Dean of Students	Faculty	Dean of Students	Faculty
VI DEA	Faculty	Dean of Students	Dean of Students	Faculty	Dean of Students	Faculty
VII AT	Dean of Students	Dean of Students	Dean of Students	Dean of Students	Dean of Students	Faculty
VIII AA	Labor	Labor	Labor	Labor	Dean of Students	Faculty
IX Acc	Academic Dean	Faculty Advisors	Faculty Advisors	Faculty Advisors	Faculty Advisors	Faculty Advisors
X ATH	Faculty	Faculty	Faculty	Faculty	Faculty	Department Chairman
Ac ATH	Student Activity	Academic Dean	Academic Dean	Academic Dean	Academic Dean	Academic Dean

Program." On page 159 is a summary of these services for each college.

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CHAPTER V

AN ANALYSIS OF THE DIFFERENCES IN FACULTY, SENIOR, AND FRESHMEN PERCEPTIONS OF STUDENT PERSONNEL SERVICES FOR ALL SIX COLLEGES

Introduction

In this chapter the analysis of data related to faculty and student perceptions of student personnel services in each of the six liberal arts colleges of the Church of the Nazarene, is reported.

The following null hypothesis is based on the assumption that freshmen, seniors, and faculty might vary in their perceptions of student personnel services:

> There are no differences between the faculty, freshmen, and senior perceptions of student personnel services in the six colleges.

The basis for testing this hypothesis is the data collected by the administration of the original questionnaire developed from the Mooney Problem Check List problem areas.[1] The perceptions of the faculty are contrasted with the perceptions of seniors, and the perceptions of the freshmen are contrasted with those of seniors.

As reported in Chapter III,[2] Chi-square is the appropriate statistic for this analysis.

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[1]This original questionnaire is described in detail in Chapter III and reproduced in full in the appendix.

[2]P. 52.

In Table V-1 the Chi-squares are summarized.

The rationale for categorizing the formal and informal student personnel services as perceived by faculty, freshmen, and seniors, is based on the data reported in Chapter IV,[3] i.e., the administrator's perceptions of student personnel services.

"Significant findings" are based on contrasts between faculty and seniors, and freshmen and seniors according to the eleven areas indicated by the Mooney Problem Check List.

Significant Findings

At Olivet Nazarene College:

(1) There is a significant difference between the reported perceptions of faculty and seniors concerning available student personnel services related to problems in the area of "Finances, Living Conditions, and Employment."

(2) There is a significant difference between the reported awareness of faculty and seniors concerning the various student personnel services related to problems in the area of "Social Recreational Activities."

(3) There is a significant difference between the reported knowledge of freshmen and seniors concerning available student personnel services related to problems

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[3]Refer to Table IV-1, p. 159.

in the area of "Social Recreational Activities."

(4) There is a significant difference between the reported perceptions of freshmen and seniors concerning student personnel services which relate to problems in the area of "Courtship, Sex, and Marriage."

(5) There is a significant difference between the awareness reported by freshmen and seniors concerning the student personnel services related to problems in the area of "Home and Family."

(6) There is a significant difference between the knowledge reported by freshmen and seniors concerning student personnel services related to problems in the area of "Morals and Religion."

(7) There is a significant difference between the understanding of freshmen and seniors concerning student personnel services related to problems in the area of "Future: Vocational and Education."

At Pasadena College:

(1) There is a significant difference between the perceptions of faculty and seniors concerning student personnel services related to problems in the area of "Social Recreational Activities."

(2) There is a significant difference between the awareness of freshmen and seniors concerning available student personnel services related to problems in the area of "Social Recreational Activities."

(3) There is a significant difference between the

perceptions of faculty and seniors on the student personnel services related to problems in the area of "Curriculum and Teaching Procedures."

At Eastern Nazarene College:

(1) There is a significant difference between the awareness of faculty and seniors concerning student personnel services related to problems in the area of "Social Psychological Relations."

At Northwest Nazarene College:

(1) There is a significant difference between the perceptions of freshmen and seniors concerning student personnel services related to problems in the area of "Social Psychological Relations."

(2) There is a significant difference between the perceptions of the faculty and seniors on the student personnel services which relate to the problems in the area of "Adjustment to College Work."

(3) There is a significant difference between the awareness of freshmen and seniors on student personnel services related to problems in the area of "Adjustment To College Work."

(4) There is a significant difference between the perceptions of freshmen and seniors on the student personnel services related to problems in the area of "Future: Vocational and Educational."

At Trevecca Nazarene College:

(1) There is a significant difference between the

(1) There is a significant difference between the perceptions of freshmen and seniors on student personnel services relating to problems in the area of "Curriculum and Teaching Procedures."

In all other areas, there were reported no significant Chi-square differences between the perceptions of faculty and seniors, and/or freshmen and seniors concerning student personnel services.

Summary

To summarize the findings concerning the awareness of faculty and students to the available students personnel services in each college leads to the next logical step, that of analyzing the specific student problems to which these services are related. This task is assumed in the next chapter.

CHAPTER VI

ANALYSIS OF DIFFERENCES BETWEEN THE STUDENTS OWN PERCEPTIONS OF THEIR PROBLEMS IN THE SIX COLLEGES

Preparation of Data

The appropriate statistical techniques for analyzing the data considered in this chapter are: (1) the Chi-square test for K independent samples and (2) Chi-square one sample test. These techniques are fully explained in Chapter III on Methodology.

The basic data used to test the null hypothesis in this section were all student responses to the Mooney Problem Check List administered in each of the six colleges. In appendix B a percentage summary of each area of the Mooney Problem Check List for each of the six colleges is graphically presented. No attempt is made to analyze the percentages because of the limits involved in making a probability statement from such data.

In this chapter the statistical tests are (1) applied to the data to test differences in the responses of students in the six colleges for all areas of the Mooney Problem Check List simultaneously, and (2) to test differences in responses for each specific area of the Mooney Problem Check List in all six colleges.

Test of Differences in the Responses of Students in the Six Colleges for All Areas of the Mooney Problem Check List Done Simultaneously.

The following null hypothesis is framed to test differences that occur in student responses to the Mooney Problem Check List for all eleven areas on the check list and six student populations, simultaneously.

> There are no differences between the responses of students on the eleven areas of the Mooney Problem Check List and the six student populations as contrasted simultaneously.

In Table VI.1 a summary of the Chi-square test of differences of proportions of students indicating problems is presented.

All Chi-squares are significant and the null hypothesis is rejected and the alternative hypothesis is accepted, that there are significant differences between the six colleges in the proportions of students indicating specific problems.

Test of Differences Between All Six Colleges on Responses to Specific Areas of the Mooney Problem Check List.

The following null hypothesis tests the differences between responses on each of the specific areas of the Mooney Problem Check List for the six colleges.

> There are no differences between the populations in student responses from the six colleges to specific areas of the Mooney Problem Check List.

Because a one sample test was calculated on these data, a decision had to be made about the appropriate expected frequency for each cell. In order to maintain consistency with the K sample test, the expected

Table VI.1

Degrees of Freedom = 50

Summery of Chi-square test of Differences of Proportions of Students Indicating Problems In All Six Colleges				
Groups	Sex: Male or Female	Class: Freshmen or S,J, and S.	Problems: Circled	Chi-square
1	Male	Freshmen	Total	*** 93.13
2	Male	SJS	Total	*** 176.36
3	Female	Freshmen	Total	*** 116.88
4	Female	SJS	Total	*** 178.21
5	Male & Female	Freshmen & SJS	Total	*** 152.53
6	Male	Freshmen	Circled	*** 90.05
7	Male	SJS	Circled	*** 101.70
8	Female	Freshmen	Circled	*** 101.85
9	Female	SJS	Circled	*** 133.71
10	Male & Female	Freshmen & SJS	Circled	** 85.5

* = .05, 67.4
** = .01, 76.0
*** = .001, 86.6

SJS = Sophmores Juniors & Seniors.
Circled = Problems of most concern.
Total = Total number of problems indicated.

frequencies calculated from the margins of the six by eleven (six colleges for eleven areas of Mooney) matrix were used. Thus it was possible to ascertain which areas of the Mooney Problem Check List contributed the major Chi-square differences on the total six by eleven test.

