

PERSONAL PROBLEMS BROUGHT TO COUNSELORS AT
JARVIS CHRISTIAN COLLEGE DURING 1944-1945

36
28

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY SCHOOL
OF SOCIAL WORK IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF
SOCIAL WORK

BY
ODESSA HOWARD-WATERS

ATLANTA, GEORGIA

AUGUST 1946

R = ill T = 71

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Significance of Study	1
Purpose of Study.	2
Scope and Limitations	3
Method of Procedure	3
II. RELATED STUDIES	4
Syracuse University	5
New Jersey State Teachers College at Newark	5
Studies of Ten Methodist Colleges	6
Fenn College	6
Ohio State University	7
Studies by Wrem and Bell	7
III. THE COUNSELING PROGRAM AT JARVIS CHRISTIAN COLLEGE	9
Composition of the Student Body	9
The Counseling Staff	9
The Organization for Counseling	10
Limitations of the Present Program	11
IV. INTERPRETATION OF DATA PRESENTED BY QUESTIONNAIRES	13
Comparison of Problems	15
Comparison of the Problems of the Classes	21
Comparison of the Problems of Men and Women	24
V. HELP GIVEN BY COUNSELORS	28
Help on Specific Problems	28
Counselors' Evaluation	35
VI. STUDENTS' EVALUATION	37
VII. CONCLUSIONS	43
APPENDIX	46
A. Students' Questionnaire	46
B. Counselors' Questionnaire.	59
BIBLIOGRAPHY	71

LIST OF TABLES

Table	Page
1. Number of Students in Each Class Level Indicating a Need for Counseling	13
2. Student Response to Questionnaire	14
3. Distribution of Problems According to General Areas . . .	16
4. Class Comparison of Problems	22
5. Number of Problems Brought to Sources of Help	24
6. Percentage of Problems Brought to Sources of Help	25
7. Number of Problems Brought by Men and Women	26
8. Number of Students Coming to College with Problems on Which They Sought Help	38
9. Qualities Desired in a Counselor	38

CHAPTER I

INTRODUCTION

SIGNIFICANCE OF STUDY

It is difficult to understand why business, industry, and many of the learned professions began to develop counseling programs sooner and more adequately than did the schools, colleges and universities. So powerful is academic tradition, that organized education has continued too long to forget the individual to be educated.¹

The idea of establishing or evaluating a counseling program in a college is frequently accepted or rejected without careful examination of the special contribution counseling offers to the educational process. In reality, college counseling is fundamentally a part of the educational and health policies of a college. The decision to undertake or to continue a counseling program should, therefore, be based on the evaluation of the educational goals, scholastic objectives, social standards and the considered obligations of the college to the individual student. With this in mind, the present investigation was undertaken.

This is a study of problems on which college students sought help, a study of the use made of counselors, and an evaluation of counseling as it was practiced at Jarvis Christian College during the academic year 1944-1945.

Counseling, specifically in the college setting, concerns students,

¹W. H. Cowley, "Nurishing the Future Alumni," The Educational Record, Vol. XIX, No. 4, (October 1938), pp. 483-501.

hence, it is necessary to know their opinions and to consider those opinions in effecting changes in the program. Often counselors feel that they are making a very definite and vital contribution to the lives of students whereas students actually realize very limited or no benefits. Since counseling is intended to influence the experience of students, it is they who are best able to say to what extent, if any, they are benefitted. It is they who can best say in what areas they have sought and received help. This may be done either by direct expression or by inference.

Since counseling is a function of persons designated by the college administration, the "what, when, where, why and how" of assisting college students in solving their problems in a manner satisfactory to themselves and to society from the standpoint of these counselors should be considered important.¹

Purpose of the Study

The purpose of this study is to ascertain which students required counseling most, to discover which problems are most acute during the college experience, and to evaluate the present counseling program of Jarvis Christian College. It is a further purpose to determine what help was given by counselors in the various problem areas. It is the hope of the investigator, in presenting this study, that it will result in improved effectiveness in counseling, particularly in the college where the study was made and generally in small Negro colleges.

¹W. T. Markham, Counseling, (New York, 1943), pp. 73-81.

Scope and Limitations

The study is confined to counseling as it affected the students of Jarvis Christian College for the year 1944-1945. Counselors and students participated in the evaluation. The writer is not unmindful of the fact that other faculty members and other persons play a very active role in giving counsel to college students, but is of the opinion that that guidance is not a part of the counseling program of the college, although students are encouraged to use their ingenuity in seeking help.

Method of Procedure

In order to obtain the reaction of students and counselors to the present counseling program, the writer employed questionnaire and interview techniques.

At the time the questionnaire was distributed to the students they were called together in one group and an explanation was made regarding it.

Counselors were not called together, but were given the questionnaires by the investigator at times convenient for the counselors.

Interviews were held throughout the year, formally and informally with counselors and students.

CHAPTER II

RELATED STUDIES

No adequate measure has been devised for determining the value or the results of counseling. Academic counseling has been measured by comparing the grades of students before and after counseling, and by comparing the grades of counseled students with those of uncounseled students. However, when counseling embraces the entire range of student development, it becomes increasingly difficult to apply "a measuring stick."¹

Many investigators believe that student opinion is a necessary criterion for appraisal of counseling values.

Recent research has tended to emphasize the need of looking at what happens through the eyes of those involved, rather than from the standpoint of an external observer only. After all, it is the student's experience that is under consideration, and his attitudes and prejudices, no matter how irrelevant and unadjusted, are largely determinative of his relationship.²

Although a great many studies have been made in the field of college counseling, the writer was unable to find one parallel with this one. It appears that the chief objective of existing studies has been that of measuring student benefits from college programs, with little attention to the types of services rendered by counselors.

Two studies are important for their having emphasized the importance of counseling in the area of personality. These studies

¹Daniel Katz and Floyd H. Allport, Student Attitudes, (Syracuse, 1931) pp. 39-43.

²Jack Walters, Individualizing Education by Means of Applied Personal Procedure, (New York, 1935), p. 378.

were made at Syracuse University and New Jersey State Teachers College at Newark. They make possible a comparison of the importance of personality problems with all other problems with which students sought help.

Syracuse University

At Syracuse University where 3315 students reported, the area in which most help was sought was personality. At the same time, counseling was most inadequate on problems in this area. The full extent of the inadequacy was not revealed by the investigation, but approximately three-fourths of all students reporting indicated that they felt they had not received needed help on one or more personality problems that they took to counselors.¹

New Jersey State Teachers College at Newark

Miss Whiteman's study of student reactions to counseling at the New Jersey State Teachers College at Newark was based on student, alumni, and counselor questionnaires and interviews. The amount of help given in the suggested areas was indicated by "much, some and none." More students indicated that they had received no help in the area of personality than in any other area of difficulty. The study also revealed that more help was sought in that area than in any other. The findings of the New Jersey State Teachers College investigation gains significance by attempting to devise a measuring stick for determining the amount of help given on suggested problems

¹Daniel Katz and Floyd Allport, Student Attitudes, (Syracuse, 1931) pp. 133-149.

ranging from academic to personality problems.¹

Studies of Ten Methodist Colleges

In a study of ten Methodist colleges, students and alumni reported concerning help received on a four point scale as "satisfactory," "good but limited," "poor" and "of no assistance." From the students point of view counseling in these ten colleges appeared to be highly inadequate, for on no one personal problem did as many as 50 per cent report receiving satisfactory help.²

Fenn College

In 1940 a study was made at Fenn College, an undergraduate school with an enrollment of 932 in 1940. The procedure of assigning not more than ten students to any one counselor resulted in the establishment of a very personal relationship between counselor and student. A similarity between that study and the one at hand is that both make a comparison of problems and counseling values on a class level basis. At Fenn College the investigation revealed that freshmen profited most from the counseling program. The benefits received at this class level seemed to result from a plan of case conferences held for each freshman six times during the year.³

¹Harriet Wetzel Whiteman, "A Study of Student Reaction to the Counseling Program at the New Jersey State Teachers College at Newark." Doctoral Dissertation, New York University, 1942.

