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A study of the family background, the personality development, and college experiences of three hundred and six college students

Audrey D.C. Neal

ATLANTA UNIVERSITY

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A STUDY OF THE FAMILY BACKGROUND, THE PERSONALITY DEVELOPMENT, AND COLLEGE EXPERIENCES OF THREE HUNDRED AND SIX COLLEGE STUDENTS

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

BY
AUDREY DU CONGE NEAL

ATLANTA, GEORGIA
JUNE 1942
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Problems</td>
<td>1</td>
</tr>
<tr>
<td>Aim of Y College</td>
<td>1</td>
</tr>
<tr>
<td>Scope</td>
<td>3</td>
</tr>
<tr>
<td>Method</td>
<td>3</td>
</tr>
<tr>
<td>Limitations</td>
<td>4</td>
</tr>
<tr>
<td><strong>II. THE STUDENTS, THEIR FAMILIES, AND HOME LIFE</strong></td>
<td>6</td>
</tr>
<tr>
<td>Classifications</td>
<td>6</td>
</tr>
<tr>
<td>Sex distribution</td>
<td>6</td>
</tr>
<tr>
<td>Age distribution</td>
<td>6</td>
</tr>
<tr>
<td>Geographical distribution</td>
<td>7</td>
</tr>
<tr>
<td>Reasons for attending Y College</td>
<td>8</td>
</tr>
<tr>
<td>Occupational preference</td>
<td>9</td>
</tr>
<tr>
<td>Family and home life</td>
<td>10</td>
</tr>
<tr>
<td>Size of family</td>
<td>11</td>
</tr>
<tr>
<td>Number in family attending school</td>
<td>13</td>
</tr>
<tr>
<td>Marital status of head</td>
<td>13</td>
</tr>
<tr>
<td>Education of head</td>
<td>16</td>
</tr>
<tr>
<td>Occupations of heads of families</td>
<td>22</td>
</tr>
<tr>
<td>Attitudes towards education in relation to occupation of head</td>
<td>24</td>
</tr>
<tr>
<td>Economic status of family</td>
<td>25</td>
</tr>
<tr>
<td>Home ownership</td>
<td>27</td>
</tr>
<tr>
<td>Value of homes</td>
<td>28</td>
</tr>
<tr>
<td>Modern conveniences</td>
<td>30</td>
</tr>
<tr>
<td>Conflicts</td>
<td>31</td>
</tr>
<tr>
<td>Preparation for life situations</td>
<td>36</td>
</tr>
<tr>
<td>Parents that are problems</td>
<td>38</td>
</tr>
<tr>
<td>The narrowly religious homes</td>
<td>39</td>
</tr>
<tr>
<td>Indifferent parents</td>
<td>39</td>
</tr>
<tr>
<td>Measurement of personality growth through family control</td>
<td>40</td>
</tr>
<tr>
<td>Family culture</td>
<td>42</td>
</tr>
<tr>
<td>Literature as an object of culture</td>
<td>43</td>
</tr>
<tr>
<td><strong>III. RELATION BETWEEN STUDENTS AND CULTURE</strong></td>
<td>44</td>
</tr>
<tr>
<td>Personality and social problems</td>
<td>45</td>
</tr>
<tr>
<td>Behavior problems</td>
<td>49</td>
</tr>
<tr>
<td>Economic problems</td>
<td>49</td>
</tr>
<tr>
<td>Expenses</td>
<td>50</td>
</tr>
<tr>
<td>Financial aid from home</td>
<td>51</td>
</tr>
<tr>
<td>Problems between dormitory and day students</td>
<td>53</td>
</tr>
<tr>
<td>Problems of upper and lower classmen</td>
<td>54</td>
</tr>
<tr>
<td>Educational problems</td>
<td>54</td>
</tr>
<tr>
<td>Problems of time</td>
<td>55</td>
</tr>
<tr>
<td>Clothing problems</td>
<td>56</td>
</tr>
<tr>
<td>Problems observed by dean of men and dean of woman</td>
<td>56</td>
</tr>
<tr>
<td>Study of individual student</td>
<td>56</td>
</tr>
<tr>
<td>Relationship between students and deans of men and women</td>
<td>57</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Y College graduates</td>
<td>62</td>
</tr>
<tr>
<td>The graduate in relation to extra mural activities</td>
<td>64</td>
</tr>
<tr>
<td>IV. TYPES OF EXTRA MURAL SERVICES ON THE CAMPUS</td>
<td>67</td>
</tr>
<tr>
<td>How extra mural services are expected to help students</td>
<td>67</td>
</tr>
<tr>
<td>Sunday School</td>
<td>67</td>
</tr>
<tr>
<td>Vesper</td>
<td>68</td>
</tr>
<tr>
<td>Y.M.C.A. and Y.W.C.A.</td>
<td>69</td>
</tr>
<tr>
<td>The Little Theatre and Le Cercle Francais</td>
<td>71</td>
</tr>
<tr>
<td>Le Cercle Francais</td>
<td>72</td>
</tr>
<tr>
<td>The Varsity Debating Team</td>
<td>73</td>
</tr>
<tr>
<td>The Division of Natural Sciences and Mathematics</td>
<td>73</td>
</tr>
<tr>
<td>Mathematics Club</td>
<td>73</td>
</tr>
<tr>
<td>The social sciences</td>
<td>74</td>
</tr>
<tr>
<td>Economic Club</td>
<td>74</td>
</tr>
<tr>
<td>The Sociology Club</td>
<td>75</td>
</tr>
<tr>
<td>The Home Economics Club</td>
<td>75</td>
</tr>
<tr>
<td>Fraternities and sororities</td>
<td>76</td>
</tr>
<tr>
<td>Recreation</td>
<td>77</td>
</tr>
<tr>
<td>Theatre</td>
<td>78</td>
</tr>
<tr>
<td>Programs of articles</td>
<td>79</td>
</tr>
<tr>
<td>Athletics and sports</td>
<td>79</td>
</tr>
<tr>
<td>Values of a planned extra mural program</td>
<td>80</td>
</tr>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>82</td>
</tr>
<tr>
<td>Summary</td>
<td>82</td>
</tr>
<tr>
<td>Conclusions</td>
<td>84</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>88</td>
</tr>
<tr>
<td>A. LOCATION BY RESIDENCE</td>
<td>88</td>
</tr>
<tr>
<td>B. FORMS USED FOR COLLECTING DATA</td>
<td>89</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>97</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In order that the college may serve students efficiently, it is necessary to have some understanding of the background and environmental influences which have been potent factors in the development of their personalities who come to the college for training.

Problems.—With the constantly increasing school population, the administration of a college for Negroes, Y College, was concerned about the probable existence of certain gaps between educational needs and the facilities with which these needs were being met. The question is here raised as to whether or not the present program is one conducive to individual and personal development.¹ Is the total college experience preparing them for life? Furthermore, are the extra mural² activities meeting the needs of the students in their campus life? Administrators recognized the fact that students bring to college different backgrounds, experiences, and desires for achievement and knowledge. It is only by means of a study of these differences that adequate plans might be made to help them prepare to meet the exigencies of life.

Aim of Y College.—Y College, a denominational school, was organized by a group of ministers in the last decade of the nineteenth century. It is a member of the Association of American Colleges and is accredited by the Southern Association of Colleges and Secondary Schools. It is the aim of Y College to provide a stimulating social as well as intellectual environment for the development of young men and women of the Negro race in order that they may develop leadership and service in the important pursuits of life. There is the desire to formulate the program in accordance with the needs and interests

¹Because of the confidential nature of the material discussed in this paper, a pseudonym is used instead of the real name of the college.

²"Extra mural" is used to indicate all activities in connection with the college program other than those taking place within the confines of the classroom using as the subject textbook material.
of the individual in order that he may grow and develop to the fullest extent, thus preparing him for the difficult situations of life.

Some of the major problems facing Negro college students which the administration of Y College has recognized are:

First, the problem of achieving economic security in a competitive world offering limited avenues of approach for this particular racial group which has to make the triple adjustment to life. The adjustment which is "first, to everyday world, second, to a world of discrimination and segregation, and third, to a Negro world in which trifles take on a great importance."  

Second, the problem of living a rich and full life in rural communities in the midst of the most depressing period of American agriculture.

Third, the problem of assuming the responsibilities of citizenship in the community, state, and nation with definite political privileges and limitations for certain racial groups.

Fourth, the problem of maintaining physical, mental, and emotional health in the process of adjustment in a complex world, and the development of a definite point of view on life in the midst of change and uncertainty.

Fifth, the problem of understanding his natural environment and utilizing it to serve various social and economic needs.

Sixth, the problem of utilizing the social heritage of the human race acquired through lectures, courses, books, and educational agencies for the promotion of a richer and fuller life in the intricate process of adjustment.

The administration is interested in combating these problems. Whether or not the college is attaining the goal which it has set is a matter of concern.

Purpose.—The purpose of this study is to discover the needs of the student group through knowledge of certain background and environmental factors.

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presented by the total school program of the college.

This study may be used as a guide in developing extra mural programs at Y College and elsewhere. Techniques and principles may be formulated which will be applicable to similar groups in order to bring about better human relationships. During the process of acquiring theoretical knowledge the student must assimilate tangible values which will aid him to intelligently face the problems of life and living. It is hoped that this study will indicate to what extent the student is receiving an education for living.

Scope.—In September, 1939, at the initiation of this study there were 1,049 students attending classes at or in connection with Y College. Of this number 503 were enrolled in the regular day session while the remainder attended classes on Saturday in the extension school. The majority of the latter were engaged in the teaching profession and were, for the most part, well beyond the "youth age." Because of various limitations, data were secured from 306 of the 503 regular day session group. This number formed the basis for further study. By the time the collection of information had been completed (April, 1941) approximately one-half of the 306 students had left the campus either through graduation, employment, or inability to return.

Method.—Data were secured from school records, through use of questionnaires and through interviews. The questionnaire covered information which would give, on analysis, characteristics of the group previous to their entrance to Y College and pertinent information connected with student life. Groups comprised of twenty students each were given instructions for filling questionnaires in the presence of the writer. Thus any questions were answered which presented themselves to students.

A standardized interview was conducted with 75 students at a later date for additional information which was found necessary after compiling

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1As defined by the American Youth Commission includes persons 16 - 21 years of age.
the original data. These students were chosen in proportionate numbers from the various classifications of the school. The form which served as a guide for these interviews was compiled from that recommended by The American Journal of Psychiatry, for April, 1939. This material covered those factors which have been previously found to be causal ones in personality development.

Data relative to student life were secured from administrators, faculty members, club sponsors, et al., in an attempt to discover social adjustment of the group.

In September, 1940, it was found that 179 of the 306 students giving initial information had not returned. This caused a need for other methods of securing information. As a result, one form letter was sent to thirty-nine graduates of May, 1940; and another was sent to the 128 students who did not return to school for reasons unknown.

All necessary time was given both for answering questionnaires and for interviews. Care was taken not to influence the answering of questions by suggestions from the interviewer. Of the general accuracy of factual data gathered it is felt that there is a minimum of reasonable doubt. In a few specific instances it is felt that not as accurate an account of facts was secured as might have been because of certain limitations.

Limitations.—Instructional and work schedules of teachers and students affected the securing of data to some extent. The element of time and other factors such as graduation, employment, and the inability of the student to return to school entered into the problem of conducting the entire study. Instructors were limited in the amount of information given because of duties in the diversified capacities in which they serve.

Another limitation in regard to student information was noted after compilation of the section on the economic situation in regard to their remaining at school on the various work programs. This is understandable from the point of view of the student who might have feared removal from such
assistance if he divulged certain information. Although the confidential nature of individual information was stressed, it is only natural to assume that to some extent the answers were influenced by existing circumstances.

Attempted contacts with students who were not on the campus in September, 1940, were not as successful as desired. Of the thirty-nine graduates sent form letters, only twenty-three responded even upon repeated requests for answers.

In proportion a smaller number of students who did not return, for other reasons, responded. Of 110 letters sent to this group only thirty-eight replies were received. Therefore, in the latter instance the data justify only an assumption.
CHAPTER II

THE STUDENTS, THEIR FAMILIES, AND HOMES LIFE

Characteristics of the student body present a picture of the group which will aid in understanding certain factors.

Classifications.—An attempt was made to secure comparable numbers in the college classifications. The greatest number studied in any one classification was found in the freshman group, which was the largest, while the smallest number was in the senior group. Table 1, which follows, indicates the per cent studied in each classification.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>CLASSIFICATION OF STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>Classification</td>
<td>Number</td>
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<tr>
<td>Total</td>
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</tr>
<tr>
<td>Senior</td>
<td>39</td>
</tr>
<tr>
<td>Junior</td>
<td>50</td>
</tr>
<tr>
<td>Sophomore</td>
<td>58</td>
</tr>
<tr>
<td>Freshman</td>
<td>159</td>
</tr>
</tbody>
</table>

Sex distribution.—The hypothesis that Negroes are sending their girls to college and neglecting to send their boys is not supported by the sex distribution of students at Y College. The enrollment for this school year was 51.7 per cent, and 48.3 per cent, respectively. Thus there was a nearly even distribution of the sexes. Of the above 73.5 per cent were students who lived in the dormitories and 26.5 per cent who lived in their own, or boarded in homes in B.

Age distribution.—Ages of students at Y College presumably are comparable with those of other colleges. Most ages fall in the sixteen to twenty-
four year classification, with a concentration at the lower levels. One out of every four students was eighteen years of age, while one of every three was between the ages of eighteen and nineteen years. The mean age for the group was 19.4 years. Caliver found that the mean age for freshman at Fisk University in 1927-1928 was 18.72 years.\(^1\) Since this study covers all classifications it is evident that students entered Y College at an age which was comparable to, if not lower than the age of students at Fisk University in the study mentioned.

**Geographical distribution.**—Approximately 90 per cent of the students live in the state. Two other states adjoining are represented by 3.3 per cent and 2.9 per cent respectively. The percentage of attendance from other states is extremely small.

It was revealed by the few students who had come from distant states that they were there because the college presented them a definite opportunity not presented by any other school. Each student who had come this distance to secure his education had a specific type of aid offered him before leaving his home state.

According to the 1930 census, these students come from three types of communities, viz., urban, rurban and rural, predominantly the latter. The median population of the residence of the group is 6,500. Over two-thirds of the students live where the population is exceedingly less than that of the city where Y College is located (27,000). One out of every six students lives in a place with a population of less than 1,000. One-fourth of the students live in towns where the population is less than 2,500. Accordingly over 50 per cent live in places where the population is less than 10,000. This indicates that 25 per cent are from typically rural areas, while over 50 per cent are from rurban centers. Of the entire group 13.4 per cent live

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in metropolitan areas.

Students from these communities represented typical characteristics. Those who had come from urban centers appeared more sophisticated. Those from the rurban centers showed less sophistication than the urban group while the rural group showed least of all. Privileges of the latter group in their home were more restricted than either of the other two. These students were more inclined to be shy and retiring, while the urban group was more aggressive. The rural group attended religious services more faithfully than the urban group, while the latter had a larger attendance in club activities. The latter group was more concerned with what they deemed a lack of privileges on and off the campus than was the former. The rural group, for the most part, was better able to content itself with minor pleasures and recreation which cost little or nothing, while the urban group was more satisfied with going to picture shows and the like. The rurban group showed characteristics similar to both the rural and rural groups.

In the various instances it was more or less to be seen that the specific groups had acquired the pattern of the places in which they lived, assimilating the culture, habits, accepted modes of dress, and the like.

**Reasons for attending Y College.**—Most people have reasons for choices which they make in life. It is interesting to know the factors which contributed to this group, coming to Y College, especially since, within a radius of 70 miles, there are two other senior colleges and in the state there are seven senior colleges. From statistics on school enrollment it is found that attendance at Y College had increased at an exceedingly rapid rate. At the time this study was begun the building of additional campus living quarters was highly imperative and plans had already been completed to build a new women's dormitory as well as provide additional space for men.

As Y College is a denominational school, the various religious affiliations are indicated to ascertain whether or not this is a causal factor
in attendance. Religious affiliation in most cases was given as that of parents, for in some instances the students had not been taken into the church officially. It is more or less a concluded fact that "church membership" is often a vague and nebulous thing, with different meanings to various persons.

The religion in the group is profoundly affected by race, locality of residence, and educational attainment. As it is impossible to dissociate completely the religious background from all of these factors it was observed that there were variations from that which might be expected in the attendance of a specific denominational school. Only 1.3 per cent of the group said they had no religion and would just as soon have one or the other, for it made no difference to their way of thinking.

Thus, it is seen to a great degree attendance at Y College was due to religious affiliation of the family. The following statements also indicate this:

"I am attending Y College because my father is a minister. It is by his choice that I am here."

"My parents attended Y College and my grandfather is a minister of the Church, thus I find myself here."

