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Problems of adjustment among students within the Morehouse College community

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A THESIS

SUBMITTED TO THE FACULTY OF THE ATLANTA UNIVERSITY
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REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY

BRITTIE ANN MARTIN TYMS

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CHAPTER I

INTRODUCTION

Students within a college community face varied problems of adjustment which demand the application of sound organizational principles of guidance to help them toward desired ends. Whenever the problem of adjustment arises, there comes a challenge which demands that the administrative program aid the student, individually and collectively, to make the best possible adjustment to his environment. The Morehouse College community has been chosen for the study because of the interest the writer developed in its life over a period of five years' residence in the two dormitories of the college.

Purpose of Study

The purpose of this study has been to set forth, analytically and interpretatively, the major problems of adjustment among students within the Morehouse College community, to discover ways in which the college has attempted to assist students in making more satisfactory adjustments in problem areas, and to determine the need for a more dynamic type of guidance and counseling service to aid the process of student adjustment.
Scope of Study

This thesis is limited to the Morehouse College community; it is principally confined to the academic year 1945-1946; and it is limited to the adjustment problems of new students. The specific areas of adjustment dealt with are personal problems that are related to habits that students believe to be hindrances to scholastic adjustment, physical, emotional and mental problems, specific needs for creative orientation to college life, problems in academic pursuit, vocational adjustment, and adjustment relative to religion. The final phase of the scope of the study centers around the program which the college has effected to help students make the optimum of adjustment to the Morehouse College community.

Method of Procedure

The writer was able to secure one hundred and ninety-nine personnel questionnaires that deal with the general adjustment problems of the new student, sixty blanks that reveal the students' estimation of religion as an aid in adjustment; the writer secured twenty-five forms that show how teachers attempted to aid students in becoming better adjusted to college procedure, and also a list of ten replies to a question asked of students at the end of two semesters of Bible study. These data having been obtained, the writer proceeded to do an interpretative analysis of the content of the various responses that were given and also to evaluate the program of guidance that reveals the administrative
procedure in rendering help to its students.

Definition of Terms

Adjustment Problems.—These two terms refer to all of the measurable problem areas in the experiences of individual students; that is, the difficulties encountered by the student, which hinder his productive orientation to college life. They range from excessive emotional disturbances and fear of failure to too much extra curricular activity. In fact, anything that becomes a stumbling block in the path of personal achievement in a college community may be an area which constitutes an adjustment problem.

Morehouse College Community.—Those students who are enrolled in Morehouse College, as distinguished from Spelman College, Clark College, Morris Brown College, and Atlanta University, are designated as being within the Morehouse College community.
CHAPTER II

PROBLEMS, SOCIAL AND ACADEMIC

Social Adjustment

The need of becoming adjusted to the new environment is of major importance for those students, freshmen and upper-classmen, who enter the college for the first time. From the point of the freshman, it often means transition from a high school in which he has been a person of special significance to a college community in which he meets other freshmen—one hundred to two hundred of them—who feel just as important as he does. He also encounters a few sophomores and juniors who are determined to make him know that he is just a "dog" without a dog collar. These upperclassmen insist upon having the freshmen do special chores; they break in upon him at night in order to make him know that he is among Morehouse men. As for the transfer student, his problem is that of gaining status for himself in this new environment. He declares himself not to be a freshman, but he cannot declare himself to be a Morehouse man. However, both of these new students need help in making the necessary orientation to the Morehouse College community.

The need for creative orientation on the part of the new student is intensified by the fact that the strange environment demands a high degree of adjustment. New scenes, persons whom
he has never seen, and new regulations in the institution, all place the student in a position in which he has to find out what he will have to do in order to be adjusted to the new environment.

**Problem Areas**

There are four main problem areas in academic adjustment which are covered in this thesis. These areas have been marked out by the range of responses to the personnel questionnaire. They are as follows: 1, habits, physical, emotional and mental problems, 2, scholastic adjustment, 3, vocational adjustment, and 4, religious problems.

The new student may bring to college certain physical, emotional and mental factors which block his being able to perform successfully. It may be assumed that a physical examination, a psychological examination and achievement tests will reveal some of his handicaps. But there are some problems that the student must make known, even in physical examination, if the best results are to be had. He makes known in the questionnaire what habits, physical, mental and emotional problems might hinder good adjustment in college. If the personnel officers wish to give students guidance in meeting their problems they must try to find out what the problems are as soon as possible. The problems that are involved here are related to the behavior of the total personality and must be attended to if maladjustment is to be avoided.\(^1\)

Scholastic success is tied in with the problems of physical, mental and emotional needs, but there are some scholastic problems that are related to the mastery of the fundamentals and certain study habits. The student may not be able to perform on the level and at the rate required of him in college. However, when he records the fact that he has difficulty in relation to reading, mathematics, or English Fundamentals, it is possible for the administration to plan the program of help that is needed to assist him in coping with the problems. The English achievement test, reading test, and mathematics test administered by the college may be used to check the student's estimation of himself. Thus the estimation of the student and the results of the tests may provide sufficient basis for an elaborated program of help in aiding him toward better adjustment in his scholastic pursuit.

Not only does the student face difficulty in connection with his studies, but he has to make some sort of vocational adjustment. This is an important problem for the college student because he is apt to be under the pressure of parental influence in which certain professions have been idealized.\(^2\) In this area of the student's problem he has to try to seek that activity in which his future economic and social security may be guaranteed. The choices that have been made before he

\[^2\text{E. G. Williamson, How to Counsel Students (New York, 1939), p. 93.}\]
comes to college may not be permanent, because the student may not know whether he has the prerequisite for success in his vocational choice. Some guidance in vocational choices may save waste of time, if the student is given a chance to talk over his special interest in relation to his abilities and aptitudes; and, if the student is to find the interest that will provide him with some degree of social and economic security.

The last main category of adjustment for the college student is that of religious adjustment. In religion one meets that which represents a social institution which has been established, among other reasons, to serve as an organized compensatory mechanism. One also meets in religion a phenomenon in which the worth of human personality is stressed, and also he meets certain representations of authority in relation to self-regulating mores. The problem here is how does the student look upon religion as a meaningful influence in his life? Does he find religion to be helpful in personal adjustment, or does his attitude reflect that expressed in the saying "Good bye God, I am going to college"? The responses of the students will provide answers in which religious adjustment may be appraised.


The problems involved in social adjustment and those in academic problem areas suggest in a general way the range of difficulties that are in the path of the new student. The diverse areas may be considered as points of frustration that may block the new student unless he finds good guidance and counsel which are designed to help him to orient himself in a creative manner. An interpretative analysis of the areas concerned will reveal some degree of their importance in adjustment to college activity.
CHAPTER III

PHYSICAL, MENTAL AND EMOTIONAL ADJUSTMENT

The object of this chapter is to give an interpretative analysis of the habits, weaknesses, tendencies and needs which 134 out of 199 students set forth as being problems in their adjustment to the Morehouse College community. The factors that are to be considered are valuable in that they are the result of the students' attempt to formulate definite views regarding themselves as a whole. This procedure is valuable whether it is related to the formulating of a philosophy of life,¹ or to isolating one's weakness. Smith and Tyler stress the importance of the matter of projecting facts about a person, in suggesting that in relatively simple matters, pointing out a fact to a person often makes this person watch himself in this respect or it makes him actually change his behavior.² The factors pointed out by the individual student should serve as guides in helping advisors to understand what may be starting points in counseling the students. In Table 1 the problems have been arranged into four categories: habits, physical problems, emotional and

mental problems, and special needs. The content of the table will show the extent to which students isolated their problems in the questionnaire.

**TABLE 1**

HABITS, PHYSICAL PROBLEMS, MENTAL AND EMOTIONAL PROBLEMS, AND SPECIAL NEEDS

<table>
<thead>
<tr>
<th>Statement of the Problems</th>
<th>Frequency</th>
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<tr>
<td><strong>Total</strong></td>
<td>199</td>
</tr>
<tr>
<td><strong>Habits</strong></td>
<td></td>
</tr>
<tr>
<td>Lack of punctuality</td>
<td>14</td>
</tr>
<tr>
<td>Too much cursing</td>
<td>4</td>
</tr>
<tr>
<td>Excessive spending</td>
<td>3</td>
</tr>
<tr>
<td>Forgetfulness</td>
<td>2</td>
</tr>
<tr>
<td>Too much smoking</td>
<td>2</td>
</tr>
<tr>
<td>Too playful</td>
<td>1</td>
</tr>
<tr>
<td><strong>Physical Problems</strong></td>
<td></td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>6</td>
</tr>
<tr>
<td>Changing of voice (embarrassing)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Emotional and Mental Problems</strong></td>
<td></td>
</tr>
<tr>
<td>Self-conscious, shy, nervous</td>
<td>20</td>
</tr>
<tr>
<td>Worry about self and others, fear of failure, miserable feeling</td>
<td>7</td>
</tr>
<tr>
<td>Too much temper and fighting</td>
<td>7</td>
</tr>
<tr>
<td>Disturbed by hazing, homesickness</td>
<td>6</td>
</tr>
<tr>
<td>Envy of other fellow</td>
<td>1</td>
</tr>
<tr>
<td><strong>Special Needs</strong></td>
<td></td>
</tr>
<tr>
<td>Self-confidence, self-esteem, self-reliance, better self-expression</td>
<td>38</td>
</tr>
<tr>
<td>Tact in getting along with people, better sportsmanship</td>
<td>20</td>
</tr>
<tr>
<td>Better sense of etiquette</td>
<td>2</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>65</td>
</tr>
</tbody>
</table>
The factors in Table 1 are grouped so as to make possible some interpretation. The grouping of the responses does not suggest that they are isolated from one another. Rather they belong together in accordance with a principle of wholeness in which habits, physical, emotional and mental problems, and special needs must be understood in terms of their relatedness—the principle of wholeness of personality.