²Floyd Reeves et al., The Liberal Arts College, (Chicago, 1935), pp. 371-382.

³Ibid. 230-236.

Ohio State University

The study made of counseling at Ohio State University in 1940-1941 indicated that counseling in that university was mainly of an academic nature. About 15 students were assigned to each counselor. Counselors were chosen from the College of Education. The investigation referred to was conducted by means of a one page questionnaire in which students rated conferences with counselors in terms of, "little value," "some assistance," "not helpful at all" and "great value." The study does not indicate the use made of counselors, but students indicated that counseling for the most part had been of value.¹

Studies by Wrenn and Bell

In contrast to the findings of most of the investigators in the field, are discoveries made by Wrenn and Bell in an investigation of 5038 freshmen and transfer students in 13 colleges and universities. They found that problems most frequently checked by students were those falling into the categories of study habits, vocational choice, curricular adjustment and self-support, with emphasis upon slow reading habits, budgeting time and unfamiliar standards of work. The authors expressed an awareness that the low rank in social and emotional problems was significant and accounted for it by pointing out that students reported on what they thought their problems were. Often academic problems are symptomatic of deeper problems of an emotional nature which students may not readily discern.² Other

¹Esther Lloyd-Jones and Margaret Smith, A Student Personnel Program for Higher Education, (New York, 1938), pp. 37-54.

²Gilbert Wrenn and Reginal Bell, Student Personnel Problems, (New York, 1942).

persons have avoided that misinterpretation on the part of students by constructing questionnaires that relieved students of the responsibility of classifying their problems.

In reporting on an evaluative study made at the University of Minnesota, Wrenn and Bell make this statement:

Because of the increased number of relatively untrained counselors and the compulsory nature of the program, it is imperative to determine whether or not wholesome counseling is sufficiently effective to warrant its continuation. Such a question is of real importance, because of the time required from faculty members to carry out their counseling duties in addition to their normal teaching loads.¹

The studies referred to above were designed to investigate counseling problems ranging from academic to personal, and in most instances students indicated that the greatest inadequacy in counseling lay in the area of personal problems and most specifically in that of personality. Therefore, this study is concerned with those problems that to college students have seemed to be most acute, and on which help has been most unsatisfactory.

¹Ibid. p. 78.

CHAPTER III

THE COUNSELING PROGRAM AT JARVIS CHRISTIAN COLLEGE

Composition of the Student Body

The student body of Jarvis Christian College is cosmopolitan in type, representing most of the ethnic groupings in the Negro population of the North and South, in the rural, urban and village communities of nine states. Economically, the preponderance of the students are from the lower middle income group, with a fairly wide range of family income.

Students are enrolled in the following general and specific curricula: English, Foreign Languages, Education, Music, Religion, Social Sciences, Home Economics, Agriculture, Mathematics and Natural Sciences. They enter these fields of study with a wide variation in academic background, for some come from highly accredited high schools with every advantage, while others come from poor schools where teachers are ill equipped and the school term is less than nine months.

Most of the students live in dormitories owned and operated by the college. A few come from distant points and desire to live in community homes where expenses are not as high as they are on the campus. Such students are referred to approved homes by the administration.

The Counseling Staff

The present counseling program was begun in 1940. There are two persons hired by the college for the express purpose of giving counseling services to students. They are the Dean of Men and the Dean of Women. Additional counselors are named from the regular teaching

staff by the Dean of the College. The Dean of Men and the Dean of Women also teach classes. The administration is of the opinion that students are more likely to feel esteem for counselors if they are professors.¹ This is perhaps a reaction against an old policy of hiring merely "good" people to serve in these capacities.

Seven of the counselors named by the Dean of the College hold masters degrees in the arts or sciences. The other three such counselors have bachelor degrees. Only the Dean of Men and the Dean of Women have had any specific training for the roles they must assume as counselors. The Dean of Men holds a graduate degree in Religion and has, in that connection, had training in personal counseling. The Dean of Women, who has completed the course and field work requirements for a professional degree in Social Work, has received training that equips her for her work as counselor of women.

Organization for Counseling

About ten freshmen are assigned to each counselor each year by the Dean of the College. They remain with that counselor during their entire college experience, with the result that the counselor's group is made up of students on all four class levels.

Freshmen are introduced to the counseling program as a part of their orientation, and counselors are in charge of administering achievement tests as well as personality tests to freshmen. Results of these tests are available to counselors at all times for help in

¹Interview with P. C. Washington, President, Jarvis Christian College, Hawkins, Texas, September 1940.

guidance of students who are assigned to them.

One of the basic principles of counseling at Jarvis is that all students are free to go to any faculty or staff member whom they feel can and will help them. They understand that the Dean of Men and the Dean of Women are available to all students for guidance on problems of any nature.

Because the college is interested in developing well rounded personalities, counselors help students with social, physical and emotional problems as well as with those that seem to be purely academic. An effort is made by counselors to establish the kind of relationship between counselor and student that will make the student feel that he has a friend who will "go to bat" for him if necessary -- someone to whom he can turn for help regardless of the nature of the problem.

The objectives are realized through such suggestions as are made in the following excerpt:

One of the main objectives in counseling students is to establish and keep a friendly, confident relationship. The student must have faith in the faculty member, and must know that confidences are not aired in future conversations with other students and faculty members. He must be encouraged to seek private conferences when he feels the need, even though they may take but a few minutes.

In addition to conferences, however, there must be some social contact. Luncheons with the group occasionally, and now and then an informal tea or theatre party, not only help keep the group at ease, but contribute to the student's social development and give additional opportunity for the study of all facets of his personality.¹

Limitations of Present Program

Certainly counseling under the present set up at Jarvis has some

¹Student Personnel Services in the New Jersey State Teachers College at Newark, Bulletin, 1939, pp. 26-27.

limitations. One handicap is that counselors have no convenient place to hold conferences. Only the Dean of Men and the Dean of Women have offices where privacy can be had with students. Other counselors must use either classrooms or their dwelling rooms or apartments. In either case no privacy is assured. Many students do not make full use of counselors, because they are never certain when counselor is free for conference. Some counselors are limited by lack of training for counseling, and others, by nature, are not endowed with ability to understand and help others.

