1961

A study of personnel services in Protestant theological schools

Atwater, Charles Russell
Boston University

http://hdl.handle.net/2144/19777
Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY OF PERSONNEL SERVICES IN
PROTESTANT THEOLOGICAL SCHOOLS

Submitted by

Charles Russell Atwater
(A.B., Gordon College, 1949)
(A.M.; Boston University, 1951)
(Ed.M., Boston University, 1958)

In Partial Fulfillment of Requirements for
the Degree of Doctor of Education
First Reader:  
Dugald S. Arbuckle  
Professor of Education

Second Reader:  
Henry L. Isaksen  
Associate Professor of Education

Third Reader:  
Howard B. Leavitt  
Associate Professor of Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Investigation of personnel services</td>
<td>1</td>
</tr>
<tr>
<td>Obtaining student opinion</td>
<td>2</td>
</tr>
<tr>
<td>Justification of the Study</td>
<td>2</td>
</tr>
<tr>
<td>A continuing need for evaluative studies</td>
<td>2</td>
</tr>
<tr>
<td>A comprehensive, up-to-date picture</td>
<td>3</td>
</tr>
<tr>
<td>An evaluation utilizing student opinion</td>
<td>3</td>
</tr>
<tr>
<td>An opportunity for self-evaluation</td>
<td>4</td>
</tr>
<tr>
<td>Summary statement</td>
<td>5</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED RESEARCH</td>
<td>6</td>
</tr>
<tr>
<td>Definition of Terms and Related Discussion</td>
<td>6</td>
</tr>
<tr>
<td>The personnel point of view</td>
<td>6</td>
</tr>
<tr>
<td>Student personnel services</td>
<td>7</td>
</tr>
<tr>
<td>The theological school</td>
<td>7</td>
</tr>
<tr>
<td>The Need for Personnel Services in Theological Schools</td>
<td>8</td>
</tr>
<tr>
<td>The Number of Evaluative Studies is Limited</td>
<td>14</td>
</tr>
<tr>
<td>Studies Involving Groups of Colleges or Universities</td>
<td>15</td>
</tr>
<tr>
<td>Studies Involving a Single University or Graduate School</td>
<td>20</td>
</tr>
<tr>
<td>Studies Involving Theological Schools</td>
<td>23</td>
</tr>
<tr>
<td>Summary</td>
<td>27</td>
</tr>
</tbody>
</table>
# CHAPTER III. RESEARCH PROCEDURES

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods for Obtaining Data</td>
<td>28</td>
</tr>
<tr>
<td>Criteria for Personnel Services</td>
<td>28</td>
</tr>
<tr>
<td>Construction of the Inquiry Form Concerning Personnel Services in Theological Schools</td>
<td>30</td>
</tr>
<tr>
<td>Purpose of the form</td>
<td>32</td>
</tr>
<tr>
<td>Construction of first draft</td>
<td>32</td>
</tr>
<tr>
<td>Validation of the Inquiry Form</td>
<td>33</td>
</tr>
<tr>
<td>Reliability of the Inquiry Form</td>
<td>36</td>
</tr>
<tr>
<td>Construction of the Inventory of Student Reaction</td>
<td>37</td>
</tr>
<tr>
<td>Purpose of the Inventory of Student Reaction</td>
<td>37</td>
</tr>
<tr>
<td>Construction of first draft</td>
<td>37</td>
</tr>
<tr>
<td>Validation of the Inventory of Student Reaction</td>
<td>39</td>
</tr>
<tr>
<td>Reliability of the Inventory of Student Reaction</td>
<td>41</td>
</tr>
<tr>
<td>Analysis and Presentation of Data</td>
<td>44</td>
</tr>
<tr>
<td>Description of Schools Cooperating in the Study</td>
<td>47</td>
</tr>
<tr>
<td>Cooperation obtained for the first phase</td>
<td>47</td>
</tr>
<tr>
<td>Cooperation obtained for the second phase</td>
<td>49</td>
</tr>
<tr>
<td>Tables indicating cooperation for both phases</td>
<td>51</td>
</tr>
<tr>
<td>Comparison of Student Reactions Obtained by Two Different Methods</td>
<td>58</td>
</tr>
<tr>
<td>Summary</td>
<td>61</td>
</tr>
</tbody>
</table>

# IV. PERSONNEL SERVICES IN THEOCLOGICAL SCHOOLS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>63</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>63</td>
</tr>
<tr>
<td>Chi-square analysis of availability of orientation services</td>
<td>67</td>
</tr>
<tr>
<td>Chi-square analysis of student reaction</td>
<td>67</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of the orientation programs</td>
<td>70</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Psychological Testing.</td>
<td>72</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>72</td>
</tr>
<tr>
<td>Chi-square analysis of the availability of psychological testing programs</td>
<td>79</td>
</tr>
<tr>
<td>Chi-square analysis of student reactions</td>
<td>80</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of psychological testing programs</td>
<td>82</td>
</tr>
<tr>
<td>Faculty Advising.</td>
<td>84</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>84</td>
</tr>
<tr>
<td>Chi-square analysis of student reactions</td>
<td>86</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of faculty advising</td>
<td>89</td>
</tr>
<tr>
<td>Professional Counseling Services.</td>
<td>91</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>92</td>
</tr>
<tr>
<td>Availability of special counseling centers</td>
<td>94</td>
</tr>
<tr>
<td>Total student reactions concerning professional counseling services</td>
<td>94</td>
</tr>
<tr>
<td>Chi-square analysis of availability of professional counseling services</td>
<td>97</td>
</tr>
<tr>
<td>Chi-square analysis of student reactions</td>
<td>97</td>
</tr>
<tr>
<td>Health Services.</td>
<td>102</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>102</td>
</tr>
<tr>
<td>Chi-square analysis of availability of health services</td>
<td>103</td>
</tr>
<tr>
<td>Chi-square analysis of student reactions</td>
<td>104</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of health services</td>
<td>105</td>
</tr>
<tr>
<td>Financial Aid.</td>
<td>107</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>107</td>
</tr>
<tr>
<td>Chi-square analysis of availability of financial aid programs</td>
<td>109</td>
</tr>
<tr>
<td>Chi-square analysis of student reactions</td>
<td>109</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of the financial aid program</td>
<td>114</td>
</tr>
<tr>
<td>Housing and Dining Facilities.</td>
<td>116</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>116</td>
</tr>
<tr>
<td>Dining services</td>
<td>118</td>
</tr>
<tr>
<td>Chi-square analysis</td>
<td>119</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of housing and dining services</td>
<td>120</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Student Self-Government and Discipline</td>
<td>122</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>122</td>
</tr>
<tr>
<td>Chi-square analysis</td>
<td>124</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of opportunities for self-government</td>
<td>128</td>
</tr>
<tr>
<td>Student Activities</td>
<td>130</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>130</td>
</tr>
<tr>
<td>Chi-square analysis</td>
<td>132</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of the student activities programs</td>
<td>133</td>
</tr>
<tr>
<td>Religious Services</td>
<td>134</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>134</td>
</tr>
<tr>
<td>Chi-square analysis</td>
<td>135</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of the religious services</td>
<td>140</td>
</tr>
<tr>
<td>Occupational Information and Placement</td>
<td>141</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>141</td>
</tr>
<tr>
<td>Chi-square analysis</td>
<td>142</td>
</tr>
<tr>
<td>Student reactions to the over-all helpfulness of the placement services</td>
<td>143</td>
</tr>
<tr>
<td>Organization and Administration</td>
<td>145</td>
</tr>
<tr>
<td>Evaluation of Personnel Services</td>
<td>147</td>
</tr>
<tr>
<td>Data obtained from the Inquiry Form</td>
<td>147</td>
</tr>
<tr>
<td>Chi-square analysis</td>
<td>148</td>
</tr>
<tr>
<td>Summary</td>
<td>148</td>
</tr>
</tbody>
</table>

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 149 |
| Summary | 149 |
| Orientation | 149 |
| Psychological testing | 150 |
| Faculty advising | 151 |
| Professional counseling services | 152 |
| Health services | 153 |
| Financial aid | 154 |
| Housing and dining | 155 |
| Student self-government | 156 |
| Student activities | 156 |
| Religious services | 157 |
| Placement services | 158 |
| Administration and evaluation | 159 |
Conclusions ........................................................................ 160
Orientation ....................................................................... 160
Psychological testing ....................................................... 160
Faculty advising ............................................................. 161
Professional counseling ................................................... 162
Health services ............................................................... 163
Financial aid ..................................................................... 163
Housing and dining .......................................................... 163
Student self-government .................................................. 164
Student activities ............................................................. 164
Religious services ............................................................ 165
Placement services ........................................................... 165
Administration and evaluation ......................................... 165

Recommendations ........................................................... 166

Recommendations for Further Research ......................... 169

APPENDIX

A. INQUIRY FORM CONCERNING PERSONNEL SERVICES IN
THEOLOGICAL SCHOOLS .................................................. 171

B. EXCERPT OF CRITERION ITEMS FROM THE RACKHAM
STUDENT PERSONNEL SERVICES INVENTORY ............... 173

C. PANEL OF EXPERTS FOR JUDGING THE VALIDITY OF
ITEMS USED IN THE INQUIRY FORM FOR THEO-
LOGICAL SCHOOLS ...................................................... 175

D. PANEL OF EXPERTS ASSISTING IN VALIDATION OF
INQUIRY FORM AND INVENTORY OF STUDENT REACTION. 176

E. INVENTORY OF STUDENT REACTION TO PERSONNEL
SERVICES ........................................................................ 177

F. COVERING LETTER SENT TO THEOLOGICAL SCHOOLS . . . 178

G. THEOLOGICAL SCHOOLS COOPERATING IN THIS STUDY . 179

BIBLIOGRAPHY .............................................................. 182
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cooperating Schools According to Size of Enrollment</td>
<td>52</td>
</tr>
<tr>
<td>2.</td>
<td>Cooperating Schools According to the Number of Women Enrolled for the B.D. Degree</td>
<td>53</td>
</tr>
<tr>
<td>3.</td>
<td>Cooperating Schools According to Relationship to a University or College</td>
<td>54</td>
</tr>
<tr>
<td>4.</td>
<td>Cooperating Schools According to Faculty-Student Ratio</td>
<td>55</td>
</tr>
<tr>
<td>5.</td>
<td>Cooperating Schools According to Denominational Background</td>
<td>57</td>
</tr>
<tr>
<td>6.</td>
<td>Comparison Between Responses Obtained to Item Thirty-Four When Student Inventory Was Administered by Direct Mail and by the School</td>
<td>59</td>
</tr>
<tr>
<td>7.</td>
<td>Comparison Between Responses Obtained to Item Forty-One When Student Inventory Was Administered by Direct Mail and by the School</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>Comparison of Student Reactions in Schools Which Have Formal Orientation Courses and Those Which Do Not</td>
<td>65</td>
</tr>
<tr>
<td>9.</td>
<td>Content and Goals of Orientation Group Meetings</td>
<td>66</td>
</tr>
<tr>
<td>10.</td>
<td>Comparison of Student Reactions Concerning Opportunities for New Students to Get Acquainted with Members of the Faculty</td>
<td>68</td>
</tr>
<tr>
<td>11.</td>
<td>Comparison of Reactions Concerning Adequacy of Methods for Acquainting New Students with Personnel Services</td>
<td>70</td>
</tr>
<tr>
<td>12.</td>
<td>Student Reactions to Orientation Programs</td>
<td>71</td>
</tr>
<tr>
<td>13.</td>
<td>Types of Psychological Tests Used in Fifty-Eight Theological Schools with Testing Programs</td>
<td>73</td>
</tr>
</tbody>
</table>
Table

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Purposes for Which Test Scores Are Used in Theological Schools</td>
<td>76</td>
</tr>
<tr>
<td>15. Policy on Interpreting Test Scores in Seminaries with Testing Programs</td>
<td>78</td>
</tr>
<tr>
<td>16. Comparison of Student Reactions in Schools Which Interpret Psychological Tests to All Students and Schools Which Do Not</td>
<td>79</td>
</tr>
<tr>
<td>17. Comparison of Student Reactions Concerning the Availability of a Psychological Testing Program Which Has Aided Self-Understanding</td>
<td>81</td>
</tr>
<tr>
<td>18. Total Student Responses to Item Five on the Inventory of Student Reaction</td>
<td>82</td>
</tr>
<tr>
<td>19. Comparison of Student Reactions in Schools Which Do and Do Not Assign a Faculty Adviser for Each Degree Candidate</td>
<td>86</td>
</tr>
<tr>
<td>20. Comparison of Responses to Item Six on Student Reaction Inventory</td>
<td>88</td>
</tr>
<tr>
<td>21. Comparison of Responses to Item Seven on Student Reaction Inventory</td>
<td>88</td>
</tr>
<tr>
<td>22. Total Student Responses to Item Eight on the Inventory of Student Reaction</td>
<td>90</td>
</tr>
<tr>
<td>23. Total Student Responses to Item Nine on the Inventory of Student Reaction</td>
<td>90</td>
</tr>
<tr>
<td>24. Types of Professionally Trained Counselors Serving on the Faculties of Theological Schools</td>
<td>93</td>
</tr>
<tr>
<td>25. Total Student Responses to Item Eleven on the Inventory of Student Reaction</td>
<td>95</td>
</tr>
<tr>
<td>26. Total Student Responses to Item Fourteen on the Inventory of Student Reaction</td>
<td>96</td>
</tr>
<tr>
<td>27. Comparison of Student Reactions Concerning the Helpfulness of Counseling Assistance for Persons with Milder Emotional or Potential Maladjustments</td>
<td>98</td>
</tr>
<tr>
<td>28. Comparison of Student Reactions in Schools Which Have a Pastoral Counseling Center and Schools Which Do Not</td>
<td>100</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>29. Comparison of Student Reactions Concerning the Availability of Medical Services Which Are Competently Provided</td>
<td>105</td>
</tr>
<tr>
<td>30. Comparison of Student Reactions in Schools Which Do and Do Not Award Fellowships or Assistantships</td>
<td>110</td>
</tr>
<tr>
<td>31. Comparison of Student Reactions Based on Percentage of Full-Time Students Receiving Financial Aid</td>
<td>111</td>
</tr>
<tr>
<td>32. Comparison of Student Reactions Concerning the Availability of a Program of Financial Aid Which Is Adequate to the Needs of the Students</td>
<td>112</td>
</tr>
<tr>
<td>33. Comparison of Student Reactions as to Whether the Financial Aid Programs Have Helped Those Who Were Most in Need and Most Deserving</td>
<td>113</td>
</tr>
<tr>
<td>34. Comparison of Student Reactions to Item Twenty-Two on the Inventory of Student Reaction</td>
<td>113</td>
</tr>
<tr>
<td>35. Availability of School-Operated Housing Facilities in Sixty-Five Schools</td>
<td>117</td>
</tr>
<tr>
<td>36. Comparison of Student Reactions Concerning the Availability of Dining Services Which Are Adequate in Terms of the Cost of Meals</td>
<td>119</td>
</tr>
<tr>
<td>37. Student Participation in a System of Self-Government in the Residences</td>
<td>123</td>
</tr>
<tr>
<td>38. Student Responsibility in Handling Discipline Problems</td>
<td>124</td>
</tr>
<tr>
<td>39. Comparison of Student Responses to Item Twenty-Nine on the Inventory of Student Reaction</td>
<td>126</td>
</tr>
<tr>
<td>40. Comparison of Student Responses to Item Thirty on the Inventory of Student Reaction</td>
<td>127</td>
</tr>
<tr>
<td>41. Comparison of Student Responses to Item Thirty-Two on the Inventory of Student Reaction</td>
<td>127</td>
</tr>
<tr>
<td>42. Comparison of Student Reactions to Item Thirty-Five on the Inventory of Student Reaction</td>
<td>132</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>43. Comparison of Student Reactions Concerning the Availability of Chapel Services Which Provide Opportunity for Religious Growth</td>
<td>137</td>
</tr>
<tr>
<td>44. Comparison of Student Reactions Concerning the Adequacy of Facilities for Personal Meditation or Worship</td>
<td>138</td>
</tr>
<tr>
<td>45. Comparison of Student Reactions Concerning Opportunities for Student Contributions to the Spiritual and Ethical Life of the School</td>
<td>139</td>
</tr>
<tr>
<td>46. Comparison of Student Reactions to the Availability of Personnel for Religious Counseling</td>
<td>140</td>
</tr>
<tr>
<td>47. Comparison of Student Reactions Concerning the Availability and Helpfulness of Sources for Information on Employment Opportunities</td>
<td>143</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

I. THE PROBLEM

Statement of the problem.-- This study surveys those personnel services which are currently available in Protestant theological schools in the United States. A measure of student opinion concerning the helpfulness of each personnel service is also a part of this study.

Investigation of personnel services.-- An Inquiry Form has been constructed for gathering data on the following eleven areas of the personnel services programs in theological schools:

1. Orientation
2. Counseling services
3. Health services
4. Financial aid
5. Housing and dining facilities
6. Student self-government and discipline
7. Student activities
8. Religious services
9. Occupational information and placement
10. Organization and administration
11. Evaluation of personnel services
Data gathered by means of the Inquiry Form have been tabulated and presented in summary form so as to provide a comprehensive picture of personnel services currently available in theological schools.

Obtaining student opinion.--Students enrolled in their second year in each cooperating school were asked to complete an Inventory of Student Reaction concerning the helpfulness of each personnel service. These data obtained from students have been tabulated and presented so as to indicate the effectiveness of the various personnel services so far as the students are concerned.

II. JUSTIFICATION OF THE STUDY

A continuing need for evaluative studies.--Personnel services for graduate students have received little attention in research studies. Strang's observation of ten years ago is still pertinent today. "So far as published reports show, personnel work for graduate students has been neglected." Systematic evaluation of personnel services is a research function which may be neglected only at considerable cost to the school and the student. Erickson and Hatch argue in forcible terms for periodic evaluation of personnel services programs. "It may be said without reservation that the

failure of the staff to include this part of programming [evaluation] is one way of signing the death warrant of the program." This study helps to fulfill a continuing need for evaluative research concerning personnel services for graduate students.