Habits

Twenty-six students out of one hundred and ninety-nine listed habits which they felt might be hindrances to good adjustment in college. Looking at these factors, one may ask what is the meaning of lack of punctuality, too much cursing, excessive spending of one's money, forgetfulness, too much smoking, and too playful as forces in adjustment to college?

In order to indicate partial answers to the question posed in the preceding paragraph, one may note that the problem of punctuality or tardiness in academic procedure involves regulations of the college, and to fail at this point is violation of one of these regulations. Then too, the student who deviates from the normal requirement may be a source of inconvenience to other students and an annoyance to the teacher. The habitual lack of punctuality becomes a

3. Fred McKinney, op. cit., p. 79.
5. Ibid., p. 68.
real problem in personal adjustment in that it is an undesirable aspect of conduct in academic procedure. The student is apt to find himself under the discipline of the college in which severe penalties may be imposed. In respect to regulations, one notes that regular attendance and punctuality at classes and chapel exercises are required under discipline at Morehouse College. In view of these conditions, punctuality becomes a must in one's adjustment to college life.

Other habits that appear under this category are too much cursing, excessive spending of one's finance, and forgetfulness. Concerning the matter of cursing or swearing, it has been pointed out by Symonds that this phenomenon is often a substitute for a more active form of aggression, it serves to release accumulated tension rather than attack upon the direct object. Ruth Strang, on the otherhand, stresses the fact that swearing is a sign of immaturity, it often reflects a changed attitude toward the diety. These two emphases on too much swearing suggest the need for some substitute that would enable the student to direct his verbal energy toward more productive ends and also a form of response that reflects a higher degree of personal maturity. The writer's experience in the dormitories at Morehouse College reflected the fact that the administration has often had to

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7 Percival M. Symonds, op. cit., 101, 262.

deal with students so as to cope with the verbal display of aggression and immaturity. This is one instance in which the student experiences the possibility that too much cursing may be a real adjustment problem in college.

The problem involved in the excessive spending of one's finance is that the student may defeat his own purpose for being in college. Fry and Rostow call attention to the fact that finance is a real problem in social adjustment. A question that might be raised relative to the excessive spending of one's funds is what does he seek to adjust to? No matter what the answer may be his excessive spending leaves him unadjusted. This is evidenced in the experience of one of the Morehouse College students, who spent the finance that his parents sent him to pay for his board and tuition. He went out and enjoyed himself with his friends, but he and his parents were put at a disadvantage when the college insisted on bills being paid before registration for the second term. Herein is indicated the adjustment problem of excessive spending of one's finance. It may result in the defeat of the purpose of being in college, provided he does not have an abundance of funds.

The question of forgetfulness is an interesting phenomenon when it is understood. It is interpreted by Symonds as representing an attempt on the part of the individual to repress unpleasant experiences, a drive toward the

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9Clements C. Fry and Edna G. Rostow, op. cit., p. 252
10From the writer's notes on student experiences, 1945.
protection of one's personality, a resistance drive which defeats a person's normal functioning.\textsuperscript{11} In this interpretation of the phenomenon of forgetfulness it appears that more than habit is involved. Repression has been at work as a means of covering up that which is unpleasant, or as a means of protecting the personality. It is possible that the student who listed this factor as a real problem in adjustment will need help in gaining some understanding of his tending to forget. This help may need to extend beyond the facilities of the college. If so, then the aid of mental hygiene agencies should be sought as a means of getting at the problem.

As for the problem of too much smoking, however, studies do not show it to be a serious problem in academic achievement. In other words, there is "no clear cut evidence" that smokers are marked by a decrease in mental achievement.\textsuperscript{12} This opinion demands that one seek to know just why smoking was isolated as an adjustment problem. Despite the evidence found it may be assumed that smoking has some meaning for the student who listed it. A knowledge of the reason is essential, provided adjustment is to be had in relation to the concern over smoking as a problem in personal academic adjustment.

\textsuperscript{11}Percival M. Symonds, \textit{op. cit.}, p. 236.
\textsuperscript{12}Fred McKinney, \textit{op. cit.}, p. 177.
Physical Problems

There are three phases of physical difficulties that received any attention from the students: shortness of breath, abnormal sleeping, and change of voice. These factors are indicative of the students' general impressions regarding their health and possibly their attitudes toward them.\(^\text{13}\)

Regardless of the physical handicap, the general problem of social activity may be markedly limited and this in turn may result in a feeling of self-consciousness and inferiority.\(^\text{14}\)

In many cases physical problems of themselves do not constitute a serious adjustment problem. However, a person's reaction, and the reaction of one's associates to the physical problem may give rise to an adjustment problem.\(^\text{15}\)

Shortness of breath and the change of the adolescent voice fit into this general emphasis on physical problems; the former in that it might limit social and physical activity which may cause the student to feel excluded from the joy of college life; the latter in that the student might find himself the object of considerable teasing from his associates. The question of abnormal sleeping may gear in with the problem of punctuality, discussed under the category of habits. Students must make classes and stay awake in class. Abnormal sleeping conflicts with both of these requirements. But there is another con-

\(^{13}\) Fred McKinney, *op. cit.*, p. 22.


\(^{15}\) *Loc. cit.*
sideration due the factor of abnormal sleeping. It demands some investigation so that the sleeper and a second person might know whether this sleeping is a symbol of something else. It may symbolize tendencies toward regression represented in the need to escape from difficult situations, or a withdrawal of interests from the outside world so that they might be concentrated on the self. No matter what may be involved in too much sleeping, the student will need aid that will help make the required adjustment. Physical problems of whatever description call attention to both bodily handicaps and emotional factors that may accompany them. Adjustment here is essential to good social and emotional participation.

Emotional and Mental Problems

Emotional and mental health in the college community should be characterized by an increase in individual security and independence in which there is an increase in the achievement of mature self-management. In keeping with this contention, it is convenient to view emotional and mental problems together. This is made easy in light of McKinney's insistence that he who is healthy in mind, in our culture, is adjusted to his fellows, is capable of enjoying human contact. The same may be said of the problem of emotional health. Ruth Strang supports this claim in pointing out that one's

16Percival M. Symonds, op. cit., pp. 211, 557.
18Fred McKinney, op. cit., p. 544.
emotional life conditions his school adjustment.\textsuperscript{19} Adjustment here is inclusive of one's fellows and his teachers.

The elements in Table 1 which center around emphases on emotional and mental problems include self-consciousness and shyness, too much temper, worry about one's self and others, home sickness, envy, disturbed by hazing, miserable feeling, fear of failure.

Some interpretation of the factors involved in this group of problems will reveal what they imply relative to college adjustment. Self-consciousness and shyness seem to reflect a similar pattern of orientation, isolation or withdrawal. That is, the shy person, because of punishment or threat of punishment in early life, tends to be restrained and isolated;\textsuperscript{20} on the other hand this orientation may cripple the person to the extent that he withdraws from creative activity in group life.\textsuperscript{21} Similarly the self-conscious person is restrained and inhibited because of fear of being heard or seen, the cause being rooted in unhealthy attitudes toward the self.\textsuperscript{22} In both instances there is withdrawal from social participation. The self-conscious or shy person seems to need that type of adjustment which will guide him in sharing creatively in college life in such a way as to reduce nervousness and shyness.

\textsuperscript{19}Ruth Strang, \textit{op. cit.}, p. 511.
\textsuperscript{20}Percival M. Symonds, \textit{op. cit.}, p. 123.
\textsuperscript{21}Lee E. Travis and Dorothy Baruch, \textit{Personal Problem in Every Day Life} (New York, 1941), pp. 175ff.
\textsuperscript{22}\textit{Ibid.}, p. 175.
Too much temper, fighting, and envy are forms of aggression in which the individual seeks to cover his feelings of inferiority. But aggression is negative or positive: negative where it tends toward harm of others; positive where it leads toward protection against loss or freedom. The problem of negative and positive aggression cannot be identified in Table 1, but as factors in adjustment the elements listed demand that guidance and counsel be given which make for positive orientation to the college community and to one's fellows.

Hazing and homesickness also hinder immediate adjustment to the new environment. The homesick person is apt to be maladjusted and hazing by upper classmen tends to increase it and may cause the student to become unduly disturbed. In this setting the homesick person longs to return to the place from whence he came. His being separated from familiar scenes plus hazing results in undue anxiety, except where the person has become mature enough to make adjustment in a short while. What help can be given the student who says by his response that he cannot bear being separated? He cannot be considered to be mature in personal adjustment. Therefore, guidance is needed so that he might adjust as soon as possible, or worry about himself may increase so as to hinder progress toward maturity in becoming used to being away from home.