As in many smaller colleges, the Dean of Men and the Dean of Women at Jarvis assist with a variety of duties pertaining to house-keeping and discipline. This has its handicaps. Carl R. Rogers in his book on Counseling and Psychotherapy says that therapy and authority cannot be co-existent in the same relationship.¹

Further limitations result from the Dean of the College having to assume most of the responsibility for the counseling program. This tends to emphasize the academic phase of counseling.

¹Carl R. Rogers, Counseling and Psychotherapy, (New York, 1942)
p. 19

CHAPTER IV

INTERPRETATION OF DATA PRESENTED IN QUESTIONNAIRES

In evaluating the services of counselors to students it is, first of all, necessary to note the number of students who need counseling. It was with this in mind that Table 1 was constructed.

TABLE 1

NUMBER OF STUDENTS IN EACH CLASS LEVEL
INDICATING A NEED FOR COUNSELING SERVICES

Class	Enrolled	Returning Question- naire	Not Return- ing Ques- tionnaire	Having Problems	Having no Problems
Total	205	196	9	181	15
Freshmen	81	78	3	73	5
Sophomores	65	61	4	57	4
Juniors	36	34	2	32	2
Seniors	23	23	0	19	4

Eight per cent of those returning the questionnaire indicated that they had no problems on which they had sought help. Since the questionnaire relied largely upon the memory of students, it is probable that a few students failed to recall problems on which they had sought help or that they did not remember that they had at any time during the year asked for assistance from any source. It can hardly be supposed that any student failed to ask someone, counselor, staff member or student for help during the nine month period. That the investigator has a fair picture of the total

student attitude is evident when one notes that of 205 students enrolled only 9 failed to return the questionnaire.

Students' Questionnaire

The students' questionnaire was designed to investigate the following: (1) Problems on which students desired help; (2) Help given by counselors; (3) Help sought from staff members, other students and sources outside the college; (4) Student estimates of counseling.

Since a main objective of any counseling program ought to be that of helping students identify their problems and to arrive at a solution to them, the questionnaire was constructed to indicate the students' opinion of the help given. Students were asked to give their class levels so that it could be determined whether certain problems tend to be more acute during one college year or another.

The questionnaire was filled in by 196 students as follows:

TABLE 2
STUDENT RESPONSE TO QUESTIONNAIRE

Class	Men	Women	Total
Total	37	159	196
Freshmen	16	62	78
Sophomores	11	50	61
Juniors	6	28	34
Seniors	4	19	23

Interviews centered around these questions: (1) Was the student made acquainted with the counseling program when he entered college? (2) Has present counseling program any value? (3) What has counseling meant to the student? (4) Should students be permitted to select their own counselors? (5) Has the need for counseling decreased or increased during the student's stay at college? (6) Has counseling been mainly academic or personal?

Counselors' Questionnaire

The counselors' questionnaire follows the same general outline of the one administered to students, so that the points covered might be viewed from the position of counselor as well as that of the student. These questionnaires were filled in by twelve counselors including the Dean of Women and the Dean of Men.

Interviews with counselors had to do with their need for help on the techniques of counseling, self evaluation of their personal services, evaluation of the program, suggested improvements, most acute problems that students faced and typical cases.

Comparison of Problems

Although the questionnaires were designed to investigate counseling on 26 specific problems, there is a general classification of these specific areas of difficulty. Students reported 733 problems with which they requested counseling. These problems were distributed among the six major problem areas of Family, Finance, Personal Health, Personality, Relation with Other People and Vocation. There is a possibility that

there were more problems taken to counselors, other staff members and students during the year and that at the time the questionnaire was administered only those problems that seemed most acute were remembered.

TABLE 3
DISTRIBUTION OF PROBLEMS ACCORDING TO
GENERAL AREAS

Area	No. of Instances Help Was Requested in the Area	Per Cent of Problems Occurring in the Area
Total	733	100.00
Family	21	2.89
Finance	65	8.88
Personal Health	35	4.80
Personality	449	61.14
Relation with Other People	87	11.90
Vocation	76	10.39

In a study of student problems, the first question that comes to mind is, "In what general problem areas do students indicate the greatest need for help?" It will be noted in Table 3 that more counseling was required in the area of Personality. The 449 recorded problems in personality represent 61 per cent of the total problems with which students sought help. That the counselors' questionnaire indicated that 70 per cent of the problems came within that area does not present a significant discrepancy. The significant thing is that students were conscious of personality difficulties to the extent that more than half

of their counseling need was in that area. Faculty members considered them so important that 2254 conferences were held with students on personality difficulties while 212 conferences were held, as the second highest number, on the problem Relations with Other People.

Approximately two thirds of the students reporting desired help on one or more personality problems. More than one third sought help in overcoming a feeling of nervousness and inadequacy. By far, the greatest desire for help lay in the areas of adjustment to college and personality development.

To believe and maintain that the most important characteristics with which the individual emerges from college is a personality rather than a set of techniques is to look at the whole situation realistically.¹

Nearly 12 per cent of all problems fell within the category of Relations with Other People. By inference, students sought help in this area after misunderstandings arose between themselves and some faculty member or fellow student. It is very likely that it required instances of that kind to cause students to become aware of need in this area.

Vocational problems ranked third in frequency with a total of 76 requests for help. This represents about 10 per cent of the total number. The specific problem under this grouping that required most counseling was that of leaving college. Certainly the war with its attendant high wages, over-night marriages, and the lack of men students in sufficient numbers to make social life interesting caused this picture to be different from that of normal times. The result of these disturbances was an impairment

¹Jack Walters, Individualizing Education by Means of Applied Personal Procedure, (New York, 1935) p. 98.

of scholastic productivity and a poor relationship with other people.

Approximately 9 per cent of all the problems indicated by students were on Finance. During normal times these figures also might be different. With employment presenting no problem for the students or the parents and with a high wage scale, few students were confronted with financial difficulties.

Personal Health and Family Problems ranked lowest. The college has an extraordinary good health plan in relation to the size of the college. It may be that some students did not consider the health service or referrals to health services as features of the counseling program.

Family Problems may not be as low in rank as an analysis of the questionnaire indicates. For many students, shyness and social awkwardness are outside signs of distress arising out of emotional difficulties. They may be the result of a struggle to diminish dependence on the family or to be free from pressure of family influence. To expect the student to see through this real problem may be expecting too much. So, the student seeks help on what he interprets his problem to be. What he considers an emotional or personality problem may, in reality, be a family problem that only a wise counselor can discover and interpret to the student. Of major importance to the well being of every student is his relationship with his family.

The complicated relationship of a student with his family cannot be reduced to simple formulae. The family gives him affection and approval; it supports him economically; in the past it has directed his training, influenced his moral and ethical ideals and his social values, created standards of prestige and accomplishment. The student, in his turn, accepts, often uncritically, the principles and authority of his family and gives it affection and loyalty. Frequently

it is not until the student comes to college that the influence of the family is challenged. Sometimes the challenge is aimed at family authority, sometimes at the faith and values that have been asserted at home. At such times a family relationship that has been a dominant force in the individual's development becomes a source of emotional tension to him.