Total Problems. Table VI.2 summarizes the Chi-square differences between certain student groups in the six colleges who indicated their total number of problems by the Mooney Problem Check List. The findings in relation to total number of problems checked for each area of the Mooney Problem Check List are as follows:

(1) Health and Physical Development - I.

There are no significant differences for any of the groupings studied.

(2) Finances, Living Conditions, and Employment - II.

The female upperclassmen and the married students of all classes indicate a disproportionate distribution of problems while all male freshmen and upperclassmen and all female freshmen tend to distribute proportionate to the expected frequencies for their respective cells.

(3) Social, Recreational Activities - III.

The female freshmen and upperclassmen indicate a significantly greater concern in this area than do male students (freshmen and upperclassmen) and married students.

(4) Social-Psychological Relations - IV.

Male upperclassmen and female freshmen indicate a disproportionate concern in this area while male freshmen,

Table VI.2

Degrees of Freedom = 5

Summary of Chi-square Test of Differences of Proportions of Total Problems Among Students in Six Colleges Indicated on the Mooney Problem Check List

Problem Areas	Male Freshmen	Male SJS	Female Freshmen	Female SJS	Married Freshmen & SJS
I Health & Physical Development	7.63	6.03	5.32	5.88	5.09
II Finances, Living Conditions & Employment	1.73	7.67	6.70	** 15.15	* 13.98
III Social & Recreational Activities	3.94	9.10	* 13.54	* 12.76	6.17
IV Social-Psychological Relations	4.25	** 19.48	** 17.99	9.50	9.88
V Personal-Psychological Relations	* 11.35	** 16.64	10.36	8.21	** 17.50
VI Courtship, Sex, & Marriage	8.14	*** 30.37	4.11	* 12.47	6.39
VII Home & Family	9.68	7.72	** 13.20	4.12	*** 21.16
VIII Morals & Religion	2.83	** 18.75	2.38	* 15.02	4.72
IX Adjustment to College (School) Work	* 13.58	* 14.21	7.95	*** 23.37	*** 21.33
X The Future: Vocational & Educational	* 13.08	** 18.44	** 17.99	** 17.28	7.11
XI Curriculum & Teaching Procedure	** 16.92	*** 27.95	** 17.34	*** 54.45	*** 39.2

* = .05, 11.07
** = .01, 15.09
*** = .001, 20.52

SJS = Sophmores, Juniors, & Seniors.
Total = Total of all problems indicated.

Table VI.2

Degrees of Freedom = 1

Summary of Chi-square Tests of Differences of Proportions of Local Problem Areas in Six Colleges Indicated on Two Questionnaires

Problem Areas	Mile Freshmen	[illegible]	[illegible]	[illegible]	[illegible]
I Health & Physical Development	7.49	[illegible]	[illegible]	[illegible]	[illegible]
II Finances, Living Conditions & Employment	1.73	[illegible]	6.73	[illegible]	[illegible]
III Social & Recreational Activities	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IV Social-Psychological Relations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
V Personal-Psychological Problems	11.32	[illegible]	[illegible]	[illegible]	[illegible]
VI Courtship, Sex, & Marriage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VII Home & Family	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VIII Morals & Religion	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IX Adjustment to College (Sex) Work	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
X The Future: Vocational & Educational	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
XI Curriculum & Teaching Procedure	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

* = .05, 1df
** = .01, 1df
*** = .001, 1df

female upperclassmen, and married students tend to be distributed proportionate to expectency for their respective cells.

(5) Personal-Psychological Relations - V.

Male freshmen and upperclassmen, and all married students indicate a disproportionate distribution of problems in this area, while female freshmen and upperclassmen tend to approximate their expected frequencies.

(6) Courtship, Sex, and Marriage - VI.

Male, female upperclassmen indicate a significantly great concern over problems in this area while lower classmen and married students are proportionally represented.

(7) Home and Family - VII.

Female freshmen and married students indicate significantly greater discrepancy over problems relating to home and family than do all male students and female upperclassmen.

(8) Morals and Religion - VIII.

Both male and female upperclassmen indicate a significantly greater disproportionate representation over problems of morals and religion than do lowerclassmen and married students.

(9) Adjustment to College Work - IX.

Male freshmen and upperclassmen, female upperclassmen and all married students indicate a disproportionate concern over problems which relate to adjustment

to college work. Only the female freshmen tend to approximate their expected frequency.

(10) The Future: Vocational and Educational - X.

All students, except those who are married, indicate disproportionate concern over the problems related to their vocational and educational future.

(11) Curriculum and Teaching Procedure - XI.

All students indicate a disproportionate concern over the problems of this area.

Circled problems. Table VI.3 summarizes the Chi-square difference between the student groups from the six colleges indicating their problems of most concern. The findings in relation to the circled problems (problems of most concern) checked for each area of the Mooney Problem Check List are as follows:

(1) Health and Physical Development - I.

There are no significant differences between the proportionate indications of problems in this area by the groups studied.

(2) Finances, Living Conditions and Employment - II.

Only the female upperclassmen indicate any disproportionate concern over problems in this area while all the other groups tend to approximate their expected frequencies.

(3) Social Recreational Activities - III.

The female upperclassmen have a significantly great proportion of concern over problems related to social

Table VI.3

A Summary of Chi-square Test of Differences of Proportions of Circled Problems Among Students in six colleges Indicated on the Mooney Problem Check List.

Problem Areas	Male Freshmen	Male SJS	Female Freshmen	Female SJS	Married Freshmen & SJS
I Health & Physical Development	1.72	7.39	5.88	7.6	5.28
II Finances, Living Conditions & Employment	4.53	8.14	3.30	** 22.2	5.88
III Social & Recreational Activities	6.48	7.35	4.92	* 15.0	2.2
IV Social-Psychological Relations	3.03	** 16.24	7.70	4.69	3.72
V Personal-Psychological Relations	4.59	2.16	3.89	3.88	8.42
VI Courtship, Sex, & Marriage	7.77	7.45	* 14.30	6.32	3.05
VII Home & Family	8.34	3.73	10.47	9.43	*** 20.85
VIII Morals & Religion	4.29	5.27	2.57	6.27	4.83
IX Adjustment to College (School) Work	*** 29.30	9.36	** 16.33	*** 21.56	* 13.81
X The Future: Vocational & Educational	** 16.21	* 13.30	12.75	10.25	.88
XI Curriculum & Teaching Procedure	3.79	*** 21.33	** 19.84	*** 26.51	** 16.58

* = .05, 11.07
** = .01, 15.09
*** = .001, 20.52

SJS = Sophmores, Juniors, & Seniors.
Circled = Problems of most concern.

A Scoring [illegible]
of [illegible]
Six [illegible] Inventory

Item Areas	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
I Health & Physical Well-Being	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
II Thinking, Learning, Creativity & Imagination	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
III Social & Recreational Activities	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IV Social-Emotional Relationships	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
V Intrapersonal-Spiritual Attitudes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VI Community Service & Interaction	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VII Home & Family	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VIII Morals & Religion	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IX Adjustment to Difficult Situations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
X The Future: Vocational & Educational	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
XI Curriculum & Student Life	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] = [illegible]
[illegible] = [illegible]
[illegible] = [illegible]

recreational activities while other students approximate expected frequency.

(4) Social-Psychological Relations - IV.

In this area, only the male upperclassmen show any significant disproportionate concern as contrasted to other students.

(5) Personal-Psychological Relations - V.

In this area there are no significant disproportionate representation indicated by the groups studied.

(6) Courtship, Sex and Marriage - VI.

Female freshmen indicate a significant disproportionate concern over problems of courtship, sex, and marriage while the other groups tend to approximate their expected frequency counts.

(7) Home and Family - VII.

Only the married students indicate concern over problems of home and family disproportionate to the expected frequencies. All other Chi-squares fell below .05 level of significance.

(8) Morals and Religion - VIII.

None of the groups indicate any special disproportionate concern over problems of morals and religion.

(9) Adjustment to College Work - IX.