24 Percival M. Symonds, op. cit., p. 103f.
26 Percival M. Symonds, op. cit., pp. 154, 216.
The last group of problems under emotional and mental situations is worry about one's self and others, miserable feeling and fear of failure. These factors belong together in that worry among college students seems to cluster around fear of failure and external harm, inadequacy for the task at hand, financial success, and success in work. But one needs to know what combination of factors causes the seven students who listed them to be worried, afraid of failure, or full of miserable feeling.

It may be noted that "miserable feeling" is a rather general phenomenon in adolescent experience, due to biological and chemical changes during this period. In this case a sense of guilt, inferiority feeling, a feeling of smallness and weakness may combine to cause one to feel miserable. In view of the fact that there is nothing in the responses with which one may identify worry, fear of failure, and miserable feeling, one needs to explore into these matters through personal contact with the student. He and the student may find out the reasons. Given the responses, the advisor or counselor may seek to find out to what extent the particular factor affects the student's adjustment to college. What help may be given to facilitate good adjustment? This is the question that must be asked by the advisor or personnel staff.

27 Ibid., p. 152. The findings relative to worry among boys were the result of Rose Zeliag's study in "Children's Worries," Sociology and Social Research, 24 (1939), pp. 22-32.
28 Ibid., p. 373; Ruth Strang, op. cit., p. 604f.
Special Needs

Among the categories of problem areas, one notes special needs as these are pointed up in Table 1. Just as the emphases on habits, physical problems, emotional and mental problems direct attention to needs that must be met, provided the student is to make healthy adjustment to his environment, so special needs, the last category, represent those problem areas that demand special attention if the student is to make creative orientation to college life. The representative needs that are pointed up here are a feeling of self-confidence, self-reliance, tact, sportsmanship, and etiquette. In relation to these needs, Williamson has expressed the thought that a feeling of adequacy is basic to the securing of satisfactory results in coping with life situations.29 The students who listed the special needs that are observed here call attention to the fact that a well adjusted person possesses a feeling of self-confidence, self-reliance, tact, etiquette, and sportsmanship in normal proportion.30 Inferior feeling in connection with these qualities seems to be the base of maladjustment.31

The meaning of these special needs in relation to healthy performance among college students must be evaluated in administrative procedure, provided students are to be guided toward normal adjustment in their academic and social

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experiences. The students who isolated these special needs show that administration where it might begin to help them adjust to the Morehouse College community.

Other special needs in this category are tact in getting along successfully with people and a spirit of sportsmanship. Twenty persons expressed their needs at this point. The problem here is one of interpersonal relations, a problem of human experience in general. One might say of it that the well-adjusted person must be able to develop rapport with others, show friendly feeling toward them, use tact in adjustment to them, and he must have behind his experiences general social understanding. Most of the factors in Table 1 seem to meet at this point. The indication is that any habit, physical difficulty, mental or emotional problem which hinders desirable personal adjustment may carry over into the experience of getting along with others. Tiegs and Katz point out the fact that difficulties in social relations may be tied up with feelings of insecurity and inferiority. These feelings may result in undesirable behavior, such as rudeness, discourtesy, and bullying. This type of behavior extends into all areas of human relation in which one may be thought not to have tact nor a sense of sportsmanship. However, if interpersonal relationship is a great problem in human ex-

perience, and tact and sportsmanship are two of the pre-
requisites for maintaining good adjustment with one's fellows, 
the student's need reflected in this setting is one that is 
common to man in general. Help in mastering tact and sports-
manship may be a service to the student and the college in 
fine adjustment.

Closely related to need for tact and sportsmanship is 
the problem of etiquette which was set out by two students as 
being their special need in good adjustment to college. Does 
this mean that etiquette is no problem for the one hundred 
and ninety-seven students who filled out the questionnaire? 
The writer offers no answer for them, but if etiquette has 
to do with good sense plus good taste, in addition to a 
generous mixture of kindness; if it has to do with one's con-
duct in public and private, or implies consideration of others 
which precludes loud talk or conspicuous behavior, then it 
is a common problem for the average man.

The two students who isolated etiquette as being their 
problem in academic adjustment rendered a service to the 
administration. It might be contended here that etiquette is 
significant because of its lack of emphasis. The fact that 
two students isolated this factor as a problem in adjustment 
suggests that administrators may use it in observing the be-
havior of students in general social functions. Data gained 
may be used for guidance purposes by advisors, and when the 
need arises these data may be used in group experiences in 
which etiquette may be practiced.

34Fred McKinney, op. cit., p. 262f.
A survey of Table 1 and the interpretation of the various factors set forth by the students seem to indicate that there is some value in the questionnaire. The problems that have been noted direct the attention of the college personnel to the habit, emotional and mental problems, physical problems, special needs which students feel hinder their adjustment to college life. These statements in the hands of advisors along with some interpretation should help them in their attempts to aid students in making the optimum adjustment to the new college environment. However, final evaluation would have to depend on the results achieved in connection with their application in the advisory system of the data gathered from students.
The freshman is apt to be more acutely preoccupied by scholastic requirements than any other class. Fry and Rostow came to this conclusion after the study of 354 cases. In following the development of events during orientation week at Morehouse College, one notes certain things that tend to support this contention. The freshman is told of the necessity of maintaining the best possible scholastic average; he reads his bulletin and finds out what happens if he fails to maintain average scholastic standing; he hears what has happened to other students who failed to keep up their average. The old student, on the other hand, has had time to settle down. He has the satisfaction of knowing the level of his past achievement. But the new student has to be concerned with the problem of making the grade for his first year. He does not know whether he can make it or not.

Stress on high scholastic average is a matter of emotional concern. Adjustment on this level of college life is organically related to all other problems faced by the student. Disturbances, conscious or unconscious, come to a peak in problems of study.\footnote{Clements C. Fry and Edna G. Rostow, \textit{Mental Health in College} (New York, 1942), p. 174f.}

\footnote{Loc. cit.}
Fields of Scholastic Adjustment

In checking the questionnaire for a consideration of the isolated areas in scholastic adjustment, one notes that the new student has some idea of the factors which may hinder his desired performance in college. In Table 2 seventy-six out of one hundred and ninety-nine students indicated some area for which they felt help might be given toward their scholastic adjustment.

**TABLE 2**

THE AREAS OF SCHOLASTIC ADJUSTMENT

<table>
<thead>
<tr>
<th>Problem Study Areas</th>
<th>Number Listing Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>199</td>
</tr>
<tr>
<td>English, reading, composition, vocabulary</td>
<td>62</td>
</tr>
<tr>
<td>Lack of poise of concentration</td>
<td>13</td>
</tr>
<tr>
<td>Slow in catching on</td>
<td>1</td>
</tr>
<tr>
<td>No response</td>
<td>123</td>
</tr>
</tbody>
</table>

English and reading, it may be noted, are tool subjects, or keys to proficiency in all other subjects. Failure to make the necessary adjustment in these subjects may mean general failure in academic pursuit. Therefore, the student who points out his weakness in these subjects opens the way for the institution to do something in this phase of his adjustment. Ruth Strang has emphasized the fact that the problem of reading is really one in simple reasoning.³ This seems to

suggest that the student who has a reading difficulty might profit by individualized guidance that would help him make the necessary adjustment in relations to reading and reasoning. In the type of help given he should make adjustment in English fundamentals and reading difficulties.

What has been said of English and reading may similarly be said of composition and mathematics. In academic achievement, one's ability to express himself intelligibly in written and oral language is basic. And, too, the mastery of mathematical processes is essential to success in chemistry, business administration, physics, and other fields of vocational interest. The student who says before he gets started in college, "I am weak in mathematics and composition," gives the college a choice of starting with that weakness so as to help him make good adjustment.

The next point of greatest frequency in the table deals with the power of concentration. Only thirteen, or 0.65 per cent of the one hundred and ninety-nine new students listed this problem as a factor in study difficulties. This is a rather small per cent of the total when one considers the findings and observations of two authors on this problem. Fred McKinney suggests that few students have mastered the habits of concentration. Though he does not give the total number, he points out that eighty-two per cent of a college freshman group listed difficulty in concentration as their real problem in study. In like manner, Williamson refers to

a study by Smeltzer in which it was pointed out that of seven hundred and twenty-one students inability to concentrate while studying was listed first in terms of frequency. It may be noted, however, that the questionnaire of this study left all categories to the freedom of the student. No suggestion was given as to the problem that might be listed. Therefore, it is possible that a large number of students did not think on this problem.

Why should importance be attached to power of concentration? Since the issue here is that of studying, one may conclude that inability to concentrate limits achievement in scholastic pursuit. The student's ability to stick with the task of mastering English, reading, composition, mathematics is what is involved in concentration. There seems to be an overlapping of the problem areas as related to subjects--English or mathematics--and power of concentration. The mastery of subjects depends upon one's ability to narrow the limits of his interest when certain conditions prevail.