The student who faces the college adjustment while still dependent on and closely identified with his family--and most students do--has a special handicap in all phases of development.¹

One is impressed by the wide range of problems with which college students may be concerned. Of the twenty-six problems suggested in the questionnaire, every one was checked by at least one student.

Counselors were asked to establish an estimate of the average number of conferences required on each problem area. The average made by counselors follows:

Problem Area	Number of Conferences
Feeling of Inadequacy	8
Development of Hobbies.	7
Direct Aid to Personality Development	7
Nervousness	7
Desire for Group Participation.	6
Sex	5
College Expenses.	4
Vocational Choice	4
Making New Friends.	4
Misunderstanding with Fellow Students	4
Personal Appearance	4
Relation with Opposite Sex.	4

¹Clement C. Fry, "The Problem of Mental Hygiene," Mental Hygiene, XXV (October, 1941), p. 556

Problem Area	Number of Conferences
Relation with Same Sex	4
Change in Major	3
Difficulties Arising out of Employment	3
Misunderstanding with Members of Family.	3
Emotional Difficulties of Members of Family.	2
Misunderstanding with Members of Faculty	2
Organization of Time and Work Habits	2
Personal Health	2
Classroom Relationship with Faculty and Students	1
Difficulties Arising out of Family Need	1
Health of Members of Family	1
Problem of Club Membership	1
Temptation to Leave College	1
Transfer to Another College.	1

The problem requiring the greatest number of conference periods was that of a feeling of inadequacy, with nervousness, development of hobbies, and direct aid in personality development requiring the next highest number of conferences. The average number of conferences required for each specific problem was 3.

When these problems are grouped into the six major problem areas it is significant that the greatest number of conference periods is in the area of PERSONALITY. The average number of conference periods required for counseling of Personality was 5; for Health 2; for Family Relations 2; for Relations with Other People 2; for Finance 2; for

Vocation 2. The evidence indicates that more intense counseling is required on personality problems than on any other problems.

Comparison of the Problems of Classes

It is evident from an examination of Table 4 that the greatest need for counseling occurs during the Freshman year. In the case of a few problems, however, a persistent desire for help continues throughout the four years. This is particularly true of the problems of employment, finance, relations with members of the family, and feeling of inadequacy.

TABLE 4

CLASS COMPARISON OF PROBLEMS

Area	Freshmen	Sophomores	Juniors	Seniors
Total	480	110	96	47
Family	5	5	6	5
Personal Health	9	10	11	5
Personality	349	43	45	12
Relations with Other People	47	18	12	10
Vocation	46	19	9	2
Finance	25	15	13	12

The problem of Personality Development is greatest among freshmen —72 per cent of their problems are within this area. These personality difficulties are the result of attempts on the part of freshmen to adjust to the conditions of college. Dr. Fry emphasizes the strain of college adjustment on freshmen as follows:

The experience of coming to college taxes the resources of most people, for the college period usually coincides with the climax of adolescent changes in the physical, impulsive, emotional and intellectual lives. As an individual at a particularly trying stage in the process of growth, the college student is going through an inevitable difficult transition. He is developing physically and is, or should be, approaching maturity in his attitude toward himself and in his relation with other people. At the same time he is placed in a more or less unfamiliar environment and is given a measure of personal freedom hitherto unknown and is required to make many decisions without guidance.¹

Some significance can be attached to the fact that freshmen personality problems were concerned mainly with specific problems of

¹Ibid., p. 554.

"making friends," "sex," "personal appearance" and "desire for group participation." Because, for the first time, the freshman realized that he is an entity with his own way to make, he is concerned mainly with those problems that make for adjustment to this new responsibility. It is observed that seniors sought help directly on personality development in contrast to freshmen who requested help in specific categories of personality.

That a relatively small per cent of senior problems are within the area of personality development or adjustment need not be viewed with wonderment, for many of the specific problems checked under other headings might quite as well have been placed under PERSONALITY. In grouping specific problems into the six major areas, it was inevitable that there would be overlapping. However, the problem itself rather than the classification is of importance to student and counselor alike.

It will be noted that more than one-fourth of all senior problems were financial. One would conclude that of the categories covered by the questionnaire, seniors are more concerned with finances than other class groups. That they indicate the least amount of concern about vocational choices is easily understood when one observes the specific categories listed in the questionnaire under the general heading of VOCATION. By the senior year most of those suggested problems have been solved or else the student feels that the solution can wait a little longer.

Juniors seem more concerned than other groups with the changing of majors. This may be the result of improper counseling at the time the choice of a major is made, or it may be that it is the direct result

of the student actually discovering himself and evaluating his possibilities.

It is interesting to observe that the figures presented for the sophomores indicate nothing significant so far as the general groupings are concerned. On specific problems they seem mainly concerned with classroom relations with faculty and students and with membership in clubs. This supports the belief that complete adjustment to college cannot be expected during the freshman year.

The difference in the responses made by the various classes and the number of problems on which they sought help seem to follow no significant scale. It is significant, however, that the need for counseling seems to decrease rather consistently from freshman to senior year.

Comparison of the Problems of Men and Women

The following three tables tell more graphically than can be expressed in words the relation sex has on the nature and frequency of problems in the six major problem areas and of the use made of counselors by men and women on a comparative basis.

TABLE 5

NUMBER OF PROBLEMS BROUGHT TO SOURCES OF HELP

Class	To Counselor		To Others on Staff		To Other Students	
	Men	Women	Men	Women	Men	Women
Freshmen	57	301	12	66	3	41
Sophomores	19	52	5	19	3	12
Juniors	15	48	6	15	1	11
Seniors	9	24	3	7	1	3

TABLE 6

PERCENTAGE OF PROBLEMS BROUGHT
TO SOURCES OF HELP

Class	To Counselors		To Others on Staff		To Other Students	
	Men	Women	Men	Women	Men	Women
Freshmen	79.17	73.76	16.66	16.19	4.17	10.05
Sophomores	70.37	63.67	18.52	21.86	11.11	14.47
Juniors	68.18	64.89	27.27	20.37	4.55	14.74
Seniors	69.22	70.59	23.08	20.59	7.70	8.82

It must be supposed that students, in some instances went to counselors, students and other staff persons with the same problem. Particularly would this be true of those frustrated students who lack a feeling of security. The questionnaire was not constructed to reveal the extent to which this was true.

Students indicated that they received help from sources outside the college on the problems of Finance, Relations with Other People, and Health.

At least one student showed that help had come from each of the sources outside the college to which counselors made referrals. Indicative of the struggle which freshmen have in breaking old ties and establishing new ones was the fact that two freshmen sought help from their high school principals when difficulties arose between the students and faculty members.

TABLE 7

NUMBER OF PROBLEMS BROUGHT
BY MEN AND WOMEN

Area	Men	Women	Total
Total	134	599	733
Family	7	14	21
Finance	35	30	65
Personal Health	12	23	35
Personality	46	403	449
Relations with Other People	13	74	87
Vocation	21	55	76

In comparing the reports of men and women no important differences appear. Their problems are substantially the same except that men are more involved in financial problems than women. Since most parents support girls longer than boys it is probable that men had their own financial responsibilities to a greater extent than did the women.