All students in the six colleges, except male upperclassmen, indicate a disproportionate concern over problems in this area.

(10) The Future: Vocational and Educational - X.

Male students both freshmen and upperclassmen indicate disproportionate concern over their vocational and educational future while female students and married students are not significantly deviate from expectancy.

(11) Curriculum and Teaching Procedure - XI.

All students, except freshmen males, are significantly disproportionately concerned over problems relating to curriculum and teaching procedures.

Concluding statement.

This concludes the three analysis chapters. Having described the results of these analyses, one last step remains in this study, that of stating the final conclusions, implications, and suggestions for further research. This is the purpose in the next chapter.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The Problem

The specific purpose of this research was to study the student personnel services in the six liberal arts colleges of the Church of the Nazarene. This was done from three aspects: (1) The perceptions of the six administrations concerning the available student personnel services on the six campuses were described and summarized. (2) The perceptions of the freshmen, seniors, and faculty concerning available student personnel services were ascertained and contrasted between the six colleges. (3) The student's own perceptions of their problems were ascertained and contrasted between the six colleges. Contrasts of student perceptions of their problems were made for (a) male freshmen, (b) female freshmen, (c) male upperclassmen (sophomores, juniors, and seniors), (d) female upperclassmen (sophomores, juniors, and seniors), and (e) all married students including males, females, freshmen, and upperclassmen.

The administration's perceptions of student personnel services were determined by printed and mimeographed materials and by interviews. These perceptions were summarized after involking value judgments concerning the service of perceived primary importance relating to each

of the eleven specific problem areas corresponding to those in the Mooney Problem Check List.

The freshmen, senior, and faculty perceptions of these available student personnel services were determined by the administration of an Original Questionnaire based directly on the eleven areas of the Mooney Problem Check List. In short, the questionnaire asked the students and faculty to state where they would go to for help or where they would send a person for help who had certain kinds of problems.

The student's perceptions of their own problems were ascertained by their responses to the Mooney Problem Check List.

To obtain this data, each of the six colleges was visited during one, two-weeks period in November of 1957. At least one day was spent on each campus. The Mooney Problem Check List and the Original Questionnaire were administered during a regularly scheduled chapel period to a 50% sample of students present. The Original Questionnaire was administered to all faculty present.

The responses to the Mooney Problem Check List were analyzed by the Chi-square statistic. Using the Chi-square test of differences, (1) the freshmen, senior, and faculty perceptions of student personnel services were contrasted between the six colleges, (2) and the male freshmen, female freshmen, male upperclassmen, and female upperclassmen, and married student perceptions of their

of their own problems were contrasted between the six colleges.

One basic hypothesis was tested concerning the administration's perceptions of student personnel services in the six colleges:

> The administrations will perceive both a formal and an informal program for meeting student problems.

Two basic null hypotheses were tested concerning faculty and student awareness to student personnel services in the six colleges:

> 1. There will be no differences in the awareness of freshmen and seniors to available student personnel services.
>
> 2. There will be no differences in the awareness of faculty and seniors to available student personnel services.

Two basic null hypotheses were tested concerning student's perceptions of their own problems in the six colleges:

> 1. There will be no differences in the proportion of problems indicated by the students on all eleven areas of the Mooney Problem Check List for the six colleges.
>
> 2. There will be no differences in the proportions of problems indicated for each specific area of the Mooney Problem Check List for each of the six colleges.

The Findings

Administrator's perceptions of student personnel services in the six colleges. The printed materials and

conversations revealed that administrators in each college perceived a program in force which was designed more or less effectively to meet the problems perceived by students. Both the quality and quantity of the programs demonstrated differences from college to college.

Reported perceptions of student personnel services by faculty and students in the six colleges. The Chi-square test of differences between perceptions of student personnel services resulted in the summary of several significant differences at the .05 level:

(1) At Olivet Nazarene College there were significant differences between the reported perceptions of seniors and faculty concerning student personnel services which related to the following areas: (a) Finances, Living Conditions and Employment, and (b) Social Recreational Activities.

(2) In the same college (Olivet) significant differences in the reported perceptions of seniors and freshmen, concerning student personnel services, were as follows: (a) Social Recreational Activities, (b) Courtship, Sex, and Marriage, (c) Home and Family, (d) Morals and Religion, and (e) Future: Vocational and Educational.

(3) In Pasadena College the faculty were significantly different from the seniors in two areas of their reported perceptions of student personnel services: (a) Social Recreational Activities, (b) Curriculum and Teaching Procedures.

(4) The freshmen and seniors at Pasadena College only once reported perceptions of student personnel services that were significantly different: (a) Social Recreational Activities.

(5) At Eastern Nazarene College, the only significant difference between the reported perceptions of student personnel services was by the faculty and seniors concerning, (a) Social Psychological Relations.

(6) At Northwest Nazarene College the faculty and seniors reported a significant difference in their perceptions of student personnel services only once: (a) Adjustment to College Work.

(7) However, the freshmen and seniors reported significant differences in their perceptions of student personnel services in three areas: (a) Social Psychological Relations, (b) Adjustment to College Work, and (c) Future: Vocational and Educational.

(8) At Trevecca Nazarene College, there was one area in the reported perceptions of student personnel services which was significantly different between freshmen and seniors: (a) Curriculum and Teaching Procedures.

(9) At Bethany Nazarene College, there were no significant differences between the reported perceptions of student personnel services by freshmen, seniors and faculty.

<u>Findings related to student's perceptions of their own problems in the six colleges.</u> Proportions of students indicating problems in all six colleges, according to the

Chi-square test, were significantly different. For all areas of the Mooney Problem Check List there were significant differences in the proportions of students indicating specific problems between the six colleges.

A summary of the Chi-square test of differences between the six colleges for certain student groups, who by the Mooney Problem Check List indicated their total number of problems and their circled problems (problems of most concern), is as follows:

(1) Male freshmen:

A disproportionate total number of problems was indicated in the areas of (a) Personal-Psychological Relations, (b) Adjustment to College Work, (c) The Future: Vocational and Educational, and (d) Curriculum and Teaching Procedures.

A disproportionate distribution of circled problems was indicated in the areas of (a) Adjustment to College Work, (b) and The Future: Vocational and Educational.

(2) Male upperclassmen:

A disproportionate distribution of total number of problems was indicated by male upperclassmen in the areas of (a) Social-Psychological Relations, (b) Personal-Psychological Relations, (c) Courtship, Sex, and Marriage, (d) Morals and Religion, (e) Adjustment to College Work, (f) The Future: Vocational and Educational, and (g) Curriculum and Teaching Procedures.

These same male upperclassmen indicated a disproportionate

distribution of responses of circled problems in the areas of (a) Social-Psychological Relations, (b) The Future: Vocational and Educational, and (c) Curriculum and Teaching Procedures.

(3) Female freshmen:

A summary of Chi-square test of differences of proportions of total problems among students in the six colleges indicated a disproportionate distribution of total problems among freshmen females in the areas of (a) Social and Recreational Activities, (b) Social-Psychological Relations, (c) Home and Family, (d) The Future: Vocational and Educational, and (e) Curriculum and Teaching Procedures.

Female freshmen indicated a disproportionate distribution of responses concerning circled problems in the areas of (a) Courtship, Sex and Marriage, (b) Adjustment to College Work, and (c) Curriculum and Teaching Procedures.

(4) Female upperclassmen:

Concerning total problems indicated, female upperclassmen showed a disproportion distribution of problems in the areas of (a) Finances, Living Conditions and Employment, (b) Social Recreational Activities, (c) Courtship, Sex, and Marriage, (d) Morals and Religion, (e) Adjustment to College Work, (f) The Future: Vocational and Educational, and (g) Curriculum and Teaching Procedures.

Female upperclassmen indicated a disproportionate distribution of circled problems in the areas of (a)

Finances, Living Conditions, and Employment, (b) Social Recreational Activities, (c) Adjustment to College Work and (d) Curriculum and Teaching Procedures.