A comprehensive, up-to-date picture.-- This study provides a comprehensive, up-to-date picture of an educational field which is in process of rapid growth and development. The writer has been unable to locate any research study which sets forth systematically quantified information on the personnel services currently available in theological schools. A recently published survey of theological education devotes portions of two chapters to discussion about some of the personnel services. This discussion is brief but helpful; however, it is not so comprehensive in coverage as the study herein presented, and it does not contain student opinion concerning the helpfulness of the services.

An evaluation utilizing student opinion.-- This study includes student opinion concerning the effectiveness of the personnel services programs in cooperating schools. Very few research studies have made use of student opinion in evaluating


personnel services programs, and the majority of studies which do utilize this factor are limited in scope to a single school or to a single phase of the program. As far as the writer has been able to determine this present study is the only comprehensive survey of personnel services in theological schools which includes a measure of student opinion concerning the effectiveness of the various programs. Broad areas of strength and weakness in the personnel services are thus identified by the very students whose educational opportunities are vitally influenced by the adequacy with which the personnel services are functioning.

An opportunity for self-evaluation.-- This study provides each cooperating theological school with an opportunity to evaluate the effectiveness of its own personnel services program. Each school participating in this study will receive an abstract of the findings of the study together with a tabulation of the responses given by their own students to each item on the Inventory of Student Reaction to Personnel Services. These data will permit each school to evaluate its own program of personnel services in the light of services available in other schools and in the light of reactions from their own students. It is the hope of the writer that such evaluations by participating schools will be the first step in initiating improvements wherever a particular program needs strengthening.

1/The construction of this instrument is described in Chapter III.
Summary statement. -- The writer submits that a study of the basic personnel services offered by theological schools together with a measure of student opinion concerning the helpfulness of such services is justified by the evidence presented above.
CHAPTER II

REVIEW OF RELATED RESEARCH

I. DEFINITION OF TERMS AND RELATED DISCUSSION

The personnel point of view.--One of the most significant trends in higher education during the past several decades has been the increasing recognition of and emphasis upon the individuality of each student. This trend has been paralleled by improved understanding of the essential unity of the student's personality and by a new awareness that effective learning takes place outside of the classroom as well as within the classroom. While there are continuing differences of opinion concerning the extent to which the college or graduate school should assume responsibility for encouraging the maximum development of the total personal capacities of each student, the concept that education must be concerned with the total person is increasingly accepted. The personnel point of view embraces a philosophy of education devoted to maximum development and full maturing of the personality and capacities of each individual student. On the one hand "the college should make optimum provision for the development of the individual and his place in society."1 while "the major

responsibility for a student's growth in personal and social
wisdom rests with the student himself. 1/

Student personnel services.-- The student personnel
services are an integrated program of specialized services
provided by the school so as to implement the personnel point
of view. The student personnel services are not a series of
mechanical devices and procedures superimposed on the educa-
tional process; rather these services are an integral part of
good education.

The theological school.-- The theological school is a
professional graduate institution which has as its major
purpose the preparation of persons for the ministry and for
related church vocations. Some theological schools refer to
themselves as "seminaries", "divinity schools", or "schools
of religion", and each of these terms is synonymous with the
designation "theological school".

Candidates for admission to a theological school must
hold an accredited A.B. degree or its equivalent. Consequently,
the theological school should not be confused with undergraduate
Bible institutes and Bible colleges offering diplomas or degrees
in theological studies. The normal theological school program
for ministerial candidates demands three years of academic
work and culminates in the granting of a Bachelor of Divinity
(B.D.) degree. First-year students enrolled in the B.D. program

1/Ibid., p. 6.
are designated as "juniors", second-year students are "middlers", and third-year students are "seniors".

II. THE NEED FOR PERSONNEL SERVICES IN THEOLOGICAL SCHOOLS

Graduate students need a personnel program which includes professional counseling services. A recent study by Nelson based on graduate and undergraduate students enrolled at Harvard substantiates this need. "A superficial look at the psychiatric care of graduate and undergraduate students indicates great similarity. The proportion of students who have psychiatric interviews and the mean number of interviews for each student are remarkably similar for the two groups." 1/

Two important differences between the way in which graduate and undergraduate students approach the psychotherapeutic resources of the school were noted. Not only does the graduate student make use of psychotherapy as frequently as his undergraduate counterpart, but he seems more aware of his own emotional needs, and he has a greater readiness for therapeutic interviews.

"The graduate group had 25 per cent more psychoneurotic illnesses, and 21 per cent fewer were seen for 'administrative and information' reasons. "...Sixty-five per cent of the graduate students were self-referred, in contrast to only 33 per cent of the college group." 2/


2/Ibid., pp. 88-89.
A study by Kirk of the Counseling Center contacts with graduate students enrolled at the University of California at Berkeley indicated findings which differ in certain particulars from those reported above by Nelson.

"In summary, it may be said that graduate students experience a need for vocational/educational/personal counseling, although not in so great a proportion as undergraduate students, nor do they appear to be as free in seeking counseling without the reinforcement of outer suggestion."

Both the Kirk and Nelson studies agree that professional counseling services are needed and used by graduate students even though the ratio of undergraduate to graduate students using such services at the University of California is larger than at Harvard. Perhaps this difference is in major part accounted for by the "complete and competent medical evaluation" given to each Harvard student during his first semester of graduate study. "The medical evaluation not only anticipates the psychiatric needs of a significant number of students but can also have value in helping them arrange for therapy with the least delay."

Several additional facts from the study by Nelson are worthy of attention. First, twelve per cent of the students who came for psychotherapy withdrew from school for medical or personal reasons as against only four per cent of the total


student body who withdrew for similar reasons. However, the remaining eighty-eight per cent who received psychotherapy continued to do successful academic work. Second, this study found no significant relationship between the student's area of academic interest and his need for psychotherapy. Third, nothing in the information required for admission could be used for significant prediction of the need for psychotherapy. "If students qualify for admission to a graduate school, no information routinely requested identifies the majority of those who will need therapy." "Never before has so much been known about the divinely ordained laws of personality growth and development. About the only more amazing fact than the increase of knowledge in this realm is the failure of the church to make use of it in its program."

1/ Ibid., pp. 100-101.
2/ Ibid., p. 100.
3/ Ibid., p. 104.

4/ Myron T. Hopper, "The Type, Quality, Range and Extent of Education Needed to Prepare Tomorrow's Religious Leadership and the Type of Institutions Needed to Provide It," in Education for the Christian Ministry for Tomorrow's Church, Howard E. Short, Editor, The College of the Bible, Lexington, Kentucky, 1953, p. 35.
Hopper further indicated that a knowledge of psychological values as expressed in interpersonal situations is necessary for success in the ministry, and he contended that seminaries need counseling services to assist students with personal problems.

"There should also be a program of individual counseling and guidance which will uncover and help work out personality difficulties. Those preparing for religious leadership are not immune to personality quirks and abnormalities. As a matter of fact, those with such difficulties often turn to full-time religious vocations in an attempt to compensate for, or solve, their problems."

Gustafson makes mention of those seminary students who select a church vocation in an effort to find healing for their own personality difficulties and he generalizes that "it seems no school is exempt from students of this type." While there is a rich diversity of personality types which make up the seminary student body, ten rather typical types of theological students have recently been described by Gustafson. His descriptions are based largely on information obtained through personal interviews with students from a number of different seminaries. These personality types range from the individual whose choice of the ministry arises from a desire to satisfy

1/Ibid., p. 39.
2/Ibid., p. 40.
his own inner needs and conflicts to the student whose Christian commitment is buttressed by realistic self-acceptance and growth in personal maturity. While space does not permit an extended description of each of these ten types of seminarians, it is important to indicate that students representative of the first five of Gustafson's categories could benefit a good deal from an adequate program of counseling services.

The minister has responsibilities for the mental health of other persons. Personnel services, with particular emphasis on the counseling services and their promotion of self-understanding and maturity, are necessary not only because they facilitate the seminary student's personal growth, but they provide him with an effective pattern for assisting parishioners who turn to the clergyman for counsel on intimate and personal problems. The extent to which the seminary has guided the ministerial candidate to know and to accept himself and his deepest desires, attitudes and motivations will be reflected in the methodology and effectiveness with which he functions as a pastoral counselor.

A recent study based on personal interviews with a carefully chosen sample of 2460 adult, non-institutionalized, non-transient Americans indicated that almost one person in every five (nineteen per cent) of the sample felt at some time that he was going to have a nervous breakdown, and almost one person in four (twenty-three per cent) acknowledged he had experienced
problems of sufficient intensity so that professional help might have been useful. Not all of those who felt the need for professional help actually sought assistance, but fourteen per cent of the persons in the sample did seek help with their problems. The individual most frequently contacted for assistance (in 42 per cent of the cases) was the clergyman.

On the basis of these statistics it is obvious that persons graduating from a theological school and entering the ministry will have numerous opportunities to be of assistance to individuals who have personal and emotional problems. Either the clergyman must be able to provide therapeutic aid or he must refer the person to a more specialized resource. Because this study indicated that clergyman make referrals only on rare occasion, it is even more essential that the seminary—both in its personnel services program and through its curriculum—prepare the ministerial candidate to discharge effectively his responsibilities for the mental health of his parishoners.


2/Loc. cit.


4/Ibid., p. 316.
III. THE NUMBER OF EVALUATIVE STUDIES IS LIMITED

Evaluative studies of personnel services programs are much needed but seldom undertaken. For more than a decade respected voices in the guidance movement have sounded the need for systematic evaluative studies, but these voices have remained largely unheeded. Strang argued that evaluation is necessary for professional survival. 1/

"Despite its difficulty evaluation of personnel work is necessary if the college personnel officer is to maintain his status. Administrators, the general public and students want to see results; they demand proof of the effectiveness of counseling and group work."

Six years ago Kamm obtained information from a sampling of "some forty" institutions of higher learning throughout the nation in an effort to determine the extent and type of research studies being conducted by personnel administrators. He concluded that "For the most part, there is little done by way of a repeated and systematic approach to research and evaluation." 2/ Two years later Cottle reviewed the published research studies for the period 1954-57 and summarized as follows: "This review for the three year period indicates the paucity and limited nature of published research on the


evaluation of guidance services. Just a year ago Rothney and Farwell re-emphasized the same theme.

"As the guidance movement enters into its second half-century, there is general recognition of the need for evaluation of its services, but little evidence that the need is being met. Guidance services, like many others in education, are still offered largely on the bases of hope and faith."

IV. STUDIES INVOLVING GROUPS OF COLLEGES OR UNIVERSITIES

The earliest evaluative surveys of personnel programs in higher education were conducted from the point of view of the administrative expert. The expert, individually or in committee, established his own standards of program strength and weakness, and by using a checklist, questionnaire, or personal visit rated a given program against the established standards. This method of evaluation by administrative expert is well portrayed in a pioneer study undertaken in 1925. L. B. Hopkins spent two or three days at each of fourteen major universities "to gain a more intimate knowledge of what types of personnel work is [sic] being done...and, in the minds of those concerned,


what most needs doing." An appreciation for the limited services provided by these infant programs is seen in some of the findings of Hopkins' study. Eight out of thirteen universities made use of faculty advisers; seven were introducing orientation and "Freshman Week"; ten had placement services; and eight had a psychologist for student counseling. Of particular relevance to the writer's study, Hopkins' report makes no mention of student opinion as a necessary factor in evaluating personnel services.

About a decade later the North Central Association of Secondary Schools and Colleges devised a rating scale of 132 items for use by an evaluating committee which investigated "the degree to which the provisions for student personnel service are associated with educational excellence in higher institutions." Gardner personally visited and coordinated evaluation procedures at each of the fifty-seven schools cooperating in the study. Factual data were obtained for each school, and each datum was weighted "in accordance with the writer's judgement of its relative importance in the total


pattern of personnel service." Thus a combination of objective data and the investigator's subjective evaluation yielded a total score for each institution.

In addition to the expert's evaluation, this study acknowledged the usefulness of student opinion, and "a representative group of students in each institution was asked to answer a questionnaire. The questionnaire was constructed so as to obtain student opinion relative to the importance and influence of certain personnel services." Unfortunately, Gardner's report contains no information on the wording of questionnaire items and makes no explanation, apart from the above quotation, as to how student opinions were used in evaluating the personnel services.

The continuing emphasis of survey evaluations without necessary reference to student opinion is seen in the study initiated in 1946 to determine the status of student personnel procedures in accredited teachers colleges. Self-evaluation inventories were mailed to member schools of the American Association of Colleges for Teacher Education and each college was encouraged to rate itself on eighteen separate phases of the personnel services program. Self-ratings received from

1/Ibid., p. 3.
2/Ibid., p. 4.
128 responding colleges indicated that the interest in personnel services was wide-spread, but there was a great deal of room for improving the quality of personnel services programs.

Arbuckle used interviews with administrators plus student opinions in an investigation of the effectiveness of personnel services programs in fifteen colleges and universities in the Chicago area. Data gathered in the study indicated that the educational philosophy of the institution had considerable effect on the methods used in achieving the objectives of the personnel services program; furthermore, differential perception by students and administrators concerning the effectiveness of a given personnel service was not uncommon.

Brailey investigated whether student reaction to personnel services was more favorable in universities where the administrative organization was more highly centralized than in universities with decentralized organizations. Basing his conclusion on the percentage of favorable student responses received for all personnel services, Brailey reported a statistically

1/Ibid., p. 240.


3/Ibid., p. 135.

significant difference in favor of universities having a centralized administration for the personnel services program.

Personnel services available at 102 Catholic women's four-year colleges were surveyed in a study which utilized questionnaire returns, analysis of college catalogues, and personal visits to twenty schools. Among the important findings McMurray indicated that ten responding colleges employed a staff psychiatrist while twenty-six colleges indicated the presence of at least one full-time counselor; however, in ten of these twenty-six colleges the counselor had no prior professional training.

Questionnaire responses obtained by Kauffman from 186 administrators of personnel services programs in liberal arts colleges indicated that only one college in five employed at least one full-time counselor, and only nineteen of 186 colleges indicated satisfaction with their present programs of personal counseling.


2/Ibid., p. 146.


4/Ibid., p. 98.
V. STUDIES INVOLVING A SINGLE UNIVERSITY OR GRADUATE SCHOOL

Studies of personnel services programs at a single university or graduate school tend to make more frequent use of student opinion than is the case with surveys involving several schools. A comprehensive description of the personnel services program at the University of Minnesota was completed in 1940 by Williamson and Sarbin. The basic purpose of the study was descriptive rather than evaluative, but certain areas of weakness were identified and suggestions for improvement were made.

Pershing utilized two instruments constructed by Kamm and Wrenn in evaluating personnel services at the Georgia Institute of Technology. Student expressions of satisfaction or dissatisfaction, evaluation by members of the teaching faculty, and evaluation by a specialist in personnel services all indicated there was considerable need for improvement in the personnel services program.

Personal interview data and questionnaire responses obtained by Matthews from graduate students at Teachers College indicated need for an expanded orientation program, improved educational

1/E. G. Williamson and T. R. Sarbin, Student Personnel Work in the University of Minnesota, Burgess Publishing Co., Minneapolis, 1940.
guidance services, and greater accessibility of faculty advisers for consultation on more serious problems.

Marsh used both questionnaire and interview in identifying personal problems which were common to a sampling of first-year graduate students at Columbia University. His study emphasized the need for personalizing the educational experience of the graduate student so that he will feel that faculty members and fellow students know him and are interested in him as a person more than as an intellectual entity.

Interview and questionnaire methods were used in a study of personnel services available to graduate students at Teachers College. Among the findings of this study, Clark reported that the need for a personnel services program does not diminish when one becomes a graduate student. "It is true that graduate students are much older on the average and have a great deal more experience than undergraduate students but, nonetheless, they too seem to have about the same problems and needs as


students in general."\(^1\) He also noted that the graduate student's contact with his major adviser is his most important single contact.\(^2\) Differential perception of faculty-student relationships was epitomized as follows: "The faculty member perceives himself as accessible and accepting, while the student says he often feels ill at ease in his presence and feels he does not belong to the community.\(^3\)

Whiting evaluated personnel services at West Virginia Institute of Technology by using the report form and student reaction inventory constructed by Kamm and Wrenn.\(^4\) Areas of progress and growth were identified, but critical areas of weakness were also noted. Changes considered necessary if the personnel services program were to be improved included the provision for in-service training for faculty advisers, the revision of duties of personnel staff so that they may have more time for personal counseling with students, and the enlightenment of the administration to the importance of the counseling services.\(^5\)

\(^1\)Ibid., p. 71.
\(^2\)Ibid., p. 57.
\(^3\)Ibid., p. 55.
\(^5\)Ibid., pp. 162-63.
VI. STUDIES INVOLVING THEOLOGICAL SCHOOLS

Several studies involving specialized aspects of seminary personnel services have been undertaken during the past decade. Duewel investigated field work practices in accredited and non-accredited theological schools and developed a list of basic principles useful for field work supervision. Over half of the seminary students enroll in supervised field work, and almost three-fourths of the ninety-six seminaries participating in the study indicated that field work was required for graduation. On the need for integrating field work with educational and vocational counseling, Duewel commented as follows:

"Field work has been more closely related to guidance than to any other aspect of the curriculum. Few seminaries, however, have given adequate emphasis to guidance or have made their entire faculty guidance conscious."

In a study of the effectiveness of the personal guidance and counseling given to students in the field work program at the Oberlin College Graduate School of Theology, Owen noted that the thirty-nine students enrolled in this program had "an average of five personal conferences with faculty counselors, concerning non-academic problems, during the first


2/Ibid., pp. 313-14.

3/Ibid., 286-87.
With reference to the need for qualified counselors in seminaries, the study contends that "a guidance counselor in a theological school should be as highly trained for his work as a student guidance counselor in a college or university."  