In relation to the problem areas discussed in the preceding paragraph, one lone student states that his main problem is that he is slow in catching on. No one will doubt that this is a real problem that must be faced in the teaching situation. It is possible that the average freshman, despite the fact that only one student listed this problem, finds that the pace set by the teacher is too fast for him. The

---

⁵E. G. Williamson, op. cit., p. 311.
⁶Fred McKinney, op. cit., p. 117.
student who listed this factor as a problem in study calls attention to the need of adjusting the teaching situation to a rate of speed that can be grasped by the average student, and also the need of giving special individualized attention to the student who is below the average in catching on quickly.

The problems of adjustment that are listed in the questionnaire are not unlike certain difficulties that Fry and Rostow stress. These authors mention lack of ability, inadequate scholastic training, and lack of ambition as being among the problems that affect good scholastic adjustment.7 Nothing in the questionnaire of this study helps to bring out the defects indicated here, but the writer noted that the program of Freshman Week called for psychological tests, English tests, mathematics tests, and a test in performance of reading—these tests were not available for this study—which might indicate some of these deficiencies. One observation was made in connection with personal contacts with some of the students who made a low score in the English placement test; to be assigned to a sub-freshman English course for which no credit was given caused some students to become rather anxious about college credit. This matter tends to result in disappointment for the student. May this not also lead to loss of confidence and efficiency?8

7 Clements C. Fry and Edna G. Rostow, Ibid., p. 175f.
8 E. G. Williamson, op. cit., p. 376.
Verbal Versions of Scholastic Problems

The student usually has his own version of adjustment in study. The following are some of the versions of scholastic problems that the writer noted as she sat in conference with advisees who came in for tea on special occasions. Some found their problems in English, mathematics, French, and chemistry to be due to poor background in high school; others contended that their difficulty is that of making adjustments to the teacher and his method; while another group of students admitted that inadequate time was given to study and that too much social life was involved in their programs. Then there was the student who complained that too many fellows crowd into his room at night, which interfered with his studies. These versions of study problems are closely related to the emotional and mental factors which were noted in Table 2, in which a variety of adjustment problems are seen from the point of view of the student.

The problem in scholastic adjustment which students list, both in questionnaires and in verbal forms, should give the administration and teachers something quite definite to work on in helping students to make the best possible adjustment. In the questionnaires some seventy-six out of one hundred and ninety-nine students point out problems that block progress in scholastic pursuit. Though this is not a majority, the number is sufficiently large to suggest the partial advantages of the questionnaire in gathering considerable data on a large number of students at one time. These data can be used in
approaches to individual students or to groups of students, which are designed to give counsel and aid in study difficulties. The verbal data that reveal what students may say about their problems in informal interviews over a cup of tea tend to supplement the questionnaire, and in a few instances reveal certain personal factors in the interpersonal relation between student and teacher. The results of the experiences in either case direct the attention of the administration and its advisory system to specific areas that need investigation. It may be hoped that the information gathered from these approaches will suggest courses of action that will serve the institution in its effort to give guidance in personal scholastic adjustment. 

9 Eugene R. Smith and Ralph W. Tyler, Appraising and Recording Student Progress (New York, III, 1942), p. 396.

10 Loc. cit., p. 397.
CHAPTER V

THE STUDENT AND VOCATIONAL ADJUSTMENT

An acute problem in the life of the college student is that of making the necessary orientation to a life vocation. The student often comes to college with vague ideas of what he wants to do and be, but often he does not know anything about the exacting discipline to which he has to commit himself. This being the case, one can see the pertinence of the contention of Ester Lloyd-Jones and Margaret Ruth Smith when they say,

Both educational and vocational guidance are indispensable functions of the college or university personnel program. They are, in the actual practice, as well as in theory, so closely related that they are often indistinguishable.\(^1\)

The suggestion here is that educational adjustment tends to determine the nature of vocational adjustment that may be achieved. To what extent may difficulty in adjustment in vocational interest be due to inadequate guidance is a question that may be difficult to answer. The content that follows may help one to understand the problem of vocational adjustment in liberal education.

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\(^{1}\)Ester Lloyd-Jones and Margaret R. Smith, A Student Personnel Program for Higher Education (New York, 1938), p. 133f.
Problems in Vocational Adjustment

Morehouse College is a liberal art college in which students may anticipate special training relative to definite vocational choices. High on the list of vocations that challenge the interest of students are medicine, dentistry, teaching, business administration, the ministry, law, and the sciences. A question may be raised here, to what extent does the average freshman really know what to expect at a liberal art college? It seems as if some of the freshmen do not understand the situation. This will be seen in the analysis of the table on vocational preference.

Training for the vocational fields that are pointed out in the preceding paragraph demands that the student take the liberal arts course, which postpones for four years his entering upon specific vocational work. He has to do two years of study before he begins to concentrate on his major field of interest. His being in a liberal art college forces upon him the decision of a curriculum upon admission,

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2 The preface to "Morehouse College in the Next Decade," a memographed copy, reveals the conviction that Morehouse College shall remain a "Liberal Arts College" and increase its offerings in that field.

3 See the table on vocational interests where such choices as drug store operator, printer, Post Office clerk, and cabinet maker, tend to suggest that some students think Morehouse College is a vocational school.
the choice of a major in the junior year, and the problem of a job or graduate study upon graduation. But vocational adjustment is further complicated by the fact that the student may not have a vocational evaluation of himself prior to his entering college. And there is the problem of one's ability to make the grade which permits him to pursue medicine, law, chemistry, ministry, and business administration.

Samples of Vocational Interest Among One Hundred and Ninety-Nine Students

Vocational and occupational preferences of students vary in proportion to the factors that have played a part in the process of development. That is to say, the choice of a vocation for the average college student is a composite of the interest of influential persons in the life of the particular student. But one's fitness for that vocation is not determined by what significant persons may advise, rather, it is determined by one's own ability and interest. The thought expressed here seems to be summed up in Fredrick J. Allen's observation relative to vocational adjustment:

Those of us who have gone through college know that even at this late period we were decidedly influenced by some fad that overtook us as a group, such as social work, teaching, publishing, or writing advertising. This mechanism is not a serious one except when it remains unconscious and comes into conflict with the individual's personality and intellectual qualifications.

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### TABLE 3

**VOCATIONAL CHOICES OF 199 FRESHMEN, 1945-1946**

<table>
<thead>
<tr>
<th>Vocational Types</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>186</td>
<td>80</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical doctor</td>
<td>52</td>
<td>7</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Business administration</td>
<td>18</td>
<td>7</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Dentist</td>
<td>15</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teacher</td>
<td>12</td>
<td>19</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Law</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Religion</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Social work</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>College president</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Writer</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Semi-professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical research</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Engineer</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Mortician</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Actor</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Laboratory technician</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Optometry</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Art work</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Business and clerical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Store operator</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Banker</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmetics</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Photography</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Mechanics and trades</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cabinet maker</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Electrician</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Printer</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Labor</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brick-layer</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Cement finisher</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mail clerk</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Painter</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Post Office clerk</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### TABLE 3 (continued)

**VOCATIONAL CHOICES OF 199 FRESHMEN, 1945-1946**

<table>
<thead>
<tr>
<th>Vocational Types</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Railway pullman porter</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Truck driver</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Waiter</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>33</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Uncertainty in choices of vocations.—As one surveys the table on vocational preferences, it is noted that there are four categories of choices. These range from first, second, and third choices to undecided. A question that may be raised is what do 80 second choices, 36 third choices, and 28 undecided suggest as to need for vocational orientation? These three categories reveal the fact that 144 or 72 per cent of the 199 students have not fully made up their minds as to what they want to do. This is the situation if second and third choices are interpreted to be in the general category of indecision. Williamson has suggested the possibility that the following elements make for uncertainty in vocational choices: lack of information about occupations and aptitudes, pressure of parents, friends and teachers, lack of confidence in one's aptitudes, fear of making the wrong choices. If one interprets second and third choices as being indications of uncertainty or indecision, as has been done here, then 72 per cent of 199 students fit into the situation as decided by Williamson.

Having the general problem of uncertainty in vocational choices in mind, one may take under consideration the types of vocational interest that are reflected in the first choices of 153 new students out of 199.

Professional and semi-professional choices.—The vocational type that ranks highest among the five types—professional, semi-professional, business and clerical,

6E. G. Williamson, op. cit., p. 432.
mechanics and trade and labor—is professional. The preferences here partially fit into that pattern stressed by Charles S. Johnson in his study of Negro Youth in the rural south. He says, "Selection of vocations suggests the immediate influence of certain patterns and general desire to escape to a new status." The extent to which the pattern of choices among the new students at Morehouse College fits into Johnson's interpretation may be seen in the fact that 127 or 63.81 per cent of the 199 students made their choices in the professional classification. Those particular professions which have high prestige value come high among the choices. Medicine numbers 52 choices, while business administration has 18, dentistry 15, law 12, music 9, and religion and social work number 6 respectively. These particular choices are suggestive that social prestige is a major factor in the choice of a vocation. The high percentage of professional choices indicates the fact that there is a common illusion that professions are the one sure route to success. This is the argument set forth by Williamson in his analysis of a study by E. J. Sparling. In referring to students in general he writes,

Students are prone to regard a profession as the only respectable route to success. These victims of the "white-collar illusion" lose sight of the proverbial epigram that many are called but few are chosen" and are reluctant to think that anyone can be held in high

8 E. G. Williamson, op. cit., p. 466.
esteem unless he becomes a lawyer, doctor, or banker. Moreover, such students forget that many persons can be of greater service to their fellow man as plumbers than they could as doctors.  