(5) Married students:

Concerning total number of problems checked, married students showed a disproportionate distribution of problems in the areas of (a) Finances, Living Conditions and Employment, (b) Personal-Psychological Relations, (c) Home and Family, (d) Adjustment to College Work, and (e) Curriculum and Teaching Procedures.

Concerning circled problems, married students showed a disproportionate distribution of problems in the areas of (a) Home and Family, (b) Adjustment to College Work, and (c) Curriculum and Teaching Procedures.

Conclusions and Implications.

Although it is more apparent in some colleges than others, Table V.1 indicates the need for clarification of communications concerning student personnel services. Some colleges show many discrepancies between the perceptions of freshmen, seniors and faculty concerning available student personnel services while other colleges have few discrepancies and one college has none.

Further attention is indicated for the need of better communications by the fact that not all students and faculty are aware of what services to use when help is needed. Also, services other than those specifically planned by the administrations for meeting student problems

are being used.

The printed materials and conversations with administrators revealed their pride in the informal and friendly atmosphere which makes it easy for any student to go to anyone with any problem. This is both a strength and weakness. Closer attention may need to be given to planning and effecting services specifically to meet problems of a definite nature.

Also in areas of disagreement colleges should do a thorough overview of student personnel services. Differences in the perceptions of faculty and students concerning student personnel services may mean that besides the problems in communications, there may be serious problems in the coverage and organization of the student personnel services as well as general or sporadic ineffectiveness.

No attempt has been made to isolate specific differences internal to colleges in relation to student's perceptions of their own problems because of need for endeavor of this type to be instigated and executed by personnel on the specific campuses.

Although no value judgments have been made concerning the student's indications of their own problems it is evident from Tables VI.2 and VI.3, and graphs I-XII in the appendix that students in certain colleges have more problems in some areas than in others, and are more concerned about problems in some areas than in others. These indications suggest the need for a more penetrating

analysis of the student personnel services which relate to some areas. This may be done on the separate campuses through student personnel studies which involve students, faculty, and administration and which use such tools as rating scales, questionnaires, planned discussion sessions, and the help of a qualified consultant.

Recommendations

There is no single generalization to be drawn on the basis of this study. Health services formally perceived by administrators as functioning to meet needs in the area of "Health and Physical Development," are agreed upon by faculty and students alike as being available to meet those needs. And students show proportionate distributions of problems in this area. This might appear to mean that a formalized service of which students are aware meets the problems in that specific area.

However, the same administrators perceive with equal clarity the formal services instituted to meet problems in the area of "Adjustment to College Work." And except at Northwest Nazarene College, faculty and students alike seem to be well aware of these services. Yet, with the exception of female freshmen, all students male and female, freshmen and upperclassmen, married and single report a disproportionate total number of problems and total number of serious problems in this area.

The next logical step in this study would be to

evaluate the student personnel services both formal and informal which are now perceived to be related to the student problems identified. From this might develop a positive inservice training program designed to upgrade the services and to deepen and broaden the student personnel point of view on each campus.

Further, an investigation of the student personnel services relating to specific areas of student problems as identified by the Mooney Problem Check List should be given special attention by the six college administrations. Included are the specific areas of "Social Recreational Activities," "Social Psychological Relations," and "Adjustment to College Work."

A better orientation of faculty and students plus improved communications concerning existing student personnel services are needed.

Because of the acute differences between colleges both in student personnel services and the identification of student problems, these recommendations need to be carried out on each campus independently.

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APPENDIX

1950
REVISION

MOONEY PROBLEM CHECK LIST

Ross L. Mooney
Assisted by Leonard V. Gordon
Bureau of Educational Research
Ohio State University

C COLLEGE FORM

Age..... Date of birth..... Sex.....

Class in college..... Marital status.....
(Freshman, Sophomore, etc.) (Single, married, etc.)

Curriculum in which you are enrolled.....
(Electrical Engineering, Teacher Education, Liberal Arts, etc.)

Name of the counselor, course or agency
for whom you are marking this check list.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS

This is not a test. It is 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. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps.

First Step: Read the list slowly, pause at each item, and if it suggests something which is troubling you, *underline* it, thus "34. Sickness in the family." Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

Second Step: After completing the first step, look back over the items you have underlined and *circle the numbers* in front of the items which are of *most concern* to you, thus,

" 34. Sickness in the family."

Third Step: After completing the first and second steps, answer the summarizing questions on pages 5 and 6.

Cir.	Tot.
HPD	
FLE	
SRA	
SPR	
PPR	
CSM	
HF	
MR	
ACW	
FVE	
CTP	
Total. . . .	

The Psychological Corporation
522 Fifth Avenue, New York, N. Y.

56-177T
Printed in U.S.A.

d the list slowly, and as you come to a problem which troubles you, underline it.

ch of the time
ht
t
gh exercise
gh sleep

for clothes
le help from home
ey than my friends
ances poorly
me job now

for recreation
to get into sports
to enjoy art or music
to enjoy radio or television
myself

ıy
embarrassed
with other people
friends in college
back home

ı seriously
ımimportant things

oo easily
lt to relax

one I like to date
s to go on dates
r to go steady
one my family won't accept

y my parents

mily
g too much for me

rch often enough
church services
at differ from my church
religious faith
ue of worship and prayer

v to study effectively
from my work
work ahead
ckground for some subjects
school training

in starting life work
ı of my vocational choice
my choice of vocation
to college not clear
ue of a college degree

living quarters
to study on campus
l to understand
d to understand
ng required books

56. Not as strong and healthy as I should be
57. Allergies (hay fever, asthma, hives, etc.)
58. Occasional pressure and pain in my head
59. Gradually losing weight
60. Not getting enough outdoor air and sunshine

61. Going in debt for college expenses
62. Going through school on too little money
63. Graduation threatened by lack of funds
64. Needing money for graduate training
65. Too many financial problems

66. Not living a well-rounded life
67. Not using my leisure time well
68. Wanting to improve myself culturally
69. Wanting to improve my mind
70. Wanting more chance for self-expression

71. Wanting a more pleasing personality
72. Losing friends
73. Wanting to be more popular
74. Being left out of things
75. Having feelings of extreme loneliness

76. Moodiness, "having the blues"
77. Failing in so many things I try to do
78. Too easily discouraged
79. Having bad luck
80. Sometimes wishing I'd never been born

81. Afraid of losing the one I love
82. Loving someone who doesn't love me
83. Too inhibited in sex matters
84. Afraid of close contact with the opposite sex
85. Wondering if I'll ever find a suitable mate

86. Parents separated or divorced
87. Parents having a hard time of it
88. Worried about a member of my family
89. Father or mother not living
90. Feeling I don't really have a home

91. Differing from my family in religious beliefs
92. Failing to see the relation of religion to life
93. Don't know what to believe about God
94. Science conflicting with my religion
95. Needing a philosophy of life

96. Forgetting things I've learned in school
97. Getting low grades
98. Weak in writing
99. Weak in spelling or grammar
100. Slow in reading

101. Unable to enter desired vocation
102. Enrolled in the wrong curriculum
103. Wanting to change to another college
104. Wanting part-time experience in my field
105. Doubting college prepares me for working

106. College too indifferent to student needs
107. Dull classes
108. Too many poor teachers
109. Teachers lacking grasp of subject matter
110. Teachers lacking personality

First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Feeling tired much of the time
2. Being underweight
3. Being overweight
4. Not getting enough exercise
5. Not getting enough sleep

6. Too little money for clothes
7. Receiving too little help from home
8. Having less money than my friends
9. Managing my finances poorly
10. Needing a part-time job now

11. Not enough time for recreation
12. Too little chance to get into sports
13. Too little chance to enjoy art or music
14. Too little chance to enjoy radio or television
15. Too little time to myself

16. Being timid or shy
17. Being too easily embarrassed
18. Being ill at ease with other people
19. Having no close friends in college
20. Missing someone back home

21. Taking things too seriously
22. Worrying about unimportant things
23. Nervousness
24. Getting excited too easily
25. Finding it difficult to relax

26. Too few dates
27. Not meeting anyone I like to date
28. No suitable places to go on dates
29. Deciding whether to go steady
30. Going with someone my family won't accept