Although we find religious affiliation a contributing factor to this group's attendance here, there are other causal factors involved.

Occupational preference.—Occupational preference of the group to some extent was the deciding factor in coming to this school in lieu of some other. Approximately 50 per cent of the students expressed the desire to be teachers; although only 10.1 per cent stated that they were here because of the teacher training program. It is generally known throughout the state in which the college is located that the college offers certain advantages along this line. Teaching certificates of different classes are offered on completion of a specific amount of work. Often after one type of certificate
or other is secured the student leaves school. If his formal college training is not complete, he generally registers in extension classes or returns to the summer school session. In some cases however, formal education is discontinued. The classes of certificates afford these students privileges that are not offered by some of the other schools.

Many students who attend Y College do so because of an economic reason and are perhaps able to secure N.Y.A. or school aid because they are members of the school orchestra, a capella choir, or chorus. Some of the male students are able to secure athletic scholarships and play on either football, basketball, or track teams. Even some of the reasons that are not expressed as economic when gone into more fully were found to have some tie-up with the economic status of the family. Some of the statements of the students on the matter are as follows:

"I came to Y College because I could get by cheaper while getting my education. I am playing football."

"I would not be able to be in school if the administration had not given me work. I would have preferred going to another school of my own choice."

"I wanted to go to Y College because it has the best football team in the state. However, I thought the curriculum here fitted my educational background."

"Other than securing an education I came here because I had heard so much about the teachers' consideration of the student. I wanted to meet these men and women who were doing so much for the Negro race."

Family and home life.—There is perhaps no other influence so great in the development of the personality of the child as that of the family. It is only one element of the social heritage but by far it is a major one. The relationships involved in this primary group contribute potentialities for development which are unlike any other. It is here that the contacts
are more constant, presumably, from birth to death. It is here the child first becomes a personality and it is from this environment that he assimilates those fundamental habits which generally are the basis for his future behavior. Here the pattern is set. Later in life, because personality is always in the process of exposure to different experiences, it may be altered in different ways by various media. Whether the child succeeds or fails in his social adjustments outside the family depends upon the adequacy of social patterns which are direct outgrowths of the environmental influence of the family.

In an article on cultural factors Young writes:

The family has always been responsible to a large degree for the formation of character. It has furnished social contacts and group life. With the decline of institutional functions these personality functions have come to be its most important contribution to society. The chief concern over the family nowadays is not how strong it may be as an economic organization, but how well it performs services for the personalities of its members.¹

In studying the home life of this group we must recognize the force of interplay between their personality and environment as we study the numerous factors involved in their development.

Size of family.—The general composition of the family has often been found to be a powerful factor in limiting educational opportunities and in the case of the Negro family this must be considered in the light of many other things. The family composition may be an influencing factor in the shaping of the personalities of these students. Table 2 furnishes us with the per cent of persons found in the various households.

Here we find more families consisting of three or four persons than of any other size. Although there is but one family in the group which consists of fifteen persons the family groups of six, seven, and eight persons

¹Mary A. Young, "Cultural Factors in Family Case Work," The Family, (May, 1938), p. 76.
²Family composition is considered in this study to be made up of only persons with blood or legal tie kindredship.
are frequent.

**TABLE 2**

**SIZE OF FAMILY**

<table>
<thead>
<tr>
<th>Size of Families</th>
<th>Number</th>
<th>Per Cent</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
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<td>100.0</td>
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<tr>
<td>2</td>
<td>15</td>
<td>4.9</td>
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<td>3</td>
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<td>14</td>
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<td>-</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>0.3</td>
</tr>
</tbody>
</table>

It has been previously indicated by recent studies that rural families are generally larger than those found in urban areas. The contributing factors are varied, but one that is not to be denied is the reason that children of farm areas are considered assets in family life. Among the students giving information to substantiate this was one young woman who, at a glance, would be labeled as the product of an urban area. She had been reared on a farm in a village where there were only 250 persons. She stated, "Since farming is the chief occupation at my home, everybody works, including the children." Another made a similar statement. She said, "I always said I wanted a 'big brother' to help me work on the farm but I just didn't see any need of bringing a helpless creature like a baby into our house." Still another student, a young woman sixteen years of age, said, "I have always helped plow, hoe, and carry water on our farm just the same as if I were a boy. I did not find it at all strange either, because all the little girls in my community had to do the same thing."

Students who come from urban areas have no such experiences. For
the most part they do very little or nothing towards their own support when very young.

Number in family attending school.—Whether or not the family composition is a factor in determining the extent of education received by these students might be indicated by the following table (these figures denote school attendance in elementary, high school and college):

**TABLE 3**

**NUMBER IN FAMILY ATTENDING SCHOOL**

<table>
<thead>
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<th>Number in Family Attending School</th>
<th>Number</th>
<th>Per Cent</th>
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<tbody>
<tr>
<td>Total</td>
<td>306</td>
<td>100.0</td>
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<td>138</td>
<td>45.0</td>
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<tr>
<td>2</td>
<td>64</td>
<td>21.0</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>12.0</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>7.0</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>8.0</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>5.0</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>2.0</td>
</tr>
</tbody>
</table>

A little less than one half of these families have only one child in school. In this case the student is attending Y College. In the next category, in many instances, both children are at Y College. In only 15.0 per cent of the families are there more than four children in school. On discussing school attendance it was found that in many families there were children of school or college level who desired to continue formal educative process but were prevented from doing so until some economic adjustment could be made. Many said that the parents could afford to send just enough to help one child but not two or more.

Marital status of head.—To some extent the marital status of the family head has certain indications. The factor in the rural cultural pattern which is especially significant to the case worker is that of family solidarity. The life of the rural family tends to be less segmented than
that of the urban family. While there is no accurate yardstick to measure the solidarity of the homes of these students there may be some significant factors disclosed by the following figures in Table 4.

**TABLE 4**

**HEAD OF HOUSEHOLD**

<table>
<thead>
<tr>
<th>Head</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>Father</td>
<td>230</td>
<td>75.0</td>
</tr>
<tr>
<td>Mother</td>
<td>62</td>
<td>20.2</td>
</tr>
<tr>
<td>Relatives</td>
<td>8</td>
<td>2.6</td>
</tr>
<tr>
<td>Guardian</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>Husband</td>
<td>3</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Seventy-five per cent of the students considered the father as the head of the family. Their explanation as to the head was that the father "had the last say" in matters pertaining to family control. In the above families there were 71.6 per cent of married couples living together as is indicated in Table 5.

Although the matriarchate home, according to Frazier, was found to be quite common in the Negro family, only 20 per cent of these students were living in such a home and 13.0 per cent of this group were widows. Thus in these instances the father, or normal family head, had been removed by death. Less than 5 per cent of the students lived in homes without either parent.

Frazier found the percentage of families without male heads much lower in the rural farm areas of the South than in the rural non-farm areas, although in both the percentage was low in relation to urban life. He says that desertion among Negroes in cities appears to be one of the inevitable consequences of the impact of urban life on the simple family organization.

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1Vocille M. Pratt, "Rural Culture Patterns," *The Family*, XVIII (1938), 17.
and folk culture which the Negro has evolved in the rural South. As shown by previous figures these students are from predominantly rural or semi-rural farm areas. May we then assume that the apparent solidarity of family life is due to the fact that the majority have not been exposed to urban life where the selective factors of adjustment to urban environment have had no interplay?

Table 5 which follows gives a further insight into the family setup.

**TABLE 5**

<table>
<thead>
<tr>
<th>Marital Status of Head</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>Married Couple</td>
<td>219</td>
<td>71.6</td>
</tr>
<tr>
<td>Widower</td>
<td>10</td>
<td>13.1</td>
</tr>
<tr>
<td>Widow</td>
<td>9</td>
<td>2.9</td>
</tr>
<tr>
<td>Separated</td>
<td>14</td>
<td>4.6</td>
</tr>
<tr>
<td>Divorced</td>
<td>15</td>
<td>4.9</td>
</tr>
<tr>
<td>Single</td>
<td>9</td>
<td>2.9</td>
</tr>
</tbody>
</table>

The divorce rate of this group is 4.9 per cent, as compared with that of the national figure of Negro divorce rates, which is 8.4 per cent.

Single persons listed as heads of families included older sisters, brothers, aunts, and adopted mothers. The single person head is negligible as compared to the status of other heads.

Students living in broken homes made the following statements in regard to the family head:

"My mother died in 1929. My father is an invalid and my sister is considered the head of the family for the responsibility is on her shoulders."

"My mother died before I reached five years of age. My father has two other children to support. They live in —. My aunt is taking care of my little sister and me here."

"My family consists of my mother and me. We get along as best we can."
"My mother and grandmother are taking care of me. They work very hard."

"My mother is a widow who works hard to support me. There are four other children to be supported."

Thus we see the broken home situations present different pictures. Though the percentage of children living with both parents is high, there are indications that family life is not always as harmonious as it might be. In some of these homes the emotional atmosphere is unwholesome and does not permit the child or children the development of a personality which functions effectively. This contributes to a personality which is warped as a result of early and prolonged contact with a father or mother with a similar personality. To substantiate this possibility we cite the statement of a student who expressed herself in no uncertain terms about the mother and father relationship. She said:

I feel that my personality has been much affected by the emotional disturbances of my mother. Previous to marriage everyone tells me that my mother was a loving, jovial person whom everybody liked. I feel that my mother is not happy in her marriage, for my father is far from being an understanding person and in many instances he deprives her of security, satisfaction, and self-confidence. The impact of the many difficult situations has not been lost on me.

At another point in this paper other family conflicts will be discussed.

Education of head.—The educational level attained by the head of the family probably has a strong influence on the ambition, general social intelligence and persistence in college of the children. Just what is its bearing, we are unable to say, particularly as far as Negroes are concerned, because of the many other factors which might enter into the situation. It is an assumption often made that when the head of the family has had only a limited amount of education, he or she feels that the offspring need not spend much time in school. The true situation, however, in many instances is just the opposite, judging by some of the statements made by students.
They are as follows:

"My father represents the usual Negro situation. My mother intended going to college but she never got there due to circumstances. However, she finished high school. My father did not go that far in school."

"None of my family has ever attended college. My mother and father did not even finish high school."

"My parents are ordinary people who saw in me the fulfilling of their suppressed desire."

On the other hand, the following shows a different picture:

"My father and mother finished the "Old Normal at X College. In addition, I have one sister who has finished college also at X."

"My father is a physician and surgeon. He is a graduate of Medical College."

Thus we see opposing situations in regard to family educational levels.

Table 6 shows education in grades of the family head.

<table>
<thead>
<tr>
<th>Educational Status of Head of Household</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>4 - 7</td>
<td>46</td>
<td>15.3</td>
</tr>
<tr>
<td>8 - 11</td>
<td>87</td>
<td>28.4</td>
</tr>
<tr>
<td>First Year College</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Second Year College</td>
<td>13</td>
<td>4.3</td>
</tr>
<tr>
<td>Third Year College</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>College Graduate</td>
<td>24</td>
<td>7.9</td>
</tr>
<tr>
<td>Unknown</td>
<td>127</td>
<td>41.5</td>
</tr>
</tbody>
</table>

The previous table indicates that only 15.1 per cent of the heads of families (of the known educational status) had reached the college level while only 7.9 per cent had graduated. Before the completion of the elementary level 15.3 per cent had left school. One hundred and twenty-seven students or 41.5 per cent of the students interviewed stated that the
educational status of the family head was unknown to them. This might indicate that the level attained was exceedingly limited, for if it were otherwise it would seem that the student would be cognizant of the fact.

In discussing the relation of the education of the family head and that of the student enrolled in college, two major generalities were made:

(1) Some students were encouraged to go to college because the heads of their respective families wanted them to take advantage of opportunities which they did not enjoy.

(2) Others were at school because former teachers had shown them the particular advantages college-trained men and women were offered, and the education of their parents or the head of the family had nothing to do with their desire to get this formal training.

Occupational preferences of students as compared to that of head of family.—In discussing characteristics of Negro youth population, Reid states that they are occupationally conditioned. According to the 1930 census two thirds of the workers between 18 and 24 years are unskilled. Of those in the lowest age bracket, 10 to 17 years, 94.1 per cent were unskilled. This youth group provided more than half of all the Negro farm laborers, one third of all Negro clerical workers and one third of all Negro skilled workers. From its ranks, the age group 20 to 24, come more professional persons than from any other group and six out of every 10 farmers. Because of the validity of such information the vocational or occupation preferences of the students at Y College are a factor indicative of a deviation from what might be considered the occupational trend of Negro youth. Table 7 shows preferences as stated by this group.

TABLE 7
OCCUPATIONAL PREFERENCE

<table>
<thead>
<tr>
<th>Preference</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>1. Agriculture</td>
<td>9</td>
<td>2.9</td>
</tr>
<tr>
<td>2. Athletics</td>
<td>19</td>
<td>6.2</td>
</tr>
<tr>
<td>3. Business</td>
<td>31</td>
<td>10.0</td>
</tr>
<tr>
<td>4. Clerical</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>5. Coach</td>
<td>7</td>
<td>2.3</td>
</tr>
<tr>
<td>6. Dentist</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td>7. Home Economics</td>
<td>16</td>
<td>5.2</td>
</tr>
<tr>
<td>8. Lawyer</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td>9. Librarian</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>10. Mail Service</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>11. Mortician</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>12. Musician</td>
<td>9</td>
<td>2.9</td>
</tr>
<tr>
<td>13. Nurse</td>
<td>15</td>
<td>4.9</td>
</tr>
<tr>
<td>14. Physician</td>
<td>18</td>
<td>5.9</td>
</tr>
<tr>
<td>15. Social Worker</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>16. Teacher</td>
<td>149</td>
<td>48.7</td>
</tr>
<tr>
<td>17. Other</td>
<td>11</td>
<td>3.6</td>
</tr>
</tbody>
</table>

As is indicated, almost 50 per cent of the students now in school aspire to the profession of teaching. Of the remainder slightly over 10 per cent had a desire to enter the business field. The next larger percentage consisted of those who intended earning a living as physicians or in the field of athletics. The latter students were those who had exhibited ability in the realm of sports, either in high school or in college. The group consisting of 5.2 per cent who planned entering the field of home economics does not include only those who wanted to teach in that field. Some wanted to have positions such as dieticians, commercial workers, which includes the popular field of demonstration of commercial products, and other positions which carried a like degree of prestige as well as proper remuneration. Although this is so, previous studies indicate that only a small minority enter the above phases. Instead, if they are fortunate in obtaining work, it is generally in the field of teaching. The 3.6 per cent whose preferences are listed in the above table as "other" indicated fields
that were varied for specific listing.

The fact which is very significant is that only 2.9 per cent planned to enter the field of agriculture, regardless of the occupations of fathers or heads of families.

The information is to be taken only as a present indication. Numerous students said that it was quite probable that their interests would shift relative to their accomplishments during college days. This indicated consciousness of the fact that the economic problem would be a great factor in what they would be doing after leaving college. Some few felt that in all probability they would have to leave college before graduation because of the economic problem, and accept anything.

These are similar to many other young men and women of the Negro race who are in a quandry about the future. They are unable to have a firm decision in mind although they may state a preference. Sometimes during the educative process they switch from one goal to another so often that they do not acquire enough of any one proficiency. While they may be willing to do anything, they are sometimes capable of doing nothing. They do not get anywhere because they seldom get started on the way. Miracles will not happen to them and "good luck" may not be theirs. Sometimes they have a "get what I can" vocational goal. If a youth is determined to follow a certain vocation and trains to that end he seldom fails, providing he is a person with no personality handicap.

There is every indication that the occupational trend of this group is away from that of the occupation of the head. In a recent study it was shown that the tendency of the Negro group was towards white collar occupations. Sons who did not follow the occupations of their fathers received more income than those who did. The tendency here, if present leanings are

1. Pittsburgh Courier, Editorial, "In Quandary," June 1, 1940.
2. Ira DeA Reid, op. cit., p. 206.
to be considered, is in keeping with results of the following study.

Table 8 is a compilation of the occupations engaged in by heads of families.