In the light of enrollment, it may be noted generally that men are less prone to seek help of any kind than are women, that they are aware of fewer problems than women, or else they actually have fewer problems that they cannot solve themselves. The very nature of our educational system may cause college women to face more problems, to adjust themselves to more unfamiliar situations than it causes men.

In the past our goals in the higher education of women have been largely determined by tradition and by ends set up for the education of men. In co-educational institutions especially, there has been no definite philosophy for the higher education of women...There has been severe neglect of those areas closely related to the lives

and functions of women. The war has sharply accented these general and specific inadequacies.¹

The figures presented show a wider differentiation between help sought by men and women in the Sophomore Class where the male percentage is 70.37 and the female percentage is 63.67. Freshmen, sophomores and senior men took a larger per cent of their problems to counselors than women in the same classes. Women more consistently relied upon their own choice of a person to whom their problems were taken. Freshmen men took a larger per cent of their problems to counselors than any other group. Junior men to more of their problems to staff members. Neither senior men or women relied upon other students for help to a very great extent.

¹"Current Problems and Programs in Higher Education of Negro Women," Conference Findings of National Association of Deans of Women in Cooperation with the Commission of Higher Education of the Southern Association of Colleges and Secondary Schools, Spellman College, Atlanta, Georgia, Pamphlet, 1944.

CHAPTER V

HELP GIVEN BY COUNSELORS

Help on Specific Problems

Assistance given to students may lack something that professional services in counseling would offer, but this study would be incomplete if no attention were given it in evaluation the program.

Family relations.- In the area of Family Relations, counselors suggested concrete methods of improving home surroundings. They made frequent referrals to agencies such as the Red Cross, medical specialists, psychiatrists, farm agents, federal agencies and business institutions. In four instances counselors referred students to Family Welfare Associations. Because counselors were removed from the family setting, and because students were able to give one viewpoint only, counselors found referrals, in many cases, the best way of handling problems in the category of the family. Upon some eleven occasions students were assisted in adjusting themselves to and accepting family conditions from which they could not escape or effect a change. In one instance it was indicated by inference, that the counselor served as a mediator when a very serious difficulty arose in a family. This could not often be repeated, for in college counseling, the counselor is too far removed from the family to have the full confidence of all persons concerned.

Finance.- In the area of Finance, counselors repeatedly helped with budgets, provided work, recommended students for work, referred students to prospective employers, helped with securing scholarships

and loans. When difficulties arose out of employment, counselors suggested a change in work, often helped students work out changes in employment or hours of work, assisted with schedules and upon occasion, recommended that student give up all employment.

Health.- Referrals in the area of Personal Health were nearly always made to the college physician, who, in turn, made referrals to specialist when necessary. There were instances, however, when counselors made referrals directly to specialists. Often advice and reading material were given on common practices that make for better health. Some of these had to do with elimination, diet, posture, exercise and rest. Following is a typical case in the area of Health given by a counselor:

Case 1

Mr. C felt that he was a personal failure. He was aware of his unattractive awkwardness, his ill health and complete lack of leadership. He felt that these shortcomings were intrinsic in his general make up and that he could do nothing about them. His counselor helped him with his health problem first, and fortunately it was nothing serious. Within a very short time a correction was made in that condition with the result that he became more attractive. The solution to his health problem gave Mr. C confidence in himself, and he became more graceful although never very forceful. Through the counselor, he was led to appreciate the virtues in being a good follower if he could not, by nature, become a good leader.

Personality.- Direct aid in personality development was often given by referring students to literature in the field. In some instances counselors attempted to account for personality difficulties that were indicated by extreme shyness or overaggressiveness.

In the specific personality category of personal appearance, counselors gave definite suggestions as to diet, elimination, cleanliness,

types of clothing, colors, make up, hair style, carriage and care of clothing. One girl was assisted with sewing by her counselor who sought to help her dress becomingly. Several counselors suggested courses in Home Economics in which young women could learn more about clothing. Men were reminded of such handicaps as unpressed suits, need for shaves, uncared for skin, unpolished shoes; and were impressed with the importance of clean shirts and handkerchiefs. One counselor gave a student the very special service of approving the student's personal appearance each morning for two months. Literature on the specific difficulties of students' personal appearance was suggested by counselors.

Counselors assisted with hobby clubs, helped students develop interest in certain hobbies, and taught them specific skills and referred them to sources where they might learn others.

Although no important discrepancies were noted in the information of counselors and students, one counselor mentioned a service that no student indicated having received--that of interpreting the student's physical condition to her. Either the student did not attach significance to the service or else she did not reap the benefits that the counselor expected.

That counselors were conscious of the personalities of their students is indicated by such student statements as, "My counselor said I enjoyed being being alone too much." "Miss B saw that I was unhappy before I knew what my trouble was, and helped me find out why I was not happy." "Mr. D knew that I had a terrible feeling of inferiority although most people thought I was haughty."

Counselors often solicited the help of other students as is indicated in the case below:

Case 2

Miss A, an extremely introverted young woman, was motivated to become more sociable by being moved into a room with a very friendly, well adjusted extrovert whom she admired. Through the new roommate the girl began to attend class socials, college dances and had dates for afternoon social hours.

Counselors, not only suggested ways in which students might make friends and improve their participation in group activity, but they planned situations in which students might have opportunity for group experiences. Some designed such activities as socials, luncheons, theatre parties and club functions.

Where problems were recognized as arising out of sex difficulties, students were advised most frequently to exercise self control, change types of clothing, to get married, referred to the doctor or given literature on the subject. Three times counselors were instrumental in helping students who had become frustrated as a result of conflicting advice or instruction on sex. An illustration of help given in the area of sex is that of a confused young woman in the sophomore class.

Case 3

Miss M was a big boned unattractive girl with a very active mind. She participated in all student activities and was well liked by faculty members and students. She came to college from a small farming village where her family eked a mere subsistence from the soil that they were trying to buy. That she was having emotional difficulty was evident by her periodic disregard for her personal appearance. At such times her hair was disheveled, her shoes unpolished with run down heels, her hose baggy and her dress wrinkled. During these periods her usually cheerful mood was replaced by moroseness. She was highly religious, taking an active part in all religious activities connected with the college. She

attended dances, but did not take part. As she sat on the side watching the others dance there seemed to be a wistful longing in her. She was not altogether without romance. It was common knowledge that the object of her affections was one of the most attractive and most popular young men on the campus; not that he had given her one bit of encouragement. In fact, for some time he did not know that Miss M had any thought of him. She had written several sentimental love songs dedicated to this secret lover. She confided to her counselor that it thrilled her to even have him open a door for her to enter a room, and she remembered having enjoyed that thrill several times.

Out of desperation Miss M went to her counselor "just to talk" as she put it. By careful approach the counselor learned that the girl was suffering from frustrated desires. She had created an imaginary situation in which the perfectly innocent young man was her lover. Along with this she practiced masturbation. She was suffering from severe conflicts regarding the matter of sex. Her strict home training had tied sex conduct with religion. At college girls had made fun of her attitude towards sex, and she had experienced strong desire. Among her problems was that of questioning a God who would place desire in a young person and then "set up laws" that make the fulfillment of that desire impossible.