The particular vocational choices pointed out in the table cluster around those professions which require above the average ability and general personality fitness to succeed in. However, the problem of general ability and personality traits is not brought out in the questionnaire, neither does the writer have data in this study that are helpful in advising students in relation to these factors. The lack of such knowledge does not save the student from waste of time and energy. In every area of professional vocational choices considered in Table 3, the student may not be able to reach his goal. This is because of the possibility that the vocation may exact more than the student is able to give. That is, the desire to be a doctor carries with it the demand for keen intelligence and special aptitudes the lack of which results in bitter disappointment and unhappiness. If the student is to make the desired adjustment, he must have efficient vocational orientation through administrative procedure. Williamson has well stressed the fact that choices of goals which are beyond capacities often lead to disappointment, frustration, and even a feeling of general inadequacy.

Closely related to professional choices is the semi-professional category with 18 choices over against 127 in

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9E. G. Williamson, op. cit., p. 466.
10Fred McKinney, op. cit., p. 198.
the professional category. Though the social prestige in semi-professions may not be as high as in the professions, the particular areas chosen demand as high a level of proficiency as do any in the professions. That is to say, chemical research, engineering, mortuary science, acting, journalism, laboratory technician, optometry, and art work require special ability—intellectually and personally—as a cue to success. Therefore, the need for guidance in making good adjustment in semi-professional work is as urgent as in the professions. One advantage seems to be evident, the time element in semi-professions may permit the student to practice his vocation earlier in the semi-professions than in the professions. This is true, at least in contrast between the doctor and the chemical research student, or the lawyer and the mortuary science student. On one hand the research student may finish college and go into his work, but the doctor has four years ahead of him, plus the uncertainty of success in practice; on the other hand the mortuary science student may not even go to college, except where he wants the prestige of college training, but the law student realizes that though he may not have to be a college graduate to practice law, his chances for being accepted in law school demand a college degree.

Business and clerical, mechanics, trade and labor.—Looking further at Table 3, one notes that the number of choices falls considerably as he moves from professional interest to business and clerical, or labor, or mechanics and trade. In
relation to all interests, it may be observed that the last three categories show the new student to be concerned with much of the work of the world in which man seeks status for himself. But there is a larger area of occupations to which freshmen might be oriented, such as real estate, military service, poultry raising, farming, plumbing, insurance, cartooning, civil service, interior decoration, and veterinary, to name but a few.  

If Williamson is correct in saying that students are "victims of white collar illusions," then it is understandable that among the 199 new students 150 or approximately 75 per cent of them are in the white collar level. But for what reason does one go to a liberal art college, if not in the interest of raising the level of his social status? Such a question seems to be answered in the choice of occupations by the students in this study. A liberal art education and white collar vocation go together, it would seem. It is at this point that the thoughts of McKinney become important. He contends that whatever may be one's vocational interest he should ask himself "what can I do well?" and "what do I like to do?" as he thinks of an occupation. When good vocational orientation is had it may be discovered that despite liberal art education, and the "white collar illusion" many a student may be more creative, render more service to himself.

12Fred McKinney, op. cit., pp. 228ff. In these pages one will find 316 vocations which are open to the college student.

13Ibid., p. 209.
and his fellows as a plumber, farmer, bricklayer, cement finisher, Post Office clerk, and painter than as a doctor, lawyer, dentist, college president, or minister. This seems to be the understanding that the college student must arrive at if he is to guard against unwise vocational choices.

The last category to be considered in Table 3 is no response. The 33 persons who made no response may be put in the same general category as those who were uncertain as to a vocational choice. In either case it would appear that the student is minus motivating goals for achievement in college. Motivating goals are among the factors which make for success in college. Recent findings in studies at Yale University, Syracuse University, and New York University show that the student with definite goals earns better grades, "and is more earnest and tenacious in general." Herein is suggested the purpose for emphasizing the necessity for a program of vocational adjustment for the liberal art college student. He needs goals toward which to work, and a vocational commitment under guidance is an important focus for setting up goals for one's work. What is done in connection with his vocational adjustment must establish for him solid motivating goals.

\[14\] E. G. Williamson, op. cit., p. 466.

\[15\] Fred McKinney, op. cit., p. 203.
Problems of adjustment in religion are too overwhelming to be given comprehensive treatment in this thesis. No exhaustive treatment will be attempted here, but since religion is an inevitable factor in human adjustment and since the college student indicates that he faces difficulties in this area that require guidance and counsel one must deal with it just as he does with educational and vocational guidance and adjustment. This opinion is particularly expressed by Fry and Rostow in the contention that doctrinal conflicts in religion find the student far more troubled emotionally than intellectually. But the consideration that is given to the problem of religion in this study will be mainly to the student's response to two questions that were asked in a questionnaire. The first deals with problems faced in connection with classroom experiences and the second is concerned with statements of help gained through religion.

Classroom and Religious Problems

An attempt was made through contact with a class in Bible study to secure the reaction of students in relation

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1Clements C. Fry and Edna G. Rostow, op. cit., p. 86.
to religious problems faced in the classroom. The question was simply put: "What problems in religion remain with you after taking the course in Bible?" Ten replies to this question were secured directly from a class in religion. These replies do not propose to tell the whole story of student problems in religion, but they may be suggestive of the type of problems faced by the college student and also what classroom procedure may invislon in coping with the problems raised. The following reactions were given in response to the inquiry:

1. The most serious problem remaining to me is the proof that there is an actual living God. I can see how upon one particular deed that seemed miraculous, great faith could be built but I still haven't found proof that there is a real God. This has a very un-wholesome effect upon my beliefs in Christianity. I wish this could have been stressed and proven to me in the course in Bible.

2. The only problem to remain with me is; where was all the information of the Bible gather(ed) and how do we know that it is true?

3. I am faced with the problem if it would be better to teach this course as an earthly guide than put so much time as most minister(s), on it as someting that mean(s) immortality to those who follow it.

4. It is said that God sent an angel down to tell Mary that she had been chosen as mother of his son. Now, I wonder why things like that don't happen now?

5. If God is a just and impartial God why are the Negroes the receiver of such tremendous amount of abuse without their abusers receiving no punishment on earth for their sins?

6. The one problem which I feel should be analyzed is that of the present church organization. I feel that the church is witnessing a cultural lag. The question might be asked, does the church to-day serve the real purpose of the people?
7. Why race hatred? Why false representation of body forces or influences? Why is there religious hypocrisy today, if we are more intelligent today than we were five hundred years, one thousand years, two thousand years ago?

8. There are some problems concerning religion that we shouldn’t tamper with. I still don’t interpret the way religion should be conducted in some phases of life. The idea of world creation still remains with me. I assume that it is best to forget that phase.

9. There is no problem remaining with me with reference to the course, but I have the hardest time trying to get my roommate (roommate) to see that man is always a sinner.

10. Shall I reject the Law as set in the O. T. as my moral code or accept the current trends in society? Should I pluck from the Bible the bare teachings of Jesus and reject the rest.

One may attempt an interpretation of some of the problems raised in the responses that have been recorded. In the first place, numbers one, two, and four are expressive of personal doubts, or definite uncertainty about the assumptions of the Christian faith. Number one, seems to want observable data or signs of proof that there is an actual living God, the lack of which has an unwholesome effect upon his belief in Christianity. This student seems to be asking for the impossible—a concrete representation of the idea of God. However, his difficulty remains, because the course in Bible did not offer the proof he sought. But the problem of two and four are equally difficult. On one hand, there is the task of proving that the information gathered in the Bible is true, and on the other hand one faces the problem of answering the question why God does not speak and deal with man today as he did in
Bible times. These three factors at least reveal the questioning and doubting attitude of these students, and also the need which the teacher of Bible must seek to satisfy.

Following the trends of question three, five, six, and seven, one sees a bit of suspicion concerning things religious. The whole of the Christian faith is included. Number three, why so much stress on immortality and so little concern with earthly problems in religion? Number five, why does an impartial God not avenge the Negro of his adversaries? Number six, is the church serving the real purpose of people? Number seven, why religious hypocrisy? These are real problems for the thinking student, and also for the religious radical who wants to get at the root of things religious. Thus the following problems posed in the responses noted seem to gear in with the observation of Bruce Curry when he says:

Of course we can readily understand why the average student is suspicious of the thing he thinks of as "religious." It seems to him to have broken down in our modern world. To one it seems uncoupled from life, from his dream of freedom and beauty and love. To another many of the tenets of religion seem intellectually dishonest and impossible in the light of modern scientific knowledge. Another feels that religion is morally ineffective, weak, sold out to the existing order, a rather sorry stage play.²

²Bruce Curry, "The Purpose and Hope of this Conference," Religion on the Campus (New York, 1927), p. 3.
The content of the ten replies to the question along with the observation of Bruce Curry reveal the fact that the college student lives in an atmosphere in which it becomes difficult to adjust himself religiously. He hears preachments relative to high religious idealism, but he sees religious dishonesty among the religious. What he sees and hears in relation to religion, he has just cause to feel that religion is uncoupled from life, its tenets intellectually dishonest in light of modern scientific knowledge, or it is generally morally ineffective, and weak.