31. Being criticized by my parents
32. Mother
33. Father
34. Sickness in the family
35. Parents sacrificing too much for me

36. Not going to church often enough
37. Dissatisfied with church services
38. Having beliefs that differ from my church
39. Losing my earlier religious faith
40. Doubting the value of worship and prayer

41. Not knowing how to study effectively
42. Easily distracted from my work
43. Not planning my work ahead
44. Having a poor background for some subjects
45. Inadequate high school training

46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Purpose in going to college not clear
50. Doubting the value of a college degree

51. Hard to study in living quarters
52. No suitable place to study on campus
53. Teachers too hard to understand
54. Textbooks too hard to understand
55. Difficulty in getting required books

56. Not as strong and healthy as I should be
57. Allergies (hay fever, asthma, hives, etc.)
58. Occasional pressure and pain in my head
59. Gradually losing weight
60. Not getting enough outdoor air and sunshine

61. Going in debt for college expenses
62. Going through school on too little money
63. Graduation threatened by lack of funds
64. Needing money for graduate training
65. Too many financial problems

66. Not living a well-rounded life
67. Not using my leisure time well
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69. Wanting to improve my mind
70. Wanting more chance for self-expression

71. Wanting a more pleasing personality
72. Losing friends
73. Wanting to be more popular
74. Being left out of things
75. Having feelings of extreme loneliness

76. Moodiness, "having the blues"
77. Failing in so many things I try to do
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89. Father or mother not living
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99. Weak in spelling or grammar
100. Slow in reading

101. Unable to enter desired vocation
102. Enrolled in the wrong curriculum
103. Wanting to change to another college
104. Wanting part-time experience in my field
105. Doubting college prepares me for working

106. College too indifferent to student needs
107. Dull classes
108. Too many poor teachers
109. Teachers lacking grasp of subject matter
110. Teachers lacking personality

111. Poor posture
112. Poor complexion or skin trouble
113. Too short
114. Too tall
115. Not very attractive physically

116. Needing money for better health care
117. Needing to watch every penny I spend
118. Family worried about finances
119. Disliking financial dependence on others
120. Financially unable to get married

121. Awkward in meeting people
122. Awkward in making a date
123. Slow in getting acquainted with people
124. In too few student activities
125. Boring weekends

126. Feelings too easily hurt
127. Being talked about
128. Being watched by other people
129. Worrying how I impress people
130. Feeling inferior

131. Unhappy too much of the time
132. Having memories of an unhappy childhood
133. Daydreaming
134. Forgetting things
135. Having a certain nervous habit

136. Being in love
137. Deciding whether I'm in love
138. Deciding whether to become engaged
139. Wondering if I really know my prospective mate
140. Being in love with someone I can't marry

141. Friends not welcomed at home
142. Home life unhappy
143. Family quarrels
144. Not getting along with a member of my family
145. Irritated by habits of a member of my family

146. Parents old-fashioned in their ideas
147. Missing spiritual elements in college life
148. Troubled by lack of religion in others
149. Affected by racial or religious prejudice
150. In love with someone of a different race or religion

151. Not spending enough time in study
152. Having too many outside interests
153. Trouble organizing term papers
154. Trouble in outlining or note-taking
155. Trouble with oral reports

156. Wondering if I'll be successful in life
157. Needing to plan ahead for the future
158. Not knowing what I really want
159. Trying to combine marriage and a career
160. Concerned about military service

161. Not having a good college adviser
162. Not getting individual help from teachers
163. Not enough chances to talk to teachers
164. Teachers lacking interest in students
165. Teachers not considerate of students' feelings

166. Frequent sore throat
167. Frequent colds
168. Nose or sinus trouble
169. Speech handicap (stuttering, etc.)
170. Weak eyes

171. Working late at night on a job
172. Living in an inconvenient location
173. Transportation or commuting difficulty
174. Lacking privacy in living quarters
175. Having no place to entertain friends

176. Wanting to learn how to dance
177. Wanting to learn how to entertain
178. Wanting to improve my appearance
179. Wanting to improve my manners or etiquette
180. Trouble in keeping a conversation going

181. Being too envious or jealous
182. Being stubborn or obstinate
183. Getting into arguments
184. Speaking or acting without thinking
185. Sometimes acting childish or immature

186. Losing my temper
187. Being careless
188. Being lazy
189. Tending to exaggerate too much
190. Not taking things seriously enough

191. Embarrassed by talk about sex
192. Disturbed by ideas of sexual acts
193. Needing information about sex matters
194. Sexual needs unsatisfied
195. Wondering how far to go with the opposite sex

196. Unable to discuss certain problems at home
197. Clash of opinion between me and parents
198. Talking back to my parents
199. Parents expecting too much of me
200. Carrying heavy home responsibilities

201. Wanting more chances for religious worship
202. Wanting to understand more about the Bible
203. Wanting to feel close to God
204. Confused in some of my religious beliefs
205. Confused on some moral questions

206. Not getting studies done on time
207. Unable to concentrate well
208. Unable to express myself well in words
209. Vocabulary too limited
210. Afraid to speak up in class discussions

211. Wondering whether further education is worthwhile
212. Not knowing where I belong in the world
213. Needing to decide on an occupation
214. Needing information about occupations
215. Needing to know my vocational abilities

216. Classes too large
217. Not enough class discussion
218. Classes run too much like high school
219. Too much work required in some courses
220. Teachers too theoretical

221. Frequent headaches
222. Menstrual or female disorders
223. Sometimes feeling faint or dizzy
224. Trouble with digestion or elimination
225. Glandular disorders (thyroid, lymph, etc.)

226. Not getting satisfactory diet
227. Tiring of the same meals all the time
228. Too little money for recreation
229. No steady income
230. Unsure of my future financial support

231. Lacking skill in sports and games
232. Too little chance to enjoy nature
233. Too little chance to pursue a hobby
234. Too little chance to read what I like
235. Wanting more worthwhile discussions with people

236. Disliking someone
237. Being disliked by someone
238. Feeling that no one understands me
239. Having no one to tell my troubles to
240. Finding it hard to talk about my troubles

241. Afraid of making mistakes
242. Can't make up my mind about things
243. Lacking self-confidence
244. Can't forget an unpleasant experience
245. Feeling life has given me a "raw deal"

246. Disappointment in a love affair
247. Girl friend
248. Boy friend
249. Breaking up a love affair
250. Wondering if I'll ever get married

251. Not telling parents everything
252. Being treated like a child at home
253. Being an only child
254. Parents making too many decisions for me
255. Wanting more freedom at home

256. Sometimes lying without meaning to
257. Pretending to be something I'm not
258. Having a certain bad habit
259. Unable to break a bad habit
260. Getting into serious trouble

261. Worrying about examinations
262. Slow with theories and abstractions
263. Weak in logical reasoning
264. Not smart enough in scholastic ways
265. Fearing failure in college

266. Deciding whether to leave college for a job
267. Doubting I can get a job in my chosen vocation
268. Wanting advice on next steps after college
269. Choosing course to take next term
270. Choosing best courses to prepare for a job

271. Some courses poorly organized
272. Courses too unrelated to each other
273. Too many rules and regulations
274. Unable to take courses I want
275. Forced to take courses I don't like

276. Having considerable trouble with my teeth
277. Trouble with my hearing
278. Trouble with my feet
279. Bothered by a physical handicap
280. Needing medical advice

281. Needing a job during vacations
282. Working for all my expenses
283. Doing more outside work than is good for me
284. Getting low wages
285. Dissatisfied with my present job

286. Too little chance to do what I want to do
287. Too little social life
288. Too much social life
289. Nothing interesting to do in vacations
290. Wanting very much to travel

291. Too self-centered
292. Hurting other people's feelings
293. Avoiding someone I don't like
294. Too easily led by other people
295. Lacking leadership ability

296. Too many personal problems
297. Too easily moved to tears
298. Bothered by bad dreams
299. Sometimes bothered by thoughts of insanity
300. Thoughts of suicide

301. Thinking too much about sex matters
302. Too easily aroused sexually
303. Having to wait too long to get married
304. Needing advice about marriage
305. Wondering if my marriage will succeed

306. Wanting love and affection
307. Getting home too seldom
308. Living at home, or too close to home
309. Relatives interfering with family affairs
310. Wishing I had a different family background

311. Sometimes not being as honest as I should be
312. Having a troubled or guilty conscience
313. Can't forget some mistakes I've made
314. Giving in to temptations
315. Lacking self-control

316. Not having a well-planned college program
317. Not really interested in books
318. Poor memory
319. Slow in mathematics
320. Needing a vacation from school

321. Afraid of unemployment after graduation
322. Not knowing how to look for a job
323. Lacking necessary experience for a job
324. Not reaching the goal I've set for myself
325. Wanting to quit college

326. Grades unfair as measures of ability
327. Unfair tests
328. Campus activities poorly co-ordinated
329. Campus lacking in school spirit
330. Campus lacking in recreational facilities

TOTAL. . . .