Billinsky undertook a study of admissions procedures in theological seminaries and on the basis of questionnaire responses and interview data identified the three most important qualities for seminary students as "intellectual ability, sound personality and interest in the ministry." In identifying the most important factors which contribute to drop-outs and failures among seminary students, responding theological educators mentioned personality difficulties or maladjustments more frequently than any other single factor. 

Related data gathered by Billinsky from administrators and professors indicated that the types of problems faced by continuing theological students are similar to those which cause failures or drop-outs. "The real difference is to be found in

1/Llewelyn A. Owen, An Evaluation of Field Work Guidance at the Oberlin College Graduate School of Theology, Unpublished doctoral dissertation, Boston University School of Theology, 1956, p. 150.  
2/Ibid., p. 21.  
the intensity of a given problem. "1/ "Emotional immaturity" ranked second in importance in the types of problems, while "conflict between the time spent on outside work and the time needed for study" ranked first. Further down the list are such personal and emotional problems as "sexual maladjustment", "difficulty in adjusting to the new environment", "marital difficulties", "sexual perversion", and "social maladjustment." 2/ Of particular interest to the writer is the fact that, without exception, every one of the twenty-one different types of seminary student problems listed in the Billinsky study is a legitimate and necessary concern of a good personnel services program.

Wood completed an evaluative study of the personnel services available at twelve Bible institutes and Bible colleges, nine liberal arts colleges, and thirteen theological seminaries. He found that the liberal arts colleges offered more adequate personnel services than either the Bible schools or theological seminaries. 3/ He recommended that the seminary staff should contain a full-time coordinator of student personnel services and at least one qualified counselor. 4/

1/ Ibid., pp. 65-66.
2/ Ibid., pp. 65-66.
3/ Ibid., p. 199.
5/ Ibid., p. 211.
Irwin made use of both student and faculty opinion in his careful evaluation of the student personnel services program at the School of Religion of the University of Southern California. His purposes were to identify areas of weakness and to recommend improvements reflecting the student personnel point of view. The seminary students indicated they perceived faculty members as personally interested in them; yet, they expressed need for more adequate long-range educational counseling. The testing program and interpretive interview were favorably received, and about three-fourths of the respondents indicated they had sought faculty counseling assistance with regard to personal, educational, or vocational problems. Irwin's findings emphasize the need for vocational counseling services for seminary students.

"A common assumption is that the presence of a student in a theological school implies that he has made a vocational choice and his future clearly lies in the direction of the ministry. But as counseling with theological students reveals there are many problems which in some cases have yet to be faced satisfactorily if the person is to find personal fulfillment and make a creative vocational contribution."


VII. SUMMARY

A number of recent studies give emphasis to the graduate student's need for personnel services. Students in theological schools need personnel services in order to encourage maximum student growth and development, to increase self-understanding and self-acceptance, and to prepare for the effective discharge of mental health responsibilities toward parishioners.

Evaluative studies of personnel services programs have placed major emphasis on the perceptions and opinions of administrators and faculty members and have made relatively little use of student perceptions. A limited number of studies undertaken during the past decade and a half have included student opinion in the evaluative process; however, if personnel services are to be geared to student needs, an increasing percentage of the administrators and evaluators of such programs must encourage student commentary and acknowledge its constructive value.
CHAPTER III
RESEARCH PROCEDURES

I. METHODS FOR OBTAINING DATA

The questionnaire is frequently used in educational research despite objections which have been raised concerning its limitations. Hubbard observes that "the questionnaire has the dubious honor of receiving more criticism in print than almost any other research technique." A brief article by Duker sharply criticizes the questionnaire, but at the same time indicates that over one third (34.4 per cent) of a sample of 279 doctoral dissertations drawn from the Teachers College, Columbia University, Contributions to Education series from 1935 to 1945, inclusive, made use of the questionnaire method.

Some objections to use of the questionnaire are based on limitations inherent in the technique itself, but most objections are leveled against inappropriate procedures deriving from the failure of individual users to observe fundamental precautions in construction and distribution of the


-28-
Problems of validity and reliability face every user of the questionnaire method, and at these crucial points users of the questionnaire have frequently violated sound research procedure. In their investigation of 500 questionnaire type studies which were reported in six educational periodicals, Davis and Barrow found that an overwhelming majority of studies failed to report adequate information on validity and reliability. "Three hundred and eighty investigators made no statement concerning validity of their questionnaires."  

"...four hundred seventy-six authors made no statement concerning the reliability of the questionnaire."  

The information necessary for this particular study might conceivably have been obtained by personal interview rather than by means of an inquiry form. However, the seventy-seven accredited theological schools are scattered across twenty-four separate states plus the District of Columbia, and the financial expenditures necessary to visit each seminary personally would have made it impossible for the writer to complete this study. The inquiry form is an effective method for gathering data for a survey type


3/ Ibid., p. 143.
of study so long as the instrument has been carefully constructed, adequ­ately validated, subjected to preliminary try-out, and attractively printed. Davis and Barrow contend that emphasis should be placed on improving the usefulness of the questionnaire rather than on discrediting it as an instrument of research. More recently Gilbert contended that the questionnaire is practicable for surveying personnel services.

"While there are many possible objections to a questionnaire type of appraisal of student personnel service, it is one of the few practical and not prohibitively expensive means for securing some rough estimate of the apparent value of the service."

II. CRITERIA FOR PERSONNEL SERVICES

Any study which is concerned with the effectiveness of personnel services must also be concerned with the formulation of criteria against which a personnel services program may be compared. Each criterion item identifies some desirable aspect of a personnel services program, and by comparing the criterion items against the existing program, one may estimate areas of strength and weakness.

Ten years ago a doctoral study by Rackham made an admirable contribution to the establishment of effective

1/Robert A. Davis and Edwin L. Barrow, op. cit., p. 144.
criteria for a complete personnel services program. Several years later, Kamm singled out Rackham's contribution as "One of the most meaningful steps ahead in evaluation of student personnel programs...."1/ Despite the potential value of the Rackham criteria, this writer has failed to locate a single published study or doctoral dissertation which has made use of these criteria in evaluating a personnel services program. Inasmuch as the writer of this study used Rackham's final rating scale of criterion items as the basic source for constructing the Inquiry Form Concerning Personnel Services in Theological Schools, it is necessary to review briefly the development of these criteria.

Rackham began his study by reading the literature and related research studies on personnel services in higher education. From these readings he constructed a list of 834 criterion items which he submitted for evaluation to student personnel administrators in 113 different institutions of higher learning. These administrators evaluated the criterion items for accuracy and comprehensiveness, and on the basis of their criticisms Rackham revised the criteria and incorporated them in a rating scale which was submitted for final evaluation to ten specialists in personnel services. The panel of ten experts checked


2/See Appendix A for a copy of this form.
each item for accuracy, usefulness in evaluation, and "the extent to which its inclusion is associated with institutional excellence."

The ratings of the experts were used for final revision and for establishing a numerical weight for each criterion item included in the rating scale. In the writer's opinion the sole disadvantage of the Rackham rating scale, which in its final form contains 851 separately weighted criterion items, is its overall length.

III. CONSTRUCTION OF THE INQUIRY FORM CONCERNING PERSONNEL SERVICES IN THEOLOGICAL SCHOOLS

Purpose of the form.-- The purpose of this Inquiry Form was to obtain factual data concerning the personnel services currently available in theological schools. Each item on the Inquiry Form was designed to ascertain what the school does in its personnel services program or what services the school has available. Items calling for the evaluations or opinions of the administrator completing the form were not included. Space was provided at the end of the form for any additional comments which the administrator might desire to make.

Construction of first draft.-- The writer selected from the Rackham Student Personnel Services Inventory those items which in his opinion were most appropriate for a personnel services program in a graduate theological school. The phraseology of these items was revised so that the administrator's

1/Erik N. Rackham, op.cit., p. 16.
response would be factual rather than evaluative or attitudinal. An excerpt of Rackham's criterion items for counseling services is given in Appendix B. A comparison between this excerpt of criterion items and the items found under the section "Counseling Services" in the completed Inquiry Form Concerning Personnel Services in Theological Schools illustrates the way in which Rackham's items were revised for the purposes of this study.

In order that the questionnaire might be answered easily and quickly most items were constructed in check list form under which the respondent checks the response category which is most appropriate for his school. "Open-end" responses were permitted on twenty items where the printed alternatives did not include all possible answers. One item of a personal nature inquired into the academic training of the administrator of the personnel services program, and this item was placed toward the end of the questionnaire.

Validation of the Inquiry Form.-- A panel of ten experts in personnel services in higher education was constituted to judge whether the items in the draft inquiry form were appropriate for gathering factual data concerning personnel services in theological schools. Garrett contends that there is

1/ The excerpt is taken from Erik N. Rackham, op. cit., pp. 501-02.
2/ Appendix A.
3/ Members of the panel are listed in Appendix C.
considerable value in making use of the judgement of qualified persons when constructing an instrument of this type.

"The initial choice of test items depends upon the judgement of competent persons as to the suitability of the material for the purposes of the test... The validity of most standard tests of educational achievement depends upon the consenses of teachers and other competent judges as to the adequacy of the items included... "Items used in personal data sheets, interest inventories, attitude scales and the like, also represent a consensus of experts as to the most diagnostic items in the areas sampled."

Thorndike and Hagen also contend that there is a positive relationship between the judgement of competent persons and the content validity of the instrument.

"There are two main types of evidence bearing on the validity of a test, rational and empirical. On the one hand we encounter a wide range of testing situations in which appraisal of the validity of a measurement procedure depends primarily upon rational analysis and professional judgement. The analysis may be of the topics and areas included in the test—its content. For this type of analysis we shall speak of content validity."

Each member of the panel which was chosen to validate the content of the Inquiry Form Concerning Personnel Services in Theological Schools is highly qualified both by training and by experience in personnel services work. Each member of the panel currently holds membership in the American Personnel and Guidance Association and has made important contributions to the literature on personnel services in higher education or


is currently employed in a responsible position which is in the personnel services field. The judges were asked to rate each item on the following two characteristics:

1. Does the item make inquiry concerning a personnel service which is either desirable or necessary in a graduate professional school?

2. Does the item need to be revised or reworded?

Only items approved as desirable or necessary by at least six judges were retained in the final Inquiry Form, and items were revised if two judges indicated need for the same.

The Inquiry Form as validated and revised was submitted to a panel of five professors who have had practical experience with personnel services in theological schools. In addition to having experience in the personnel services field, each of these persons holds an earned doctor's degree, and is a member of either the American Psychological Association or the American Personnel and Guidance Association. Each member of the panel was asked to insure that items on the Inquiry Form are clear and unambiguous and that they may be answered easily and quickly by the administrator of the personnel services program in the theological school. Two of the members of this panel actually completed the items on the form just as if they were doing so for their own school, and in this way the form was given a practical tryout. If two members of this

1 Members of this panel are listed in Appendix D.
It is submitted by the writer that the Inquiry Form Concerning Personnel Services in Theological Schools is a valid instrument for gathering data required for this study. While the face validity of the instrument rests ultimately on the combined judgment of two carefully chosen panels of experts, this face validity is supplemented by the manner in which items were selected for inclusion in the inquiry form and by the practical tryout of the form given by two members of the second panel of experts.

Reliability of the Inquiry Form. -- Anastasi discusses four different methods for finding the reliability of tests. In each of these methods one must use either a total score, scores on comparable halves of a test, or a tabulation based on the proportion of those who pass or fail each item. Inasmuch as the Inquiry Form Concerning Personnel Services in Theological Schools yields neither a total score nor a series of answers which may be graded as "right" or "wrong", there is no standard method for determining the reliability of this instrument.

IV. CONSTRUCTION OF THE INVENTORY OF STUDENT REACTION TO PERSONNEL SERVICES

Purpose of the Inventory of Student Reaction. -- Whereas the purpose of the Inquiry Form Concerning Personnel Services in Theological Schools was to obtain factual data concerning available or existing personnel services, the Inventory of Student Reaction to Personnel Services was prepared to obtain a measure of student opinion concerning the effectiveness with which each personnel service is functioning. The former instrument would provide quantitative data while the latter would be used to obtain qualitative reactions. Space was provided at the end of the inventory for the free-response comments of respondents.

Construction of first draft. -- The content of the Student Reaction Inventory was determined by the nature of the items contained in the Inquiry Form Concerning Personnel Services in Theological Schools after it had been scrutinized by the panel of ten experts mentioned above. The inventory permits the theological student to indicate the level of satisfaction which he has experienced in using the following personnel services: orientation, advising and counseling, health services, financial aid, housing and dining facilities, student self-government and discipline, student activities, religious services, and occupational information and placement. Because faculty advising and professional counseling comprise the most

1/A copy of this form is given in Appendix E.
2/Cf. page 33 above.
vital portions of the personnel services program for graduate students, a total of ten items on these areas were included in the inventory. Other subdivisions of the personnel services program were investigated by either three or four items in the inventory.

In answering items on the Inventory of Student Reaction the seminarian may choose from five possible responses. The first response indicates that the service is "not available" so far as the student knows. Responses in this column provide a check against the listing of available services given on the Inquiry Form by the administrator of the personnel services program. The second response indicates that the service has not been used by the student. The chief value of this column is that it separates the opinions of those who have not used a service from the reactions of those who have. The combination of responses in columns one and two provide the theological school with evidence concerning the effectiveness with which they have communicated to the student body concerning those services which may be available but which may be little used. Responses three, four and five indicate the degree of satisfaction or helpfulness obtained from the personnel service. The degrees of helpfulness are on a continuum ranging from "little or no help" to "moderately helpful" to "very helpful".

Ruth Strang, "Personnel Services for Graduate Students in Education," op. cit., p. 108.
It is the view of the writer that student reactions to personnel services are more realistic if represented on a three-point scale rather than on a dichotomous scale. In this inventory the middle position on the continuum is recognized as a valid alternative which may on many items receive a larger percentage of student responses than either of the positions toward the ends of the continuum.

Validation of the Inventory of Student Reaction. -- After a draft of the Student Reaction Inventory had been constructed, it was given a preliminary tryout by two persons who recently graduated from theological school. The main purpose of the tryout was to see if a theological school graduate could understand the directions for completing the inventory and could respond to each item. As a result of this preliminary tryout rather extensive changes were made in the directions so as to make the inventory self-explanatory and self-administering.

The inventory was then submitted to the panel of five judges mentioned above. This panel was asked to check the inventory for the following features:

1. Ease of administration
2. Clarity and lack of ambiguity of each item
3. Adequacy with which the inventory investigates the over-all efficiency of each personnel service

The two members of this panel who had given an actual

\footnote{Cf. page 35 above.}
try out to the Inquiry Form also completed the items on the Student Reaction Inventory and in this way gave the instrument a practical tryout.

All five judges agreed that directions for administering the form were satisfactory and that in terms of the over-all length of the inventory the coverage was satisfactory. Several changes were made in the wording of items. For example, the wording of item ten was clarified by deleting the words "Faculty members who are able..." and substituting "At least one faculty member who is able to identify and counsel (or refer) students who have personal maladjustments."

The Inventory of Student Reaction was then pretested on two different groups of students to see if these students experienced any difficulties in interpreting the directions, understanding each item, and providing the necessary information. The first group of students were college freshmen at Sterling College where the writer is currently employed. Because these students were college freshmen rather than seminary students, paragraphs one and two of the first page of the inventory were deleted, but instructions for completing the inventory as well as items in the form itself were unchanged. Students completed the inventory in twelve to fifteen minutes, and the student reactions obtained were utilized in a subsequent class period as a basis for discussion of the college personnel services program. The inventory proved to be valuable in stimulating
class discussion, and the student reactions obtained from the inventory proved helpful in identifying areas of general strength and weakness in the personnel services program.

Next a pretest was arranged with middler students at the Central Baptist Theological Seminary in Kansas City, Kansas. The total number of middler students in this seminary is fourteen, and the inventory was administered on a day when two of these students were absent. No difficulties were experienced by this class of twelve seminary students in completing the inventory.

Reliability of the Inventory of Student Reaction.-- Some years ago Wrenn developed a Study-Habits Inventory which is similar in two respects to the Inventory of Student Reaction. First, items on the inventory are descriptive of the student's present habits of study and are not scored as "right" or "wrong". Second, student responses are placed on a three-point continuum ranging from "rarely or never" to "sometimes" to "often or always". Wrenn's comment on the reliability of his inventory is pertinent to this discussion.

"Since the Inventory is a check list of 28 study habits of unknown degrees of discreetness, rather than a test in the ordinary sense of the word, there is no suitable method that is at present known to the author for determining its reliability."

1/ This seminary is an associate member of the American Association of Theological Schools.

In a recent study Whiting used an inventory developed by Kamm and Wrenn to obtain student opinion on the effectiveness of the personnel services program at West Virginia Institute of Technology. The inventory contains sixty items, and three possible responses, "Yes", "No", and "?" are provided for each item. Because no information had been reported concerning the reliability of this instrument, Whiting ran a test-retest study with twenty-two college students, and assigned arbitrary numerical values to the student responses for each item. Using numerical sub-totals reliability coefficients were determined for each of twelve personnel services included in the inventory. These coefficients ranged from .47 to .80 with the median coefficient at .64.

Utilizing a method similar to that of Whiting, the writer administered the Student Reaction Inventory to 75 freshmen students at the college where he is employed. The inventories were administered on a test-retest basis with a one week interval. During the first administration of the test students were informed that they were not to place their names on the inventories, but they were to select a number from a list which was circulated and which was retained in the possession of one of the class members until the following week. At the time of


2/Ibid. Appendix B contains a copy of the instrument.

the second administration students utilized the same identifying number and then the list was destroyed.

"Total scores" for this test-retest administration for each student were obtained by assigning arbitrary weights to each of the five possible responses. Weights of five, four, three, two and one were given to the respective "very helpful", "moderately helpful", "little or no help", "not used", and "not available" responses. The writer correlated the two sets of total scores by using the Pearson product-moment formula and obtained a correlation of stability of .79 for the total scores on the separate administrations. This coefficient of .79 does not compare unfavorably with coefficients of reliability obtained for similar instruments. McNemar indicates that reliability coefficients for attitude scales "are usually between .70 and .90, with typical values in the low .80's".