TABLE 8
OCCUPATION OF HEAD

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>Barber</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>Beautician</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>Brooderman</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Butcher</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Cafe Owner</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Carpenter</td>
<td>8</td>
<td>2.6</td>
</tr>
<tr>
<td>Contractor</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Dentist</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Doctor</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>Farmer</td>
<td>70</td>
<td>22.9</td>
</tr>
<tr>
<td>Grocerman</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Janitor</td>
<td>7</td>
<td>2.3</td>
</tr>
<tr>
<td>Laborer (Common)</td>
<td>110</td>
<td>35.9</td>
</tr>
<tr>
<td>Laundress</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Maid</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>Mail Carrier</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Mill Worker</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Mechanic</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Merchant</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Minister</td>
<td>17</td>
<td>5.5</td>
</tr>
<tr>
<td>Night Watchman</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Photographer</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Planter</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Plumber</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Professional Football</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Porter</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td>Seamstress</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Shoemaker</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Tailor</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Teacher</td>
<td>19</td>
<td>6.2</td>
</tr>
<tr>
<td>Trucker</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Undertaker</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Not Given</td>
<td>16</td>
<td>5.2</td>
</tr>
</tbody>
</table>

This indication, however, is not consistent with what actually took place in the families that were studied in Atlanta, Georgia, in 1937.\(^1\) In

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\(^1\) Occupational Study (Atlanta, Georgia).
this study 20 of 21 sons followed their farmfathers. The others were engaged in urban occupations. At the time of the Atlanta study some of the farmers had migrated to Atlanta and thus suggested the further possibility of breaking up farm family occupations. It was intimated that a social distance between father and son was created in some instances because older members of the family were loath to come to the city to live. Those who did come found it difficult to adjust to city habits. This indicates breaks in family solidarity.

There is a difference in Taussig's study in the findings on white and Negro youth. The former is involved in a movement away from the professional into proprietary, managerial, and clerical fields. The Negro movement differs in that they are not going away from the professional field but have definite trend toward both the professional and managerial field. If this group of students finds employment in the field they have indicated, the 1950 census will undoubtedly portray a different picture from that of 20 or 30 years previous.

Occupations of heads of families.—There is perhaps no factor more potent in the life of a human being than the occupation he pursues day after day and year after year. Occupation is the central fact in the lives of the great masses of people. It is the interest that occupies the time and energy of the ordinary person for the major part of his waking hours. In a large measure it determines his place of residence, his associates during the work day, and his more intimate acquaintances and friends of the leisure moments. If pursued for years, it will set its mark on his physical nature and will stamp his mind with its special pattern. It will determine to a considerable degree what he does, what he thinks, and his outlook on life.

2 Ambrose Galiver, op. cit.
In addition, the occupational status often furnishes an insight into social and cultural backgrounds and it is also an index to the family income and youth's inherent opportunities or disadvantages. In the low-income brackets one generally finds youth living under circumstances that tend to force them into some kind of gainful employment at a relatively early age. On the other hand, if we examine the families in the higher occupational and income levels, one finds youth whose circumstances permit them to look forward to a relatively secure educational and vocational future. Various studies previously made have supplied data regarding the occupational status of the Negro. His is not a long unbroken line of professions handed down from previous generations. Centuries of slavery and partial social accommodation have left their imprint. Disorganization of the family occurring with the failure of the family to serve its essential functions achieves it significance because of concomitant disorganization of personalities of its members. In many of the families studied we find economic and social problems existing as the result of the head of the family not being able to provide the necessities of existence nor educational advantages.

The data provide an index of the economic status of the family. Over one third of the chief wage earners listed are engaged in work as laborers. The parents' work was irregular and the type of service performed depended more on what was desired of parent by employer at various times than on any specific job. Of the entire group studied 22.9 per cent gave the occupation of the head as that of farming. These parents clung to earning a living in this way exclusively. It was found that the great majority of persons

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2 Ira DeA Reid, op. cit., p. 283.
listed in the various other occupations engaged in farming to some extent also in order that they might provide for their families during slack seasons of their regular occupations. According to Frazier, in A as in other cotton belt states, the majority of the Negro population is living under a modified form of plantation economy. In addition to the "folk culture" which is here involved, the social organization of these rural communities represents an adjustment to the social and economic realities of every day existence. The families have to be provided for, so whatever chance presents itself for the head to earn the living, in most instances, is what he will find himself doing.

In Table 6 it was mentioned that 7.9 per cent of the heads of families were college graduates. In this group is found 6.2 per cent listed as teachers. These teachers do not all fall within the group which graduated from college, for some are teaching with elementary certificates earned on completion of two years at an accredited college.

Seventeen ministers and 10 porters are included and all other classifications have varying numbers from 1 to 8. In summarizing it is found that the professional group is exceedingly small.

Attitude towards education in relation to occupation of head. --Attitudes towards education of children in most instances was in direct opposition. Some parents, according to the students, felt that it was worthwhile to make extreme sacrifices in order that the student remain in college and acquire that which would make it possible to earn a living "easier" than the parent. Some of these parents had dreams of the child becoming "great." Other parents were completely indifferent to the desire of the student to

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2Ibid., p. 291.
secure a higher education in order that he or she might attain the coveted goal.

Most of the farmers' children were in school because they desired education and had become imbued with the desire because of persons outside of the home taking especial interest in them. This group of persons included teachers and ministers for the most part who had used every effort to convince parents also of the necessity of a higher education than was afforded in the respective communities. In many instances the students said that the father or family head wanted them to remain "on the farm."

In the instances where the mothers were heads of the household and employed as maids, cooks, and laundresses, there was always a strong desire on the part of the parent to have the offspring enter the teaching profession or some other "white-collar" job. Students felt, with few exceptions, that parents wanted them to be placed in a position where they would not have to assume the subservient role. Besides this, it seemed evident that the parent, in close association with persons of a higher economic status and culture, had acquired the desire to have the offspring become more like the children in the family of the homes in which they were employed.

Students who were children of professional persons were encouraged by parents to persevere in college in order that they, too, might enter the professional work in whatever capacity they might choose.

At another point in this chapter indications will be made of the social situations involved in the families that are more or less outgrowths of their occupations.

Economic status of family.—Previous studies indicate fully that the economic status of the Negro is to be rigidly regarded when we consider his home life and its advantages or disadvantages. Reiterating the need for further information the incomes of these families are presented in Table 9 which follows.
TABLE 9
ANNUAL INCOME OF HEAD

<table>
<thead>
<tr>
<th>Income</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $219</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>$ 250 - 499</td>
<td>24</td>
<td>8.0</td>
</tr>
<tr>
<td>$ 500 - 719</td>
<td>52</td>
<td>17.0</td>
</tr>
<tr>
<td>$ 750 - 999</td>
<td>35</td>
<td>11.4</td>
</tr>
<tr>
<td>$ 1000 - 1249</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>$ 1250 - 1499</td>
<td>28</td>
<td>9.0</td>
</tr>
<tr>
<td>$ 1500 - 1749</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>$ 1750 and over</td>
<td>12</td>
<td>4.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>114</td>
<td>47.0</td>
</tr>
</tbody>
</table>

This can be used only as indication of the economic situations for several reasons. First of all 47.0 per cent of the students did not know the income of the family because of the indefinite nature. In other instances the type of occupation followed by some heads such as farming yielded little actual cash for there is often an exchange of farm products for other necessities. Since a large per cent of the students were on either N.Y.A. or the administration student payroll, possibly this served to make them reticent about giving such information for fear of being removed from student aid.

As is seen, 53 per cent of the group listed annual incomes under the various units. According to the above table 8 per cent of families earned less than $250.00 a year. In these instances often the bread winner was a woman, as the following statements reveal:

"My mother is a laundress and I worked in the high school when I was at home."

"My family lives on a very meager salary. My mother makes on the average of $25.00 a month."

"Our family of four is supported solely by my mother. By hard work she has been able to keep all in school and send one to college. How she
is struggling to send me."

Twenty-five per cent of bread winners earned less than $500.00 a year. Other statements bring out the economic situation of this group:

"We have always been poor. My mother and father have farms left to them by their respective mothers. It is hard to say how much money actually comes in our family but I know it is less than $500.00 a year."

"My family (group of six) lives as best it can on the earnings of a poor country school teacher."

On further analysis only 11.3 per cent had incomes between $1,000 and $1,750. This group primarily includes ministers and teachers. The 11.0 per cent listed as having incomes of $1,750 and over were physicians, dentists, mail clerks, and a few ministers and teachers.

The above indicates that which has already been found by Reid, who says that a study of farm families in Southern communities revealed that 38.4 per cent of Negro operators had incomes of less than $500, in 1935-1936.1 In addition a large majority of the Negroes in urban areas had annual incomes of less than $1,000.

In Chapter III (Relation Between Students and College) is discussed the yearly expense of this student group. The median cost of the education of this group is $167.10 a year, while the median amount received by the student from home is $62.50. How the deficits are met is discussed elsewhere in this study.

Home ownership.—Home ownership is one aspect of middle-class standards of consumption which makes for stability in family life.2 Of 1,775 college students studied by Caliver, 78 per cent were buying their own homes. Table 10, which follows, indicates that home ownership in this group is only slightly lower, as 75 per cent owned or were buying their homes.

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1 Ira De A. Reid, op.cit.
2 Ambrose Caliver, op. cit., p. 23.
TABLE 10

HOME OWNERSHIP

<table>
<thead>
<tr>
<th>Ownership</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own Home</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>Buying</td>
<td>192</td>
<td>62.9</td>
</tr>
<tr>
<td>Renting</td>
<td>37</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Some of the other 25 per cent who did not own or were not buying their homes made the following statements:

"We live in what would be called the average rent house for a Negro family. Our family income has not permitted us to buy any type of house."

"Because of low wages and unemployment we have never owned any property."

"Not once in my years have we owned any individual property except furniture and the like."

The fact that 5.5 per cent of this group have fathers who are ministers is an influencing factor of little importance in home ownership. The ministerial appointments often require a change in residence. This factor is not conducive to home ownership.

Value of homes.—It was possible to secure this information from only a little over 50 per cent of the group. This information is of no accurate value but may serve as an indication. Table

Thirteen per cent of the students stated that the value of his home was less than $500, while approximately 28 per cent was valued at less than $1,000. There were only 1.6 per cent of the homes said to be valued from $2,500 to $5,000. In previous studies it has been indicated that the average home of the Negro with a semblance of adequacy is valued at about $1,500. Data revealed 36.2 per cent of values given were below that figure. Table 11 which follows provides figures for the above:
On discussing values of the homes some of the statements made were as follows:

"My house is very old and delapidated."

"My house is a small wooden frame structure."

"Our house is sinking on its foundation."

"Most of the houses are frame buildings. Of course very few Negroes in my community have painted homes."

"Our house is not so good."

"Our home is built of planks. The country homes are all plank buildings, 75 per cent of them painted white."

Then there was another picture painted by the following:

"We have a nice home and live in one of the newer Negro sections."

"We have a very nice home with all the modern conveniences."

"We live in a four room house which is in good condition."

Farm ownership given an additional indication of the economic conditions of these families.

In table 8 it was noted that 22.9 per cent of the family heads followed the occupation of farming. Additional information furnishes a basis for what is found. Of the above number 32.6 per cent either owned or were
buying the farms on which they lived. Some of these farms were of a few acres while others were huge, as is evidenced by the statements which follow:

"We have a few acres of land on which the entire family does farming."

"My parents are a poor type of farm people. They have a lot of land that was left by their farm parents. This land is located around a river which frequently overflows. Thus it is not as productive as it might be."

"Mother owns a farm of 63 acres and my father owns 12 acres."

"We live about six miles east of C, B on a farm of approximately 135 acres. We raise stock (cows and hogs, chickens, ducks, geese, and pigeons)."

The median value of farm ownership was found to be $84.0.  

Modern conveniences.--That home ownership, together with modern conveniences in general, bears a certain relationship to a student's progress and persistence in school is believed by those who have studied the subtle influence of environment on character and personality; yet just exactly what that relationship is and what the degree of its influence is no one knows. As more information is obtained on the subject, the study of background factors and their influence give rise to certain tendencies and conclusions. The following data indicate the extent to which these students enjoy those things which are usually regarded as conveniences of the modern home:

Two out of three families have no kitchen sinks, and over one half of the entire number use wood stoves for cooking. A little less than one out of four had gas facilities for cooking. One of every 5.5 students had electric refrigeration although one out of 1.7 students had electricity in the home. Almost two of every three used wood for heating purposes. With few exceptions those families who had gas in the home used it for heating. In explanation of the huge number that used wood for heating it is to be remembered that rural sections furnish this type of heating more cheaply than any other.

One third of the families enjoyed the conveniences of a bathtub,
while 67.9 per cent were not provided with inside toilets. Of this group 61.1 per cent had the outside pit toilet. It is not to be assumed that just those students who lived in rural or rurban sections had the above mentioned type of toilet. Visits to several homes in a metropolitan center revealed the same type.

About one of every 5.5 students had telephones in the home. These were found entirely in the rurban and urban sections.

Radios were in the homes of 69.6 per cent of the students, 19.6 per cent being of the battery type. Over one third of the group had pianos in the home, and approximately the same number owned automobiles. There were more cars owned by farm families than those living in other areas. In many instances this was the only means of transportation to churches, and the car, or truck was the means by which produce was hauled to various points.

The above data are in keeping with results of the American Youth Commission study, by Howard M. Bell.1

Conflicts.—Although conflicts are said to be natural concomitants of growth, a keen repetition of family conflicts tends to retard the growth of personality and sometimes even warp it. A student entering college often takes with him many of the problems for which the college is later blamed. Too often college counselors find themselves attempting to apply a remedy to a faulty diagnosis. Counselors of college students often find they have concluded that some individual personality difficulty is the cause of a student's maladjustment, when, in reality, maladjustment has come as a result of either heredity, early experience, or a family situation.2

It should not be taken for granted that college students have been weaned from home influence and are unaffected by them. Social organization

1Howard M. Bell, op. cit., pp. 15 - 148.
of the family affects the personalites of these students in different ways and that emotional tie exists long after physical separation. It is to be expected that children reared in unwholesome situations would develop marked personalities to a greater extent than those who were reared in normal set-ups. It is a psychiatric opinion that the usual patterns and limitations of behavior, in thought feeling, word, and deed which anyone displays in his everyday life, in its simplest routine and its greatest emergencies, were acquired largely as a result of his childhood experiences in his family.¹ These ways of behavior are related as copies or denials, or rejections of, or as a means of fitting into the behavior patterns of other members of the family more pointedly; personality in one individual is caused by his family's total composite character.² Inherent soundness or defect in persons causes them to be either secure healthy persons or neurotic unhappy persons. One is a reflection of soundness while the other might indicate a disorder grounded in the childhood family. What can we expect of a student who has been subject to the distressing experiences of conflicts of the household in which he has spent his earlier years? What has that family offered the child in the way of emotional security, which is, after all, as necessary as economic and social security? Is there any feeling of stability, permanence, and safety? In some instances the parents themselves had not been weaned away from their own childhood attitudes and are therefore unable to meet their own problems without drawing too heavily on the emotions of the children. What happens when the two parents (in the unbroken homes) are not understanding of each other and fail to meet the basic needs for love, appreciation, and other psychic needs in intimacy? What family life is depends largely

²Ibid., p. 1145.
upon the emotional adjustment and philosophy of the parents. Still further research into family life should help us determine the potency of certain factors in shaping the behavior patterns of the students and would help us in determining the positive and negative factors in their family life.

Miss Rich quotes the committee of Family of the Family Welfare Association of America as agreeing (for purpose of discussion) to define a successful family as one within which there is evidence of growth of personality of the different members of the family group in and through family relationship.\(^1\) Shall we say that the criterion of the adequate functioning of behavior patterns is the amount of real satisfaction that an individual in the family as a group in society received from such behavior? Since this type of material is of such a qualitative nature some of the statements made by the students relative to home life and conflicts may serve as an indication of its effects.

Mr. A. said:

I stay away from home as much as possible and I have a good reason. In my home there are days when there are terrible scenes. My parents have terrible conflicts concerning the household. I become very upset over these situations, and often have an urge to jump on my father.

Mr. B.: "Due to my resentment for my stepmother sometimes violent scenes take place between us. I usually walk out."

Miss A.:

Home before the divorce of my parents was a very undesirable place. My parents always disagreed on everything. No matter what came up I always was on my mother's side. As a result of so much disagreement I became very nervous.

Miss B.:

In my home there are violent scenes and much conflict. I am very easily upset. I don't like for my parents to quarrel but there is nothing I can do but cry, for I know if I should say anything I will get a whipping.

The following present an opposite view of the family life of this group.

Miss G. said: "My home is very harmonious and peaceful and whenever I marry I want a peaceful home. There should be so much comfort and peace in a home until when an outsider enters it they will be able to feel it."

Mr. C.: "Our home is a home of happiness because mother and dad always have a clear understanding of one another. I call this an ideal home because every individual cooperates to make it so."

Many were the statements regarding both types of homes. The follow-generalizations were made. In the homes where violent conflicts were prevalent the individuals tended to be highly emotional and easily upset. Whenever they had occasion to leave home for the first time, even to visit relatives, they were anxious to go and satisfied to remain away. In difficult situations or problems they invariably turned to someone outside the home, preferably to the person who had shown some understanding of their difficulties in one way or the other. In the homes that were peaceful and harmonious there was little or no nervousness apparent on the part of the individuals. These students were reluctant to leave home and always were willing to return to their own fireside as often or as soon as possible. They looked on their parents as confidantes. There were other casual factors for conflicts in the home besides that of the mother-father relationship.