The counselor was faced with a problem that was made a little easier because the girl involved was a highly intelligent person. The girl was led to understand that there are no discrepancies in God's laws, that she could not go into sex promiscuity without suffering a sense of guilt because of her background, that she was wasting her time and energies on a man who showed no interest in her and who was likely never to do so. Together the counselor and the young woman discussed young men who had shown interest in Miss M. They went into the details of Miss M's ambition to become a trained nurse. That the conference and the follow up of it proved helpful is indicated by an improvement in the general personality of the young woman, and the fact that at the end of the current semester she enrolled in nursing school.

Relations with other people.- In the area of Relations with Other People, counselors stressed the students' responsibility in affecting a good relationship with other people. Either by direct expression or by inference, in every instance, the student was led towards accepting the responsibility of getting along well with the other person. In some cases counselors created situations that helped students get better acquainted with the individual with whom they had difficulty.

Once a counselor made it possible for a girl to become a member of a club by providing work so that the girl could earn money necessary to join a club and to keep up her obligations in it. In other instances, counselors attempted to help students realize that membership in a social club was not absolutely necessary if it placed any burden upon the student and his family. Many students find it difficult to adjust to new people on a college campus without help. Counselors were able to help many by getting at the basis of the student's difficulties. In the following case the student's relation towards the new people and the new environment resulted in a complete lack of adjustment to the entire condition of college:

Case 4

Miss B was a freshman who was suffering from emotional depression. She came to the counselor weeping without control with the announcement that she planned to leave school. Upon being questioned she said that she did not like the school because she did not like the teachers and students. She had not found a single person that she was attracted to. She had already had trouble with two of her classmates and she did not find people like those at home. Nobody acted as if they liked her. The counselor found that her problem was that of a complete need for adjustment to college. By working with Miss B's roommate, whose adjustment had not seemed difficult, the counselor helped this student adjust to all phases of college life in a very short time.

Vocational choices.- Most frequently students were referred to the Dean of the College, Major Professors, Dean of Women and Dean of Men when questions arose over the change of a major. Counselors attempted to give assistance that was designed to help guide students in selecting a new major or in keeping the original one. Help of this sort was given twice to students who evidently wanted to change majors because of personal attitudes towards major professors.

Literature was given to students to help them in making vocational choices. Conferences were held before and after the literature was read by the students. Twice there was the indication that the counselor and the student read the literature together. The case of Mr. D illustrates the type of help counselors were able to give to students in the area of Vocational Choices.

Case 5

Mr. D was a little older than the average freshman, and his native ability was very low by actual test. He was further handicapped by having attended a poor high school. In spite of these glaring handicaps, he was determined that he would become a doctor. The inability to accomplish work required for his class began to affect his personality negatively. When he went to his counselor for help on an academic level, the counselor was forced to be very tactful with one so ambitious and at the same time disillusion him in the most painless manner. She let the student explain what he thought his problem was. He admitted that his high school background had not been good, and after some discussion he admitted that he was aware of his own innate limitations. For the first time he faced truths that he had refused to admit to himself. It developed that his determination to become a doctor was prompted by a desire to have prestige. The counselor helped him realize that was no basis for choice of a vocation. Together the counselor and student mapped out plans for a career of agriculture for which this rural man had background and a deep and abiding liking.

Basic to the problems of most of the students in the above illustrations is a thwarting of or a conflict between strong motives. In such cases, it became the duty of the counselor to help the student formulate acceptable attitudes or change his motive. In many of the cases of emotional disturbance, most of the daily behavior was a blind attempt to evade or to fight a problem.¹

¹Fred McKinney, Psychology of Personal Adjustment, (New York, 1941) p. 19.

Counselors' Evaluation

A classification of the responses to the request in the counselors' questionnaire for suggestions, reveals that six out of ten counselors felt the need for a board or a committee whose duty it would be to direct counseling so that there will be at least as much emphasis on personal counseling as on academic counseling. This, they felt, could be done without extra activity on the part of those who were interested in the total development of students. Four felt that regular conferences would be beneficial to those counselors who were not particularly trained for counseling. All felt that more care should be exercised in the choice of counselors, and that in no case should that responsibility be forced upon a faculty member who did not want it. All counselors expressed themselves as feeling the need for a place to hold conferences where privacy could be had.

Two counselors disliked serving and said that their personalities were in no way an asset to the counseling relationship, and that they had little interest in counseling as such. They expressed themselves as feeling inadequate to give counseling beyond an academic level.

Counselors agreed that personality problems dominated all other problems and that more help was required on them than on any other problem.

Regarding the benefits of the program counselors made the following comments:

"I cannot help believing that most of those students coming to me with problems were benefitted, if in no other way than getting release from what was pinned up inside of them."

"Sincerely I tried to help, and in some cases I could see improvement. I know so little about counseling, but I am truly interested in it."

"For some reason my students never talked freely. I have a sneaking suspicion I was at fault, but I don't know how to help the relationship. Perhaps I am not endowed with the quality that invites confidences."

"This experience has made me conscious of the frustrations of youth as I never was before. I feel it is a part of my responsibility to help them. This is a splendid program that should by all means be continued."

"I want to learn more about the techniques of counseling. I am studying all available material now, for I see a great need for guidance here."

"This had been a stimulating experience for me. I seemed to have so many problems that had to do with Relations with Other People and Group Activity that in creating situations to help my students adjust, I found that my own socialization was helped."

CHAPTER VI

STUDENTS' EVALUATION

Part of the students' questionnaire and the students' interviews were designed to permit students to evaluate the counseling program. Of the 181 students indicating that they had problems on which they sought help, 163 answered "yes" to the question, "Do you feel your personality has improved as a result of help given by counselors?" It should be borne in mind, however, that students giving this opinion were still in school, and their answers may have been conditioned by the fact that they were subject to grades by their teachers.

Data collected for this study supports the belief that college somehow creates, for the student, problems that he has not heretofore encountered, or if encountered, that he has not recognized. Table 8 indicated that 37 students came to college with one or more problems on which they sought help at college. This represents about 20 per cent of all students seeking counsel. Accordingly then, college and the conditions attendant to college adjustment are responsible for 80 per cent of student problems. There is no need for alarm, since literature on the subject will support the belief that most students adjust to the new environment although perhaps with difficulty. Dr. Fry says:

Those who have been socially well adjusted previously, and who are not distressed by other emotional problems, recover their poise, either alone or with the friendly help of a counselor or a roommate. They may find security in achievement, or in the society of former schoolmates, or in the formation of new groups.¹

Clement C. Fry, "The Problems of College Mental Hygiene," Mental Hygiene, XXV, (October 1941), p. 259.