Guilford indicates that instruments which have lower reliabilities may be useful for research purposes.

"As to how high reliability coefficients should be, no hard-and-fast rules can be stated. For research purposes, one can tolerate much lower reliabilities than one can for practical purposes of diagnosis and prediction. We are frequently faced with the choice of making the best of what reliability we can get, even though it may be of the order of only .50, or of going without the use of the test at all."


V. ANALYSIS AND PRESENTATION OF DATA

First, data obtained on the Inquiry Form Concerning Personnel Services in Theological Schools have been tabulated and presented in summary form so as to provide a broad picture of the type of personnel services now available in seminaries.

Second, this picture of available services has been supplemented by the reactions of middler B.D. students concerning the over-all helpfulness of such services. The purpose of this aspect of the study has been to indicate general areas of strength and weakness in the personnel services programs as evidenced by the reactions of students using the services.

Third, student reactions concerning the helpfulness of various services have been analyzed by means of the chi-square test to see whether expressions of satisfaction or dissatisfaction were significantly related to certain variable characteristics of the cooperating schools. In this portion of the study the cooperating schools were grouped according to the categories listed below, and the chi-square test was used to compare the divergence of observed student reactions at schools in the several categories from those which are expected on the hypothesis of equal probability. The following four categorical classifications have been used for this portion of the study.

1. Size of B.D. (or equivalent degree) enrollment
   a. Fewer than 100
   b. 100 to 199
   c. 200 or more
2. Number of women enrolled for B.D. degree
   a. None
   b. One to three
   c. Five or more (No school reported four.)

3. Relationship to a college or university
   a. Independent
   b. Either an organic part of a university or related to a liberal arts college

4. Faculty-student ratio
   a. 1:11 or less
   b. 1:12 or more

With reference to the category, "Size of B.D. enrollment", the chi-square comparison is between student reactions at schools where the enrollment is "fewer than 100" as against those having "200 or more". With reference to the category, "Number of women enrolled for B.D. degree", the chi-square comparison is between student reactions at schools where there are no women enrolled for the B.D. degree as against those schools where there are

1/ Theological schools have been included in this subcategory if they are a constituent part of a university in which graduate programs in fields other than theology are offered. If the theological school has a reciprocal academic relationship with a university but is legally separate in administration, it has not been included.

2/ Theological schools have been included in this subcategory if both the college and the theological school are supervised by a single governing body even though the theological school and the college are distinct institutions with separate faculties.

"five or more" women enrolled in this degree program. The .01 level of confidence has been established as the standard for statistical significance in this study. In a few instances the study makes mention of chi-square values at the .05 level of confidence even though this study does not classify these as statistically significant. Numerical data for the chi-square tabulations were punched on IBM cards and calculations were performed by an IBM 650 computer. The following formula was used for testing agreement between observed and expected frequencies: 

$$\chi^2 = \sum \frac{(o - e)^2}{e}$$

Fourth, the study has investigated whether the availability or non-availability of certain personnel services is significantly related to the above-listed variable characteristics of the cooperating schools.

Finally, it was hypothesized that the historic denominational relationship of a seminary might be a variable factor in distinguishing between personnel services programs. Seven basic denominational categories were established in investigating this hypothesis, and each category contains at least five schools which cooperated in the study by completing the basic Inquiry Form Concerning Personnel Services in Theological Schools. The denominational categories are as follows:

1. Baptist
2. Disciples of Christ

1/ Includes schools from both the American Baptist Convention and the Southern Baptist Convention.
3. Lutheran
4. Methodist
5. Presbyterian
6. Protestant Episcopal
7. Undenominational

In reporting the findings of this study the writer agreed that none of the cooperating schools would be referred to by name or by other identifying data, consequently no record is included of schools which fall into each of the sub-categories, and all data are reported and discussed in terms of the group. Any references or illustrations which concern only a single school are anonymous.

VI. DESCRIPTION OF SCHOOLS COOPERATING IN THE STUDY

Cooperation obtained for the first phase.-- The most recently published list of accredited members of the American Association of Theological Schools includes seventy-seven schools which are located within the United States. Rather than attempting to gather data from a random sampling of these schools from both the American Lutheran Church and the United Lutheran Church in America.

2/Includes schools from both the Presbyterian Church in the U.S. and the United Presbyterian Church in the U.S.A.

3/Includes only those undenominational or interdenominational schools which were Congregational in origin.

schools, the writer determined to seek the cooperation of the entire population of seventy-seven schools to obtain a picture of the personnel services currently offered in seminaries.

On February 16, 1961, the writer mailed a copy of the Inquiry Form Concerning Personnel Services in Theological Schools together with a single copy of the Inventory of Student Reaction to Personnel Services to the appropriate administrative officer at each of the seventy-seven member schools of the American Association of Theological Schools. A copy of the covering letter which accompanied these forms and provided a brief explanation of the study is contained in Appendix F. This initial request for cooperation was addressed to the person at each seminary who seemed most likely to have major responsibility for administering the personnel services program. Appropriate follow-up letters were mailed at intervals of approximately two weeks until a reply was obtained from each of the seventy-seven schools in the population. Nine schools indicated directly that they would not cooperate in the study. Three of the nine schools stated that it was against their policy to do so, while four others indicated lack of time together with the frequency of similar requests as their basic reason for refusal. The eighth school gave no specific explanation for refusing while the ninth indicated their Dean of Students was on leave of absence. Interest in the study was expressed by personnel at three additional schools which promised cooperation but failed to provide the necessary information. By the final week of May, 1961, sixty-five theological schools, representing 84.4
per cent of the total population, had returned completed copies of the basic Inquiry Form Concerning Personnel Services in Theological Schools. A listing of these sixty-five cooperating schools is contained in Appendix G.

Cooperation obtained for the second phase.-- Schools which cooperated in the study were asked not only to complete the basic Inquiry Form but also to administer the Inventory of Student Reaction to Personnel Services to middler students enrolled in the Bachelor of Divinity program. Again, the aim of this study was to obtain the reactions of an entire population consisting of all middler students working toward the B.D. degree in accredited theological schools. Middler students were selected rather than juniors on the hypothesis that middlers would have had more time to use and become acquainted with the various personnel services at their seminaries. Middler students were selected rather than seniors because the third year of study in most seminaries is given over substantially to elective courses; consequently, it would be more difficult to contact seniors during a regular class period.

The writer asked each seminary to administer the Inventory of Student Reaction during class time in a course which would be required for middler B.D. candidates. He further suggested that a professor serving in the field of pastoral theology be responsible for administering the form. Because several schools declined to administer the inventory during class time, the writer included the following paragraph in his second group
of follow-up letters:

"If it is not convenient for you to administer the student inventory during class time, I shall be willing to mail an inventory plus a return stamped envelope to each middler and then provide you with a summary of responses plus suggestions for interpretation."

Five schools permitted the writer to contact their middler students by direct mail, and forty additional schools indicated their willingness to administer the Inventory of Student Reaction themselves. However, six of this latter group of forty schools did not return any completed forms, and two others returned the completed inventories after the deadline for including them in the statistical analysis had passed.

In all, 1,099 students from thirty-nine schools (50.6 percent of the total number of schools) completed the Inventory of Student Reaction. Of these 1,099 completed inventories, 380 were not used in the analysis of student reaction to personnel services for the following reasons. Seventy-two forms, representing the total returns from two seminaries, were not received until the final deadline for inclusion in the statistical analysis had passed. Eighty inventories were discarded because they had been completed by students who were not members of the middler class or who were not candidates for the B.D. degree or its equivalent. An additional 228 inventories, representing the responses of middler B.D. students from twelve schools, were not used because the percentage of middler students who completed inventories at these particular schools did not equal the following criterion. In seminaries where the enrollment in the middler class was less than fifty students, the
writer determined that reactions had to be obtained from at least two-thirds of the class in order to be included in the study. In seminaries where the enrollment in the middler class was fifty or more, reactions had to be obtained from at least one-half of the class in order to be included in the study. Thus, the 719 inventories used in the second phase of this study are the reactions of a high percentage of middler class B.D. students from twenty-five self-selected seminaries. These twenty-five schools comprise 32.4 per cent of the total population of theological schools and 38.4 per cent of the sixty-five seminaries which completed the basic Inquiry Form Concerning Personnel Services in Theological Schools. In the seventeen schools where the middler class enrollment was less than fifty, the percentage of students who completed Inventories of Student Reaction ranges from 69 per cent to 100 per cent with the median at 79 per cent. In the remaining eight seminaries where the middler class enrollment was at least fifty, the percentage of students who completed Inventories of Student Reaction ranges from 51 per cent to 76 per cent with the median at 61.5 per cent.

Tables indicating cooperation for both phases.-- Table 1 indicates that the percentage of cooperation in both phases of the study was highest in schools where the B.D. enrollment was less than 100. Not only did a higher percentage of smaller schools participate in both phases of the study, but the percentage of middler students in each of the smaller schools who actually completed the Inventory of Student Reaction was greater than in the larger schools. As a result, a greater number of
schools enrolling fewer than 100 B.D. students were represented in the final analysis of student reactions to personnel services than was the case with the larger schools.

Table 1. Cooperating Schools According to Size of Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fewer than 100</th>
<th>100 to 199</th>
<th>Over 200</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
</tr>
<tr>
<td>A.A.T.S. member</td>
<td>25 32</td>
<td>26 34</td>
<td>26 34</td>
<td>77 100</td>
</tr>
<tr>
<td>schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Inquiry</td>
<td>24 37</td>
<td>19 29</td>
<td>22 34</td>
<td>65 100</td>
</tr>
<tr>
<td>Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administered</td>
<td>17 44</td>
<td>13 33</td>
<td>9 23</td>
<td>39 100</td>
</tr>
<tr>
<td>Inventory of Student Reaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of</td>
<td>13 52</td>
<td>7 28</td>
<td>5 20</td>
<td>25 100</td>
</tr>
<tr>
<td>Student inventories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sufficient for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inclusion in analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2 indicates that cooperation in the first phase of the study was directly proportional to the number and percentage of schools in each subcategory. Cooperation for the second phase of the study was slightly less in schools where at least five women were enrolled for the B.D. degree than in schools where fewer or no women were enrolled in the B.D. program.

Table 2. Cooperating Schools According to the Number of Women Enrolled for the B.D. Degree

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 to 3</th>
<th>5 or more</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq. %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.A.T.S. member schools</td>
<td>29 38</td>
<td>26 34</td>
<td>22 28</td>
<td>77 100</td>
</tr>
<tr>
<td>Completed Inquiry Form</td>
<td>25 38</td>
<td>22 34</td>
<td>18 28</td>
<td>65 100</td>
</tr>
<tr>
<td>Administered Inventory of Student Reaction</td>
<td>14 36</td>
<td>15 38</td>
<td>10 26</td>
<td>39 100</td>
</tr>
<tr>
<td>Percentage of student inventories sufficient for inclusion in analysis</td>
<td>10 40</td>
<td>9 36</td>
<td>6 24</td>
<td>25 100</td>
</tr>
</tbody>
</table>
Table 3 indicates cooperation on both phases of the study was proportional to the number and percentage of independent schools as compared with the number and percentage of schools which are related to a college or university.

Table 3. Cooperating Schools According to Relationship to a University or College

<table>
<thead>
<tr>
<th></th>
<th>Independent</th>
<th>Related to a University or College</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
</tbody>
</table>
| A.A.T.S. member schools  | 52 68 | 25 32 | 77 100
| Completed Inquiry Form   | 43 66 | 22 34 | 65 100
| Administered Inventory of Student Reaction | 26 67 | 13 33 | 39 100
| Percentage of student inventories sufficient for inclusion in analysis | 18 72 | 7 28 | 25 100
Table 4 indicates that cooperation on the second phase of the study was somewhat higher for schools with faculty-student ratios of 1:11 or less than for schools where the faculty-student ratio is 1:12 or more.

Table 4. Cooperating Schools According to Faculty-Student Ratio

<table>
<thead>
<tr>
<th></th>
<th>1:11 or less</th>
<th>1:12 or more</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>A.A.T.S. member schools</td>
<td>37</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>Completed Inquiry Form</td>
<td>32</td>
<td>49</td>
<td>33</td>
</tr>
<tr>
<td>Administered Inventory of Student Reaction</td>
<td>22</td>
<td>56</td>
<td>17</td>
</tr>
<tr>
<td>Percentage of student inventories sufficient for inclusion in analysis</td>
<td>13</td>
<td>52</td>
<td>12</td>
</tr>
</tbody>
</table>
Table 5 indicates several facts concerning cooperation received from various seminaries when they are placed in denominational categories. With the single exception of the Lutheran seminaries, at least 80 per cent of the schools in each denomination category cooperated in the first phase of the study. One hundred per cent cooperation was obtained from the eleven seminaries grouped together under "Smaller Denominations", and from the nine Presbyterian and five Disciples of Christ seminaries.

Cooperation in the second phase of the study was highest from seminaries representing the "Smaller Denominations". Cooperation was poorest from schools in the Protestant Episcopal, Baptist, and Lutheran categories.

1/ Because a seminary has been classified within the "Smaller Denominations" category does not necessarily mean that its enrollment is also small; however, six of the eleven schools in this category have fewer than 100 B.D. candidates.
Table 5. Cooperating Schools According to Denominational Background

<table>
<thead>
<tr>
<th>Denominational Categories*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.T.S. member schools</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>77</td>
</tr>
<tr>
<td>Completed Inquiry Form</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>65</td>
</tr>
<tr>
<td>Administered Inventory of Student Reaction</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>Percentage of student inventories sufficient for inclusion in analysis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>25</td>
</tr>
</tbody>
</table>

*Code: 1 Baptist
2 Disciples
3 Lutheran
4 Methodist
5 Presbyterian
6 Protestant Episcopal
7 Undenominational (Congregational origin)
8 Undenominational or Interdenominational (non-Congregational in origin)
9 Smaller Denominations having one or two seminaries
VII. COMPARISON OF STUDENT REACTIONS 
OBTAINED BY TWO DIFFERENT METHODS

Five theological schools permitted the writer to administer the Inventory of Student Reaction by direct mail. The writer investigated whether the responses obtained by direct mail were more critical of the personnel services programs in their schools than responses obtained when the inventories were administered by a seminary faculty member. The inventories received by direct mail from students at five schools were matched against the inventories received from five seminaries of equivalent size, denominational background, and relationship to a university or college. The frequency of the "little or no help", "moderately helpful", and "very helpful" responses were tabulated for each item on the inventory for the two groups of schools, and the chi-square test was used to test the null hypothesis that there is no real difference between the nature of replies obtained when the form is administered by direct mail or by a seminary faculty member.

Chi-square tabulations revealed no significant differences between the responses on forty-one items, and the null hypothesis was accepted for these items. The chi-square test did reveal differences significant at the .01 level of confidence between the frequency of "little or no help", "moderately helpful", and "very helpful" responses on two items, but it should be noted that for one of these items, the direct mail group was more critical of the service, and for the other item,
the direct mail group was more favorably impressed with the service. Chi-square tabulations for these two items are shown in Tables 6 and 7.

Table 6. Comparison Between Responses Obtained to Item Thirty-Four When Student Inventory was Administered by Direct Mail and by the School

<table>
<thead>
<tr>
<th>Adequate facilities for student groups and organizations</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered by direct mail (5 schools)</td>
<td>55</td>
<td>42</td>
<td>24</td>
</tr>
<tr>
<td>Administered by schools (5 schools)</td>
<td>21</td>
<td>36</td>
<td>46</td>
</tr>
</tbody>
</table>

Chi-square 21.28 (significant at .01 level)

A comparison of the student reactions in Table 6 with the information obtained on the Inquiry Forms submitted by these schools indicated that the expressed reactions of both groups of students is realistically related to the actual facilities available. Administrators at three of the "direct mail" schools rated the facilities for student groups as "inadequate--much improvement needed", and a fourth school was rated "facilities fair--some improvement needed". The same item for schools where the inventory was administered during class time, indicates only one rating of "facilities inadequate" and two
ratings of "facilities fair". Thus the more critical student reactions from the "direct mail" schools are substantiated by the information on the Inquiry Form.

Table 7. Comparison Between Responses Obtained to Item Forty-One When Student Inventory was Administered by Direct Mail and by the School

<table>
<thead>
<tr>
<th>A valuable field-work or internship program</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered by direct mail (5 schools)</td>
<td>10</td>
<td>59</td>
<td>79</td>
</tr>
<tr>
<td>Administered by school (5 schools)</td>
<td>26</td>
<td>31</td>
<td>52</td>
</tr>
</tbody>
</table>

Chi-square 15.83
(significant at .01 level)

Information obtained on the Inquiry Forms from all ten schools indicated that each school has a field work program which is required for most or all students. Thus, as far as the factual information obtained from the seminaries is concerned, this personnel service is available and is required in all schools. A high percentage of students in both the "direct mail" and the "administered by school" groups found the fieldwork to be "very helpful"; thus, the service was effective in both groups. However, the "better satisfied" group is the one which was contacted by direct mail while the "less satisfied"
group gave their responses during class time.

In summary, only Item 34 on the Inventory of Student Reaction yielded a difference significant at the .01 level of confidence which tends to favor the hypothesis that students who respond to the inventory by direct mail will be more critical of the personnel services program than those who respond when the inventory is administered by the school. A close examination of the evidence obtained on the basic Inquiry Form indicates that the dissatisfaction of the "direct mail" group with campus facilities for student activities is realistically taken and is well supported by this additional evidence.

VIII. SUMMARY

Two instruments have been constructed and validated for the purpose of collecting data necessary for this survey of personnel services in theological schools. The basic instrument is the Inquiry Form Concerning Personnel Services in Theological Schools which is designed to obtain factual data concerning those personnel services which are currently available. To supplement the quantitative information obtained on the Inquiry Form, at least half of the middler B.D. students in twenty-five cooperating schools completed the Inventory of Student Reaction Concerning Personnel Services, thus providing their personal evaluation of the helpfulness of those services.