**Favoritism** played a great part. Students who felt that either or both parents had favored them or another child in the household said that this caused much dissension, on the part of other members of the household, and embarrassment on the part of the child favored and the parent showing the favoritism. The group affected by favoritism in the home on individual analysis showed two distinct tendencies; one was to feel superior to other members in the family as well as to other students at school. They seemed to meet other young people on their own level who did not let them play the
superior role which they were allowed to play at home. They evinced the desire on most occasions to be exceedingly aggressive and often if not allowed to take the lead would not cooperate with an activity. On the other hand some acted distinctly opposite. They became hurt and disillusioned when the group did not pay deference to them and showed regressive traits.

Those students who stated there had been no favoritism in their homes said that there were fewer conflicts between their parents.

On further study of the personalities of those who were living in homes but not the recipients of favoritism, almost invariably special emphasis was placed on the fact that "it made no difference" and they "did not care." Is it plausible that this reaction is normal? The underlying situation was detected on further contact with some of this group. In many instances they showed resentment towards their parents, were desirous of remaining away from home, and attempted to gain favoritism in groups, etc., through either one type of recognition or the other. Noticeable were their attempts to ingratiate themselves into the favor of other students, administrators, instructors, and sponsors. The desire was apparent that they wanted to be better understood at school than they were at home where they seemed to feel they had been neglected.

Favoritism in the home as felt by students is shown by the following statements:

I was somewhat the unpopular child of the family. My father would always give over to my brother letting him do as he pleased. Not being a very jealous child I accepted my position in the family just as it was and thought nothing of it. My brother would tell things on me that were not true, in order that mother would whip me. This happened almost every day. Mother thought since I was the oldest I would impose on him.

I was the unpopular one in a large family, but this can be attributed to the fact that my mother died when I was very young and my father remarried. Later my father died and I was reared in the home of my step-mother who had children of her own.

I am somewhat the unpopular one in my father's home. He and mother are divorced and both have married again. When I was ten
years of age I realized who liked me and who didn't. My father treated me like an orphan, although I lived with him. My mother who lived elsewhere sent me clothing and other necessities.

Since conflicts are most likely to arise from problems with which society is intimately concerned and around which it has built customs and taboos we know that they are at the basis of many deviations of behavior. Every experience leaves its imprint upon our personalities and affects our attitudes and reactions towards future conditions. Thus the experiences of these students in childhood are of great importance because of their influence on the developing pattern of personality. Many students of human behavior point to the inadequate training of the home as one of the factors tending to foster social and moral problems in adult life.

The home situation as a contributing factor to personality development will be discussed more fully in Chapter III which pertains to the relation between students and college.

Preparation for life situations.—The extent to which these students are intellectually and emotionally prepared for adult life and marriage might be largely determined by the validity of the sex information he has acquired, the manner in which it had been conveyed, and the source from which it has come.

Of the group of students who gave this information, 65 per cent said they had received sex information from "naughty children" who told dirty stories and in some instances tried to put into effect some of the things they had picked up here and there in the wrong places. Twenty-five per cent had been instructed in matters of sex by their parents, the mother often being the one to give such information. The remaining 10 per cent had received information from teachers, doctors, nurses and other professional persons.

Bell points out that Negro children receive most of their information

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from contemporaries.\textsuperscript{1} He found that over 90 per cent of males and about 80 per cent of the females of the Negro race had this source of information and its naturally inherent type. This gives an average of about 85 per cent for the combined group. This average is higher than that found in the student group at Y College for only 65 per cent mentioned contemporaries as their source of information. Bell indicates that the great majority of youth, with the exception of white females, receive information from this same source.

In relation to this phase of life students made the following statements:

"My sex information came to me by means of dirty stories told me by boys in my gang. Some of the things I believed to be true and other I did not."

Several children that I played with seemed to know everything about sex. But I found that they were not so smart for they were discovered in some acts that I thought terrible and which now I know were perversions of normal sex activities.

When very young a little information that any of my group received was rapidly spread throughout the crowd. One of our chief pleasures was seeing who could find out the most and believe me we used many means to get this information.

In matters of sex some of the students feel that they know much more than the average young man or woman and therefore could not be led into anything without knowing where he or she was heading. Some of this group said that they felt that various types of sex experiences in childhood only fitted one for what he might meet in adult life. They did not claim that certain things were morally wrong and felt that the more varied the sex experiences were the better husbands and wives they might be later.

Other students conveyed the opposite opinion. Those students who had received information from parents who were broadminded and from teachers, nurses, and doctors had an altogether different viewpoint. First of all,

\textsuperscript{1}Howard M. Bell, \textit{op. cit.}, p. 41.
they had more confidence in and respect for their parents than the other group and were thankful that they had not received their information from any other source. Pertinent illustrations of this are statements made by this group.

My mother and father are what could be called modern parents. They believe that a child should be taught all there is to be learned about sex. They accepted sex without any embarrassment whatsoever and told me those things that every child should know as I grew up.

Sex information was not given to me as something apart from daily life. No issue was made of it. I can see now that my knowledge of it was acquired at home through a process similar to that in which I learned to do things in the home.

In some instances where the father was reluctant in giving information the mother had given it and vice-versa. It was found that students who had gained sex knowledge from other sources than the contemporaries had a more different outlook on life than the former group. They, in many cases, stated that they did not countenance the varied experiences of sex for they had reasons to believe that demoralization takes place as a result of the same. They do not believe that "the sky is the limit" and fundamentally seemed more nearly sexually adjusted than the other group. They felt that a normal amount of sex life probably was not harmful but realized the chances one takes, in more ways than one, by indulging in promiscuous sex acts. This group felt that they would be better fathers and mothers than they possibly would be if they had secured their information from some other source.

Parents that are problems.—Previously some of the factors involved in making parents problems within themselves have been discussed. Parents living in constant conflict, and who are in chronic dissension with each other and parents prejudiced in favor of a particular child are two of the types mentioned. There are also parents who are problems within themselves. As one student stated:

My father must always be right in anything he says or does even when he makes mistakes that are obvious to us as well as other persons.
He feels that he is superior to my mother and her family because of this they should try to cover up for him, even when it was known that he was unfaithful. It seemed that we should all shield him. He, it is true, has taken care of our physical needs in his affable way, but my mother and the children are victims of emotional neglect and selfish exploitation. How she stands it is a question that is always in my mind.

Other instances of this same type were found in either greater or lesser degrees.

The narrowly religious homes.—Some students felt that their parents were narrowly religious and had "shoved religion down their throats" so that they had been unable to get an ideal religious philosophy. This group for the most part said that their parents were narrow in their views towards any of the normal functions of life and living together. Matters of sex were taboo and the retributive justice of the Lord would be visited on them for any indulgence in such things as card playing, dancing, and the like.

Indifferent parents.—The above was much discussed by some of the students. One said:

My father had no particular vocation. He has been a cook on a train, a porter in a hotel, and a common laborer. He has never seemed particular about what he did nor has he shown any desire to stick to a specific thing. I have no reason to believe he is at all interested in how I meet life situations from any standpoint. I get very angry sometimes when he says he does not want me to work for I have reason to believe that it is just the opposite.

A young man said:

A student who has parents interested in him is indeed lucky. My father does not even concern himself to answer my letters and give me encouragement, since he has nothing else to give. It is for that reason that when the regular term of school is over I generally try to stay here on the campus and work so that I will have some money to apply on my school bill. I realize it is the only way I will ever get to finish.

Many other instances of seeming indifference have been noted. There are other students who are unable to hear from parents in answer to their letters. Some of these students are young woman who at every turn are in need of money for various incidental expenses, in addition to regular school expenses. In desperation they sometimes put in long distance calls to their
parents, reversing changes in order that they might get some response. In some of these cases the mother is often absent from the home either through divorce or death and the father is the one responsible for the student's upkeep.

Measurement of personality growth through family control. — To measure the growth of student personalities to any extent, we have first to remember that their present period is one of profound transition from childhood to adulthood. Often the childhood state was one in which the student was more or less passive, receptive, and dependent as far as the family was concerned. Now he is or should be fast becoming an active, giving, independent adult. This change from "taking in" to "giving out" is one of the greatest adjustments the individual must make in his lifetime.¹ It is generally accepted that the period of adolescence extends to the age of 23 with the years 18 to 23 being the final stage. Thus, this group is at a crucial period in their lives. Biologically they are mature, but unless they have lived in a family atmosphere conducive to personality growth there is a lag in this phase of development. In some instances there has been a retardation of the process while in others growth has been "stepped up" by experiences in the family. In some it is only now that they are becoming aware of another social environment and the necessity for adapting themselves to it, thereby becoming aware of themselves. In our own youth the world did not adjust to us and we had to adjust to a new social order. It is characteristic of youth to be flexible, plastic, and resilient while the social order or the environment is unyielding, set, and determined. Herein lies the seed of youth's maladjustment.

Within the family the impact of growth versus the environment is felt. Since emancipation from the home is a major problem, a psychological

weaning from the parent must take place to allow the development of competence and responsibility. With these students this has not always been so. In cases where parents have been over-solicitous no psychological weaning has taken place and students have developed a feeling of absolute dependence, incompetence, and irresponsibility. An over-developed sense of protective-ness has made for a desire to get the same security from the new environment. On the other hand too much freedom, granted on the part of some parents, has resulted in the same personality traits which foster behavior which, if continued, may prove disastrous.

On examination of the fecundity of the various types of control, as exercised in the homes, are found four specific classifications: (1) family council, (2) joint dominance, (3) paternal dominance, (4) maternal dominance. Approximately one third of the group stated that wholesome relationships in the home seemed to foster the family council type because each seemingly had developed something of acceptance and tolerance of the individual members in deciding problems of the group. These students seemed, for the most part, to have well rounded personalities which aided them in contributing to the common good of all persons concerned. They had ability plan, make choices, consider others, and work out solutions for themselves and often others as well. It was found that they had shared cooperatively in responsibilities according to various capacities. The consistent practice of emotional discipline and intelligent flexible behavior on the part of parents had been an aid in their development. Mutual appreciation and appreciation within the family group seemed evident.

Joint dominance was practiced in one out of four homes, and although much was derived, these students had not benefited to the extent of the former. They were less inclined to feel free to discuss issues with their parents and were not able to meet problems in the way that they might have

\footnote{Tbid., p. 244.}
done if they had been allowed to have a "say" in their control previous to this time. Besides students in this group often seemed more rebellious towards school authority for presumably they had previously formed an idea that this was to be a period of emancipation for them.

Either paternal or maternal dominance tended to make the students in these groups too dependent on the respective person or fearful of the particular parent, resentful in decisions, and laden with complexes of one sort or another. This analysis supports Nimkoff's classification of families into highly integrated and loosely integrated\(^1\) on a basis of shared activity. The family council type has consistently led the others in such matter as joint control of purse, family ritual and tradition, cooperation of family, celebrations, entertainment of friends in the homes, and the like.

Further support is given the classifications and their results by the statistical analysis of 200 unbroken families of college students made by Mather.\(^2\)

Family council control fosters the democratic way of life in family relationships which later extends to other environments. No other type, according to indications, does as much for the child.

Family culture.—Possession by families of the material objects of culture such as pianos and radios has been previously indicated. Their significance in the culture pattern is not to be regarded slightly for in many instances these conveniences are the prime material factors in cultural development. They also furnish, in many instances, the only type of recreation and amusement which the family enjoys.

From the standpoint of personality development the so-called "now material objects of culture" are the more significant such as gestures,

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manners, languages, folklore, social standards, art, religion, and relitera-
ture. Most of these factors are indicated to a major or lesser degree in
other parts of this study. It is only through studies of personality de-
velopment that the role of family tradition may be concretely portrayed.

**Literature as an object of culture.**—Works of real literary value
were found to be few in number in the homes of this group. Notwithstanding
this there is a cultural advantage offered by reading matter found in vari-
ous textbooks, novels, and magazines which the families possessed.

According to estimates of the students almost 18 per cent of the
group had less than 15 books in their homes while about 4.8 per cent had 100
and over. Approximately 9 per cent had 50 to 55 books in their home. While
this is only an estimation, it is probably fairly accurate, inasmuch as the
students had just left home. Anticipation of going to college would make
them more cognizant of the intellectual influences, such as books, which
were in the home.

Subscription to papers and magazines furnishes another index to fam-
ily culture. Of the group 74.5 per cent received a daily newspaper. Negro
weeklies were subscribed to by 58.2 per cent, and 55.3 per cent had magazines
of various types in the homes each month.
CHAPTER III

RELATION BETWEEN STUDENTS AND COLLEGE

On entering Y College these students were transplanted from the primary social setting of home to a new environment. Under ordinary circumstances disorganization frequently accompanies change. A personality that is reasonably organized in one environment with habits and expectations set up may experience serious maladjustments and disorganization when suddenly transplanted to a situation calling for new adjustments for which responses have not been developed.¹

Students had to find a place in the new group of which they found themselves a part. Adjustments presumably were made by many while, on the other hand, maladjustments were obvious. It is true that special attention is now being given to personality maladjustments and behavior difficulties. The impression, however, must not be created that only those students have personal problems who are in real difficulty or who are abnormal in every way.²

A satisfactory adjustment to a different social order necessitates a large variety of attitudes. In many instances in campus life, daily problems which arise in connection with the student allow him to adjust to prevailing conditions without apparent conflict. On the other hand, many students are bewildered and at a loss as to what to do in the new social set-up. This oftentimes relates to the intelligent student as well as others. There are a number of reasons why an intelligent student is likely to develop conflicts. He is quick to make observations. He is alert to his new environmental problems, for he sees the discrepancies between his home and college training. At this period he is likely to notice the injustices of

the social order and he is sensitive to a variety of subtle influences to which the less intelligent individual is insensitive. His intellectual curiosity and ambition creates desires that are not easily attained. Sometimes this causes him to act in a manner which is said to be anti-social. This anti-social behavior is not in itself a maladjustment but an index to maladjustment. The nature of the above may be attributed to singular or multiple causes, any of which express conflict with the accepted standards of the student body.

Possibly each student has an individual difficulty of which he may or may not be aware. Because of previous conditioning and social patterns he comes to college with certain conflicts in his personality already developed. Failure to get along with the family group may transfer itself to the school group. The fundamental difficulty may become apparent in another form such as conflicts with administrators, instructors, classmates, or friends.

Personality and social problems.—The problems which these students present as a result of previous conditioning are discussed in this chapter. Not less than 25 per cent of the students actually recognized personality and social problems of one kind or another as existing in themselves. Some were able to trace the formation of such problems through their previous experiences in the home while others were not. The following problems indicate to some extent the personality difficulties which these students need to overcome.

The first case is an example of an over-protected, dependent student who was unable to adjust to life apart from her family.

Case 1

Miss A. is a member of a family group wherein she was pampered excessively. Her community is a rural one where people were just "plain folk." Her parents and other adult relatives impressed her

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1Mandel Sherman, _op. cit._, p. 31.
with the fact that they wanted her to be different from the other children. She was kept at home, where each member of the household catered to her wishes. She was solely dependent on them for her emotional as well as physical needs. All decisions were made for her. Her first days on the campus were filled with new experiences and life presented a focus that was altogether new. There was the problem of having to think for herself in matters pertaining to different phases of college life. According to her outlook people were indifferent - other girls were talking and laughing but no one paid any attention to her. She remained alone practically all the time and after being in school the first quarter and not having become a part of it, she returned home. Unfortunately the reason was discovered after she had left the campus. After returning home Miss A. was no longer able to assume the role she previously played in the home. Although she had made no adjustments on the campus she had learned from others about her that the philosophy of life she had formed at home did not work. She became rebellious and began to associate with those young persons who were socially undesirable in her community. After remaining home until September of the following year, during time which she states her mother cried often because of the radical change in her, she was again sent to Y College. This time she says her mother sent her to get her away from the companions of her community. She knows that she is unadjusted here but definitely states that she needs someone to help her grasp "the true meaning of life and living in a world where others expect the same of you as you expect of them."

Miss A. was totally unprepared to meet the new environment to which she had been sent by her parents. Her dependency was so great that she could accept defeat and run.

Miss B. represents a similar type of dependency.

Case 2

Every problem, no matter how small, is a cause for her to have "spells" of weeping at which time she wants to go home. These periods of homesickness last for several days. She is seldom satisfied. She is immature in all dealings with other students. She is a nuisance to herself as well as others because she is unable to make up her mind and assume her rightful responsibility in classes or other groups. She makes excuses for her behavior instead of understanding her own inadequacies.

Miss C represents a different type of inadequacy. She has no security within herself, but thrives on praise and approval of others no matter how superficial.