In responses eight, nine, and ten, one finds the following points of concern: number eight, some religious problems or questions are not to be tampered with despite the fact that many problems remain with the student. To forget the matter of the creation of the world is the simple way out; number nine, in the case of no apparent problem, the student is seen in a fruitless effort trying to convince his roommate that man is always a sinner; in number ten there is the problem of choosing between the Bible and the current trends of society, and also the teaching of Jesus versus other parts of the Old and New Testaments. That is to say, the student faces the problem of choosing a moral basis on which to build his life. Should he look to the Bible or to society for moral guidance is the matter of special interest here.

Now it may be observed that the question (what problems remain with you after taking the course in Bible?) was given
responses which seem to tax the resources of the teacher of Bible. If he fails to help the student gain perspective on the problems raised, he fails, to a certain extent, to give the student what he needs. Of course there may be problems the teacher cannot solve, but his business should be that of helping the student gain understanding relative to the issues raised. Finally, the ten responses may be accepted merely as indicative of trends that one might anticipate in some of the religious problems of the Morehouse College student.

Religion as an Aid to Adjustment

Morehouse College students tell how religion has aided them in making adjustment to life. But it may be observed that there are some negative reactions admitted here. Therefore, the adjustment that is gained by some students through religion has as its counterpart a rejection of religion by others. The question posed here was: "Do you feel that religion is a help to you? Why? The responses will serve as points of departure for whatever interpretation of religious adjustment that may be undertaken in this thesis.

The results of the query are listed in Table 4.
### TABLE 4

**RELIGION AS AN AID TO ADJUSTMENT**

<table>
<thead>
<tr>
<th>Types of Replies</th>
<th>Number Evaluating Religious Help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
<tr>
<td>Moral guide and philosophy of life</td>
<td></td>
</tr>
<tr>
<td>Religion aids in moral character</td>
<td>12</td>
</tr>
<tr>
<td>Religion broadens one's perspective of life</td>
<td>8</td>
</tr>
<tr>
<td>Social and personal values</td>
<td></td>
</tr>
<tr>
<td>Helps one to get along in social relations</td>
<td>10</td>
</tr>
<tr>
<td>Gives a fellow something to hold on to</td>
<td>9</td>
</tr>
<tr>
<td>It makes life better to have religion</td>
<td>8</td>
</tr>
<tr>
<td>A source of personal happiness</td>
<td>5</td>
</tr>
<tr>
<td>A source of courage and self confidence</td>
<td>3</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Spiritual values and religious ideals not needed</td>
<td>2</td>
</tr>
<tr>
<td>This is one's own business</td>
<td>1</td>
</tr>
<tr>
<td><strong>No response</strong></td>
<td>2</td>
</tr>
</tbody>
</table>

Religion as a moral guide and philosophy of life.—Religion seems to function in Table 4 as a positive influence among the self-regulating mores in human adjustment and also as a source for the building a philosophy of life. In regulating one's morals and character, religion and a philosophy of life provide a basis for developing values and beliefs which are bound together in such a way as to give direction.

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3 Gardner Murphy, *op. cit.*, p. 780.

in actions in relation to current problems. Religion inspires man with spiritual ideals, that is, altruistic ideals, and concern for common good; it also inspires the development of conscience, and moral aspirations of mankind. When the function of religion is in accordance with the interpretation given here, it seems to gear in with the responses given by 20 or 33 and one third per cent of the 60 students who responded to the questionnaire. This is revealed in some of the direct statements of the students: "It serves as an inspiration and makes me want to do the right thing." "Maintains moral character." and "It enables a person to see the difference of right and wrong." "It broadens my perspective." All of these responses tend to reflect the adjustive value of religion as seen among Morehouse College students.

A religious philosophy of life is important in that it focuses one's beliefs relative to moral values and challenges commitments to ideal values, and in so doing it helps to stabilize and to give purpose to life. The 20 students considered here testify to this practical value of religion as a means to adjustment.

Social and personal values in religion.--Closely related to religion as a means of moral control and a philosophy of life, is the function of religion in terms of social and personal values. The responses of 35 students or 58 per cent of the total number report that religion helps them either to

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5Ibid., pp. 507f.

6Ibid., pp. 504f.
get along better with their fellows, to have something to hold on to, to realize personal happiness, and to realize courage and self-confidence. This is an area in which the adjustment values of religion aids the individual in gaining personal security and satisfactory social adjustment. The social and personal values that are indicated by the 35 students seem to be summed up in Tieg's and Katz's evaluation of the mental hygiene influence of religion. They contend that

Belief in a power greater than himself furnishes man with a spiritual ideal or pattern and may increase his sense of personal worth and self-reliance. The fellowship of the church emphasizes the bond of brotherhood among all men and tends to increase feelings of belonging and security.7

The content of the two preceding paragraphs suggests that the students involved have definite religious commitments. The responses indicate a way of life in which is realized a degree of adjustment to life situations, personal, social and spiritual integration. For these students life is complete in religious commitment, moral character is maintained through it and help is gained in making adjustment to one's fellows.

Negative responses.--There are two replies that repudiate any need for adjustment through religion and one reply that is both positive and negative. The one student reported that he found aid in adjustment through it but it was his own business as to how it was done. The negative element is

seen in the attitude expressed. However, the two distinctly negative replies are "Religious ideals and principles are not a vital part of my life." And, "I don't need spiritual aid." The latter two replies raise a question as to the problem of spiritual and religious aid. Do the students understand the implications of their replies? or do they know that spiritual aid is basic to the needs of all men whether they are religious or not? Yeaxlee's statement on spiritual values seems to cover the idea expressed here when he says:

**Spiritual values are those which belong to the human person in common with the universe known also as personal. They do not detach him from the physical, the intellectual, the moral in his daily round. They interpret and ennoble these—his bodily functions and pleasures, his intellectual pursuits, his work, his privileges and duties in relation to his kith and kin, his place in the life of the city, the state, and the world of nations—by placing them in a universal setting.**

This inclusive interpretation of spiritual values makes it difficult for any man to put himself beyond the need of spiritual aid. It is for this reason that one may inquire whether the two students who gave the negative answer are clear in their thinking on spiritual aid. Whatever the situation, they give the opinion that they do not need religion and the help it may offer them through spiritual values.

The content of these data on religious problems of the Morehouse College student reveals two important needs. The

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first is that of a type of educational guidance which will aid the student in understanding and interpreting religion in connection with the suspicions that arise in him amidst the social confusion in which he finds himself. That is to say, he needs some method of dealing with the idea of an impartial God who seems not to be concerned with the average Negro and his problems, avenging him because of his adversaries. Further, the student needs to have his thinking clarified with reference to his quest for representative proof for the existence of God. These are problems for the teacher of religion. However, the present writer does not propose to have an answer on the matter. Her task is met in pointing out what she thinks the content of the replies demands.

The second important need that is recognized in relation to religious problems is that of some means of differentiation in the matter of religion and spiritual values. This issue rises in connection with the student who said that he did not need spiritual aid. Here, too, the teacher faces the task of helping the student to see life in its wholeness, in which, if man is to progress, spiritual support must be welcomed. 9

9Yeaxlee's interpretation of spiritual values, as seen in the statement on page 51 of this thesis shows them functioning in such a way as to ennoble all bodily functions and pleasures, work, and intellectual pursuit. If this is true, no one can put himself outside the circle of spiritual aid.
CHAPTER VII
MOREHOUSE COLLEGE'S EFFORTS IN STUDENT ADJUSTMENT

In this chapter the writer attempts to give a descriptive analysis of what Morehouse College does to facilitate the adjustment of her students in relation to the problems faced. Whatever help is rendered in the program of activity in student adjustment must be seen in relation to what seems to be general philosophy of this college. The following is suggestive of that philosophy:

It is the function of Morehouse College to define the goals of life and supply the power of motivation to enable students to achieve the goals.

The professor of any subject, whether it be history, English, sociology, mathematics, religion, biology, chemistry, or physics, should know, through study and vicarious living, what the problems of life are and what the purpose of living is. This being true, all teaching should point to ways in which a particular subject can contribute toward a solution of the complex problems of life and ways in which living can be improved and humanity made better. To this end Morehouse College dedicates itself.1

Following this emphasis on the end to which Morehouse College dedicates itself, one notes that there is concern with developing skills in integrity to the end that men might have the courage to do right without fear; skills in maintaining poise, and being helpful and jubilant in an environment that

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1 Morehouse College in the Next Decade, pp. 3-4.

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is not always friendly. This is all connected with the desire to help the student to develop the skills that will give "equilibrium in transit and poise in chaos."²

The effort made by the college to help the student achieve the desired adjustment may reflect a partial application of the philosophy of the college. A description of what is done by the college to help students make the best possible adjustment to the community is set forth in the following paragraphs.