1/At least two-thirds of the class completed the inventory in schools where the enrollment of middler B.D. students was less than fifty, and at least one-half of the class completed the inventory where the enrollment was fifty or more.
which they have used. Information obtained on both forms has been tabulated and presented both in summary form and in the light of statistical analysis in order to indicate the availability and helpfulness of personnel services in theological schools.
CHAPTER IV
PERSONNEL SERVICES IN THEOLOGICAL SCHOOLS

I. ORIENTATION

The graduate seminary student who is embarking on a program of study for a Bachelor of Divinity degree brings with him a number of important needs which may be initially satisfied through a good orientation program. The new seminarian wants to make friendly contacts with fellow students who will be his colleagues during the next three years. He desires to become personally acquainted with professors under whom he will study. He needs to become more fully acquainted with all the educational opportunities which are available to him during his period of study, and on the deeper level he wants to feel that the school which he has chosen is the right school for him—that the school is warmly interested in his personal growth, his professional goals, and his academic development. The new student wants to feel that he is an accepted and contributing member of the group.

Data obtained from the Inquiry Form.-- Sixty-three out of sixty-five schools responding to the Inquiry Form indicated they had an orientation program for new students, and only

One of the two schools with no orientation program indicated they did have an "opening convocation".

-63-
three of these school indicated that participation in the orientation program was optional. Sixty-two seminaries (95 per cent) welcome the new student with some form of preregistration activities, while twenty-three of these schools continue the orientation process in a formal orientation course. Three additional schools make provision for more extended orientation by including an orientation unit within one of the subjects required of new students. Thus, two out of five of the responding schools extend the process of orientation into the academic year.

The writer investigated whether the fact of having a formal orientation course or an orientation unit within a required course would be related to more favorable student reactions concerning the effectiveness of the orientation program. Accordingly, two categories were set up, one for schools which reported having either an orientation course or an orientation unit within a required course, and the other for schools which do not have any type of orientation course. No significant differences were found in the reactions of students from schools in these two categories with reference to three of the first four items on the Inventory of Student Reaction. A difference significant at the .01 level was found on student reactions concerning opportunities for getting acquainted with members of the faculty. Table 8 presents two important facts concerning this personnel service. First, the frequency of
student responses for both groups is greater in the "moderately helpful" category than in either of the other two categories. Second, the student reaction in those schools which have formal orientation courses indicates a trend toward the "very helpful" category while reaction in schools without such a program reveals a trend toward the "little or no help" response.

Table 8. Comparison of Student Reactions in Schools Which Have Formal Orientation Courses and Those Which Do Not

<table>
<thead>
<tr>
<th>Opportunities for new students to get acquainted with members of the faculty</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with formal orientation courses</td>
<td>53</td>
<td>101</td>
<td>74</td>
</tr>
<tr>
<td>Schools with no formal orientation course</td>
<td>152</td>
<td>194</td>
<td>87</td>
</tr>
</tbody>
</table>

Chi-square 16.16 (significant at .01 level)

Table 9 indicates some of the activities and goals of group meetings in the orientation programs. Ninety-four per cent of the schools provide for welcoming or informative talks by student leaders and by administrative personnel or faculty. Over ninety per cent of the schools say that their orientation
programs are designed to help students get acquainted with one another and with members of the faculty. It is obvious from Table 8 that a substantial percentage of students feel that more should be done if the last mentioned objective of the personnel services program is to be adequately achieved.

Table 9. Content and Goals of Orientation Group Meetings

<table>
<thead>
<tr>
<th>Types of Group Meetings</th>
<th>No. of Schools</th>
<th>Per Cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks by administration or faculty</td>
<td>63</td>
<td>97</td>
</tr>
<tr>
<td>Talks by student leaders</td>
<td>61</td>
<td>94</td>
</tr>
<tr>
<td>Tours of physical plant &amp; facilities</td>
<td>52</td>
<td>80</td>
</tr>
<tr>
<td>Tours of local points of interest</td>
<td>24</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program is Designed to Help Students Get Acquainted With</th>
<th>No. of Schools</th>
<th>Per Cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each other</td>
<td>59</td>
<td>91</td>
</tr>
<tr>
<td>Members of faculty</td>
<td>60</td>
<td>92</td>
</tr>
<tr>
<td>Extra-curricular activities</td>
<td>46</td>
<td>71</td>
</tr>
<tr>
<td>Student personnel services</td>
<td>53</td>
<td>82</td>
</tr>
</tbody>
</table>
Chi-square analysis of availability of orientation services.-- Chi-square comparisons of the availability of major orientation services based on categories established by the size of the B.D. enrollment, number of women in the B.D. program, faculty-student ratio, and seminary relationship to a university or college yielded no results which were statistically significant.

Chi-square analysis of student reaction.-- Student reactions concerning the helpfulness of important aspects of the orientation services were compared in terms of the four basic categories established for this purpose. Four comparisons were statistically significant, and these are reported in Tables 10 and 11.
Students in schools with small B.D. enrollments (Table 10) and students in schools with low faculty-student ratios were significantly more satisfied with opportunities to become acquainted with members of the faculty than students in schools with large B.D. enrollments and higher faculty-student ratios. In both of these comparisons the chi-square values were much larger than the 9.21 which is required for statistical significance at the .01 level of confidence.

Table 10. Comparison of Student Reactions Concerning Opportunities for New Students to Get Acquainted with Members of the Faculty

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-Square</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.D. Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>53</td>
<td>100</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>103</td>
<td>107</td>
<td>28</td>
<td>32.34</td>
<td>.01</td>
</tr>
<tr>
<td>Women in B.D. Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>74</td>
<td>134</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>87</td>
<td>88</td>
<td>34</td>
<td>13.54</td>
<td>.01</td>
</tr>
<tr>
<td>Faculty-Student Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:11 or less</td>
<td>63</td>
<td>107</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:12 or more</td>
<td>142</td>
<td>188</td>
<td>68</td>
<td>30.25</td>
<td>.01</td>
</tr>
</tbody>
</table>
Students in schools where there were no women enrolled in the B.D. program expressed moderate satisfaction with opportunities for acquaintance with the faculty while students in schools where at least five women were enrolled in the B.D. program expressed a high percentage of dissatisfaction with their opportunities in this regard.

Table 11 indicates that with reference to the adequacy of methods used for acquainting new students with various personnel services there was a significant difference between the reactions of students in independent theological schools as compared with those in schools which are either an organic part of a university or are related to a liberal arts college. The significant difference is caused not so much by students in the independent schools being more satisfied, but they express less dissatisfaction. Forty-five per cent of the students in independent seminaries and sixty-two per cent of the students in university or college related seminaries responded that this service was of "little or no help". There is much room for improvement in this service in both groups of seminaries, but the need for improvement seems more pronounced in seminaries which are related to colleges or universities.
Table 11. Comparison of Reactions Concerning Adequacy of Methods for Acquainting New Students with Personnel Services

<table>
<thead>
<tr>
<th>Relationship to a College or University</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
</tr>
<tr>
<td>Independent schools</td>
<td>214 45</td>
<td>206 43</td>
<td>59 12</td>
<td>479 100</td>
</tr>
<tr>
<td>University or college related</td>
<td>59 62</td>
<td>27 28</td>
<td>10 10</td>
<td>96 100</td>
</tr>
</tbody>
</table>

Chi-square 9.36
(significant at .01 level)

Student reactions to the over-all helpfulness of the orientation programs.-- The total response from the 719 students who completed Inventories of Student Reaction indicated that those aspects of the orientation program which helped the new student to feel the school was personally interested in him and which provided opportunities for new students to get acquainted with one another were most frequently perceived as "moderately helpful". A slight trend in the direction of high satisfaction with both these aspects of the orientation program was evidenced by the larger frequency of responses in the "very helpful" category as compared with the "little or no help" category.
### Table 12. Student Reactions to Orientation Programs

<table>
<thead>
<tr>
<th>Orientation Items on Inventory of Student Reaction</th>
<th>Little Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Totals*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help you to feel school was personally interested in you</td>
<td>144 22</td>
<td>313 47</td>
<td>202 31</td>
<td>659 100</td>
</tr>
<tr>
<td>Opportunities for new students to get acquainted</td>
<td>151 22</td>
<td>335 50</td>
<td>187 28</td>
<td>673 100</td>
</tr>
<tr>
<td>Opportunities to get acquainted with faculty members</td>
<td>205 31</td>
<td>295 45</td>
<td>161 24</td>
<td>661 100</td>
</tr>
<tr>
<td>Methods for acquainting students with personnel services</td>
<td>273 48</td>
<td>233 40</td>
<td>68 12</td>
<td>574 100</td>
</tr>
</tbody>
</table>

* Completed inventories from 719 students are used in this phase of the study. On each item some students responded "not available" or "not used" and others gave no response. This accounts for variations in the total frequency column.

Student reactions concerning opportunities to get acquainted with members of the faculty ranged from moderate satisfaction to fairly strong dissatisfaction, and almost one-half the respondents indicated strong dissatisfaction with the adequacy
of methods used for acquainting them with available personnel services. Table 12 indicates the frequency and percentage of total student responses to the three categories of helpfulness for the items summarized above.

II. PSYCHOLOGICAL TESTING

Almost a decade ago Billinsky obtained information on the testing programs at ninety-four seminaries which were either accredited or associate members of the American Association of Theological Schools. Fifty-six per cent of these schools had some type of psychological testing program while the other forty-four per cent "used no tests at all". Twenty-nine schools not using tests expressed interest in setting up their own testing programs, while "the majority of seminaries which were using tests, had used them for five years or less." The use of psychological testing programs in theological seminaries is still in the early stages of growth and development.

Data obtained from the Inquiry Form.-- Reports from the sixty-five seminaries cooperating in this study indicated that fifty-seven schools (88 per cent) now have some sort of psychological testing program for all new students. One additional school uses psychological tests with students who are individually referred, while another school plans to introduce a

1/ John M. Billinsky, op. cit., p. 68.
2/ Ibid., p. 68.
testing program in the fall of 1961. After eliminating any duplications in the types of tests reported by a single school, Table 13 was set up to indicate the frequency with which the major types of psychological tests are used in theological schools.

Table 13. Types of Psychological Tests Used in Fifty-Eight Theological Schools with Testing Programs*

<table>
<thead>
<tr>
<th>Types of Psychological Tests</th>
<th>Number of Schools Using Each Type</th>
<th>Percentage of 58 Schools Reporting Each Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Aptitude</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Achievement in subject matter areas</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>Reading Comprehension and English Proficiency</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Vocational Interest</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>Personality Inventory</td>
<td>44</td>
<td>76</td>
</tr>
<tr>
<td>Attitude Scale</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Problems Check List</td>
<td>3</td>
<td>5.2</td>
</tr>
</tbody>
</table>

* Data includes the one school which uses tests only with students who are individually referred.

It is of interest that the type of test most commonly reported in use by the responding schools is the personality inventory. Three out of four schools with testing programs
use at least one personality measure. One seminary uses both the Rorschach and the Thematic Apperception Test as well as a personality inventory. Several schools indicated specifically that they use the M.M.P.I. Thirty-five schools (60 per cent of those with testing programs and 54 per cent of the schools cooperating in this study) administer at least three psychological tests to new students including either a scholastic aptitude or an achievement test plus two other types. Ten schools (17 per cent of those with testing programs and 15 per cent of all cooperating schools) indicate that only one type of test is administered to new students. Four of these nine administer only a scholastic-aptitude test while five others administer only a personality inventory; the tenth school administers a test of reading comprehension.

Thirteen of the fifty-eight schools (22.4 per cent) indicated their testing programs have been functioning for more than ten years. Twenty-four (41.4 per cent) have used psychological testing from six to ten years, while twenty-one (36.2 per cent) have introduced tests within the last five years. Data were arranged in chi-square tables to investigate whether student reactions to the helpfulness of the psychological testing program was more favorable in schools where tests have been in use for at least ten years as compared with schools which have initiated testing programs within the past five years. The difference in student reactions based on these two categories
was not statistically significant. The age of the testing program and the quality of student reactions concerning its helpfulness are essentially unrelated.

Table 14 indicates the variety of purposes for which test scores are used in theological schools. Tests are most frequently used (76 per cent of the schools with test programs) in assisting the student in knowing his own aptitudes and abilities and for recommending remedial programs (74 per cent). Another important use for psychological tests is seen in the indication of seven out of ten schools that tests are valuable for screening and recommending therapy for students who may have emotional problems.
Table 14. Purposes for Which Test Scores Are Used in Theological Schools

<table>
<thead>
<tr>
<th>Major Purposes for Testing</th>
<th>Schools Indicating Each Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>For selecting courses</td>
<td>8</td>
</tr>
<tr>
<td>For student knowledge of aptitudes and abilities</td>
<td>44</td>
</tr>
<tr>
<td>For recommending remedial programs</td>
<td>43</td>
</tr>
<tr>
<td>Types of programs indicated: Freq.</td>
<td></td>
</tr>
<tr>
<td>a. Remedial reading 16</td>
<td></td>
</tr>
<tr>
<td>b. English composition 12</td>
<td></td>
</tr>
<tr>
<td>c. Speech 3</td>
<td></td>
</tr>
<tr>
<td>For screening and recommending therapy for emotional problems</td>
<td>41</td>
</tr>
<tr>
<td>For making vocational plans</td>
<td>30</td>
</tr>
<tr>
<td>Supplementary basis for financial aid</td>
<td>3</td>
</tr>
<tr>
<td>For modifying instruction or sectioning</td>
<td>5</td>
</tr>
<tr>
<td>To obtain picture of individual differences within the group</td>
<td>21</td>
</tr>
</tbody>
</table>

* Based on 58 schools reporting testing programs.

The value and usefulness of psychological tests depends not only on the validity, reliability, and applicability of the individual tests, but on the effectiveness with which the scores are interpreted and made meaningful to the student.
Seven out of ten schools with testing programs (40 schools; 69 per cent) reported that individual interpretation of test results is handled entirely or partly by a "qualified staff member". In twenty of these schools the staff member responsible for test interpretation has a reduced teaching load, and in two schools he receives additional compensation. In six of the above forty schools this "qualified staff member" shares test interpretation responsibilities with the various faculty advisers, and in four schools he shares test interpretation responsibilities with a "consultant" or a "psychologist".

In ten additional schools (17 per cent) test interpretations are handled entirely by professional persons described as follows: psychologist (5 schools), full-time counselor (2 schools), part-time counselor (1 school), and representative from a denominational Board of Higher Education (1 school). In six additional schools (10 per cent) tests are interpreted entirely by faculty advisers or by the faculty member of the student's choice. Two schools (3 per cent) with testing programs did not provide information concerning persons responsible for interpretation of results.

Table 15 summarizes information concerning the seminary students who actually receive interpretations of their psychological test results. Only sixteen schools indicate that test scores are interpreted to all students.
Table 15. Policy on Interpreting Test Scores in Seminaries with Testing Programs*

<table>
<thead>
<tr>
<th>Groups Receiving Interpretation</th>
<th>Number of Schools Using This Policy</th>
<th>Percentage of Schools Using This Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the students</td>
<td>3</td>
<td>5.3</td>
</tr>
<tr>
<td>Selected students who the school feels would profit from an interpretation</td>
<td>8</td>
<td>14.0</td>
</tr>
<tr>
<td>Students requesting an interpretation</td>
<td>19</td>
<td>33.3</td>
</tr>
<tr>
<td>BOTH selected students who the school feels would profit from an interpretation AND students requesting an interpretation</td>
<td>11</td>
<td>19.3</td>
</tr>
<tr>
<td>ALL (or practically all) students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>57</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* One school with a testing program did not respond to this item. Percentages are thus based on fifty-seven schools.

Data were arranged in chi-square tables to investigate whether student evaluations of the helpfulness of the psychological testing program were more favorable in schools where the policy is to interpret test scores to all students as compared with schools which have testing programs but do not interpret the scores to all students. The difference in
student reactions was significant at the .01 level of confidence. Students in schools which do not interpret test scores to all students indicated a high degree of dissatisfaction with the psychological testing program. Data for this tabulation are reported in Table 16.

Table 16. Comparison of Student Reactions in Schools Which Interpret Psychological Tests to All Students and Schools Which Do Not

<table>
<thead>
<tr>
<th>The availability of a psychological testing program which has aided self-understanding</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools which interpret psychological tests to all students</td>
<td>64</td>
<td>65</td>
<td>67</td>
</tr>
<tr>
<td>Schools which do not interpret psychological tests to all students</td>
<td>127</td>
<td>87</td>
<td>50</td>
</tr>
</tbody>
</table>

Chi-square 16.75 (significant at .01 level)

Chi-square analysis of the availability of psychological testing programs.—Chi-square comparisons of the availability of psychological testing programs based on categories established by the size of the B.D. enrollment, number of women in the B.D. program, faculty-student ratio, and seminary relationship to a university or college yielded no results which
were statistically significant.

Comparisons of the availability of testing programs with reference to the denominational background of the schools indicated that five of the twelve schools which have used psychological tests for more than ten years are undenominational schools of Congregational origin.