Cir.	Tot.
HPD	
FLE	
SRA	
SPR	
PPR	
CSM	
HF	
MR	
ACW	
FVE	
CTP	

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

Third Step: Pages 5 and 6

		Cir.	Tot.
		HPD	
111. P	276. Having considerable trouble with my teeth		
112. P	277. Trouble with my hearing		
113. T	278. Trouble with my feet		
114. T	279. Bothered by a physical handicap		
115. N	280. Needing medical advice		
		FLE	
116. N	281. Needing a job during vacations		
117. N	282. Working for all my expenses		
118. F	283. Doing more outside work than is good for me		
119. D	284. Getting low wages		
120. F	285. Dissatisfied with my present job		
		SRA	
121. A	286. Too little chance to do what I want to do		
122. A	287. Too little social life		
123. S	288. Too much social life		
124. I	289. Nothing interesting to do in vacations		
125. B people	290. Wanting very much to travel		
		SPR	
126. F	291. Too self-centered		
127. B	292. Hurting other people's feelings		
128. B	293. Avoiding someone I don't like		
129. W	294. Too easily led by other people		
130. F	295. Lacking leadership ability		
		PPR	
131. U	296. Too many personal problems		
132. H	297. Too easily moved to tears		
133. D	298. Bothered by bad dreams		
134. F	299. Sometimes bothered by thoughts of insanity		
135. H	300. Thoughts of suicide		
		CSM	
136. B	301. Thinking too much about sex matters		
137. D	302. Too easily aroused sexually		
138. D	303. Having to wait too long to get married		
139. W	304. Needing advice about marriage		
140. B	305. Wondering if my marriage will succeed		
		HF	
141. F	306. Wanting love and affection		
142. H	307. Getting home too seldom		
143. F	308. Living at home, or too close to home		
144. N	309. Relatives interfering with family affairs		
145. I	310. Wishing I had a different family background		
		MR	
146. P	311. Sometimes not being as honest as I should be		
147. M	312. Having a troubled or guilty conscience		
148. T	313. Can't forget some mistakes I've made		
149. A	314. Giving in to temptations		
150. I	315. Lacking self-control		
		ACW	
151. N	316. Not having a well-planned college program		
152. H	317. Not really interested in books		
153. T	318. Poor memory		
154. T	319. Slow in mathematics		
155. T	320. Needing a vacation from school		
		FVE	
156. W	321. Afraid of unemployment after graduation		
157. Nation	322. Not knowing how to look for a job		
158. N	323. Lacking necessary experience for a job		
159. T	324. Not reaching the goal I've set for myself		
160. C	325. Wanting to quit college		
		CTP	
161. N	326. Grades unfair as measures of ability		
162. N	327. Unfair tests		
163. N	328. Campus activities poorly co-ordinated		
164. T	329. Campus lacking in school spirit		
165. T	330. Campus lacking in recreational facilities		
	TOTAL. . . .		

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ı have or have not enjoyed filling out the list, do you think it has been worth doing? .....No. Could you explain your reaction?

tunity were offered, would you like to talk over any of these problems with someone on the .....Yes. .....No. If so, do you know the particular person(s) with whom you would these talks? .....Yes. .....No.

STUDENT QUESTIONNAIRE

AGE_____ DATE OF BIRTH_____ SEX_____

CLASS IN COLLEGE_____ MARITAL STATUS_____
(Freshman, Sophomore, etc.)

YOUR NAME_____

INSTRUCTIONS: One authority has divided the problems of students into eleven areas listed below. What provisions have been made on this campus for you or your fellow students to get help with problems in these particular areas? Under each heading below, please identify the offices agencies, organizations, or persons to whom you might go. (Do not name persons, only their position such as president, Academic Dean, instructor, etc.)

I. HEALTH AND PHYSICAL DEVELOPMENT (Not getting enough exercise.....poor posture.....frequent headaches.....and similar problems)

_____ _____

_____ _____

II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT (Needing a part-time job .....going in debt for college expenses.....dissatisfied with my present job.....and similar problems)

_____ _____

_____ _____

III. SOCIAL AND RECREATIONAL ACTIVITIES (Too little time to myself..... not using my leisure time well.....in too few student activities .....and similar problems)

_____ _____

_____ _____

IV. SOCIAL-PSYCHOLOGICAL RELATIONS (Being ill at ease with other people .....being left out of things.....too self-centered.....and similar problems)

_____ _____

_____ _____

V. PERSONAL-PSYCHOLOGICAL RELATIONS (Nervousness.....too easily discouraged.....lacking self-confidence.....and similar problems)

_____ _____

_____ _____

VI. COURTSHIP, SEX, AND MARRIAGE (No suitable places to go on dates.....breaking up a love affair.....needing advice about marriage.....and similar problems)

_____ _____

_____ _____

VII. HOME AND FAMILY (Sickness in the family.....parents separated or divorced.....wishing I had a different family background.....and similar problems)

_____ _____

_____ _____

VIII. MORALS AND RELIGION (Losing my earlier religious faith.....needing a philosophy of life.....confused on some moral questions.....and similar problems)

_____ _____

_____ _____

IX. ADJUSTMENT TO COLLEGE WORK (Not knowing how to study effectively .....getting low grades.....fearing failure in college.....and similar problems)

_____ _____

_____ _____

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL (Restless at delay in starting life work.....doubting college prepares me for working.....choosing best courses to prepare for a job.....and similar problems)

_____ _____

_____ _____

XI. CURRICULUM AND TEACHING PROCEDURE (Hard to study in living quarters .....college too indifferent to student needs.....not having a good college adviser.....and similar problems)

_____ _____

_____ _____

V. PERSONAL-PSYCHOLOGICAL RELATIONS (Nervousness.....too easily discouraged.....lacking self-confidence.....and similar problems)

_____ _____

_____ _____

VI. COURTSHIP, SEX, AND MARRIAGE (No suitable places to go on dates.....breaking up a love affair.....needing advice about marriage.....and similar problems)

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_____ _____

_____ _____

XI. CURRICULUM AND TEACHING PROCEDURE (Hard to study in living quarters .....college too indifferent to student needs.....not having a good college adviser.....and similar problems)

_____ _____

_____ _____

Graph I: HEALTH AND PHYSICAL DEVELOPMENT
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	3	5	3	3	1	3	3	3	5	5	2	3
TOT	9	13	11	11	6	11	9	12	16	14	10	11
SO												
CIR	4	8	4	3	2	1	2	5	2	2	2	3
TOT	9	18	13	10	10	11	10	13	8	9	10	12
JR												
CIR	3	4	1	3	3	4	3	5	1	3	3	1
TOT	13	11	8	10	10	11	10	13	10	12	10	9
SR												
CIR	11	3	2	4	3	4	5	6	2	5	4	1
TOT	23	12	7	11	7	17	11	11	8	11	9	15

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

[redacted]

Graph I: HEALTH AND PHYSICAL DEVELOPMENT

Student responses to the "Money Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	3	5	3	3	1	3	3	3	5	5	2	3
TOT	9	13	11	1	6	11	9	12	16	11	10	11
SO												
CIR	4	8	4	3	2	1	2	5	2	2	2	3
TOT	9	18	13	10	10	11	10	13	8	9	10	12
JR												
CIR	3	4	1	3	3	4	3	5	1	3	3	1
TOT	13	11	8	10	10	11	10	13	10	12	10	9
SR												
CIR	11	3	2	4	3	4	5	6	2	5	4	1
TOT	23	12	7	11	7	17	11	11	8	11	9	15

FR - Freshmen
SO - Sophomores

JR - Juniors
SR - Seniors

CIR - Circled problems
TOT - Total problems

M - Male
F - Female

Note: Numbers indicate # of possible responses.