Case 3

Miss C., who is very emotional, feels that she will only do her best work if her teachers "love her" for she wants to "love them!" She is fond of flattery and continually seeks praise in her work, which she feels sets her apart from other students. She is far from being a favorite with students and seemingly does not care for
she takes little part in group activities and appears self-centered. She explains that her childhood days were spent in a home with her widowed mother who always reminded her of her love and sacrifices. Whenever the mother wanted her to behave in a certain way or do a certain thing the emotion of love was appealed to. Although a physical weaning from the home has taken place she is now, in this new environment, desirous that instructors assume the psychological role of her mother.

The next illustration is an example of repressed personality.

Case 4

Mr. A. seldom speaks unless he is spoken to. Even his roommate gets little companionship from him. He seldom contributes anything to the class, or groups and preferably remains alone. He was reared in a home where parents showed no emotions and spoke to each other only when it was necessary. In his childhood he remembers that he liked to sing and dance, but these natural desires were always subdued by remonstrances from either parent. He expresses the desire to make an adjustment but says that he is sure he has an inferiority complex which was caused by the treatment of his parents in the home.

Although Mr. A. recognizes intellectually that he is poorly adjusted emotionally he is not prepared to make the change to the sociable person he would really prefer being.

Mr. B. represents a similar type of repressed personality.

Case 5

Mr. B. was reared in a family where the father dominated the group to such an extent that the various members were not allowed to express their opinions. His views regarding everything had to be taken by the mother and children. Now Mr. B. finds difficulty in expressing himself in class and complacently accepts any explanation offered by another. He wants to overcome this maladjustment but fears that he will not be able.

Mr. C. represents the self-centered or narcissistic type.

Case 6

Mr. C. is intelligent and has done very well from an academic standpoint but is high-minded and too quick in action. He is hard to get along with in groups, whether they are in the dormitory or in clubs. If his ideas are not accepted he does not cooperate with the program and generally remains away until he gets over his ill feeling to the group. He realizes that he needs adjusting in this environment to prepare him for living.

Two sisters both enrolled in the school are typical examples of the extrovert and the introvert type.

Case 7

Miss P. who was exceedingly aggressive in her childhood, has car-
ried this over to her college days. There is every indication of the extrovert type of personality. Her sister who has a slight physical handicap is also in school. She shows traits of extreme introversion.

In childhood Miss P. was allowed to take the initiative in everything. She was the older of the two and was given much recognition for it. The sister was referred to as not being altogether "normal" even though the physical defect was scarcely noticeable and in no definite way would hinder her contacts socially or otherwise. Miss P. always enjoyed more freedom in and out of the home while the sister was shielded by parents and childhood associates.

Here are two young women reared in the same home where the environment influenced personality formation in a different way because of forces acting upon them. Each child's individual environment was different because of the difference in the way they were treated by their parents and because of the relationship of one to the other.

Miss P. is continually putting herself forward and thrives on the thought that she can be the center of attraction wherever she is. The sister's behavior is just the opposite. For the most part she lives in a world of her own.

About 8.5 per cent of the entire group studied expressed the desire to overcome the difficulty of meeting strangers. Some said that they experienced actual physical discomfort especially if the person whom they met happened to be of a different social status, sex, or race. Self-consciousness or a feeling of inferiority caused this more than any other reason.

Fifteen per cent could not face an audience and remain at ease. One student in particular, who has a very high scholastic record, said that he was so nervous when he was facing an audience that various movements of the members of his body were discernible by the audience, thus rendering him even more conscious of the personal problem.

About 29 per cent of the group said that they had no problem whatsoever. They freely admitted that conflicts were caused by factors within both the home and the school environment. However, they believe that any inability that they might have in adjusting is due to personality difficulties of parents, administrators, instructors, and sponsors rather than any lack within themselves. Further study of the group, however, revealed certain factors that cannot be regarded as anything but an indication of mal-
adjustments in these individuals. Of course the parental sibling and general environmental influence in contributing to warped characters cannot be overlooked. The average student is, for the most part, not cognizant of any peculiarities in his own personality.

In addition to the personality and social problems previously discussed there were other problems found existent in the group.

Behavior problems.—The student who is making his mark and is a normally adjusted individual seldom finds it necessary to resort continually to non-acceptable behavior. In some instances students who are unable to gain recognition or status by scholastic achievement gain it by doing something which is not acceptable. Anti-social behavior may assume any or many forms of expressing itself. These students have a different sense of values than those of most persons with whom they must come in contact. These individuals present problems because they are in organized conflict with the dominant standards and modes of behavior on the campus. Students who have no desire to practice restraint in behavior associate generally with the groups that condone anti-social behavior. They do not mind being identified with those students who are more nearly like themselves. In some instances it has been found that students with a desire to break away from restraints to which they had been accustomed in their homes, and which they feel exist on the campus, find themselves a part of these cliques and enjoy a type of social freedom from established conventionalities. There is a definite consciousness, on the part of the student group, that anti-social factors tend to combat cultural forces. Campus life has to be evaluated from the point of view of its influence upon the cultural development of the group.

Economic problems.—In the previous chapter the economic situations of the families of these students have been discussed. Prevailing conditions make it hard for some of them to meet the economic problems which they face in relation to their education. In some instances before entering college, the income of the family has been supplemented by earnings of the student.
Because of this very little can be expected from home. In some instances in order that the family may give the student any help it is necessary occasionally for one child to remain out of school and work until the student at Y College finishes at least enough of his formal training to get a certificate to teach. Then the other child re-enters school to continue the educative process.

Expenses.—It has been the policy of Y College to provide the best possible education for its students at the lowest cost. The idea is not to introduce competition in the field of higher education, but to enable the student of limited means with exceptional ability to get a higher education which would otherwise be denied him. The following is an estimate of the expenses of a student attending Y College for the year 1939-1940.

The total expenses for a student living in the college dormitory and boarding in the college dining room amounts to approximately $270.00 for the year. The fees for a student rooming and boarding off the college campus amount to approximately $100.00 for the year.

Although yearly expenses have been reduced to a minimum, each year students are forced to leave school because they are unable to make a satisfactory adjustment about the bills. Numerous are instances in which students graduate owing various sums.

It is important to state the full extent to which failure to return to school is due to economic reasons. From the answers received from students who did not return, however, only one indicated a reason other than financial. Mr. A. said; "During my college life I had no specific problem other than that of finance of which the majority of college students have encountered."

Mr. B. said; "My prime reason for not returning was a financial one."

Mr. A. said: "Although I got married just before the opening of school, I plan to return to Y College if I can obtain the necessary funds.

Miss B. said: "I am working this year so that I might be able to
come to school next year."

Financial aid from home.—The extent to which students in school may depend on receiving money from home is indicated in the following table.

**TABLE 12**

**AMOUNT RECEIVED FROM HOME, 1939-40**

<table>
<thead>
<tr>
<th>Amount Received</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $25.00</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>$25.00 - $49.00</td>
<td>10</td>
<td>32.5</td>
</tr>
<tr>
<td>$50.00 - $74.00</td>
<td>57</td>
<td>18.6</td>
</tr>
<tr>
<td>$75.00 - $99.00</td>
<td>72</td>
<td>23.5</td>
</tr>
<tr>
<td>100.00 &amp; over</td>
<td>117</td>
<td>38.2</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td></td>
<td>$76.25</td>
</tr>
</tbody>
</table>

Over 10 per cent received less than $25.00 during the year, 1939-40, while 15.4 per cent received less than $50.00. A little less than 24 per cent were recipients of $72.00 (an average of $8.00 a month) while about 39 per cent received $100.00 or over. The median amount received was $76.25. The median figure for all expenses of the group equalled $167.10. There is therefore a deficit of $90.95 as the amount necessary to pay bills in full for the year.

It has been previously mentioned that students are given work to aid in the payment of education expenses. The following presents a picture of such scholarships for the same year (1939-40) for the group.

**TABLE 13**

**STUDENTS RECEIVING AID FROM COLLEGE AND AMOUNT**

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Number</th>
<th>Per Cent</th>
<th>Amount Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.Y.A.</td>
<td>306</td>
<td>100.0</td>
<td>$15.00 per mo.</td>
</tr>
<tr>
<td>College Payroll</td>
<td>57</td>
<td>18.6</td>
<td>$10.00 per mo.</td>
</tr>
<tr>
<td>Athletic Scholarship</td>
<td>120</td>
<td>39.2</td>
<td>Varies</td>
</tr>
<tr>
<td>Ministers Children</td>
<td>80</td>
<td>26.1</td>
<td>$8.00 per mo.</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>3.3</td>
<td>(tuition)</td>
</tr>
</tbody>
</table>
Students with athletic scholarships have to pay varying amounts from three to eight dollars a month. Students who are the children of ministers do not pay any tuition.

The following table presents the amount worked out at Y College by students.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25.00 - 49.00</td>
<td>306</td>
<td>100.0</td>
</tr>
<tr>
<td>50.00 - 74.00</td>
<td>70</td>
<td>22.9</td>
</tr>
<tr>
<td>75.00 - 99.00</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>100.00 &amp; over</td>
<td>145</td>
<td>47.4</td>
</tr>
<tr>
<td>Median = $97.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thus nearly 48 per cent of the student body earns the deficit between his expenses and what he receives from home. This group is primarily composed of the students who stay in college from one year to another, if their work is satisfactory. It is the students, for the most part, who are unable to get financial aid who drop out. The exceptions to the above more or less lie in the small group which live out in the city. It is to be understood that students who live off the campus are not given work on N.Y.A. nor college jobs, as a rule. These students pay their expenses as best they can for they earn varying amounts.

Only 13.7 per cent of the group have employment off the campus. of these 6.5 per cent earn less than $50.00 throughout the year while 3.3 per cent earn less than $25.00.

The preceding information indicates the trend of the economic problems which these students are daily facing. Theirs is a path of sacrifice and scrimping to acquire what they feel is necessary to fit them for the better things of life. It is not to be wondered at if these students
develop more definite personality characteristics upon graduation, when
they are unable to find work, or, when they find work which is no better
than that which they did before going to college.

Problems between dormitory and day students.—A very definite prob-
lem which exists on the campus is the lack of cooperation between dormitory
and day students. Each faction presents an argument. The dormitory group
feels that the day students have so many privileges off the campus which
they do not enjoy, that campus activities should not be as inclusive as
they are. The dormitory group says that because the day students are not
on the campus the young men are sometimes more anxious to visit them than
remain on the campus for the "calling hour," which is so short a time as
compared to that which they may stay elsewhere. They feel that the super-
vision of boy friends in the home is not to be compared with that in exis-
tence in campus regulations, and thus there is more social freedom involved.
This they resent. Some students stated that the day students have inferior-
ity complexes as far as the dormitory students are concerned.

Day students present a different picture of the matter. Miss X.,
who is a day student, said: "The students living in the dormitory actually
think that they are better morally than those young ladies who live in the
city. They are for the most part foreign and unfriendly toward those young
women who live elsewhere."

Miss Y., a day student also, said:

Being a student off the campus I meet another obstacle, this is
of being left out on various occasions from meetings, programs for
students in the buildings, and campus organizations. There has
been said that laws are made in certain boys clubs on the campus,
to carry only girls from the campus to the affairs given by the
club, some of the members have girl friends off the campus and
this causes conflict.

One observation that has been made by instructors and sponsors is
that the two groups will not support each other to any extent in class on
school projects. In the matter of contests for Homecoming Queen or any
other distinction to be had, if a dormitory student tries to raise money no
help is given by day students and this behavior is retroactive.

**Problems of upper and lower classmen.**—These groups to some extent present problems. Upper classmen feel that they should be granted more privileges than the lower classmen. The fact that for the most part all students must observe the same regulations serves to encourage a feeling of competition which should not exist. Then, too, lower classmen who gain entrance to activities given by upper classmen feel superior to others in their group who are less fortunate. This produces a feeling of superiority in some and inferiority in others.

**Educational problems.**—Almost 50 per cent of the students said that they were having difficulty with educational problems. The chief reason indicated was one which reverts to an economic problem, for it was the lack of textbooks. Some of these students tried to study in the library at certain times but were disturbed by the behavior of other students. They were unable to concentrate on subject matter. Other students had no interest in some of the required courses and did not think they ever would. They made no attempt to increase their scholastic achievement. Another group felt that their innate ability was not of such a nature to permit them to accomplish anything in the various subjects.

**Problems of time.**—Approximately 60 per cent of the students say that they do not have time to do the many things expected of them on the campus. In many instances they are participating in numerous activities which make demands on them. According to instructors, however, these are not the students who are generally found deficient. More often the student who falls below par is the one who has fewer connections than others. The major problem in view of the time element seems to be that students do not study or play according to a prescribed schedule. Schedules for classes and work for which they are paid are made for them but in most instances time for study, personal care, and recreation (other than group activities) is spent in a slip-shod manner. About 10 per cent of the students have a
program for their time planned and are satisfied that no adjustments are necessary. The vast majority of the other students do those things that are necessary for the moment and then go on to the next which seems most pressing. It was impossible to estimate the number of hours students lose in doing things that are not constructive. Very often students who spend much time in this manner fall short in their class assignments as well as in other respects. If these students had a plan of activities to follow it would help eliminate the common feeling and rush and apprehension which they feel because of not completing prescribed tasks on time. All activities can be systematically arranged and within themselves there would be a sense of satisfaction which is impossible if no thought is given the matter.

In some instances, however, it was found that a number of the students who live off the campus have after school jobs which require that they work five or six hours. This affords them little time for study. One young woman who was dissatisfied with her school work under such conditions showed remarkable improvement when she no longer was forced to work long strenuous hours.

Budgeting of time, for many reasons, is a problem of the individual student as demands are different in many cases.

Clothing problems.—An important phase of the student's management of his or her affairs at Y College is the care and use of personal belongings. In some cases clothing is purchased by parents before students leave for college and is intended to last throughout the year with few additions. In other instances, however, the financial situation of the family has not permitted such preparation and clothing needs are not at all satisfied. These two variances bring about a problem in various groups to "borrow and lend." Although it is to be recognized that college students everywhere do this to some extent, some students at Y College feel that it is carried to the extreme. There are young men and women who borrow anything and everything without giving the matter a second thought. The lender is generally
very gracious about it until the borrower returns the article in a damaged condition. Here the attitude changes, and it is not uncommon that something happens to the friendship of the two persons involved. This then leads to other problems. The borrower is therefore at the greatest disadvantage in the group. Students often realize that they owe a responsibility to their parents to keep their belongings in good condition. Notwithstanding this, they also feel inclined to show friendliness and alleviate a condition existing with a friend. One young woman, in discussing this problem, gave another angle. She said that she did not mind lending her clothing sometimes but she felt that an imposition was being made on her. In explanation she further stated that when certain friends of hers received money from home to make purchases of clothing they spent the money other than for what it was intended, secure in the belief that they could borrow the much needed article. Presumably some students have not learned to respect the property of others and that borrowing and lending should not be done indiscriminately, if at all. Seldom does the idea enter the mind of the individual borrowing that personal hygiene points to a risk in this practice.

Problems observed by dean of men and dean of women.—Problems peculiar to dormitory life have been of concern to most deans of men and women in all colleges. It is apparent that persons acting in that capacity at Y College have not been excepted.

Study of the individual student.—Certain factors of the school program do not permit as much time to be spent in study of the individual student as is necessary. Attention however is given to those students who present problems to a great degree. The lesser problems which may or may not develop into the larger ones are seldom discovered in the embryonic stage. Both deans stated that their services to students ranged "from nurse to mother or father confessor." They were called on by students to solve personal problems that are related to home situations and personality adjustments of students. Often they said this service called for a scientific
handling of a situation which was to some extent beyond their control.

The problems which they were called upon to help solve were of the following nature: (1) Economic situations, (2) Physical and mental well-being, (3) Family situations, which included conflicts and broken homes, (4) Relationships between students of the same and the opposite sex, (5) Educational and vocational adjustment.

Relationship between students and deans of men and women.—In most instances there is a good relationship existing between students and deans. Friendly visiting to rooms, on the part of deans, meet with approbation from a large per cent of the group. In these instances such a gesture by deans has proven helpful in student behavior and control. On the other hand, some students have resented such efforts because they were of the opinion that this indicated distrustfulness on the part of their respective deans and that visits were made "to find something." In the latter situations relations have become even more strained and nothing wholesome has been accomplished.

Attitudes of instructors towards student problems.—There is a general belief existent that discipline forms the nucleus for what may be called anti-social behavior. Some teachers stated that regulations controlling students were too rigid, while others said they were too lax. The latter opinion was clarified by the statement that existing laws were not always enforced. Those teachers who discussed the rigidity felt that there was not enough liberty of action. All teachers agreed that young men were not so restrictively affected by rules as young women.