TABLE 8

NUMBER OF STUDENTS COMING TO COLLEGE WITH PROBLEMS
ON WHICH THEY NEEDED HELP

Freshmen		Sophomores		Juniors		Seniors	
Men	Women	Men	Women	Men	Women	Men	Women
3	21	1	6	0	3	1	2

Since the establishment of rapport is essential to any counseling relationship, the students' questionnaire requested listing of qualities most desired in a counselor. That students have a very definite conception about the persons who help them solve their problems is indicated by their listing of 26 qualities. Each quality was listed by from 2 to 180 students. The results of this listing are tabulated below:

TABLE 9

QUALITIES DESIRED IN A COUNSELOR

Quality	Number of Students
Friendliness	180
Understanding	176
Sympathy	175
Interest in Counseling (Desire to Help)	174
Interest in Student Problems	173
Tolerant	164
Sincerity	132
Sociable	129
Tactful	111

<u>Quality</u>	<u>Number of Students</u>
Patient	109
Discretion	104
Confidential.	99
Sense of Humor.	97
Well Informed	94
Straightforwardness	80
Belief in Students	75
Frankness	75
A Good Listener	62
Available	60
Inspire Confidence	48
Realistic	39
Good Sport.	29
Does Not Force Students to Follow Advice Given.	13
Unshockable	7
Experienced	2
Understands Youth's Problems.	2

The following expressions are typical of those given in response to the question, "If you did not take a problem to your counselor, what was your reason?"

"I am naturally shy and avoid going to anyone to talk."

"I didn't have time. My classes and job took up all of my time."

"Whenever I was in the mood for discussing my problem, my counselor was not available."

"I just could not talk about that personal problem with anyone even though I know I needed to very much."

"My counselor seemed friendly enough but seemed so impersonal."

"She tried to be too much of a pal."

"My counselor asked too many questions."

"My counselor did not know any more about it than I did."

"My counselor made an interview out of the one conference I had with her on a most personal matter, so I never wanted to go to her with that sort of problem again."

"He was too inexperienced to know anything about the problem."

"Without any cause, I was afraid to trust my counselor with the problem."

"I could not discuss that problem with a woman."

"I guess I respected my counselor too much to discuss such a common thing with her."

"I was afraid my counselor would not think as much of me if she knew what I had done."

"I thought he would consider it too unimportant."

Five per cent of the students indicated that they did not feel comfortable in the presence of the counselor. Nine per cent found that their counselors were too busy and seldom available for conference. It is impossible to determine to what extent counselors are responsible for this condition and to what extent the program as planned is responsible. Certainly the response indicates that counselors should above all keep inviolate a special time that is set aside for holding conferences with students. It must be borne in mind, though, that counselors are not always equipped to give to students the specialized services that they need.

Only a few students explained that the counseling program was not made clear to them at the beginning of their college experience. As a result they said that their first few weeks at college were filled with frustrations that might have been avoided if they had understood clearly the available services. Considering that so few students made such assertions, it must be that the program is introduced to freshmen fairly well. However, in the light of the wide variation in environmental backgrounds of students, perhaps the indication is that even a little more care would have helped all students adjust with greater ease to college.

Every student interviewed felt that the present program had value. Most students were unable to express clearly what counseling had meant to them, but tried to say in substance what one student said in this way: "It gives a student a sense of security, and helps him feel that he is a part of the college from the very beginning."

Most students felt that their problems decreased with their stay in college. Since, according to this study, so many student problems have to do with college adjustment, the problems must decrease, for the adjustment is either made or in most instances the student drops out of college.

Students indicated that most of their problems had been personal, but that it was easier to get counseling on academic problems. Many had felt the need of having someone other than members of their own families to whom they could talk before coming to college.

Only one student felt that having a faculty member as a counselor proved embarrassing. Three felt that having a faculty member as

42.

counselor had no effect upon the counseling relationship, and the others felt that it had definitely been a help. The general feeling then, was that having a counselor as an instructor is somewhat helpful to the counseling relationship.

CHAPTER VII

CONCLUSIONS

The data collected seem to justify the following conclusions:

1. A necessary functioning part of every counseling program should be a continuous process of evaluation. The program should be constantly subject to testing and appraisal. Reform should be in accord with the appraisal.
2. Counseling as undertaken by the college should continue to exist on an expanded basis, inasmuch as students express actual benefits from the services, and inasmuch as, although they sought help freely from staff members not their counselors, in no instance did any class group use any source of help as much as it did counselors.
3. While the greatest need for counseling occurred during the freshman year any problem may persist throughout the entire four years and some tend to do so. Therefore counselors need not expect that complete adjustment to any one problem will consistently be made during the freshman or sophomore years.
4. One principle implication of counseling is that counselors should exert every effort to establish rapport with students early in the freshman year since that is the year during which adjustment problems seem most urgent.
5. Although there seems to be no significant difference in the problems of men and women, women seem more inclined to go to someone with their difficulties than men.
6. Definite and concrete objectives of the counseling program

should be set up by those who have authority to incorporate them into the general objectives of the college.

7. The program should be directed by a board and should not gain all of its emphasis from the office of the Dean of the College although a large responsibility must always remain there.

8. Since counselors are for the most part untrained for the task of counseling, regular meetings should be held where techniques and problems in counseling are discussed.

9. More care should be exercised in the choice of counselors. Only persons who are endowed with those qualities that are an asset to the counseling relationship should be used. Under no condition should persons be forced to serve as counselors when they express no interest in counseling. A very good teacher may be a very poor counselor.

10. The policy of using faculty members as counselors should be continued since most students think it helps the counseling relationship.

11. There should be a reduction in the teaching loads of teacher-counselors. This writer would suggest a reduction of one clock hour per week for every 15 students counseled.

12. The Dean of Men and the Dean of Women at Jarvis Christian College should be relieved of duties pertaining to the oversight of housekeeping and most of the direct responsibility for routine discipline.

13. A place should be provided where counselors can hold conferences in private without interruption.

14. Counselors should set aside a certain time when students can see them for conference. This time should be held inviolate.

15. Although it seems that the counseling program is introduced in a manner that most freshmen can understand it at the beginning of their college experience, a few are unable to grasp what the facilities are. For those students whose background makes the comprehension of such a program difficult, there should be more careful explanation. Under no circumstance should any freshman be left with a vague understanding of the services.

16. From the present study it must be concluded that counseling in the area of personality is most important. Such problems were taken to counselors more often than others, and counselors gave more conferences to help in the solution of them than problems in any other area.

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

47.

QUESTIONNAIRE FOR STUDENTS

Jarvis Christian College
Hawkins, Texas
May 25, 1945

To Students:

We are attempting to study our counseling program in order to improve it. In answering this questionnaire frankly you will be rendering a service to the college and to your fellow students.

We do not ask that you sign your name. We are asking that you fill out this questionnaire with thoughtful and complete frankness.

Please return it to the office of the Dean of Women not later than noon on May 27.

Very sincerely yours,

Odessa Howard-Waters

STUDENTS' QUESTIONNAIRE

Please check the following:

Sex:

Male -----

Female -----

Class Level:

Freshman -----

Sophomore -----

Junior -----

Senior -----

STUDENTS' QUESTIONNAIRE PART I

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Your Counselor?	Check Area in Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas in Which you Sought Help?
Family Relations Health Problems of Members of Family					
49. Emotional Difficulties of Family					
Financial Problems College Expenses					

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Your Counselor?	Check Area In Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas In Which You Sought Assistance ?
Difficulties Arising out of Family Need					
Difficulties Arising out of Student Employment					
Health Problems Personal Health Problems					

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Your Counselor?	Check Area In Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas In Which You Sought Assistance?
Personality Problems Direct Aid in Personality Development					
Making New Friends					
Sex Problems					

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Your Counselor?	Check Area In Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas In Which You Have Sought Assistance ?
Personal Appearance					
Desire for Group Participation					
Feeling of Inadequacy					

<p>Problems</p>	<p>Check Area In Which You Have Sought Help.</p>	<p>What Help Did You Receive From Your Counselor?</p>	<p>Check Area In Which You Received Help From Staff.</p>	<p>Check Area In Which You Received Help From Students.</p>	<p>What Outside Sources Have Provided Help In The Areas In Which You Sought Assistance?</p>
<p>Relation with Same Sex</p>					
<p>Relation with Opposite Sex</p>					
<p>Nervousness</p>					

54.