Chi-square analysis of student reactions. -- The schools were grouped according to the several identifying categories used in this study, and student reactions concerning the helpfulness of the psychological testing program as an aid to greater self-understanding were analyzed by the chi-square test. Three comparisons which were statistically significant at the .01 level of confidence are reported in Table 17. An examination of student responses indicates that in the categories where the B.D. enrollment is less than 100, where there are five or more women in the B.D. program or where the faculty-student ratio is 1:11 or less, the average student viewed the testing program as "moderately helpful". In the categories where the enrollment is 200 or more, where there are no women enrolled in the B.D. program, or where the faculty-student ratio is 1:12 or more, the markedly common student reaction was that the psychological testing program is of "little or no help".
Table 17. Comparison of Student Reactions Concerning the Availability of a Psychological Testing Program Which Has Aided Self-Understanding

<table>
<thead>
<tr>
<th>Categories Used as Basis for Comparison</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.D. Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>41</td>
<td>47</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>94</td>
<td>56</td>
<td>26</td>
<td>23.39*</td>
</tr>
<tr>
<td><strong>Women in B.D. Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>102</td>
<td>43</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>60</td>
<td>68</td>
<td>47</td>
<td>18.21*</td>
</tr>
<tr>
<td><strong>Faculty-Student Ratio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:11 or less</td>
<td>59</td>
<td>61</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>1:12 or more</td>
<td>138</td>
<td>94</td>
<td>61</td>
<td>11.38*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level
Student reactions to the over-all helpfulness of psychological testing programs.-- Table 18 indicates the distribution of responses given to that item on the Inventory of Student Reaction which inquired into the helpfulness of the psychological testing program as an aid to improved self-understanding.

Table 18. Total Student Responses to Item Five on the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>Psychological testing program which has helped you obtain greater self understanding</th>
<th>Student Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5  6  Totals</td>
</tr>
<tr>
<td>Frequency of response</td>
<td>137 102 197 155 119 9  719</td>
</tr>
<tr>
<td>Percentage</td>
<td>19  14  27  22  17  1  100</td>
</tr>
</tbody>
</table>

*Code:  1  Not available  
         2  Not used  
         3  Little or no help  
         4  Moderately helpful  
         5  Very helpful  
         6 No responses

One-third of all responses to this item fall into the "not available" and "not used" categories. Some of the more obvious reasons for such a high percentage of responses in these categories include the following. Seven seminaries have no testing programs; one seminary uses tests only with
students who are individually referred; and ten others administer only a single psychological test to new students. Three schools (one of which is already included in the above eighteen) report that they interpret test scores to none of their students.

A consideration of the responses indicating levels of helpfulness shows that more than one-fourth of the total group evaluate the testing program in terms of "little or no help". The combined responses in the "not available", "not used", and "little or no help" categories account for a full sixty per cent of all students. Only two students in five found the psychological testing programs to be "moderately helpful" or "very helpful".

Although total student responses for all schools revealed a good deal of expressed dissatisfaction, there were several schools with very helpful psychological testing programs. At three schools one-half or more of the student respondents indicated the testing program was "very helpful". Each of these three schools administered at least five separate tests to new students, and in each school all students received an interpretation of their test scores. The number of years during which the testing programs have been functioning is not a related factor. In one of these schools the testing program was initiated over ten years ago; in another the program has been in use from six to ten years, while in the third the testing program was begun within the last five years. Beyond
these factors each school enrolled fewer than one hundred B.D. students and had a faculty-student ratio of 1:11 or less.

III. FACULTY ADVISING

Data obtained from the Inquiry Form.-- Not all seminars assign faculty advisers to each student who is a candidate for a degree. Nineteen schools (29 per cent) reported they do not assign faculty advisers, but the remaining forty-six schools do make use of an assigned system of faculty advisers. The schools which do not assign faculty advisers usually encourage students to talk with the faculty members of their own choice. Three separate write-in comments indicated dissatisfaction with the system of assigning faculty advisers. "It doesn't work." "We used to use all faculty as advisers--dropped system two years ago." "Tried this method and discarded it."

Ten years ago Strang asserted that the faculty adviser plays a vital role in personnel programs for graduate students, and two years later Clark generalized that, "The [graduate] student's contact with his major advisor is his most important single contact." Because the number of schools which do not assign faculty advisers is rather large, the writer

2/T. C. Clark, op. cit., p. 57.
investigated whether having or not having assigned faculty advisers might make a difference in student reactions to opportunities for discussing educational and vocational plans. No significant difference was found with reference to opportunities for discussing educational plans, but a difference which was statistically significant at the .01 level of confidence was obtained in comparing student reactions to opportunities for discussing vocational plans. Students in seminaries which do not assign faculty advisers tend to see this service as "moderately helpful", while students from seminaries in the opposite category express a good deal of dissatisfaction with the service. Data for this tabulation are reported in Table 19. The student reactions indicate need for improving the effectiveness of this service in both groups of schools, with more improvement needed in schools where faculty advisers are assigned.
Table 19. Comparison of Student Reactions in Schools Which Do and Do Not Assign a Faculty Adviser for Each Degree Candidate

<table>
<thead>
<tr>
<th>Opportunities to discuss vocational plans</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools which do assign faculty advisers</td>
<td>125</td>
<td>74</td>
<td>61</td>
</tr>
<tr>
<td>Schools which do not assign faculty advisers</td>
<td>57</td>
<td>71</td>
<td>51</td>
</tr>
</tbody>
</table>

Chi-square 11.82
(significant at .01 level)

Fifty-one schools (78 per cent) designate all full-time teaching faculty as advisers while the remaining schools use a selection process involving varying combinations of ability, formal training, and availability for designating advisers. Fifty-four schools (83 per cent) assist faculty advisers by providing facilities for privacy in counseling, while forty-five schools (69 per cent) regulate the total number of students assigned to a given adviser. Only three schools (5 per cent) reduce a faculty adviser's teaching load when the number of advisees is large, and seven schools (11 per cent) provide some form of in-service training.

Chi-square analysis of student reactions.— Because approximately three schools in ten (29 per cent) do not assign faculty advisers, there were a large number of "not available"
and "not used" responses to the two items on the Inventory of Student Reaction which make specific inquiry concerning faculty advising. The schools were grouped according to the several categories described above, and student responses to items on faculty advising were subjected to the chi-square test. Differences which were statistically significant at the .01 level of confidence are reported in Tables 20 and 21. Responses of students in schools with small enrollments showed a trend toward high satisfaction with these services while responses from students in schools with large enrollments showed a trend toward dissatisfaction. Of interest are data in Table 21 indicating a trend in the "very helpful" direction for schools where no women are enrolled in the B.D. program while a trend in the opposite direction is recorded by students in schools where five or more women are enrolled for the B.D. degree.
Table 20. Comparison of Responses to Item Six on Student Reaction Inventory

<table>
<thead>
<tr>
<th>A faculty adviser who understands you and has a personal interest in you</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with fewer than 100 B.D. students</td>
<td>39</td>
<td>55</td>
<td>59</td>
</tr>
<tr>
<td>Schools with 200 or more B.D. students</td>
<td>67</td>
<td>53</td>
<td>33</td>
</tr>
</tbody>
</table>

Chi-square 14.78 (significant at .01 level)

Table 21. Comparison of Responses to Item Seven on Student Reaction Inventory

<table>
<thead>
<tr>
<th>A faculty adviser who gives you adequate amounts of interview time</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.D. Enrollment</td>
<td>39</td>
<td>44</td>
<td>70</td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>44</td>
<td>45</td>
<td>27</td>
</tr>
<tr>
<td>200 or more</td>
<td>49</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Women in B.D. Program

| None | 44 | 45 | 78 |
| Five or more | 58 | 49 | 30 |

* Significant at the .01 level
Student reactions to the over-all helpfulness of faculty advising.-- Total student responses to items six and seven on the Inventory of Student Reaction revealed that students were better satisfied with the adequacy of interview time granted by their faculty advisers than they were with the faculty adviser's personal understanding of them and personal interest in them. Students most frequently perceived the former service as "very helpful" while the latter was most frequently perceived as "moderately helpful".

Students were asked concerning the helpfulness of opportunities for discussing educational and vocational plans, and Tables 22 and 23 provide a picture of the total student response. The percentage of student responses in each category is approximately the same for both items. The highest percentage of responses in each case were recorded in the "little or no help" category. Beyond this, one student in seven responded that neither of these services was available at his school. When one compares the trend of responses for these two items against those recorded for items mentioned in the previous paragraph, it is somewhat disturbing to note a shift in the most frequently perceived level of student satisfaction. The shift ranges from "very helpful" on the matter of receiving adequate amounts of interview time to "little or no help" on opportunities for discussing educational or vocational plans.
Table 22. Total Student Responses to Item Eight on the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>Opportunities to discuss educational plans in terms of your own aptitudes and interests</th>
<th>Student Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of response</td>
<td>1  2   3   4   5   6   Totals</td>
</tr>
<tr>
<td></td>
<td>108 160 170 153 120  8   719</td>
</tr>
<tr>
<td>Percentage</td>
<td>15  22  24  21  17  1    100</td>
</tr>
</tbody>
</table>

Table 23. Total Student Responses to Item Nine on the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>Opportunities to discuss vocational plans in terms of your own capacities and the vocational opportunities available</th>
<th>Student Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of response</td>
<td>1  2   3   4   5   6   Totals</td>
</tr>
<tr>
<td></td>
<td>100 173 182 145 112  7   719</td>
</tr>
<tr>
<td>Percentage</td>
<td>14  24  25  20  16  1    100</td>
</tr>
</tbody>
</table>

* Code: 1 Not available  
         2 Not used  
         3 Little or no help  
         4 Moderately helpful  
         5 Very helpful  
         6 No response
IV. PROFESSIONAL COUNSELING SERVICES

A distinction was made on the Inquiry Form between faculty advising and professional counseling. This distinction does not imply that counseling may be categorized into several discreet types with the faculty adviser handling the educational and vocational problems and the professional counselor handling the personal and emotional problems. Problems are frequently classified under several different headings because the classifications are useful for purposes of discussion. However, one counsels with whole persons, and the person who verbalizes concerning an academic problem may well be talking about a matter which has weighty implications for personality development. It is not uncommon for such a student to discover after some counseling that his "academic problem" is one of the evidences of a more basic problem which reaches into the deeper levels of personality.

The faculty adviser or administrator who is sensitive to student feeling may become increasingly skillful in recognizing deeper problems which underlie surface evidences, but both of these persons, unless professionally trained as counselors, must acknowledge their limitations in counseling students whose problems may be more deeply personal and emotional in nature. The good faculty adviser does perform a counseling function which has implications for personality development, but his work must be supplemented by the specialist who has
received adequate professional training and is skilled in counseling.

**Data obtained from the Inquiry Form.** Each theological school was asked to indicate the number of persons on the seminary faculty who have had professional training in counseling or in psychiatry. Fifty-seven different schools (88 per cent) reported at least one person on the faculty who had such training. The most common type of professionally trained counselor (reported by forty-eight schools) is the faculty member who also serves in a teaching capacity. Twenty-five schools indicate the presence of administrators who are trained as counselors and seventeen schools have the resources of a psychiatrist. Inasmuch as the above figures overlap somewhat, Table 24 indicates the number of schools reporting each type of counseling resource.
Table 24. Types of Professionally Trained Counselors Serving on the Faculties of Theological Schools*

<table>
<thead>
<tr>
<th>Types of Counseling Services</th>
<th>Schools Indicating Availability of These Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Counselors of all three types are available</td>
<td></td>
</tr>
<tr>
<td>Psychiatrist, professor-counselor, administrator-counselor</td>
<td>4</td>
</tr>
<tr>
<td>Counselors of two types are available</td>
<td></td>
</tr>
<tr>
<td>Psychiatrist plus professor-counselor</td>
<td>6</td>
</tr>
<tr>
<td>Psychiatrist plus administrator-counselor</td>
<td>1</td>
</tr>
<tr>
<td>Professor-counselor plus administrator-counselor</td>
<td>18</td>
</tr>
<tr>
<td>One type of counselor is available</td>
<td></td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>7</td>
</tr>
<tr>
<td>Professor-counselor</td>
<td>19</td>
</tr>
<tr>
<td>Administrator-counselor</td>
<td>2</td>
</tr>
<tr>
<td>No response or &quot;None&quot;</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>65</td>
</tr>
</tbody>
</table>

* Each school is reported once in this tabulation.
Availability of special counseling centers.-- Twenty-three theological schools reported that their students have access to the services of a centralized counseling center which is separate from the theological school. As would be expected, those schools which are related to a college or university have the highest percentage of such counseling centers, but the difference falls short of statistical significance at the .01 level. So far as the denominational background of the school is concerned, six out of eight Methodist schools and five out of six undenominational schools of Congregational origin reported access to a centralized counseling service.

Thirteen seminaries reported having their own pastoral counseling center. A check of the relationship between these pastoral counseling centers and the denominational background of the seminaries indicated that no single denominational group of schools reported more than three such centers. None of the Episcopal and Presbyterian schools reported having pastoral counseling centers.

Total student reactions concerning professional counseling services.-- Five items on the Inventory of Student Reaction made inquiry into various aspects of the professional counseling services. Despite the fact that many students checked

1/One Presbyterian seminary had a pastoral counseling center from 1958 to 1960 but did not offer this service during 1960-61.
either the "not available" or "not used" category on these items, certain important facts emerge from an examination of the total student reactions to two of these items as shown in Tables 25 and 26.

Table 25. Total Student Responses to Item Eleven on the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>Personnel who have helped you to deal with minor emotional problems or potential maladjustments</th>
<th>Student Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Frequency of response</td>
<td>87</td>
</tr>
<tr>
<td>Percentage</td>
<td>12</td>
</tr>
</tbody>
</table>

* Code:  
1 Not available  
2 Not used  
3 Little or no help  
4 Moderately helpful  
5 Very helpful  
6 No response

As shown in Table 25, one student in eight indicated that so far as he knew there was no service available at his theological school which might help him deal effectively with milder emotional problems. Forty-four per cent of the students indicated they had actually sought help with a mild emotional problem, and in three cases out of four they found the service was functioning satisfactorily. The fact that forty-four per cent...
of all respondents sought assistance for needs which were classified as "minor emotional problems or potential maladjustments" points up the value of having professionally trained counselors on the theological school faculty.

Table 26. Total Student Responses to Item Fourteen on the Inventory of Student Reaction

| Indicate your own reaction if you have used the professional counseling services for individual or group psychotherapy | Student Responses* |
|---|---|---|---|---|---|---|---|---|
| Frequency of response | 1 | 2 | 3 | 4 | 5 | 6 | Totals |
| 143 | 398 | 29 | 36 | 50 | 63 | 719 |
| Percentage | 20 | 55 | 4 | 5 | 7 | 9 | 100 |

* Code: 1 Not available 2 Not used 3 Little or no help 4 Moderately helpful 5 Very helpful 6 No response

A high percentage of students gave no answer to item fourteen on the inventory (Table 26) and it is possible that some felt the question was either too personal or too impertinent. One student in five indicated his school had no therapeutic counseling services, while one student in six (16 per cent)
indicated he had participated in group or individual psychotherapy. Three out of four students who had participated in group or individual psychotherapy found this experience to be either "moderately helpful" or "very helpful".

Chi-square analysis of availability of professional counseling services.-- Chi-square comparisons of the availability of professionally-trained counselors as based on categories established by the size of the B.D. enrollment, the number of women in the B.D. program, faculty-student ratio, and relationship to a university or college yielded no results which were statistically significant.

Chi-square analysis of student reactions.-- The schools were grouped according to the four variable characteristics used in this study and student reactions to appropriate items on the inventory were analyzed by the chi-square test. Only one comparison yielded statistical significance at the desired level, and data for this item are reported in Table 27. In schools where the faculty-student ratio was low fewer students than would be expected on the hypothesis of equal probability expressed dissatisfaction with this service; in schools where the faculty-student ratio was high, more students than would be expected expressed dissatisfaction.
Table 27. Comparison of Student Reactions Concerning the Helpfulness of Counseling Assistance for Persons with Milder Emotional Problems or Potential Maladjustments

<table>
<thead>
<tr>
<th>Faculty-Student Ratio</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:11 or less</td>
<td>16</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>1:12 or more</td>
<td>57</td>
<td>74</td>
<td>57</td>
</tr>
</tbody>
</table>

Chi-square 13.83 (significant at .01 level)

Several additional categories were established in order to compare student reactions concerning the helpfulness of the professional counseling services. Responses of students in schools which reported the presence of a psychiatrist on the teaching faculty were compared against student reactions in schools which did not report having a psychiatrist. None of the comparisons of responses to items ten through thirteen on the Inventory of Student Reaction yielded statistical significance at the desired level. It was not possible to compare student reactions to item fourteen because one cell of the multiple contingency table contained no data whatsoever.

1/None of the responding students from schools indicating the presence of a psychiatrist made use of the "moderately helpful" category in answering item fourteen. An exact one-third of the responses were in the "little or no help" category, and the other two-thirds were in the "very helpful" category.
The schools were also categorized with reference to whether or not students had access to the services of a separate, centralized counseling center. None of the chi-square analyses of student responses to items twelve through fourteen indicated statistical significance.

The schools were similarly categorized according to whether or not they had a pastoral counseling center, and chi-square analyses of student reaction yielded statistical significance at the .01 level on three of the five items for which comparisons were effected. A fourth item yielded statistical significance at the .05 level. These data are reported in Table 28. The evidence indicates that there is a relationship between student expressions of high satisfaction with professional counseling services and the presence of a pastoral counseling center on campus. Students find therapeutic counseling services significantly more helpful in schools where pastoral counseling has attained a vitally important position in the academic program and has become a service through which the school interacts with the students and the community.
Table 28. Comparison of Student Reactions in Schools Which Have a Pastoral Counseling Center and Schools Which Do Not

<table>
<thead>
<tr>
<th>Items for Comparison</th>
<th>Categories</th>
<th>Little Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one faculty member who is able to identify and counsel (or refer) students who have personal maladjustments</td>
<td>Have Center</td>
<td>12</td>
<td>40</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Center</td>
<td>61</td>
<td>80</td>
<td>118</td>
<td>11.76**</td>
</tr>
<tr>
<td>Professional counseling services for students needing more intensive psychotherapy</td>
<td>Have Center</td>
<td>10</td>
<td>23</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Center</td>
<td>28</td>
<td>38</td>
<td>31</td>
<td>12.88**</td>
</tr>
<tr>
<td>Indicate the general reaction of fellow students who have utilized or received individual or group psychotherapy</td>
<td>Have Center</td>
<td>18</td>
<td>36</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Center</td>
<td>40</td>
<td>50</td>
<td>28</td>
<td>6.49*</td>
</tr>
<tr>
<td>Indicate your own reaction if you have used the professional counseling services for individual or group psychotherapy</td>
<td>Have Center</td>
<td>12</td>
<td>5</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Center</td>
<td>17</td>
<td>32</td>
<td>21</td>
<td>17.62**</td>
</tr>
</tbody>
</table>

* Significant at the .05 level
** Significant at the .01 level
The question arises as to why statistically significant differences were found when schools were categorized with reference to whether or not they have a pastoral counseling center and no statistically significant differences were found when schools were categorized with reference to the availability or non-availability of a separate, centralized counseling center. These data do not permit a definitive answer; however, the presence of a pastoral counseling center implies the availability of several trained counseling personnel within the theological school itself. Consequently, self-referral or referral by another member of the theological school faculty is easily effected. Sheer geographical distance combined with more cumbersome problems in referral are possible factors in limiting the usefulness of the centralized counseling service. The larger the percentage of the theological school faculty who are understanding of personal problems and alert to incipient verbalizations of personal stress, the easier it is for the student to establish a fruitful counseling relationship within his own school.
V. HEALTH SERVICES

Education on the graduate level demands high academic productivity in an environment which is very competitive. In order to become a participant in this competitive situation, the graduate student mortgages the major portion of his wage-earning powers, and restricts or severely limits his social and recreational activities. In such a situation adequate health services including opportunity for physical recreation are highly desirable.