It was the general consensus of opinion that students should have a voice in disciplinary problems. This, they said, would tend to develop greater responsibility for the program as well as their own behavior; encourage initiative, which they feel students are not at this time allowed to use; acquaint them with various problems, likes and dislikes; and foster ideas worthy of consideration. This would prepare them for participation
in life. As a group these students would develop a form of behavior more in keeping with the approbation of the governing council. If the privilege would be theirs to make laws and formulate policies it would inculcate a desire to live up to them.

Those instructors who thought such a plan was not feasible were few in number. One felt that this student group was not yet conscious of obligations and responsibilities and thus should not have any hand in disciplinary matters. Another felt that the "splendid behavior at West Point indicated that such problems should not be placed in the hands of students to any extent."

In discussing campus discipline some authorities state that it needs to be viewed from other phases than that of mere control. It was found that the easiest control is military control, the kind which takes the responsibilities entirely off of young people and so hedges them about that they have no choice to make. But, is it the kind of control, nevertheless, that does not develop in them the qualities as the outcome we must return to the students the maximum of responsibility which we are tending to take from them.

Ninety per cent of the instructors said that they did not know enough about individual students. Part of this is due to the mass system of education which permits close contact with only a limited number of individuals. Some instructors stated that they did not try to study the individual for fear that constant contacts with the few would encourage the idea that favoritism was being shown. Almost 50 per cent of the instructors said that they are not called on by students to help them solve problems that are tied up with home situations and personality adjustments. The remaining group said that they gave counsel in varying degrees ranging from very little to much. Only two instructors felt that the extra mural activities were meeting the needs of the students although some activities were planned by the students themselves. More than a few said that students sometimes used
extra mural activities as an excuse from classroom work. This practice seemed to indicate a need for further study of all factors involved.

That students did not understand the aim and objectives of the college was the opinion of 80 per cent of the group. This was due to various causes. First of all, the present curriculum gives too little attention to the individual and he is not made conscious of the service which he has to render the college as well as that which it has to render him. He is not made to feel that he has something to contribute that no administrator, instructor, or sponsor is capable of giving. It is student life in all of its phases including discipline, achievement, and a growth of his personality which will be for the common good of the group at large. He must learn that his college days, as in his life beyond the campus, can and must not be filled with self-aggrandizement and "take." He has to "give" in order that he may grow. His must be an intelligent service which includes loyalty to a cause, rather than to a fellow student.

Information regarding character building elements of campus activities was not as full as it might have been. One instructor states, "I wonder about that. No doubt there are some." Quite a few evaded the question altogether for reasons which they did not express. Others said that fair play and sportsmanship in athletic and physical education programs were great builders of character as well as responsible positions held by students. The cultural development derived as a result of lectures and performances of artists also tended to develop character.

Although not an activity, several added that they felt the characters of the students were influenced to no small extent by the lives of the instructors.

Merits and weaknesses of school program were not commented on by over 50 per cent of the instructors. Others listed religious activities, athletics, and Greek-letter organizations as being assets as they helped in accomplishing basic objectives. The weaknesses discussed were varied.
They were listed as lack of enforcement of printed rules and regulations found in the College Handbook, uncoordinated activity program, failure of school to meet the needs of students with low scholastic ability, as well as the failure of student body in general to understand what is expected of them by the faculty. Three instructors stated that the lack of cooperation between faculty members was a definite weakness because it was often reflected in student behavior. On the other hand, they felt that a great social distance existed between instructors and students, thus producing another weakness which should be considered as a causal factor in student behavior. The suggestion was made that students be allowed to visit faculty homes whenever they would like. The entire group felt that every effort should be put forth to develop character and personality in the students. They should learn more about the values of leadership, loyalty to themselves and the various groups as well as the administration. They also felt that this would be loyalty to a cause. In groups they should understand and put into action fair play as well as the ability to think clearly on matters which may seem of little importance to them now. Self-reliance should be developed, as well as precision, and reliability in connection with the inherent responsibilities. One instructor summed up the matter by stating that all personal characteristics should be developed that are not anti-democratic or anti-administrative.

Conflicting were the ideas concerning student participation. Some said that students in general participated fully in activities while others felt that actual participation was only on the part of a few who belonged to too many clubs. There was a tendency in some groups for students to attend group meetings but not to contribute anything, while, on the other hand, some students would not cooperate if they were not the leader or a friend.

The most valuable addition the school could make to its recreational activities was said to be a program which would include development of the mental and physical well-being of the student body, recreation periods
that would be complete and inclusive. Perhaps this latter could be worked out with the instructors taking active part.

The privilege of students being allowed to dance was an addition that over 50 per cent of the group suggested. In connection with the thought of dancing and music one instructor suggested band concerts for cultural development in recreation.

Outstanding problems in relation to work with students were of different natures. There were problems centered around courses of study. These included dislike of required courses; students not capable of doing satisfactory work because of either poor preparation or below average mentality; inferiority complex which hindered class recitation, and the over confident student who always "had something to say", whether he knew the subject or not. The inability of students to purchase text books has always caused considerable concern. Too many students have formed the habit of relying on the teacher exclusively for material. One additional problem in connection with students gaining theoretical knowledge was that so few students knew how to take notes. There is also existent the tendency to "let George do it" as far as note-taking is concerned. Thus at examination time, as might be expected, students cram and in too many instances there are indications of cheating. Then there are technicalities in attendance rules which too often are used by students to their advantage.

Social and personal adjustment problems have also affected the interest of instructors. Previously the student with an inferiority complex and the over-confident student have been mentioned in relation to classroom problems. Their relationship to others brings about additional social and personal maladjustments within themselves and affects the conduct of the others as well. Some students spend their entire college days unadjusted, for one or more reasons, in the classroom. Students oft-times do not produce to their greatest capacity because of the unwholesome influence which others exert on them.
Conflict of loyalties is a definite problem noticed by instructors. These include ideals in conflict with general campus standards as well as conflict between obligation to do good work and to "keep up with the crowd."

In relation to group activities there is the problem of students not fully comprehending why it is necessary that they attend regularly, as well as punctually. The value of cooperation is not fully developed.

Ninety per cent of the group said that some special person was needed to do the work of interpretation together with instructors and sponsors. Such a service would aid in helping students develop the art of living. Some instructors felt that many failures in college in subject matter and personalities could be avoided if more was known of the background and previous environmental conditions of students. If students were given proper counsel, educative and extra mural processes would be aided. Students should be helped in making personal and social adjustments in the classroom, on the campus and in the dormitories.

College graduates.—Vocational interests in this group have been previously discussed. The table of desired occupations showed that approximately 50 per cent of the group planned to enter the field of teaching. What some of these students are doing after graduation and the salaries they receive is indicated by information received in letters from 20 of 39 graduates of 1940 who were contacted. Only six are employed as teachers. The maximum salary earned is $80.00 a month by one and $75.00 a month by another. Other salaries for teaching ranged as low as $45.00 a month. No living expenses are included and all are teaching away from home. For this reason it is to be expected that the actual remuneration for work is much lower than the salary indicates. In addition to every day living expenses, there is the item of transportation to and from their respective jobs.

Others employed in various capacities said that jobs did not carry the remuneration, dignity, and prestige which should be theirs. Indications of the reasons for the above statement can be found in the following excerpts.
from answers received.

Mrs. E., a graduate of May, 1940, who has a small daughter to support, is a house maid and earns $20.00 a month.

Miss E., an honor student while at Y College, is also employed as a maid. She earns $35.00 a month.

Mr. G., an honor student who showed remarkable ability to get along in spite of difficulties, is employed as a janitor in a small theatre in his home town. He earns $3.00 a week.

Mr. H., is employed as an insurance agent. His salary ranges from $9.00 to $10.50 a week.

Miss I., is working as a cook and maid at a salary of $7.00 a week.

Miss J., earns $15.00 to $25.00 as a maid also.

Ten graduates of May, 1941 have been contacted. The general pattern of graduates of the previous year is evident but the Defense Training Program of the United States has opened another avenue of employment.

Mr. K., a graduate at the age of 19, volunteered for the United States Army and was accepted. He is soon to receive a job as company clerk and has been assured that within a five to seven months' period he will earn from $96.00 to $100.00 monthly.

Mr. L., who returned to his home shortly after graduation in May, 1941, is working on a defense construction job and earns forty cents an hour.

From previous contacts with these graduates it is definitely certain that some were well adjusted and no doubt will be able to meet life's emergencies in a wholesome way. Others less fortunate do not possess personalities which may be helpful to their remaining employed even if they are fortunate enough to get something to do.

Zona Gale, in discussing graduates from College, says that "young men and young women step out of college in these years and find no place for themselves in this chaotic world. They have ideals, yet they are told to
be practical. They do not see that practical necessities are being met.\textsuperscript{1} The youth who faces life for the first time is beset by conflicts within himself as well as by false expectations from without. It is hard to know what to expect of one's self.\textsuperscript{2} There is the ever present-situation in which the student is attempting to adjust to the social milieu. He does not necessarily have to "accept" society as he finds it but he must face it as it is and adjust himself to it in order to be able to participate in satisfying ways and to be able perhaps to change it. Probably no individual goes through this period without conflict and it is fortunate that there should be some conflicts arising both from within the individual and from without, for it is through dealing with them that the young person establishes himself as an adult.

This group of graduates also listed specific problems of their college days. The problem which seemed paramount was the one of finances. Only two of the students failed to mention this. Problems of personality and social adjustment included inability of students to make friends; self-consciousness; inability to "make" a Greek letter organization; adjusting to college life which was so different from home; and being influenced too much by an unwholesome social group and others. One student presented a different problem. He said that he had been valedictorian of his class when he finished high school. After entering college it was impossible for him to reach or get above the average. Worry and complex problems were his hindrances.

Some students felt that their problems had been helped by extra mural activities while others did not.

The graduate in relation to extra mural activities.—Miss X. said, "Extra mural activities helped me very much. They gave me a broader outlook on life's problems which I am now facing. I believe if it had not been for extra mural services I would have been lost in the dark." This student felt

\textsuperscript{1}Zona Gale, "Life is for Growth," \textit{Family Magazine}, December, 1935, p. 237.
\textsuperscript{2}\textit{Ibid.}, p. 237.
that students would learn to live full, clean, creative lives, is they would engage in the right type of activity.

Miss Y. feels that those persons who participated wholeheartedly in activities gained much from the experiences involved while those who did not were not benefitted at all. There was a problem on the campus, according to Miss Y, which arose because of the same leaders in too many organizations. Some students became resentful and others gave evidence of inferiority complexes, both of which affected the morale of the groups. In addition it formed the basis for the lack of cooperation in activities.

Mr. X. said extra mural activities were helpful in his overcoming fear of contact with people of a higher social level than himself.

Mr. Z. said that it was through these activities that he came to know sponsors who had a direct influence on him for his welfare. When he left school it was with the idea strongly imbedded in his mind to be more like them in meeting the problems of the world.

Still another student said that experiences in these activities helped her, and other students as well, to realize the right principles and ideals of wholesome life in manhood and womanhood. Students were brought together in a closer understanding after being able to exchange views.

Mr. R. said that during his senior year he found that he was not at all self-conscious, as he had been when he entered school.

These students offered suggestions in planning extra mural activities which they felt would aid students in adjusting to life situations. A plea by them for a student council was made. Miss M. said that she "felt this would serve as a worthwhile factor in student adjustment. A better guidance program for students would also be helpful." She felt that it was necessary to reduce the strained relationship which she felt existed in many instances between authority and student which would prevent the student from feeling so inferior.

Mr. S. wanted a plan to be devised whereby the students could get
more social contact with the instructors. He said he had profited much by such an association.

Miss W. would like for extra mural activities to be set up on the basis that they would furnish experiences "similar to those students meet in every day life." Mr. M. on the other hand, suggested a vocational guidance program and counseling for students.
CHAPTER IV

TYPES OF EXTRA MURAL SERVICES ON THE CAMPUS

The extra mural program at Y College, with a few exceptions, is a direct outgrowth of the regular departments of instruction of the college. At present it serves as a laboratory where social and educational theories may be seen in practice, thereby supplementing and enriching considerably the students' background of experiences gained in formal courses. Activities include Sunday School, Vesper services, Young Men's and Young Women's Christian Association, clubs of various departments, fraternities and sororities, athletics and sports, and various forms of recreation.

How extra mural services are expected to help students.--These services should help students grow and develop through active participation. It is by means of them that students should learn to normally assume new responsibilities that are removed from the actual theoretical phase of the education they are receiving. They should learn to make decisions for themselves. Learning to plan, cooperate and share experiences according to their own capacities should be a goal. It is perhaps through this means that a new set of values may be set up. Extra mural services should foster personal social relationships which are necessary forerunners of conflict for without them the individual is unable to evaluate his desires and attainments.1

Sunday School.--Data previously presented indicate the affiliation of this group with a religious denomination. In an attempt to continue the religious development of the group each Sunday morning Biblical classes are held. Although attendance is compulsory, less than one third of the student body attends regularly. This fact reflects an attitude which is part and parcel of the religious life of the student. Various reasons were given for absences.

1Mandel Sherman, op. cit.
Some students felt that their religious needs were not being met and could see no real value in attending these services. A large majority expressed the opinion that the Bible was not discussed from a practical viewpoint which they felt necessary for modern times. Too many social changes had come about to be so theoretical in religious matters. Still others associated not only Sunday School but all religious services as well, with some unpleasant experiences in their home lives. These students to a great extent had been forced by parents or relatives to attend every service in and connected with their respective churches and at this period felt a certain elation over the fact that they could remain away a definite number of times during the quarter before any penalty would be exacted of them. As one student said, "When I was at home on Sundays I had to go to church three times a day - when I came here I promised myself that I would stay away from services as many times I could get by with."

In discussing the fact that students are banned from classes after three absences from Sunday School some students stated that so many had missed and found various loopholes to slide through that the rule "just did not stand up." Although other reasons were given for non-attendance than the above stated ones, we find what seems to be the nucleus of Sunday School problems. These facts also hold true in the case of prayer meeting services.

In discussing Negro youth and the Church, Carrington states that the Negro church has disseminated a type of religion apart from the actual experiences of the young people themselves. It has concerned itself mainly with imparting a selected and organized body of religious knowledge rather than directing and motivating wholesome experience and behavior.¹ This probably bears out in part, statements made by students.

⁰Vesper.—This service, held each Sunday evening, is another activity

which is attended well only on a few occasions throughout the year. In studying attendance at Vesper at other schools it is generally believed that this was seldom the case. In fact students generally attended very well and took this opportunity as a pleasurable experience of campus life. Students at Y College have given various reasons for being absent on the occasion mentioned. Not a few stated that service held no particular interest for them. This indicates a need of further study, for the vesper program is set up on the basis that different speakers, artists, clubs, and the like have dates on which they present to the student body different thoughts, talents, and the like.

Y.E.C.A. and Y.W.C.A.—These organizations meet each Sunday afternoon. Memberships are voluntary and approximate about 50 students each. Average attendance is about one half this number. No academic requirements are necessary, and many of the students are affiliated with other campus clubs. Sponsors indicate leadership ability on the part of some but the majority of the students have not shown any creative ability, even though they have been members of the respective group for a year or longer.

There is some self-direction evident but, as in the majority of cases, this is generally on the part of a few who seemingly are imbued with the feeling of responsibility for the program. Not enough of this is shown, however, and participation is not as whole-hearted as it might be.

For these groups the study of home and world affairs as related to Christianity holds a specific interest in social life and the art of getting along with people is another subject in which groups manifest concern. Another interesting factor in the program is the contribution by lectures, of various persons in religious fields and group organization. Too, it is to be expected that the conferences and camp programs are looked forward to with interest. Many times this interest is so keen that students make sacrifices in order to attend at their own expense as only a limited amount of money is available for delegates.
There are two distinct handicaps listed relative to the "Y" program. One is the lack of finance, while the other is indifference on the part of some of the group. Indifference on the part of some members might be due to the fact that their potentialities for group contribution have not been discovered and they do not feel as responsible for the program as they should.

Sponsors feel that the goal of creative living is an inherent factor in the programs but there has been little opportunity to study individual members and chart their progress or note their retrogressions. In the "Y" program the sponsors feel that the only real service they are offering to the group is stimulation and support of all programs plus advisory talks made at various times. One sponsor indicated the need of the services of a person trained in group work techniques together with experience born of association with young people. This person might aid students in developing a philosophy to aid in remedying present problems in relation to Christian attitudes. These students have personal problems in relation to their personalities, home situations, and society at large. A trained person may accomplish much along these lines if one were available at given periods.

Sponsors indicated that the religious program was the character building element of the groups and the strength of the groups rested on stimulation received in meetings, at conferences, and lectures. Tact, diplomacy, interest in life's problems, personality, and leadership ability, were some of the characteristics desirable by the sponsors in choosing student group leaders.

In regard to the future program, aim and objectives, of the "Y" very little was said. At present they have not been outlined and reanimation seems necessary in addition to a planned program to cover specific needs as shown. The real significance of "Y" work lies not so much in the astonishing variety of activities included in its program as in the fact that through them youth should be helped to grow to the fullest extent of their possibilities. The program to be satisfactory should include all of those
elements conducive to the physical, intellectual, social, and religious life of young men and women.