Graph II: FINANCES, LIVING CONDITIONS AND EMPLOYMENT

Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	5	5	3	3	2	4	5	4	6	5	4	4
TOT	14	10	11	9	11	12	16	12	23	16	15	12
SO												
CIR	6	8	4	3	2	2	5	5	3	4	4	4
TOT	6	15	13	11	13	11	15	15	14	15	17	12
JR												
CIR	8	4	1	7	3	2	4	7	8	3	4	3
TOT	17	14	8	13	11	10	13	14	19	11	14	9
SR												
CIR	3	2	2	1	5	3	8	8	2	3	4	3
TOT	14	7	7	10	10	12	12	16	7	8	16	17

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

Graph III: SOCIAL RECREATIONAL ACTIVITIES

Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	4	6	3	2	1	5	6	4	6	4	4	3
TOT	14	18	15	12	22	18	18	16	25	18	17	14
SO												
CIR	2	10	5	3	4	4	2	3	3	3	3	4
TOT	5	26	22	16	19	20	12	16	16	14	14	16
JR												
CIR	5	5	2	4	2	4	3	6	5	3	4	2
TOT	15	19	14	20	15	16	12	19	15	13	16	16
SR												
CIR	8	4	2	4	6	9	5	12	6	3	4	3
TOT	28	15	19	17	13	20	20	23	16	12	19	22

FR - Freshmen
SO - Sophmores

JR - Juniors
SR - Seniors

CIR - Circled problems
TOT - Total problems

M - Male
F - Female

Note: Numbers indicate % of possible responses.

[redacted]

Graph IV: SOCIAL PSYCHOLOGICAL RELATIONS

Studnet responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	5	7	3	4	1	6	4	4	6	5	3	2
TOT	12	9	9	13	9	14	11	13	20	16	12	12
SO												
CIR	3	13	2	3	3	4	1	3	4	2	2	3
TOT	7	30	12	12	12	14	7	10	12	9	8	12
JR												
CIR	2	3	3	7	2	4	3	8	3	3	2	2
TOT	15	11	11	17	7	12	9	15	14	13	22	10
SR												
CIR	0	2	1	7	5	4	4	5	4	3	2	4
TOT	16	10	4	16	15	11	5	10	9	10	8	16

FR - Freshmen
SO - Sophmores

JR - Juniors
SR - Seniors

CIR - Circled problems
TOT - Total problems

M - Male
F - Female

Note: Numbers indicate % of possible responses.

[redacted]

Graph V: PERSONAL PSYCHOLOGICAL RELATIONS
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	5	6	3	4	1	4	4	5	6	4	2	3
TOT	14	14	10	13	8	13	12	14	23	14	10	12
SO												
CIR	4	11	4	4	3	4	3	5	2	2	2	3
TOT	10	28	14	14	12	12	10	25	21	11	8	12
JR												
CIR	2	6	2	8	1	4	3	6	3	3	2	3
TOT	12	13	6	20	9	13	8	15	8	13	7	12
SR												
CIR	2	6	2	5	6	4	5	6	4	4	3	3
TOT	19	18	14	15	12	11	8	13	9	7	10	19

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

Graph VI: COURTSHIP, SEX, AND MARRIAGE

Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR CIR	3	4	1	3	1	3	4	4	5	4	2	4
FR TOT	9	8	7	7	6	8	10	9	18	10	9	10
SO CIR	2	9	3	3	1	3	3	3	2	2	2	3
SO TOT	9	14	11	9	5	9	7	8	7	6	9	9
JR CIR	8	4	2	1	2	2	3	6	3	4	3	3
JR TOT	17	9	8	7	5	7	7	10	7	10	9	11
SR CIR	11	1	3	5	3	4	5	5	2	3	5	2
SR TOT	20	4	12	15	7	9	6	7	7	6	11	10

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

[redacted]

Graph VII: HOME AND FAMILY
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	2	4	1	1	2	3	2	3	3	3	1	2
TOT	6	9	7	5	5	7	6	8	13	9	5	6
SO												
CIR	1	5	2	3	1	2	0	3	2	2	1	3
TOT	2	16	8	9	5	7	5	10	7	7	7	7
JR												
CIR	2	3	1	3	1	1	1	3	1	2	1	2
TOT	13	5	5	10	4	7	4	7	6	10	5	7
SR												
CIR	1	6	1	6	2	1	3	6	1	3	2	4
TOT	8	10	6	10	2	4	5	11	3	6	6	11

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

Appendix VII: [illegible]

Student responses to the "Money Pro Con Chart"

	Teaveeda		Eastern		Northwest		Lenhardy		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
[illegible]												
CTR	2	4	1	1	2	2	3	3	2	3	1	2
TOT	[illegible]	[illegible]	7	5	[illegible]	2	[illegible]	[illegible]	[illegible]	1	[illegible]	4
[illegible]												
CTR	1	3	2	3	1	2	[illegible]	3	2	2	1	2
[illegible]	2	[illegible]	[illegible]	1	2	7	3	10	7	1	7	7
[illegible]												
[illegible]	2	2	1	2	1	1	1	2	1	2	1	2
[illegible]	13	[illegible]	5	1	4	7	4	7	4	2	2	7
[illegible]												
[illegible]	1	6	1	0	2	1	3	[illegible]	1	3	2	4
[illegible]	9	10	6	10	2	4	5	11	3	[illegible]	[illegible]	2

[illegible] = Freshman [illegible] = Sophomore CTR = Contra responses M = Male
[illegible] = Junior [illegible] = Senior TOT = Total responses F = Female

Graph VIII: MORALS AND RELIGION
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	3	4	3	3	1	3	4	3	6	4	3	2
TOT	9	7	10	8	8	8	10	8	18	11	11	7
SO												
CIR	2	8	3	4	2	3	3	3	4	2	2	2
TOT	4	15	12	9	8	9	9	11	9	8	7	9
JR												
CIR	1	5	3	6	2	4	3	3	1	1	2	3
TOT	5	9	8	10	9	9	9	8	5	8	8	10
SR												
CIR	4	1	4	3	2	1	5	5	2	3	4	1
TOT	2	4	12	17	7	5	9	9	6	6	12	13

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female
Note: Numbers indicate % of possible responses.

Graph VIII: MORALS AND RELIGION
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	3	4	3	3	1	3	4	3	6	4	3	2
TOT	9	7	10	8	8	8	10	8	18	11	11	7
SO												
CIR	2	8	3	4	2	3	3	3	4	2	2	2
TOT	4	15	12	9	8	9	9	11	9	8	7	9
JR												
CIR	1	5	3	6	2	4	3	3	1	1	2	3
TOT	5	9	8	10	9	9	9	8	5	8	8	10
SR												
CIR	4	1	4	3	2	1	5	5	2	3	4	1
TOT	2	4	12	17	7	5	9	9	6	6	12	13

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

Grade VIII: MORAL AND HEALTH

Student responses to the "Honesty Problem Check List"

	Trevecca		Eastern		Northwest		Lenang		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
7th												
CIA	3[illegible]	4[illegible]	[illegible]	3[illegible]	1[illegible]	2[illegible]	4[illegible]	2[illegible]	6[illegible]	4[illegible]	3[illegible]	2[illegible]
TOT	9[illegible]	7[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10[illegible]	[illegible]	11	[illegible]	[illegible]
8th												
CIA	2[illegible]	[illegible]	3[illegible]	4[illegible]	[illegible]	2[illegible]	[illegible]	2[illegible]	4[illegible]	3[illegible]	2[illegible]	[illegible]
TOT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9th												
CIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10th												
CIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

M - Men
F - Women
CIA - Class Interval Average
TOT - Total Responses

Graph IX: ADJUSTMENT TO COLLEGE WORK
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	9	9	8	7	4	7	10	6	11	7	10	7
TOT	24	19	22	20	17	22	24	20	39	27	30	22
SO												
CIR	6	11	8	8	9	5	7	6	4	4	5	5
TOT	21	28	30	24	24	19	26	20	14	19	18	6
JR												
CIR	7	5	5	10	6	6	10	6	8	0	7	2
TOT	20	17	20	22	23	19	21	16	28	16	24	17
SR												
CIR	4	4	9	5	6	6	11	13	7	4	8	3
TOT	22	13	21	15	19	18	21	19	17	9	28	26

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female
Note: Numbers indicate % of possible responses.