Data obtained from the Inquiry Form.—Fifty-four seminaries (83 per cent) require entering students to present a medical statement of good health or to take a physical examination at the school. Most schools (40 schools; 62 per cent) use the physical examination as a factor in determining admission; however more than half of these schools indicate the examination also provides information for educational or vocational evaluation and guidance.

Twenty-four schools (37 per cent) provide both a dispensary and infirmary for the diagnosis and treatment of student illness while an additional sixteen schools have either dispensary or infirmary services. Thirty-eight of these forty schools indicated the availability of daily nursing services while thirty-six of the forty provide the services of a full-time or part-time physician.

It is possible at forty-five schools (69 per cent) to
purchase low cost group health insurance, and thirty-four of these insurance plans permit coverage for the student's wife and family. One other school guarantees the payment of all student accounts at a nearby denominational hospital where students receive an automatic fifty per cent discount. Nine of the twenty schools which do not make possible the optional purchase of group insurance are among those which do not provide dispensary or infirmary services. Several schools permit the student to choose from two or three types of insurance plans but the most commonly offered medical insurance (thirty-five out of forty-five schools) is a group policy held with a private insurance company. Five schools have special plans with a local hospital or clinic and three schools administer their own student insurance plans.

Opportunities for physical recreation are available in fifty-eight schools (89 per cent). Twenty-four of these schools include both intramural and interschool competition in their programs, and twenty of these say the intramural competition is more important. Thirty schools make provision for intramural competition only, while four provide competition only with students from other schools.

Chi-square analysis of availability of health services. Chi-square comparisons of the availability of the major health services as based on categories established by the size of the

1/One of these nine schools formerly made possible the purchase of medical insurance but discontinued it because their students found it too expensive.
B.D. enrollment, number of women in the B.D. program, faculty-student ratio, and relationship to a university or college yielded one chi-square value which is significant at the .01 level of confidence. All of the twenty-two schools which are related to a college or university indicated the availability of either a dispensary or infirmary including the services of a part-time or full-time physician. Fourteen of the forty-three independent schools offer similar medical services; however, this difference in the availability of these services when analyzed by the chi-square test yields a chi-square value of 12.50 which is significant at the .01 level of confidence.

Chi-square analysis of student reactions.-- Student reactions concerning the helpfulness of important aspects of the health services were compared in accordance with the several categories mentioned above. Two comparisons concerning the helpfulness of school medical services yielded differences significant at the .01 level. Table 29 presents numerical data for these tabulations and indicates a higher degree of student satisfaction with this service in schools which are related to a university or college than in schools which are independent. In view of the significant difference which was obtained in favor of the facilities and personnel available for medical services at schools which are related to a college or university, one would anticipate that student reactions concerning the helpfulness of medical services at these
same schools would also be more favorable. Table 29 also indicates that student reactions toward the adequacy of medical services are significantly more favorable in schools where five or more women are enrolled in the B.D. program than in schools where no women are enrolled.

Table 29. Comparison of Student Reactions Concerning the Availability of Medical Services Which Are Competently Provided

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related to a College or University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>74</td>
<td>74</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Related</td>
<td>11</td>
<td>38</td>
<td>47</td>
<td>15.66*</td>
</tr>
<tr>
<td>Women in B.D. Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>45</td>
<td>40</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>25</td>
<td>36</td>
<td>55</td>
<td>9.30*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level

Student reactions to the over-all helpfulness of health services.-- The combined reactions of all responding students who actually used the medical services of their schools indicated a trend in the "very helpful" direction. More than one-third of all respondents (37 per cent) indicated that medical
services were "not available" at their schools.

An even more pronounced trend in the "very helpful" direction was obtained in response to the item which inquired into the reasonableness of the health fees with respect to the type and quality of the services provided. Student satisfaction with the size of the fee for medical services was even higher than their satisfaction with the medical services provided.

"Little or no help" was the reaction given by more than one half of all students who evaluated their opportunities to discuss their own health resources as they relate to educational and vocational goals. Apparently most of the students who attempted to make some serious inquiry into the practical implications of their own health resources were unable to find a qualified person from whom they might obtain information or counseling.

Students expressed moderately strong dissatisfaction with the programs of physical recreation. Thirty-seven percent of the responses from students making use of this service were in the "little or no help" category.
VI. FINANCIAL AID

Fellowships, assistantships, scholarships, grants-of-aid, and loans are all interrelated aspects of the financial aid program in the theological school. This study includes only a brief survey of financial aid in theological schools, and the focus is on broad outlines and generalized patterns.

Data obtained from the Inquiry Form.—Because of the interrelatedness of the several types of financial aid the cooperating schools were asked to indicate the total percentage of full-time students who were receiving fellowships, assistantships, scholarships, or grants-of-aid. Twenty-one schools (32 per cent) either gave no response to this item or indicated they gave the above types of financial aid to one student in five or less. Twenty schools (31 per cent) gave these types of financial aid to between twenty-one and sixty per cent of their students. Twenty-four schools (37 per cent) gave financial aid to at least three students out of five. Seven schools in this last group gave these types of financial aid to at least nine out of ten students.

A question which concerned the awarding of fellowships and assistantships indicated that twenty-seven theological schools (42 per cent) make such awards to students of high ability. Most of these awards carry a monetary stipend;

1/Student employment is frequently included as a phase of the financial aid program in addition to the above.
others are for full or partial tuition. At four schools the awards cover the cost of tuition and provide a monetary grant as well.

Forty-two schools indicated the availability of loan funds, and on the basis of figures supplied by thirty-four schools the median amount available for loans is $10,000. The median number of emergency loans ($100.00 or less) made by each school in 1959-60 was eight, and the median number of larger loans made by these schools in the same year was seven. Because the use of loan funds to finance college educational costs has been greatly stimulated since the creation of the National Defense Student Loan Program, it is possible that loan funds in theological schools will be used more frequently in future years. Several schools which had no loan funds of their own indicated that denominational loan funds were available on student application. One school estimated, "Fifty per cent of all students receive financial aid (grants) from the church." Another school which had no loan funds as such indicated they had made grants-of-aid amounting to $1,950.00. A third school with large but relatively unused loan funds commented, "Students make little use of loan funds as scholarship funds are usually available."

The large majority of schools charge no interest on loans so long as the student is still in school. Slightly over one-third of the schools charge interest while the student is still in school, and rates range from one to six
per cent with the median charge at two per cent. Although a few schools continue to make no interest charges on loans even after the borrower has graduated, most schools do increase the interest rates. The median interest charged after the borrower has graduated is three per cent. Thirty of the thirty-eight schools responding to an item concerning follow-up procedures on loans indicated they notify the student when a payment on the loan is due, and thirty-three schools handle all overdue accounts on a personalized basis. None of the theological schools refer delinquent accounts to a collection agency. Only twelve schools indicated they held an exit interview with borrowers.

Chi-square analysis of availability of financial aid programs.-- Chi-square comparisons of the availability of the several types of financial aid as based on categories established by the size of the B.D. enrollment, number of women in the B.D. program, faculty-student ratio, and relationship to a university or college yielded no results which were statistically significant.

Chi-square analysis of student reactions.-- Separate tabulations were made to investigate whether student reactions indicated that financial aid programs were more helpful in those schools which offer fellowships or assistantships

1/Exit interviews are held prior to graduation or withdrawal. During the interview the student is reminded of his obligation and of the repayment procedures. The accuracy and stability of the student's mailing address are verified at this time.
as compared with schools which do not. Table 30 indicates that students at schools which offer fellowships and assistantships view their total financial aid program as significantly more helpful than students at schools which do not make such awards. The awarding of fellowships or assistantships is highly related to the favorable reactions of students concerning the over-all adequacy of the financial aid program.

Table 30. Comparison of Student Reactions in Schools Which Do and Do Not Award Fellowships or Assistantships

<table>
<thead>
<tr>
<th>A program of scholarships, fellowships, loans, and grants-of-aid which is adequate to the needs of the student body</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools which award fellowships or assistantships</td>
<td>36</td>
<td>93</td>
<td>96</td>
</tr>
<tr>
<td>Schools which do not</td>
<td>80</td>
<td>117</td>
<td>98</td>
</tr>
</tbody>
</table>

Chi-square 10.22
(significant at .01 level)

Separate tabulations were also made to investigate whether student reactions to various aspects of the financial aid program were more favorable in schools which indicated they gave some form of aid to sixty-one per cent or more of their students as compared with schools which provided aid to one student in five or less. Data reported in Table 31
indicate that students viewed the financial aid programs as more helpful in schools where a higher percentage of students were receiving aid.

Table 31. Comparison of Student Reactions Based on Percentage of Full-Time Students Receiving Financial Aid

<table>
<thead>
<tr>
<th>A program of scholarships, fellowships, loans, and grants-of-aid which is adequate to the needs of the student body.</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Receiving Aid</td>
<td>Up to 20 per cent</td>
<td>71</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>More than 60 per cent</td>
<td>26</td>
<td>67</td>
</tr>
</tbody>
</table>

Chi-square 17.69 (significant at .01 level)

Student responses to items on the inventory investigating the helpfulness of the financial aid programs were compared in terms of the four basic categories established for this purpose. Seven different comparisons were statistically significant at the .01 level of confidence and these are reported in Tables 32 through 34.
Table 32. Comparison of Student Reactions Concerning the Availability of a Program of Financial Aid Which Is Adequate for the Needs of the Students

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.D. Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>24</td>
<td>68</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>45</td>
<td>74</td>
<td>55</td>
<td>15.31*</td>
</tr>
<tr>
<td><strong>Women in B.D. Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>64</td>
<td>76</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>26</td>
<td>75</td>
<td>79</td>
<td>14.93*</td>
</tr>
<tr>
<td><strong>Related to a College or University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>108</td>
<td>161</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Related</td>
<td>8</td>
<td>49</td>
<td>50</td>
<td>17.47*</td>
</tr>
<tr>
<td><strong>Faculty-Student Ratio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:11 or less</td>
<td>29</td>
<td>80</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>1:12 or more</td>
<td>87</td>
<td>130</td>
<td>93</td>
<td>22.85*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level
Table 33. Comparison of Student Reactions as to Whether the Financial Aid Programs Have Helped Those Who Were Most in Need and Most Deserving

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.D. Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>19</td>
<td>46</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>39</td>
<td>41</td>
<td>44</td>
<td>13.00*</td>
</tr>
<tr>
<td>Faculty-Student Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:11 or less</td>
<td>20</td>
<td>53</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>1:12 or more</td>
<td>59</td>
<td>66</td>
<td>66</td>
<td>16.83*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level

Table 34. Comparison of Student Reactions to Item Twenty-Two on the Inventory of Student Reaction*

<table>
<thead>
<tr>
<th>A financial aid program which you feel would be helpful should you ever need assistance</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in B.D. Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>49</td>
<td>53</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>15</td>
<td>46</td>
<td>21</td>
<td>9.47**</td>
</tr>
</tbody>
</table>

* Responses to this item were obtained only from students who had never applied for financial assistance.

** Significant at the .01 level
In two of these comparisons (Tables 32 and 33) financial aid was experienced as more helpful by students from schools where the enrollment was less than one hundred than by students from schools with 200 or more enrolled. On the same two items students from schools where the faculty-student ratio was less than 1:11 experienced more helpfulness from the financial aid program than did students from schools where the faculty-student ratio was larger. Table 32 indicates that students at schools which are related to a university or college viewed their financial aid programs as more adequate than students at independent schools. Students at schools where there were five or more women enrolled in the B.D. program felt their financial aid programs were more adequate (Table 32) and would be more helpful in time of need (Table 34) than was the case with students at schools where no women were enrolled.

Student reactions to the over-all helpfulness of the financial aid programs.-- Total student responses to items which concern the helpfulness of the financial aid program indicated moderate to high satisfaction with the adequacy of financial aid as related to the needs of the student body.

When students were asked to indicate the effectiveness with which financial aid was distributed in their schools, forty-six per cent of all respondents indicated they did not know. The response most frequently recorded by those who did make an evaluation was that the distribution of financial aid was "very helpful" in terms of assisting those most in need
and most deserving of aid.

Those students who had at some time applied for financial aid were asked to indicate the helpfulness of the program in meeting their own needs. Forty-three respondents (13 per cent) said the program was of "little or no help" to them. Eighty-six (26 per cent) said the program had been "moderately helpful", and 198 (61 per cent) said the program had been "very helpful". It is of interest that none of the categorized comparisons of student responses to this item were statistically significant at the .01 level. More than six out of seven persons who applied for aid received either moderate or very satisfactory assistance.

Despite this strong evidence of satisfaction on the part of those who have actually received financial aid, students who have never applied for financial aid felt that if they were to make application for aid, the program would be only "moderately helpful". This difference in attitude toward the helpfulness of the financial aid program may, in part, be a reflection of the type of persons found in each group. It may be caused in part by imperfect communication between school and student concerning the scope and applicability of the various financial aid programs.
VII. HOUSING AND DINING FACILITIES

Data obtained from the Inquiry Form.-- The provision of adequate housing facilities for married students constitutes a problem of considerable magnitude for two out of three theological schools (forty-two schools; 65 per cent). Yet, at the same time almost half (49 per cent) of the schools indicated that housing accommodations for single students are in excess of the student demand. Ten seminaries indicated housing shortages for both single and married students while four schools had a surplus of both types of accommodations. Three out of ten schools (29 per cent) were in the unenviable position of having both a surplus of housing for single students and a shortage of housing for married students. Table 35 contains information on the current imbalance between housing demand and supply.
Table 35. Availability of School-Operated Housing Facilities in Sixty-Five Schools

<table>
<thead>
<tr>
<th>Relationship Between Demand and Supply</th>
<th>For Single Students</th>
<th>For Married Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available facilities exceed demand</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>Available facilities about equal to demand</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Demand somewhat exceeds available facilities</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Demand greatly exceeds available facilities</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>No response</td>
<td>Totals 65</td>
<td>4</td>
</tr>
</tbody>
</table>

The total number of single students who may be housed in the various seminaries ranges from a low of eight to a high of 344 with the median number of accommodations at seventy. The availability of similar housing accommodations for married couples ranges from none (reported by seven schools) to more than 200 (reported by three schools) with the median at forty-seven. Only thirteen schools reported they could house a larger number of married students than single students; yet, the current ratio of married to single students, based on the marital status of persons completing the Inventory of Student Reaction, is two to one.
Twenty-eight schools (43 per cent) reported that they make a major effort to assist students in finding adequate off-campus housing when they cannot be accommodated in school residences. Thirty-one schools said they give some assistance, five schools indicated they provide little or no assistance in such cases, and one school made no response. In view of the acknowledged shortage of accommodations in many schools, a comparison was made between the reactions of students in schools which do and do not make a major effort to find housing for those who cannot be accommodated in school residences. The item on the Inventory of Student Reaction which provided data for this comparison asked students who were living in non-school housing to evaluate the helpfulness of the school in assisting them to find satisfactory accommodations. Statistical significance at the .01 level was not obtained; however, the difference in student reactions did exceed the .05 level of confidence and indicated very high student satisfaction in schools making a major effort to assist in obtaining housing.

Dining services.-- Only four schools do not provide dining facilities for their students. The institutional type of dining hall is most common and is found in thirty-four schools. Twenty-four schools have cafeterias or refectories. Three schools indicated their students have set up dining services of the cooperative type.
Chi-square analysis.--- After grouping the schools according to the four variable characteristics used in this study, student responses were compared for items on the inventory investigating student satisfaction with the housing and dining services. Comparisons on the item which evaluated dining services for resident students indicated two differences which were statistically significant. Student reactions indicated very high satisfaction with dining services in schools where the enrollment is less than one hundred and in schools where no women are enrolled in the B.D. program. Data for these tabulations are reported in Table 36.

Table 36. Comparison of Student Reactions Concerning the Availability of Dining Services Which are Adequate in Terms of the Cost of Meals*

<table>
<thead>
<tr>
<th>Categories Used as Basis for Comparison</th>
<th>Little Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.D. Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>13</td>
<td>31</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>26</td>
<td>44</td>
<td>39</td>
<td>11.78**</td>
</tr>
<tr>
<td>Women in B.D. Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>16</td>
<td>52</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>24</td>
<td>35</td>
<td>37</td>
<td>10.85**</td>
</tr>
</tbody>
</table>

*This item was answered only by students who live in school-operated housing.

**Significant at the .01 level
Student reactions to the over-all helpfulness of housing and dining services.-- Three items on the Inventory of Student Reaction were answered only by students living in school-operated housing, and three additional items were answered only by students living in non-school housing. Students living in school housing accommodations were very highly satisfied with the adequacy of housing accommodations in terms of the rental charges. Sixty-three per cent of the responding students indicated this service was "very helpful". High student satisfaction was also expressed concerning opportunities for self-government in the residences. Both those students who live in school-operated housing and those who commute expressed satisfaction with the dining services in terms of the cost of meals. The reaction of resident students was considerably more favorable than that of commuters.