Advisory Service and Freshman Orientation

The advisory system at Morehouse College is an adjunct to the administrative program. This system has grown through the years, but its present effectiveness in counseling service for students is due largely to the efforts of President Benjamin E. Mays, who encouraged the assignment of students to advisors for the current academic year in the hope that a type of interpersonal relations will be generated that will help students to make good adjustment to the new community. From the list of prospective new students assignments are made to advisors. One advisor may have from ten to twenty advisees. He is given a list of the new students whom he will serve. This enables him to make contact with his advisees during the week of freshman orientation in order to know them personally.

²Ibid., pp. 5-6.
Advisors plan a special evening with their advisees. This is an attempt, near the end of orientation week, to create a feeling of genuine at-homeness for the new student. The advisors invite their advisees to an informal meeting, for the purpose of drinking tea and getting acquainted with each other. It is in this meeting that the advisor begins to develop rapport with his special group; here he attempts to establish a bond of personal interest in the persons assigned to him so that he might help them to make meaningful adjustment to the new environment.

The administration takes the initiative in helping the student become adjusted. This is to say, it assumes, on the bases of past experiences, that new students face difficult problems and, therefore, they need guidance in getting adjusted to the new community.

The program of orientation covers certain points which show the extent to which the administration deals with adjustment problems among students. It is noted that one week before the date of registration for upper classmen, the freshman is given a chance to become orientated to the new environment. During the week attention is focused upon the student's need to know and be known, his need to move all stumbling blocks from his path so that he may begin his work with the highest degree of intellectual performance.

Freshman orientation week is a direct approach to the adjustment problems of new students. The college publishes The Companion, a handbook, which is given each new student
as a guide to understanding the academic program. In this book the student may find the aims of the college which are the development of character, mental attitudes, scholarly habits of work and study, ability to read understandingly and to express oneself intelligently; to obtain a broad background in the arts and sciences for a life career, to cultivate an appreciation for cultural and spiritual qualities of life; and finally to help the student understand and interpret current social and economic problems.3

During freshman orientation week a special program of activities is followed through so that adjustment might be facilitated. In this program the student takes certain tests that attempt to measure his academic performance in English and mathematics; he hears lectures by the president and dean of men; the registrar gives him directions relative to certain steps to follow in registering; the medical center receives him for physical examination; in the library, he is given points to follow in securing books; under the auspices of the president of the student body a special meeting is planned for the new student in which he is asked to tell why he came to Morehouse College; he tours the campus under the guidance of persons who point out to him the different building in which he will meet for classes and other activities; and finally, under the leadership of the Young Men's Christian Association, he visits a church in the city,

after a special Sunday Assembly at Morehouse College along with freshmen from Spelman College. All of these activities are a part of his orientation. They are designed (1) to make easy the task of initial adjustment in the new environment, (2) to channel the efforts of students in their attempt to get started in college, (3) to move whatever stumbling blocks there may be, and (4) to help the student to feel at home in the strange environment.

As one looks at certain factors in relation to social, physical, mental, and emotional problems, faced by the college student, she sees possibilities for help in both the advisory system and in freshman orientation. The former in that some contact is sought in which personal problems may be revealed, be they social, physical, mental or emotional. What is specifically done in every detail relative to the problems discovered does not come out in this study. However, it has been noted that many students have reported the result of their fine experiences in the home of advisors who helped them feel at home in the new environment. In the latter case, freshman orientation, many factors may be brought out in achievement tests and physical examinations. One's mastery or lack of mastery of the mechanics in English and in mathematics is made known. This knowledge guides the administration in planning for remedial work for those who

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4Personal experiences with advisees revealed the fact that the advisory system was a real help to them in getting adjusted emotionally and socially, 1945 and 1946.
have had inadequate training in the fundamentals. It is on the basis of this knowledge that reading courses are set up for freshmen, and also remedial courses in mathematics for those who are not ready to go ahead with college mathematics.5

Help in Scholastic Adjustment

The problem of maintaining an acceptable scholastic average is constantly before the student. Morehouse College attempts to do something about the problem. The measures taken are in harmony with the requirements as they are expressed by McKinney:

College requires definite skills or tool knowledge, among which are ordinary skills in English composition, mathematics, and reading. The student should be able to write a discourse without errors in grammar, be able to compute simple arithmetic and algebraic operations, and should have average speed and comprehension in reading.6

This statement from McKinney seems to be included in the planning of the Morehouse College educational program. The immediate task of the institution, in its attempt to help students make proper educational adjustments, is that of guiding them toward the mastery of the tool knowledge that guarantees the best possible adjustment in scholastic work. The tests given in relation to reading, English composition, and mathematics during freshman orientation indicate trends toward guidance in scholastic adjustment.

5Observations on orientation week, 1945.
6Fred McKinney, op. cit., p. 105.
The matter of placing students who show weaknesses in the achievement tests is supplemented by tutorial service. This type of service has been offered in one form or another--special help from teachers and students--for a long time. But an intensified program of tutorial service has been in effect for the past six years. During the academic year 1946-1947, under the direction of Mr. William Nix, Counselor to men, a special hour was set aside on Wednesday evenings for tutorial service. At a stated time all students who needed help met in a classroom to receive such from able students and teachers. This was a step forward from the activity in tutorial service during the years 1944-1945 when the major work at helping students was done by other students.

The following is an appeal placed on the bulletin board, to aid students through the tutorial program:

If you would like to help tutor a fellow student better to master his subjects in Art, Biology, Chemistry, Economics and Business Administration, Education, English, French, Mathematics, Physics, Psychology, Spanish, Philosophy, Sociology, or Religion, sign up as a volunteer tutor. Write your name, room number and the subject or subjects that you can help some one better to master.7

In response to this appeal some twelve students signed up as volunteer tutors. The fields in which they offered help were mathematics, biology, history, zoology, music, arts, economics, French, Spanish, and Bible. Whenever a student

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7In this appeal an attempt was made to cover all the areas in which students found themselves. However, not every field was represented in the tutorial service rendered by students.
reported his need in relation to some subject, he was referred to the person who had signed up for tutorial service. However, the writer does not have data which indicate the value or result of the service rendered.

The tutorial service has been supplemented by the work of advisors in helping students with their scholastic difficulties. As far as possible, the advisor tries to see the whole picture of study problems and possibilities of adjustment in all the related problems. The nature and extent of the advisory system may be understood through an analysis of a few of the personal forms which were filled out by advisors as the result of interviews with certain students. Six advisors may be chosen to show the pattern of work performed. The records of six advisors were available to the writer for doing an analysis of their contact. A summary analysis of these forms is as follows:

1. A survey of these records reveals the fact that many of the twenty-five students interviewed had real problems which needed some solution. The problems located by the advisors show 15 cases of study difficulty in French, biology, mathematics, vocabulary, music, and history; there are three problems of social adjustment; two cases of fear of failure; one case of homesickness; two report no difficulty.

2. In view of the problems recorded in the interviews, one also observes plans of action that were arrived at by the advisor and advisee. These follow: attempt to restore self-confidence, referral to registrar relative to dropping
courses, tutorial service by the teacher and his assistant, agreement to check up on social life and extra-curricula activities, interviews to be followed up, referred to dean of men in connection with work, suggestion given as to methods of study and study habits.

The data that grow out of the interviews with students are similar to those revealed in the questionnaire. The fact that the student and advisor could talk about problems and decide on some plan of action indicates the value of such experience. Here two people look on the problems together and work out plans for adjustment. This is to be carried out by the student under the guidance of the advisor. The twenty-five advisees who appear in the advisor-advisee relationship are representative of the type of work done to help the student deal with his study problem. This along with the tutorial work among students under the supervision of the counselor of men is what is done by the college to aid students in scholastic adjustment.

Efforts at Vocational Adjustment

In consideration of the problems in vocational orientation, especially the problem of uncertainty and lack of motivating goals, one might well suggest that there is a need for vocational guidance among liberal art college students. The data at the disposal of the writer are not suggestive of a planned program of vocational guidance. It seems as if the perspective of Cowley and others is needed at this point in the Morehouse College philosophy of education. That is,
the realization that "the hope of the future lies also in helping college students to find and prepare for their proper places in the world."8

Definite needs for vocational orientation are indicated in our analysis of Table 3. For one thing, the scope of interest on the part of students suggests a limitation of perspective on the vocational issue. Only thirty-nine different fields are selected. Does this mean a lack of understanding in relation to the different fields in which occupational pursuits might be followed? It is noticeable that politics, architecture, and plumbing and steam fitting, and military service are not included. A broadened knowledge relative to the occupations listed, and others, may be had through attempts to meet the needs at this level. Therefore, the need of vocational guidance and adjustment may be summed up in the thought of the National Vocational Guidance Association, "the assistance given to an individual in connection with choosing, preparing for, entering upon and progressing in an occupation."9 The most direct approach to the problem of vocational orientation is connected with attempts to help students decide on a major subject as it is related to a profession--medicine, law, dentistry, and the ministry.