[redacted]

Graph VIII: MORALE AND RELIGION

Student responses to the "Honey from Clock List"

	Trevecca		Eastern		Northwest		Tennany		Clive		Headden	
	M	F	M	F	M	F	M	F	M	F	M	F
MR												
CIA	3	4	3	3	3	3	4	2	4	4	3	2
TCI	9	7	[illegible]	[illegible]	9	5	10	5	14	11	10	7
SO												
CIA	2	8	2	4	4	2	4	2	4	2	2	2
TCI	4	10	11	9	7	9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
JR												
CIA	1	2	2	3	4	2	2	1	2	2	2	2
TCI	5	9	6	10	11	9	11	7	9	7	7	2
SR												
CIA	4	1	4	3	2	1	3	2	2	2	1	1
TCI	2	4	11	11	7	8	7	8	6	6	11	7

MR - Freshmen JR - Juniors CIA - Cumulative Average M - Men
SO - Sophomores SR - Seniors TCI - Total Criterions F - Women

Graph IX: ADJUSTMENT TO COLLEGE WORK
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR CIR	9	9	8	7	4	7	10	6	11	7	10	7
FR TOT	24	19	22	20	17	22	24	20	39	27	30	22
SO CIR	6	11	8	8	9	5	7	6	4	4	5	5
SO TOT	21	28	30	24	24	19	26	20	14	19	18	6
JR CIR	7	5	5	10	6	6	10	6	8	0	7	2
JR TOT	20	17	20	22	23	19	21	16	28	16	24	17
SR CIR	4	4	9	5	6	6	11	13	7	4	8	3
SR TOT	22	13	21	15	19	18	21	19	17	9	28	26

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

Graph IX: ADJUSTMENT TO COLLEGE WORK
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTH	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTH	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
JR	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTH	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

FR - Freshmen
SO - Sophomores
JR - Juniors
SR - Seniors
OTH - Other students
TOT - Total students
M - Male
F - Female
Note: Numbers indicate # of possible responses.

Graph X: FUTURE: VOCATIONAL AND EDUCATIONAL
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	2	6	2	2	3	3	3	2	5	3	2	2
TOT	9	11	9	7	10	11	11	8	17	12	10	8
SO												
CIR	2	7	4	3	2	3	1	4	1	2	2	2
TOT	7	15	15	10	8	10	8	10	8	7	7	6
JR												
CIR	7	4	2	2	2	2	2	5	1	2	3	0
TOT	17	11	10	8	9	8	7	11	9	8	11	5
SR												
CIR	4	1	4	3	4	4	6	3	2	3	3	1
TOT	20	3	15	7	10	10	10	5	6	7	10	6

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female
Note: Numbers indicate % of possible responses.

Graph X: FUTURE VOCATIONAL AND EDUCATIONAL
Source responses to the "Money Problem Above Life"

	Trevecca		Eastern		Northwest		Wesleyan		Allied		Lawrence	
	M	F	M	F	M	F	M	F	M	F	M	F
[illegible]												
CLR	2	6	2		3	3	2	2	3	5	2	2
TOT	2	11	7	8	12	12	4	14	12	12	10	6
[illegible]												
CLR	2	7	3	4	2	2	4	1	2	1	2	2
TOT	7	12		10	7	4	7	5	7	7	7	7
[illegible]												
[illegible]	7	1	2	2	6	2	7	2	4	4	4	6
[illegible]	12	10	8	8	7	7	11	7	7	7	10	8
[illegible]												
[illegible]	4	1	3	2	4	4	2	2	2	2	2	1
[illegible]	2	2	7	8	12	12	7	7	7	5	7	7

[illegible] - [illegible]
[illegible] - [illegible]
[illegible] - [illegible]
[illegible] - [illegible]
[illegible] - [illegible]
[illegible] - [illegible]

Graph XI: CURRICULUM AND TEACHING PROCEDURES
Student responses to the "Mooney Problem Check List"

	Trevecca		Eastern		Northwest		Bethany		Olivet		Pasadena	
	M	F	M	F	M	F	M	F	M	F	M	F
FR												
CIR	2	2	2	1	1	1	3	2	4	3	1	1
TOT	7	6	8	6	7	6	11	9	18	10	6	6
SO												
CIR	2	4	2	2	1	1	3	1	2	2	1	1
TOT	8	12	9	8	7	7	10	7	9	13	6	5
JR												
CIR	1	2	1	2	2	0	3	5	2	1	1	0
TOT	8	9	5	9	8	4	7	14	14	11	8	8
SR												
CIR	2	1	1	3	1	2	11	3	4	4	3	1
TOT	22	5	8	12	2	6	20	7	9	13	14	14

FR - Freshmen
SO - Sophmores
JR - Juniors
SR - Seniors
CIR - Circled problems
TOT - Total problems
M - Male
F - Female

Note: Numbers indicate % of possible responses.

Item XII: CONFIDENCE AND INDEPENDENT ACHIEVEMENTS
Student responses to the "Today's Problem Check sheet"

	Previous		Hardness		Normalness		Coping		Learning	
	M	F	M	F	M	F	M	F	M	F
[illegible]	2	2	2	1	1	1	2	3	1	1
[illegible]	7	5	9	6	7	5	4	10	6	6
[illegible]	2	4	2	2	1	1	3	2	1	1
[illegible]	4	12	8	5	7	7	14	12	4	5
[illegible]	1	2	1		2	1	2	1	2	0
[illegible]	6		4		6	5	14	11	7	5
[illegible]	2	1	1	3	1	2	4	2	1	1
[illegible]	5		5	5	9	6	9	12	9	9

[illegible] = [illegible] [illegible] = [illegible] [illegible] = [illegible]
[illegible] = [illegible] [illegible] = [illegible] [illegible] = [illegible]

TOTAL MARRIED MALE AND FEMALE COMBINED

Student responses to the "Mooney Problem Check List"

	Trevecca		Olivet		Eastern		Bethany		Northwest		Pasadena	
	CIR	TOT	CIR	TOT	CIR	TOT	CIR	TOT	CIR	TOT	CIR	TOT
I HPD	4	10	5	10	3	9	3	8	1	8	3	6
II FLE	7	12	6	12	3	9	5	9	2	10	4	12
III SRA	5	16	5	24	3	16	4	10	2	17	4	13
IV SPR	3	6	11	8	2	9	2	6	1	10	2	5
V PPR	2	6	4	10	3	11	3	5	1	9	2	6
VI CSM	0	1	1	1	0	1	1	1	0	1	1	1
VII HF	3	6	2	3	1	4	1	4	1	5	1	2
VIII MR	4	7	3	8	4	10	3	7	2	9	2	5
IX ACW	8	16	8	20	8	27	9	19	2	18	7	19
X FVE	3	5	3	6	2	9	2	4	1	8	2	5
XI CTP	4	10	4	10	0	4	2	5	2	6	2	7

HPD - Health and Physical Development
FLE - Finances, Living Conditions and Employment
SRA - Social Recreational Activities
SPR - Social Psychological Relations
PPR - Personal Psychological Relations
CSM - Courtship, Sex and Marriage
HF - Home and Family
MR - Morals and Religion
ACW - Adjustment to College Work
FVE - Future: Vocational and Educational
CTP - Curriculum and Teaching Procedures

CIR - Circled Problems
TOT - Total Problems

Note: Numbers indicate % of possible responses.

[illegible]