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Counselor?	Check Area In Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas In Which You Sought Assistance?
Development of Hobbies					
Organization of Time and Work Habits					
RELATIONS WITH OTHER PEOPLE Misunderstanding with Faculty Members					

55.

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Your Counselor?	Check Area In Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas In Which You Sought Assistance?
Misunderstanding with Fello Students					
Misunderstanding with Members of Family					
Classroom Relationship with Faculty and Students					

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Your Counselor?	Check Area In Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas In Which You Sought Assistance ?
Problem of Club Membership					
VOCATIONAL PROBLEMS Change of Major					
Transfer to Another College					

57.

Problems	Check Area In Which You Have Desired Help.	What Help Did You Receive From Your Counselor?	Check Area In Which You Received Help From Staff.	Check Area In Which You Received Help From Students.	What Outside Sources Have Provided Help In The Areas In Which You Sought Assistance?
Temptation to Leave College					
Choice of a Vocation					

STUDENTS' QUESTIONNAIRE PART II

1. Did you come to college with any problem with which you sought help from sources at college?

Yes ----- No -----

2. If you did not take a problem to your counselor what was your reason?

3. Do you feel that your personality had improved as a result of counsel provided by counselor?

Yes ----- No -----

4. List qualities you desire in a counselor.

APPENDIX B

QUESTIONNAIRE FOR COUNSELORS

60.

QUESTIONNAIRE FOR COUNSELORS

Jarvis Christian College
Hawkins, Texas
May 25, 1945

To Counselors:

You are in a position to render valuable service to our counseling program by giving us the benefit of your experience and judgment. Will you please give us the information requested in the attached questionnaire, adding on the final page any suggestions and observations which you feel will be helpful and which are not covered by the questionnaire?

Please return the questionnaire to the office of the Dean of Women not later than May 30.

Signed,

Odessa Howard-Waters
Dean of Women

COUNSELORS' QUESTIONNAIRE PART I

Problems	How Many Students Sought Help on Each Problem ?	What Is The Average No. Of Confer-ences Held On Each Problem ?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, Etc. Did You Refer Students On Each Problem?
<p>FAMILY RELATIONS</p> <p>Health Problems of Members of Family</p>				
<p>Emotional Diffi- culties of Family</p>				
<p>61. FINANCIAL PROB- LEMS</p> <p>College Expenses</p>				

Problem	How Many Students Sought Help On Each Problem?	What Is The Average No. Of Confer- ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, Etc. Did You Refer Student on Each Problem?
Difficulties Arising out of Family Need				
Difficulties Arising out of Student Employment				
HEALTH PROBLEMS Personal Health Problems				

Problems	How Many Students Sought Help On Each Problem?	What Is The Average No. of Confer-ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, Etc. Did You Refer Students On Each Problem?
PERSONALITY PROBLEMS Direct Aid in Person-ality Development				
63. Making New Friends				
Sex Problems				

Problems	How Many Students Sought Help On Each Problem?	What Is The Average No. Of Confer- ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, ETC. Did You Refer Students On Each Problem?
Personal Appearance				
Desire for Group Participation				
Feeling of Inadequacy				

65.

Problems	How Many Students Sought Help On Each Problem?	What Is The Average No. Of Confer-ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, Etc. Did You Refer Students On Each Problem?
Relation with Same Sex				
Relation with Opposite Sex				
Nervousness				

Problems	How Many Students Sought Help On Each Problem?	What Is The Average No. Of Confer-ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, Etc. Did You Refer Students On Each Problem?
Development of Hobbies				
Organization of Time and Work Habits				
RELATIONS WITH OTHER PEOPLE Misunderstanding with Faculty Members				

Problems	How Many Students Sought Help On Each Problem?	What Is The Average No. Of Confer-ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, Etc. Did You Refer Students On Each Problem?
Misunderstanding with Fellow Students				
Misunderstanding with Members of Family				
Classroom Relationship with Faculty and Students				

Problems	How Many Students Sought Help On Each Problem?	What Is The Average No. Of Confer-ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Etc. Did You Refer Students On Each Problem?
Problem of Club Member-ship				
VOCATIONAL PROBLEMS Change of Major				
Transfer to Another College				

Problems	How Many Students Sought Help On Each Problem?	What Is The Average No. Of Confer-ences Held On Each Problem?	What Services Were Provided Students On Each Problem?	To What Services Or Other Persons, As Faculty Members, YMCA, Family Societies, Etc. Did You Refer Students On Each Problem?
Temptation to Leave College				
Choice of a Vocation				

70.

COUNSELORS' QUESTIONNAIRE

PART II

What suggestions and observations would you like to make that are not covered by the first part of the questionnaire?

BIBLIOGRAPHY

Books

- Katz, Daniel and Allport, Floyd H. Student Attitudes, Syracuse: The Craftsman's Press, 1931.
- Lloyd-Jones, Esther and Smith, Margaret, A Student Personnel Program for Higher Education. New York; McGraw, Hill Book Co. Inc., 1938.
- Markham, W. T. Counseling. New York: Teachers College, Columbia University, 1933.
- McKinney, Fred. Psychology of Personal Adjustment. New York: The MacMillan Co., 1941.
- Reeves, Floyd W. et al. The Liberal Arts College. Chicago: University of Chicago Press, 1932.
- Rogers, Carl. Counseling and Psychotherapy. New York: The MacMillan Co., 1942.
- Walters, Jack. Individualizing Education by Means of Applied Personal Procedure. New York: John Wiley and Sons, Inc., 1935.
- Wrenn, Gilbert, and Bell, Reginal. Student Personnel Problems. New York: Farrar and Rinehart, Inc., 1942

Bulletins

- Current Problems and Programs of Higher Education of Negro Women. Conference Findings of the National Association of Deans of Women in Cooperation with the Commission on Higher Education of the Southern Association of Colleges and Secondary Schools. Spellman College, Atlanta, Georgia, 1944.
- Student Personnel Services in New Jersey State Teachers College at Newark. Newark: New Jersey State Teachers College, 1939.

Articles

- Crowley, W.H. "Nurishing the Future Alumni," Educational Journal, XIX (October, 1938), 483-501.
- Fry, Clement C. "The Problem of College Mental Hygiene," Mental Hygiene, XXV (October, 1941) 517-559.

Unpublished Material

- Whiteman, Harriet Wetzel. "A Study of Student Reaction to the Counseling Program at the New Jersey State Teachers College at Newark." Unpublished Doctor's Dissertation, Department of Education, New York University, 1942.