The Little Theatre and Le Cercle Francais.--The Little Theatre and Le Cercle Francais are two clubs that are outgrowths of the division of languages and literature. Both clubs were organized in an attempt to develop the student and permit him to understand and appreciate the culture of his own native land and that of a foreign nation through literature and language. Much can be said for the Little Theatre and its productions in recent years. During the past year in addition to campus production the club presented several short plays at another college at the annual meeting of the Guild of this area which were met with much acclaim. Representatives of the group, together with their sponsor, also attended a meet in another state. These contacts have broadened the outlook of the students participating to a great extent. The Little Theatre group meetings are irregular when there is no production under way. At all times frequency of meetings depends on need for planning a program and rehearsals. Although there are 20 students enrolled, only three out of four students attend when notified of meetings. No academic requirements other than a major in English is required to participate in awards of the club. Some of these students are affiliated with other clubs in which they take active part. Students show initiative in planning programs and suggesting plays, as well as setting stage and doing other work at time of rehearsals and productions. The community buys tickets for plays and contribute by lending any properties that are needed at time of production. This club has several handicaps. First of all, it is felt that programs of school and work do not permit proper time, when that is needed, for rehearsals. In addition there is more or less a conflict in programs for use of the stage in college auditorium, as the college orchestra must also be given time for rehearsals. As might be expected there are stage problems about which so far no solution has been found. Getting along with one another as well as experiences being gathered are inherent problems in program according to sponsor. There is very little
opportunity for study of the individual, thus smaller groups are recommended to rectify this. The sponsor advises students whenever the occasion presents itself in matters relative to home situations as well as personality adjustment. Problems of the group include matters of finance, social relationships, and personal problems of dress. The latter is a problem about which many are self-conscious. The cooperation and contacts with different personalities are character-building elements of the group, while the strength — rested on the desire on the part of some to do the work. Patience was one of the attributes named by sponsor as being necessary for a group director.

Le Cercle Français.—This group with an enrollment of 30 meets once a month and has an average attendance of 25 students. This is an organization of French-speaking students of an advanced class supervised by the French instructor. Its specific aim is to stimulate interest in French language and culture. The club attempts to provide for students a genuinely French atmosphere in its meetings as all programs and conversations are carried on in French. The students belonging to this group also have membership in other campus clubs. Here, too, there is a group which plans the programs and much self-direction is evident. The only problems discussed in this club are those of a linguistic nature. This, however, tends to develop social relationships within the group. From problems that were brought out in this group the sponsor feels that responsibility on the part of the students tends to help them make a more satisfactory adjustment to life's problems. There is no opportunity for anything but a casual study of club members, and the sponsor is not called on to solve any problems in relation to home situations and personality adjustment of students. Each member has a chance to improve his French, thus this is an opportunity the club affords. In addition, because of the manner in which meetings are held, self-control and independence is developed and the loyalty of the club members is a strength of the group. There is the desire on the part of the sponsor to
see patience, unquestionable ability and a sense of humor in the traits of a group director.

The Varsity Debating Team.—This club furnishes an outlet for developing public speaking, expression, cooperation, tolerance, etc., in the students. The team has had a very successful career in the intercollegiate circles. It has entered contests with colleges in A as well as in other states. Although this group has advantages in what it has to offer there are disadvantages for individuals sometimes which come about as a result of the logical process of picking the best debaters to defend a question. Thus those debaters who lack self-expression do not develop as fast as they might if certain situations did not exist.

The Division of Natural Sciences and Mathematics.—Throughout the work in the natural sciences, emphasis is placed upon the use of science in helping man develop his natural environment and make proper adjustments to it which result in a richer and fuller life. The Science, Premedic and Mathematic Clubs are included in this division. Information was secured from only the latter.

Mathematics Club.—Attendance averages about 15 of the 25 students enrolled in this club which meets bi-monthly. The academic requirements of the club is that students have mathematics as a major or minor interest, maintaining a B average in the courses. As was found in other instances, members were enrolled in other clubs. Here was found only a fair amount of initiative being shown by the students, although some self-direction was evident. The mathematic problems discussed as well as the social and economic problems maintain interest of the group. These students have conferences with their sponsor on various occasions and are given suggestions but only when the student seeks the initiative. No help is ever given students in solving problems related to home or personality. The meeting time of this group is found to be one of the handicaps. The strength of the group rests on the amount of loyalty, sincerity of purpose, and work that has been shown
by its members. Personal characteristics desirable in a group director, as
given by this sponsor, are that he or she possess a clear understanding as to
what end he is directing and the courage to direct.

The social sciences.—Work in the social sciences embraces all of
the experiences of the student involving social relations. It is concerned
primarily with human associations, and it is the aim of the division to
provide the student with experiences to enable him to deal intelligently
with those situations involving human relations which he confronts in the
complex world of which he is a part. It is hoped that the serious student
of the social sciences, after completing his work in this division, will
have developed through the experiences provided, such an understanding of
his social environment that he will be able to visualize and interpret and
attack intelligently the persistent problems of life as they confront him
and make only those decisions that lead to wholesome and beneficial relations
with his fellowman. There are two clubs which emanate from the social
science department; namely, the Economics Club and the Sociology Club.

Economics Club.—This club meets once a week and has 38 members en¬
rolled. The attendance is lower here than in the other clubs previously
discussed. Approximately 50 per cent of the students attend. The only re¬
quirement is that students have a major or minor interest in Economics.
These students have other club affiliations but considerable amount of ini¬
itiative and self-direction is shown on the part of those attending. These
students seem more interested in discussing an exigent economic problem
which presents itself to all students — that of making a living. Up to the
present there has been no contribution from the community to the group. The
opportunity to work towards objectives according to one’s own plans seem in¬
herent in the club program. The sponsor feels that smaller class divisions
might sustain the promote the opportunity for studying the individual. There
have been no requests from students for help to solve personal problems.
The character-building elements of this group are found in the responsible
leadership of its student president, honesty in handling of money, exactness and dependability in keeping records, and ethical associations with each other. This sponsor lists as personal characteristics desirable in a group leader promptness, straightforwardness, sympathy and understanding, cleanliness in speech and dress.

The Sociology Club.—Meetings of this group are held bi-monthly and there is an average attendance of 30 out of 35 members on roll. Here also the academic requirement is that student have a major or minor interest in Sociology. These students are also affiliated with other clubs, but they show much initiative and definite self-direction. Although many problems are discussed, those of marriage, family life, love, and sex hold paramount interest. One handicap that is evident is the tendency to take the club program too lightly. Open discussions and personal contacts with instructors are inherent values of club program. The sponsor feels that the encouraging of discussions and the developing of a greater responsibility for the program will do much to improve the function of helping students make a more satisfactory adjustment to life. Here again as in many other clubs, there is little opportunity for study of individual members, although personal conferences with students are sometimes held. It was felt that further study of personality problems might indicate needs of students to an extent that club program could be more adequately planned. Some of the problems that these students have asked help in solving are parent-child relationships, economic and social problems. One of the character-building elements of this group is their willingness to learn while the strength of the group rests on its student leader. Some of the characteristics set forth as being desirable in a group director are the following: A broad knowledge of human nature, a magnetic personality, not afraid of hard work, a person who commands respect without demanding it.

The Home Economics Club.—This club is an outgrowth of the Home Economics Department which was recently organized. Members are chiefly
those students who are majoring in Home Economics. The club has definite goals set up and members are provided with the proper incentive to work. They are aiding in a community program for home improvement, and three demonstration projects have been set up in which developed ingenuity has been shown. This group in its projects utilizes to advantage any and everything that might be on hand in making the home a more attractive place in which to live.

The enrollment in this club is smaller than in most campus clubs. Thus not as many young women enjoy the experiences which are beneficial to the few.

The sponsor has met problems previously listed in other clubs as well as some additional ones. Young women in some instances do not have the proper attitude toward the program and not as many are interested in the club program as seems necessary.

Fraternities and sororities.—Fraternities and sororities generally tend to develop poise and self-confidence that the various experiences provide. They are interested in maintaining scholarship rating of their members at the highest possible level. There is a noticeable cleavage in members of the groups, and in all probability social contacts established are likely to persist after college and afford an entree to circles that might be otherwise closed. It is gratifying to note that some of the Greek-letter organizations are concerned with constructive projects besides the superficial social activities generally thought of in connection with them.

In spite of the above we cannot help but admit that for various reasons, all students do not receive the benefits that these organizations hold for the few. Fraternities and sororities are criticized as fostering snobbery, interfering with the students' loyalty to the college group as a whole and seriously affecting the large number of students who are not invited to become members. This criticism might be justified in many instances but on the other hand with proper counsel these students who are either not in-
vited to become members or are unable to meet standards required could be shown that such a failure should not and does not mean that he or she is a social failure. Many such students are outstanding for various reasons and qualities of their own and should feel that there is existent on the campus an appreciation of this fact.

Although the Greek-letter fraternities are well represented on Y College campus there is but one sorority chapter set up. This has presented a problem because of various students' being interested in other sororities which have extended invitations to them elsewhere. At present there is a group of young women on the campus who are members of a sorority which has no chapter on the campus. These students were "made" at a college 80 miles away from Y College. The fact is accepted that they mean to be loyal members, but for obvious reasons the sorority will not mean to this group what it might mean if a chapter had been or would be set up on the campus.

Recreation.--The recreation program of Y College is somewhat different from that found in other colleges. It is a church school which does not sanction some types of recreation which youth organizations look upon as being wholesome and harmless. Such things as card playing and dancing fall in this category. Chapter III indicates in part, the ideas that students and teachers have in relation to this problem. Whether dancing and card playing is morally good or bad is not being discussed here. It will suffice, for the purpose of analysis, to explain situations as they have been viewed from the previous standpoints. Truly students are not allowed to dance but they are permitted to "march." This "march," however, does not seem to be wholesome from either the young man's or the young woman's standpoint. Physical contact is different from that in dancing, and, if anything, more conducive to unwholesome behavior on the part of students who lack necessary control. Students themselves have discussed the fact that modern dancing, such as jitterbugging, holds much less physical contacts than "marching" does. Instructors and sponsors, for the most part are of
the same opinion. Many of the students from the homes of the church affiliation have been allowed to dance and play cards even publicly before coming to Y College, and this restriction met on the campus is altogether new to them. Thus they cannot understand the reason for it. This new environment with its calling for new adjustments is a source of conflict even within some of the better adjusted personalities. Recreation needs as met before coming have probably been natural in their entity and conflicts are apparent on the campus for that reason. The social complex is no longer acceptable, and previous habits of thought render conscious and rational action extremely difficult. Thus we might understand why rebellion against privileges is set up. Since it has already been found that the plan for handling and treatment of a problem, either as a preventative or curative measure, must have satisfying, positive elements contained therein, evidently this marching on the campus does not supply the pattern of action which falls predominantly upon the progressive, constructive, satisfying side of the picture.

In addition to the above, it is also known that students have played cards in their rooms on various occasions until two or three o'clock in the morning. Students seem to think that it is natural for them to do certain things which they know are restricted. Presumably they derive some innate pleasure from the source. This apparent anti-social behavior seems compensatory. Young men have been known to play cards for money, thus creating another evil, that of gambling. These things have been admitted by students in hope that it will be used as an appeal to the administration to modify restrictions concerning these two forms of recreation.

Theatre.—Young women are allowed to attend theatres under chaperonage, generally in the afternoon. On the other hand young men may go at any time they desire. The theatre presents an economic problem for the vast majority of the students. The one theatre the town affords is located down-town, at a point which is far from the campus. Besides having taxi fare and
admission for themselves, girls must pay the expenses of the chaperon if she requires it. This is a luxury that can ill be afforded by many and consequently there are many instances in which girls are able to attend a show about two or three times during the school year. There are some, however, who do not attend throughout the year for this reason.

Another group of young women do not attend because they resent the fact that there are more restrictions put on them here than at their own homes. These students have been used to going to theatres without chaperonage in the company of others of their own sex, as well as the opposite sex. Rather than submit to rules regarding the matter, they prefer to remain in the dormitory and spend their time in other ways which are not always constructive.

Programs of artists.—During last year the school presented Roland Hayes and the Southernaires. This was a definite source of recreation, besides the cultural advantage involved. The economic problem influenced attendance, although student tickets sold for thirty five cents. Not having proper attire for the occasions was another factor involved. Those students who did attend felt that such program held potentialities for cultural development far beyond many other activities.

Athletics and Sports.—The Physical Education program is combined with a study of hygiene and community health problems and the courses are designed to tie up athletics and sports with the former. Athletics, both intra mural and intercollegiate, are under the supervision of this department. Each student through the intra-mural program and the program of intercollegiate contests is given an opportunity to take active part in these events, the main objective being to promote bodily health and proper mental attitude towards group life. The program offers many possibilities for the development of a well rounded personality. Exercises of the type engaged in will help the student gain endurance, poise, grace and good posture. Football, basketball, and tennis require coordination and alertness and develop-
ment of attitude of fair play. High nervous tensions may be dispelled by participation in wholesome games. Sponsors agree that such activity develops personality and character, if properly guided. Besides the elements making for development of personalities, these games, whether intra-college or otherwise, furnish recreational opportunities. The chance to let off excess energy when cheering for a favorite is very pleasurable. Besides on these occasions there is a natural mingling of the sexes without the feeling of "being watched" as the students label it. It is only to be expected that students should desire companionship of the opposite sex. Athletic activities have a more successful attendance than any other type of activity. Presumably this is the one type of activity that students will make economic sacrifices to attend.

Values of a planned extra mural program.—Planned extra mural activities provide the opportunity for students to practice the qualities of the citizen with results that must be satisfying to himself. Every class, club and council election requires that students put into practice the best theory they have learned in classroom lectures. If properly conducted, they will consider carefully and critically the qualifications of candidates for the various offices for which they are balloting. Qualities of competence, intelligence, honesty and devotion to the common good will mean more to them than friendship for the person who is the candidate. Though a student may "shine" in one endeavor, this does not mean that he or she should lead the way in practically every group in which he finds himself.

Intra mural activities give the student something of their own in which they can carry responsibility and handle their own affairs. This is one of the arguments instructors and sponsors use in recommending a student council on the campus. As a part of the college program the student has opportunity to benefit by counsel and sponsorship which has experience and training of various kinds previously developed.

Human welfare requires keen understanding of the significance of
free time and the possible consequences of right use or abuse.

Students need to develop a philosophy which views intra mural activities not as a time killing vacuum but as an opportunity for creative achievement, social contribution and personal fulfillment. This can be done only if they acquire enduring life interests and discriminations in making choices to suit their needs. In addition to providing opportunity for the practice of skills, etc., proper direction furnishes appreciation for interests. Social attitudes are fostered together with the increase of social efficiency. Health, character and personality is therefore promoted.

An ideal extra mural program should supplement gaps and weaknesses in the curriculum, providing experiences which are in themselves abundant with opportunity for creative activity and initiative. The occupation of time alone by activity is not sufficient. There must be other values of cultural and socialization merits, values which meets with social approval. Then, as this is a world in which economic security means much in the way of other security, vocational assistance should be given. This would furnish helpful experience in the choice of vocation and provide the development necessary for a type of self support which would carry with it varying degrees of satisfaction.
CHAPTER V

SUMMARY AND CONCLUSIONS

The educational aim of Y College is to fit the students for living. It does not ignore the necessity of a meaningful life and attempts to provide a continuous re-examination of values in the light of related conditions.

The students' background is one of the most powerful factors in determining the role which he plays in his new environment. The background and previous environmental conditions furnish indices which foster an understanding of the development of well-rounded as well as warped personalities. A clear and comprehensive picture of his social, economic and intellectual background provides the nucleus for future planning for the group.

The purpose of this study was to obtain information which would be of value in developing extra mural services on Y College campus which would aid students in their adjustments. No scientific approach to their problems is possible unless there is a thorough understanding of all factors involved which were conducive to personality formation.

In pursuance of the purpose of this study, background and environmental factors of 306 of the 503 students enrolled in 1939-1940 was studied in relation to the present extra mural program of the college.

Summary.—Following is a summary of the most important findings of this study.

The enrollment of this college is equal to or exceeds that of any denominational Negro college south of the Mississippi. The students' ages are comparable with similar groups. Students come from communities which are predominantly rural or urban.

Major factors which influence attendance are:

(1) The low cost of education made available by the Church and the administration, (2) Religious affiliation, and (3) Teachers' certificates
issued on completion of two years of prescribed courses.

Families from which these students come are larger than the average Negro family. The education of the head of the family is not as high as that found by Galiver at another college of the Southeast.