A letter from a student to one of the advisors tends to focus attention upon the efforts of a representative of the college in vocational guidance and adjustment to some plan

8 W. H. Cowley, et al., op. cit., p. 9
9 Esther Lloyd-Jones and M. R. Smith, op. cit., p. 129.
of action. The student under consideration was not making progress in his studies. He interpreted his failure as being part of maladjustment in relation to a vocational interest that challenged his whole pattern of activity in college.

The following is his reflection on the problem:

Why I am Irresolute in Regard to a Vocation

I realize that every young man entering a college or any institution of higher learning should have a definite field of endeavor. I realize also that this field of endeavor, or vocation, should have all the aspects which will be suitable for the individual, one in which the individual has a profound interest. In choosing that particular vocation the individual will enter, it is only logical to first consider if this vocation is really the kind of occupation in which he will be content, happy, pondering these aspects and then considering finance will prove beneficial in regard to any vocation. After finally deciding upon the vocation which will offer these objectives, one must then analyze himself in regard to his personality, for in any vocation, one's personality will be a paramount factor in determining how well one will perform in his vocation.

In analyzing one's character, one must seek to know himself, for this is an expedient course of procedure in choosing any vocation. After analyzing one's personality, then, and then only do I believe an individual is ready to apply himself assiduously in any field of endeavor.

I shall now state briefly why I am irresolute in regard to choosing a vocation. First, the above elaboration on why and how one should proceed in his choice of a vocation, and the importance of doing so, were not considered before entering Morehouse with the intention of pursuing a pre-medical course by me. The present predicament in which I am involved is implicit of not following any logical plan for choosing a vocation.

I will be greatly indebted to you sir, for any advice or for consultation that will help me to become resolved in regard to a vocation. I would like for you to give me your opinion on my entering pre-law.

10This letter was written to one of the advisors in the spring of 1947. In it the student reveals his personal problem relative to a vocation.
This student's letter shows a real effort to think through his vocational adjustment problems. He realizes that self-knowledge is essential, that personality fitness is a paramount factor in determining how well he will perform in his vocation and apply himself to the task which must be performed. He is far along the way toward adjustment, at least in thinking through his problem. The extent to which a student faces up to his difficulty be it mental, emotional, educational, vocational, or religious, determines the type of adjustment that he achieves.

On the basis of what has been reflected in this chapter in relation to vocational adjustment—confusion, uncertainty in choices, lack of necessary guidance in connection with interest and ability—it would appear that the Morehouse College student could profit by a definite program of vocational guidance that would facilitate his adjustment in the new environment of college experience. Such a program must be as extensive as possible, and it must be definite enough to provide the necessary direction in helping the student solve his vocational problems. It should help him to locate his aptitudes relative to vocational interests, discover his abilities, decide upon a vocation, prepare for the vocation, as far as may be done in a liberal art college, and it should provide him with possible placement in his vocation, and should follow him so as to record his success or lack of success in his work.
Religious Adjustment in the College Program

What does Morehouse College do to help make good religious orientation among its students? The writer notes four emphases in the program of the college which seem to provide some help in answering this question. These are required courses in Bible study, Religious Emphasis Week, Sunday Assemblies, and the Young Men's Christian Association.

The observations made of the administrative program suggest that courses in Bible include the general aim of creating an understanding of religion as a superior way of life, and an appreciation of religion as a part of the student's intellectual and cultural heritage. In these courses attempts are made to help the student to interpret religion critically and creatively—its common practices in relation to its avowed spiritual ideal, and also to guide him in the gaining of moral perspective and personal poise in coping with difficult situations. Problems raised in Table 4 should be clarified in light of this consideration of aim in Bible study.

Religious Emphasis Week is geared to the same type of problems as that of Bible study. During this week students hear representatives of religion who interpret its creative functions in personal, social, and moral relations. Students who are interested meet with the leader of Religious Emphasis Week to discuss whatever problems that might come out of his

11Interview with a representative in the department of religion at Morehouse College; Morehouse College in the Next Decade, pp. 3ff.
message. These experiences serve the purpose of helping the student think intelligently about religion and to conduct himself in accordance with high moral principles.

Closely related to courses in Bible and Religious Emphasis are Sunday Assembly and the program of the Young Men's Christian Association. Sunday Assembly serves the purpose of helping the student orient himself to a type of religious worship that evokes a high type of aesthetic and religious appreciation. Aesthetic appreciation to the end that he might desire orderly plans of worship and love the beautiful; religious appreciation to the end that he might desire the highest and best in matters of a religious nature. In the Young Men's Christian Association the same general aim obtains. Here students, under the guidance of an advisor, plan their program so as to integrate Christian ideals of brotherhood and service into student affairs. During freshman orientation week this group takes students to church on Sunday. They get to know the churches of the city through the work of the Young Men's Christian Association.

In view of what has been revealed in relation to the efforts of the college to aid in adjustment, it may be said that the administrative program moves in the right direction. The advisory system and freshman orientation week seem to be primarily interested in helping the new student adjust to his environment in such a way as to move all stumbling blocks

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12 Religious Emphasis Week as observed during the years 1943-1947; The Companion, 1944, stresses the emphasis given here. p. 17.
that may hinder his achievement. However, the data of this thesis do not appraise the result of such activity. Some degree of scholastic and religious adjustment seem to be inherent in the efforts indicated. In fact, the administrative program is inclusive enough to render some help to the student who needs to make happy adjustment to his Morehouse College community.
CHAPTER VIII

CONCLUSIONS

The task of this thesis has been met in the attempt to view analytically the areas of adjustment among students within the Morehouse College community; and in pointing out the importance of sound organizational procedures in an academic setting, on the part of the administration in its effort to facilitate the process of more effective adjustment to the problems and difficulties faced by the student. The scope of the thesis has embraced certain vital areas in the life of the student in relation to adjustment problems.

The method of procedure in writing this thesis consisted in gathering data from questionnaires and observation on the program of freshman orientation, an analysis of advisor forms that were used in counseling with advisees, and responses to questions gathered from students at the end of a course in Bible study. These data have been evaluated in relation to a program of guidance in emotional, social, mental, physical, vocational, scholastic, and religious adjustment in the Morehouse College community.

The significant findings in this thesis are summarized as follows:

1. New students are given a chance to isolate in the questionnaire some of their personal problems which require special help in making adjustment to college life. The
problems that were isolated are emotional, physical, scholastic, vocational, and religious. These are points of contact in the advisory program of the college.

2. Scholastic attainment and vocational adjustment are overlapping interests. That is, one's ability to pursue a vocation depends on his achievement in the content of a liberal art course of study. There is considerable uncertainty in vocational choices and adjustment among Morehouse College students. There is no well planned program of vocational adjustment at the college.

3. Religious adjustment helps to stabilize and give purpose to life. Many of the students suggest that they have found in religion an integrating influence for personal living. But some students do not admit need of spiritual values. However, the basic philosophy of Morehouse College seeks to provide the student with broad interpretation of the ultimate meaning of life in the religious frame of reference.

4. Morehouse College sponsors student adjustment through freshman orientation, advisory and counseling service, and tutorial help by students and teachers. The help rendered in these areas is indicative of the college's understanding of the need for good adjustment on the part of her students.
On the basis of the content of the study, the writer herewith sets forth certain conclusions that are suggestive of a more effective method of procedure in guiding the process of adjustment to college life among college students.

1. A more careful reflection on the unhealthy elements in college life will contribute to a higher degree of adjustment to problems in student experiences. This demands that the administration give special attention to the possible role of teachers and other significant persons in relation to mental health in college activities.

2. The fact that students isolate difficulties that they face should provide the setting for a more definite program of action relative to these problems. The contents of the questionnaire might be supplemented by objective tests—achievement tests, intelligence tests, vocational and aptitude tests, and personality inventories. These data should give the administration a valid basis for action in the total area of adjustment in academic procedure. The problem stated by the student plus that which is revealed in the tests need not be taken as final, but rather as indications of what has to be done in the personal contacts between advisors and advisees. In light of the knowledge that may be available through these means the administration is given something definite to begin with in its efforts to help its students make good adjustment in the college community.
3. Considering the fact that the average student does not have the needed vocational preparation and guidance, one might recommend that an intensive effort be effected to give students significant counsel in vocational guidance. Freshmen lectures could be used to fruitful advantage at this point. The use of tests and personality inventory would also help at this point.

4. The exploitation of all the available resources in religious guidance should be brought to bear upon the student and his problems. In classrooms and all other experiences students should be given a chance to talk through their problems and feelings in relation to religion. They should be encouraged to view religious teachings critically to the end that the truths about religion be brought into play upon the real issues of life.

5. Possibly the most effective ways of meeting the many problems that exist in student adjustment is that of in-service training of the teachers and advisors in principles of mental hygiene in education, vocational, personal, and religious adjustment. This training should serve the purpose of making advisors and teachers sensitive to human problems, and at the same time give knowledge of the problems in personal adjustment. The insight gained by the administration in in-service training should aid the student in making his own adjustment to the Morehouse College community under the influence of guidance.
6. This study has attempted to indicate the importance of specially organized procedures by the college in guiding the student in finding balance and poise in personal, scholastic, vocational, and religious adjustment so as to adjust himself to the college community and life in the most productive manner.
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