There is a high degree of family solidarity in the homes. Two thirds of the group live with both parents. Widowhood of the mother exists in the homes of 13.1 per cent of the families. A relatively small per cent live in homes created by others than a parent or parents. The median age of the head of the household is 41.1 years.

Over one third of the heads of families are engaged in occupations in which they work long hours and receive insufficient pay. In many instances these persons shift from one type of employment to the other, supplementing the income by farming. Farmers, however, make up 22.9 per cent of the occupations engaged in exclusively by heads. Less than 10 per cent were engaged in the professions.

The economic status as given is only an index to the income of the family, as 49 per cent were unable to give information, irregularity of work being the major cause for this. Of the 53 per cent which gave information, one out of 12 earned less than $250.00 a year, one out of 5.5 earned less than $500.00. Only about one out of nine earned between $1,000 and $1,750.00. A small per cent earned more than the above amount. Of the family incomes an average of approximately $62.50 a year is contributed to the education of the child.

The data show that the large majority of students come from homes which are owned by their parents, but which in many instances lack necessary modern conveniences. Home ownership reached 75.2 per cent in this predominantly rural and rurban group, while it was 78 per cent in the predominantly urban group studied by Galiver. Value of homes varied from $500.00 to $5,000.00. In regard to conveniences a recent American Youth Commission study shows that 60 per cent of all students come from homes that are "below
standards of health and decency." Results of this study are comparable.

There were two distinct types of attitudes on the part of the parents towards the education of the child. Some were willing to sacrifice to further the educational aim, while others were indifferent and thought the child might get along just as well without it.

Home situation factors ran the entire gamut of those contributing to the formation of desirable as well as undesirable personalities. The relationships which were most successful were those found where type of control was that of family council.

Students in many instances found life different on the campus from that at home. Personality and social problems were much in evidence. New attitudes and conflicts were the result of previous conditioning. In many cases students were conscious of the warped character of their personalities.

Opinions and attitudes of instructors, sponsors, and others indicated a need for a different type of control. A control is necessary which would foster qualities in the student group which would be conducive to improved conditions on the campus. They felt that student initiative could be improved as well as the understanding of aims and objectives of the college. More adequate guidance might be given if more were known about the individual student.

Extra mural activities were not adequately meeting the needs of the group, nor were they accomplishing the real purpose for which they were set up.

Letters from graduates of 1940 revealed that a small percentage are engaged in that which they intended doing after leaving Y College. Letters received from students who did not return to school indicated with one exception economic problems as well as the presence of personality maladjustments.

Conclusions.--In many instances family situations tended to increase the number of personality problems. It was from the homes where conflicts
were most apparent that students were found to have the most unfavorable personality traits. The economic limitations did not foster emotional or financial stability but instead increased feelings of inferiority, depression, and nervous moods. In such homes where the parents themselves were problems, discipline was erratic.

This focus on student life carries with it an understanding of all factors involved. Attitudes and conflicts are causal factors in this new environment. Previous environmental factors are inextricably related to the maladjustments evident in this new environment. The social background of these students is of great importance in the development of conflicts. It is only natural that they develop conflicts when the environmental conditions change. Those who show neurotic symptoms need guidance but so do the others who on the surface have more well-rounded personalities.

The behavior of students which is characterized by confusion and conflict sometimes comes as an aftermath of compulsory regulations. They are not always clearly aware of their reactions and frequently develop rationalizations to explain their behavior. This often leads to social maladjustments and antagonistic reactions to others are formed.

Students need to learn that the habit of critical social judgment is not the habit of fault-finding but the recognition of virtues as well as defects, together with causes for both. They should get early practice in making judgments in different situations, for right and wrong has to be figured out by individuals. This calls for ability to think in an emotional situation.

One's student days are precisely the time when one should secure abundant experience of mutuality in forming judgments, which implies the experience of having one's most critical judgments criticized and refined.1 If the extra mural program is planned according to the needs indicated when

1G. A. Coe, What Ails Our Youth (New York: Scribner and Sons).
the student emerges from the college, he will have actually carried the responsibility of making changes in this significant social sphere. It is not enough to depend upon well-organized courses of study, however fruitful they may be, in the attainment of the immediate objectives of the college. Certainly these are necessary for the recognition and development of whatever individual abilities may be possessed by the different students under course of instruction. There still remains the difficult problem of connecting them happily and effectively with an active life in the world of affairs outside the college.

The college owes the students certain things, including growth under living conditions which continuously provide for normal physical and mental development, a social environment in which the students are spared unnecessary stresses and strains similar to those caused by domestic unhappiness and conflicts, and guidance toward wholesome personal satisfactions and social usefulness in order that they may face without anxiety the exigencies of life. They must be given competent leadership so that they may develop such qualities during their college days. They will learn self-expression through recreation and companionships. However, they should not be expected to follow blind leadership.

Students should give, in return, those services which would foster the fulfillment of an adequate extra mural program worthy of endeavor. Conscientious should be the use of opportunities offered by the college and there should be complete throwing off of the laissez-faire attitude often observed. They should accept the services of initiative and responsibility in accordance with their capacities. Individual talents should be developed, and worthwhile leisure time activities indulged in.

Helping the student group demands the use of wisdom that lifts them out of a plight and strengthens them against relapse. There must be, on the student's part, a steadfast determination to think for himself, to uphold that which is good, to respect the opinions and rights of others, and to
share with them those things which are personality-building elements.

In many instances this group needs that type of re-direction which takes more realistically into account the social process itself by which they get their definition of status. Human relationships in terms of their own rather than other people's experiences; occupational efficiency relative to occupational conditions which exist, instead of that which furnishes an escape, and stability within themselves. This will go a long way towards making them meet life situations squarely instead of from a biased or warped angle.

On the campus there are many clubs and activities, but often the student who needs the help they should give does not belong to the one or ones which would help him most. On the other hand, those who are adequately socialized and do not need further help belong. Students need counseling along these lines. This can be done adequately only when more is known about the individual. In many instances, the unadjusted student will not make adjustments if some outside influence is not brought to bear on the individual situations.

This does not imply a static or cut-and-dried manner of procedure, nor does it indicate authority imposed. It does not imply a type of extra mural service that sets limitations on natural freedom of the child or to the project or club principle in general. It implies the type of extra mural service which provides experiences rich in those elements which are conducive to well-rounded personalities. The student must know he is in college for purposes that he is to find and make his own; his extra mural program should help him find and appropriate them.

The college must face critically the needs shown in order that social and economic turmoil and other frustrations of the best adjustments in life may increasingly vanish because of intelligent plans made now.
APPENDIX A

LOCATION BY RESIDENCE

<table>
<thead>
<tr>
<th>Population (1930 Census)</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>306</strong></td>
<td><strong>100.0</strong></td>
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<tr>
<td>Under 1,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,000 - 1,999</td>
<td>51</td>
<td>16.7</td>
</tr>
<tr>
<td>2,000 - 2,999</td>
<td>26</td>
<td>8.5</td>
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<tr>
<td>3,000 - 3,999</td>
<td>7</td>
<td>2.3</td>
</tr>
<tr>
<td>4,000 - 4,999</td>
<td>16</td>
<td>5.2</td>
</tr>
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<td>5,000 - 5,999</td>
<td>17</td>
<td>5.6</td>
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<tr>
<td>6,000 - 6,999</td>
<td>8</td>
<td>2.6</td>
</tr>
<tr>
<td>7,000 - 7,999</td>
<td>14</td>
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</tr>
<tr>
<td>8,000 - 8,999</td>
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<tr>
<td>9,000 - 9,999</td>
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<td>10,000 - 19,999</td>
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<td>2.9</td>
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<tr>
<td>400,000 - 499,999</td>
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</table>

**Median = 7,500**
Appendix B

FORMS USED FOR COLLECTING DATA

Students Interview

Additional information on

1. Progenitors
   (a) Accomplishments, ambitions, general mould.

2. Individual - (Type of Family)
   (a) Family Council
      Joint Dominance
      Father Dominant
      Mother Dominant
   (b) Childhood, school, social life. (In own community)

3. To what extent is group life developed in your family?

4. Financial
   (a) Have you ever contributed to the upkeep of your home?
   (b) What aid do you receive from your family now that you are in school?

5. When you are worried or in trouble to whom do you go?

   Parents          Sister                        Teacher
   Brother          Minister                      No one

6. What is your most perplexing problem?
   1. No response  2. Getting a job  3. School progress
   4. Social popularity  5. Family relations
   8. No problem -
      (a) Why?

7. Do you feel that your education is giving you those things which will be beneficial to you in adjusting to life's problems. If so how? If not, why?

8. How do you feel the school could help you on adjusting to the problems of life?

9. Do you feel that your education will help you earn a living?
   1. No response  2. Little help  3. Considerable help
   4. No help  5. Fair amount of help
   6. Great help  7. No opinion

10. What do you suggest for the improvement of extra-class activities on the campus which would aid in student adjustment?

11. What is your attitude on the future?
   1. No response  2. Enthusiastic  3. Hopeful  4. Resigned
   5. Indifferent  6. Other  7. Embittered
   8. Why?
**SURVEY OF STUDENTS AT Y COLLEGE 1939-40**

**Date: **

### 1. General Information

<table>
<thead>
<tr>
<th>Boarding Student</th>
<th>Day Student</th>
<th>Name in Full</th>
<th>Age</th>
<th>Sex</th>
<th>Date of Birth (Month, Day and Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Classification</th>
<th>Religious Denomination</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School attended (Name, City and State)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational preference</th>
<th>Avocational Interest</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Field of Major Interest</th>
<th>Minor Interest</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Talents</th>
<th>Special Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of years at Y College</th>
<th>Previous Colleges</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Comments (State anything about yourself that you care)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Home address: - City - County - State

#### A. Family

<table>
<thead>
<tr>
<th>Members of Household</th>
<th>Relationship to head</th>
<th>Marital Status</th>
<th>Birthplace City &amp; State</th>
<th>Age</th>
<th>Education</th>
<th>Attending School</th>
<th>Occupation</th>
<th>Annual Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B. Home

<table>
<thead>
<tr>
<th>Place of Employment</th>
<th>1. Father</th>
<th>2. Mother</th>
<th>3. Children</th>
</tr>
</thead>
</table>

#### 11. Home ownership: (1) Parents own home (2) Buying (3) Renting

<table>
<thead>
<tr>
<th>Value $</th>
<th>12. Farm: (1) Own (2) Renting (3) Buying (4) No. acres</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) Own (2) Renting (3) Buying (4) No. acres</td>
</tr>
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</table>

#### 13. Household facilities:

<table>
<thead>
<tr>
<th>(1) Kitchen sink</th>
<th>(2) Type of cooking stove</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) Type of refrigeration</td>
<td>(5) Type of Lights</td>
</tr>
<tr>
<td>(7) Bathing facilities</td>
<td>(8) Kind of toilet</td>
</tr>
<tr>
<td>(9) Telephone</td>
<td>(10) Radio</td>
</tr>
<tr>
<td>(13) others</td>
<td></td>
</tr>
</tbody>
</table>
C. Finance

11. Yearly cost of:
   (1) Tuition $  
   (2) Board $  
   (3) Room $  
   (4) Books $  
   (5) Lab. Fees $  
   (6) Clothing $  
   (7) Laundry $  
   (8) Toilet Articles $  
   (9) Hair Cuts $  
   (10) Cleaning and Pressing $  
   (11) Amusement (as theatres) $  
   (12) Incidentally $  
   (13) Other $  

D. Source of Income

15. Amount of money received from home $  
   (2) Amount worked out at Y College $  
   (3) Amount received from scholarship aid $  
   (4) Amount from work earned away from Y College $  
   (5) Amount received from N.Y.A. $  
   (6) Amount received from Loans $  
   (7) Other sources of income $  
   (8) Total $  

E. Literary

16. (1) Do your parents take a daily paper? Yes ___ No ___ Name ______  
   (2) Do they take a Negro weekly? Yes ___ No ___ Name ______  
   (3) Do they subscribe to a magazine? Yes ___ No ___ Name ______  
   (4) Approximate number of books owned ______

F. Reasons for Attending Y College

   (a) Check on or more -  

17. 1. Member of the -- Church  
   2. School of parents choice  
   3. Sent by minister  
   4. Live in B  
   5. College nearest home  
   6. Cheaper  
   7. Influenced by friends  
   8. Received scholarship  
   9. Given work  
   10. Football team  
   11. Feel more at home here  
   12. College allows payment of bills on installment plan  
   13. Curriculum in harmony with educational background  
   14. Excellent teacher training program  
   15.  
   16.  
   Other reasons:  
   (1)  
   (2)  
   (3)  
   (4)  

18. Write a full explanation of your family background, that is, the social and economic status of your family in the community, type and condition of your neighborhood as rural or urban, conditions of houses, streets, and sidewalks, the factors that made you want to attend Y College. If you are an old student, what factors made you return. Also give your aim in seeking a college education.
QUESTIONNAIRE

Dean of Men - Women

1. What are some of the problems that you have met in dealing with students under your supervision?

2. What initiative do students use in making the dormitory a better place to live?

3. What do you see inherent in dormitory life which would be helpful or prove a hindrance in character building?

4. How much opportunity do you have for study of individual students? If little, what remedy do you suggest for this?

5. What individual services do you offer?

6. Are you ever called on to help solve personal problems that are related to home situations and personality adjustments of students?

7. What are some of these problems?

8. What have you found most helpful in developing wholesome living in dormitories?

9. What improvements in dormitory living do you desire most?

10. What do you feel are some of the personal characteristics desirable in a counselor?
QUESTIONNAIRE

Teachers

1. Do you feel that the regulations controlling students on the campus are too rigid or too lax? Why?

2. Should students have a voice in problems of discipline? Why?

3. Do you feel that students are allowed to use their own initiative to the extent that they should?

4. Do you think that we know enough about the students as individuals? (a) Is there too much of mass action to prevent this?

5. Do you feel that our extra mural activities are set up on the basis of needs of the students? If so, what are some of the needs that are being met? If not what needs do you feel are apparent?

6. Do students plan any of the extra mural programs?

7. Do you feel that the program adequately covers the students needs and interests?

8. Do you feel that students understand objectives of the college?

9. Do you feel that students should be impressed with the fact that they have a service to render the college also? (a) Just what is this service?

10. What do you feel are the character building elements of our campus activities?

11. What are the strengths and weaknesses of our program?

12. What are some of the personal characteristics we should try to develop in the students?

13. To what extent do students take part in group programs?
14. What would you consider the most valuable additions the school could make to its present recreational program?

15. What are your outstanding problems in relation to your work with students? In relation to group activity?

16. Are you ever called on to help solve problems that are tied up with home situations and personality adjustments of students?

17. In what way would you desire the services of a social worker in regard to the student program being helped?

18. Suggestions:
1. Name of club?
2. How often are meetings held?
3. Number of students enrolled? Average attendance.
4. What academic requirements are necessary for membership?
5. Do you have many students affiliated with other clubs?
6. What initiative is shown on part of students in program planning?
7. Is self-direction evident?
8. What problems discussed seem to maintain interest of students? (list some)
9. What have persons from the community contributed to the group activities? (lectures, etc.)
10. What handicaps do you find? (list some)
11. What do you feel could be done to help improve the function of helping students to make a more satisfactory adjustment to life?
12. What do you see inherent in club program which would better prepare members to meet life situations?
13. How much opportunity do you have for study of the individual group members? If little how could this be remedied?
14. What services to the individual do you offer?
15. In what way would you desire the services of the social worker in regard to these services?
16. Are you ever called to help solve personal problems that are related to home situations and personality adjustments of students?
17. What are some of these problems?
18. What do you feel are the character-building elements of your group?
19. On what does the strength of the group rest?
20. What do you feel are some of the personal characteristics desirable in a group director?
My dear [Last name]:

Last year while you were at Y College we began a study of the students. Your cooperation in answering questions was deeply appreciated. You so willingly gave us necessary information that we are hoping your interest in our study will continue to the extent that you will help us with another phase.

We missed you right away when the school term started and we would like to know the reason for your absence and in addition would like some information. Will you, therefore, answer the following questions as fully as you are able and also feel free to say anything else which you might want to?

1. What is your reason (or reasons) for not returning to school?
2. What are you doing at the present?
3. Are you planning to return to school at a future date?
4. Do you feel that your problem of social adjustment was helped by extra-curricula services on the campus?
   (a) If so, in what way?
   (b) If not, why do you think this was so?
5. What specific problems were presented to you by your college life?

We are eager to get at the root of student problems and in order to do this must have your help. We hope that you will, at some early date, be able to resume your education, preferably at your Alma Mater which is waiting to receive you with open arms.

Enclosed is a stamp which we hope you will use in sending us your reply immediately.

Sincerely,

(Signed) Audrey D. Neal
BIBLIOGRAPHY

Books


Articles


Survey Mid Monthly, (June, 1938), Vol. 74.


Public Documents