One item on the Student Inquiry Form asked those who were living in non-school housing if they would prefer to live in school-operated housing were such available. Ninety-six students responded "Yes", 132 responded "No", and three indicated they were living in parsonages. In view of the shortage of housing accommodations and the high satisfaction with seminary housing and rental charges as expressed by most resident students, the majority of "No" responses to this item

\[1\]Further discussion of student self-government is contained in the next section of this chapter.
demands some explanation. The following possible reasons for a "No" response are suggested, with the acknowledgement that these suggestions are based upon incomplete evidence. First, sixty-nine of these negative responses (52 per cent) are concentrated in the returns from five schools. Only two students, each from a different school, made explanatory comments concerning the housing at these five schools, and both explained they were paying less rent in non-school apartments. Second, it is possible that additional students who live in church parsonages responded "No" to this item but neglected to indicate this reason. Two students who responded "No" to this item indicated they had secured satisfactory housing prior to enrolling in their particular schools. Two other students indicated that the size of their families precluded occupancy in school apartments. The above discussion suggests that in a very few schools there may be some rather broad dissatisfactions with the adequacy of school-operated housing in terms of the rental costs. In a good many other instances the reasons behind a student's preference for non-school housing seem to be quite unrelated to the basic adequacy of school accommodations.
VIII. STUDENT SELF-GOVERNMENT AND DISCIPLINE

The encouragement of self-government and self-discipline both in the classroom and in the residence assists the student's personal growth and facilitates mutually satisfying faculty-student relations.

Data obtained from the Inquiry Form.-- Fifty-nine theological schools (91 per cent) indicated that they have a school-wide student government organization. Two schools do not have such an organization, and four schools made no response.

Fifty schools (77 per cent) use an honor system when students are taking major examinations, while eleven schools do not. Four schools made no response to this item. All professors in thirty-one of the schools cooperate in using the honor system. Thirteen schools replied that the honor system was used by most professors and six schools stated it was used by some of the professors. In summary, these data indicate that important aspects of the formal framework for encouraging self-government and self-discipline are found in the vast majority of theological schools.

The extent to which students govern themselves in theological school residences, and the extent to which student representatives are given responsibility in handling problems

1/One of these eleven schools commented that "many examinations are given without proctors." Others may follow a similar informal policy.
of a disciplinary nature are indicated in Tables 37 and 38. Residential students are given major responsibility for governing themselves in all but a few schools. The reverse of this attitude in favor of student self-government is in operation with respect to student responsibility for handling problems of a disciplinary nature. In this area the major responsibility for government rests with the faculty and administration.

Table 37. Student Participation in a System of Self-Government in the Residences

<table>
<thead>
<tr>
<th>Extent to Which Students Govern Themselves</th>
<th>Number of Schools Using This Policy</th>
<th>Percentage of Schools Using This Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government is entirely by students</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Government is mainly, but not entirely, by students</td>
<td>34</td>
<td>60</td>
</tr>
<tr>
<td>Government is mainly, but not entirely, by school personnel</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Government is entirely by school personnel</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

* Based on responses from 57 schools
Table 38. Student Responsibility in Handling Discipline Problems

<table>
<thead>
<tr>
<th>Extent to Which Students Are Given Responsibility</th>
<th>Number of Schools Using This Policy</th>
<th>Percentage of Schools Using This Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handled entirely by students</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Handled mainly by students but faculty is represented</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Handled through equal sharing of responsibility between students and faculty</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Handled mainly by faculty but students are represented</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Handled entirely by faculty</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>Totals</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

* Based on responses from 60 schools

Chi-square analysis.—Student reactions concerning the helpfulness of personnel services in the areas of self-government and discipline were compared in terms of the four basic categories established for this purpose. Five comparisons were statistically significant at the .01 level and these are reported in Tables 39 through 41. Three of these significant comparisons concern student evaluations of the quality of faculty and administrative attitudes toward members of the student body. More than half of the respondents from schools with small enrollments, or from schools where there are no women in the B.D. program, or from schools with a low
faculty-student ratio evaluated faculty and administrative attitudes toward students as "very helpful" (Table 39), while students in schools from the opposite categories most frequently perceived these attitudes as "moderately helpful", with some tendency toward "very helpful".

Table 40 indicates that students in schools where the B.D. enrollment is less than one hundred evaluated their student government as "moderately helpful" while students in larger schools expressed rather strong dissatisfaction with the effectiveness of this method of communicating with the faculty and administration.

Interpretive comments concerning student responsibilities in the handling of discipline problems (Table 41) are recorded on pages 129 and 130.
Table 39. Comparison of Student Responses to Item Twenty-Nine on the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>Faculty and administrative attitudes</th>
<th>Little Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>which make you feel you are a person who is respected and trusted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.D. Enrollment</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 100</td>
<td>27</td>
<td>74</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>59</td>
<td>94</td>
<td>75</td>
<td>25.89*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women in B.D. Program</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>34</td>
<td>101</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>49</td>
<td>92</td>
<td>73</td>
<td>15.94*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty-Student Ratio</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1:11 or less</td>
<td>32</td>
<td>89</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>1:12 or more</td>
<td>74</td>
<td>168</td>
<td>167</td>
<td>12.43*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level
Table 40. Comparison of Student Responses to Item Thirty on the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>A student government (and/or other organization) through which you have effective communication with the faculty and administration</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with fewer than 100 B.D. students</td>
<td>59</td>
<td>89</td>
<td>77</td>
</tr>
<tr>
<td>Schools with 200 or more B.D. students</td>
<td>91</td>
<td>88</td>
<td>31</td>
</tr>
</tbody>
</table>

Chi-square 25.93 (significant at .01 level)

Table 41. Comparison of Student Responses to Item Thirty-Two on the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>A framework through which you (or your student representatives) have a significant and respected voice in the handling of discipline problems</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with fewer than 100 B.D. students</td>
<td>43</td>
<td>49</td>
<td>58</td>
</tr>
<tr>
<td>Schools with 200 or more B.D. students</td>
<td>68</td>
<td>59</td>
<td>25</td>
</tr>
</tbody>
</table>

Chi-square 19.66 (significant at .01 level)
Separate tabulations were made to investigate whether student evaluations of procedures used during examinations might be more favorable in schools which indicated that all professors used an honor system as compared with schools where the honor system was used by some or by a few professors. The difference between student responses based on these two categories was not significant.

Separate tabulations were also made to investigate whether student evaluations of the responsibility which they carry in handling discipline problems might indicate greater dissatisfaction in schools which say that discipline problems are handled mainly or entirely by faculty as differentiated from schools where students have at least an equal share of responsibility in these matters. The chi-square value for this comparison exceeded the .05 level of confidence but fell short of the .01 level.

Student reactions to the over-all helpfulness of opportunities for self-government.—The single item on the Inventory of Student Reaction which received the highest number of "very helpful" evaluations was one which asked concerning the respect for student integrity shown by professors during major examinations. Sixty-five per cent of the total student responses to this item were in the "very helpful" category. Only six students in every hundred expressed dissatisfaction with this service. The high degree of student satisfaction with this service coupled with the fact that none of the
categorical comparisons on this item yielded statistical significance suggests strongly that faculty respect for student integrity during examinations is not significantly related to the existence or non-existence of a formalized honor system and is not significantly related to professorial participation or non-participation in an honor system. Respect for student integrity may be satisfactorily communicated either with or without the framework of an honor system.

Students evaluated their responsibilities in handling discipline problems as "moderately helpful", but the frequency of responses in the "little or no help" category was larger than in the "very helpful" category. As indicated in Table 41, the students in schools with smaller enrollments were rather well satisfied with this service while students from larger schools expressed considerable dissatisfaction.

Student governments were seen as "moderately helpful" instruments for communicating with the faculty and administration. As earlier indicated students evidenced a high degree of satisfaction with opportunities for self-government in the residences, and a comparison of this favorable student reaction against the school policies indicated in Table 37 suggests that the high student satisfaction may well be

1/Cf. page 120 above.
2/Cf. page 123 above.
related to the substantial amounts of freedom and trust they have been accorded in the residences.

The greater amounts of student dissatisfaction with the student government and with student responsibilities in discipline matters may well be related to policy arrangements such as are indicated in Table 38 where only eight schools in sixty (13 per cent) give students the major share of responsibility in handling matters involving discipline.

IX. STUDENT ACTIVITIES

Student activities are helpful in encouraging personal and social growth. The ministry is a "people-oriented" profession, and the facility with which the minister interacts with other persons in group situations will contribute much to his potential for success in the pastorate.

Data obtained from the Inquiry Form.-- Fifty-eight theological schools (89 per cent) indicated the presence of campus organizations which provide opportunity for personal and social development. In fifty-three schools a committee--usually composed of both faculty and students--carries responsibilities for planning and regulating student activities. In conjunction with the student activities programs, fifty-eight schools

1/ Cf. Table 41, page 127 above.
2/ Cf. page 124 above.
maintain an activities calendar in order to avoid scheduling conflicts. No common pattern or policy is evidenced by the titles of those who are responsible for maintaining this calendar and for assisting in the orderly scheduling of events. Most commonly this function is performed by the Dean or by personnel who serve in his office; in other schools this responsibility is located in the office of the President; while in still other schools the calendar is maintained by persons such as the Dean of Students, the President of the Student Association, or a member of the Student Activities Committee.

The matter of evaluating the extent to which student organizations and activities are serving the needs of members of the student body is handled on an incidental or informal basis in most schools. Only thirteen schools have conducted periodic surveys to determine the extent of student participation in activities, while sixteen have conducted surveys to determine the possible need for additional or new activities.

Space and facilities for the activities of student groups and organizations was reported as less than adequate in forty-one per cent of the schools. Thirty-seven schools (59 per cent) said their facilities were adequate, fifteen acknowledged the need for some improvement, and eleven schools indicated these facilities were inadequate and needed a great deal of improvement.

1/Two schools made no response. Percentage figure is based on 63 schools.
Chi-square analysis.-- Student responses to items investigating the helpfulness of the student activities programs were compared in terms of the four basic categories established for this purpose. Data for the only comparison which was statistically significant at the .01 level of confidence are reported in Table 42.

Table 42. Comparison of Student Reactions to Item Thirty-Five in the Inventory of Student Reaction

<table>
<thead>
<tr>
<th>Administrative and faculty attitudes which have encouraged student responsibility for planning and directing the extra-curricular activities</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.D. Enrollment</td>
<td>Fewer than 100</td>
<td>38</td>
<td>82</td>
</tr>
<tr>
<td>200 or more</td>
<td>64</td>
<td>79</td>
<td>50</td>
</tr>
</tbody>
</table>

Chi-square 13.49 (significant at .01 level)

As indicated in this table, the most common evaluation of faculty and administrative attitudes toward encouraging student responsibility for planning and directing extra-curricular activities is that they have been "moderately helpful". Students in schools with small B.D. enrollments have expressed more satisfaction and less criticism of these
attitudes as experienced in their schools than is the case with students from schools where the B.D. enrollment includes 200 or more.

Separate tabulations were made to investigate whether student reactions concerning the helpfulness of student activities and organizations would be more favorable in schools which estimated that more than half of their students belong to one or more student organizations. The chi-square comparison was not statistically significant. Student perceptions of the helpfulness of campus activities for personal and social growth are apparently unrelated to the percentage of students who belong to one or more campus organizations.

Student reactions to the over-all helpfulness of the student activities programs.-- The most common student response to each of the three items on the Inventory of Student Reaction which evaluated important aspects of the student activities programs indicated that students perceive these services as "moderately helpful". The trend of student responses concerning faculty and administrative encouragement in this area revealed that more students saw this as "very helpful" than as of "little or no help"; however the trend of student responses with regard to the value of the activities and organizations themselves indicated large numbers felt they were of "little or no help" while only a relatively small group saw the student activities and organizations as "very helpful". Apparently faculty and administrative encouragement
of student activities is rather strong but student criticisms or indifference toward such a program are correspondingly strong.

Campus facilities were categorized as "not available" or of "little or no help" by forty-one per cent of the 706 students who responded to this item. An additional thirty-one per cent of the respondents considered facilities were "moderately helpful". Differential student-faculty perception concerning the adequacy of school facilities for student activities is evidenced by a comparison of these student reactions with school estimates that facilities were either "adequate" (59 per cent) or "fair" (24 per cent) in eighty-three per cent of the schools.

X. RELIGIOUS SERVICES

Data from the Inquiry Form.-- As one might expect, the opportunities for individual and corporate worship as well as the opportunities for counseling on religious or ethical problems are abundant in the theological school. Regular chapel services provide the most common method for encouraging religious development. The frequency with which chapel services are held at the various schools ranges all the way from weekly services (offered at two schools) to three services daily (reported by one school) with the most common schedule calling for one chapel service per day (reported by forty schools).

1/ Of page 131 above.
In addition to chapel services, forty-eight schools provide a place for personal or small group meditation; fifty-one schools say they encourage student participation in planning religious programs; and student religious organizations or groups are found on thirty-six campuses.

Each school indicated a variety of personnel from whom students might obtain counseling on religious or ethical problems. Commonly listed as available for counseling were the faculty advisers, "any faculty person", the Dean, or the school chaplain. Twenty-eight schools indicated counseling might be obtained from "professional counseling staff", and a separate comparison was made to see whether or not the students at these twenty-eight schools had responded more favorably to the item on the Inventory of Student Reaction concerning the helpfulness of religious counseling services. The chi-square comparison was not statistically significant.

Chi-square analysis.-- Student responses to the items on the Inventory of Student Reaction which investigated the effectiveness of the religious services were analyzed in terms of the four basic categories established for this purpose. Nine different comparisons were statistically significant at the .01 level of confidence and data for these are recorded in Tables 43 through 46. On each of these four items dealing with religious services (Tables 43 through 46), the students in schools with enrollments of less than one hundred indicated
greater satisfaction than those with 200 or more students. On three items (Tables 43, 45, and 46), the reactions of students in schools with no women in the B.D. program indicated greater satisfaction than those where five or more women were enrolled. On the item concerning the availability of adequate facilities for personal meditation or worship (Table 44), students in schools which are related to a college or university expressed greater satisfaction than those in independent schools. On the item concerning opportunities for students to contribute to the spiritual and ethical life of the school (Table 45), students in schools where the faculty-student ratio was 1:11 or less expressed greater satisfaction than students in schools where the faculty-student ratio was higher.
Table 43. Comparison of Student Reactions Concerning the Availability of Chapel Services Which Provide Opportunity for Religious Growth

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.D. Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>26</td>
<td>62</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>38</td>
<td>97</td>
<td>105</td>
<td>17.89*</td>
</tr>
<tr>
<td><strong>Women in B.D. Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>33</td>
<td>87</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>30</td>
<td>92</td>
<td>95</td>
<td>9.66*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level
Table 44. Comparison of Student Reactions Concerning the Adequacy of Facilities for Personal Meditation or Worship

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.D. Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>34</td>
<td>52</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>55</td>
<td>62</td>
<td>77</td>
<td>15.20*</td>
</tr>
<tr>
<td><strong>Related to a College or University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>133</td>
<td>140</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>Related</td>
<td>17</td>
<td>33</td>
<td>70</td>
<td>11.04*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level
Table 45. Comparison of Student Reactions Concerning Opportunities for Student Contributions to the Spiritual and Ethical Life of the School

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.D. Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>45</td>
<td>85</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>58</td>
<td>114</td>
<td>48</td>
<td>25.55*</td>
</tr>
<tr>
<td>Women in B.D. Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>53</td>
<td>106</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>49</td>
<td>94</td>
<td>58</td>
<td>10.06*</td>
</tr>
<tr>
<td>Faculty-Student Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:11 or less</td>
<td>47</td>
<td>102</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>1:12 or more</td>
<td>90</td>
<td>182</td>
<td>123</td>
<td>13.02*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level
Table 46. Comparison of Student Reactions to the Availability of Personnel for Religious Counseling

<table>
<thead>
<tr>
<th>Categories</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.D. Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 100</td>
<td>31</td>
<td>58</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>200 or more</td>
<td>46</td>
<td>67</td>
<td>73</td>
<td>12.77*</td>
</tr>
<tr>
<td><strong>Women in B.D. Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>37</td>
<td>69</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Five or more</td>
<td>40</td>
<td>64</td>
<td>57</td>
<td>19.28*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level

Student reactions to the over-all helpfulness of the religious services.-- Total student responses to the items which concern this phase of the personnel services program evidenced a numerically higher number of responses in the "very helpful" category than for any other set of items. The helpfulness of the chapel services and religious counseling services rated very high in student evaluations. In both cases more than half of the students who had used these services found them to be "very helpful". Responses concerning the adequacy of facilities for personal meditation or worship indicated a strong trend in the "very helpful" direction.
Opportunities for student contributions to the spiritual and ethical life of the school were most frequently rated as "moderately helpful" but the frequency of "very helpful" responses was also high.

XI. OCCUPATIONAL INFORMATION AND PLACEMENT

Vocational choice is not a once-for-all decision; rather, it is a lengthy process integrally related with the extension and fulfillment of personality through the maximum development and utilization of individual capacities. Because the ministry today makes use of increasing numbers of specialists, the seminarian's vocational commitment will eventuate in richer and more satisfying service as his choices grow out of an understanding of self in relation to the variety of possible vocational opportunities in the ministry.

Data obtained from the Inquiry Form.-- All sixty-four theological schools which answered the item concerning the availability of field work or internship programs indicated that they do have such programs through which the seminarian may obtain practical experience in the vocation for which he is preparing. Fifty-four of these schools indicated that most students are required to obtain field work experience.

While fifty schools (77 per cent) provide placement services for those who desire part-time employment, only forty-seven schools (72 per cent) maintain placement services for those who desire full-time employment in the profession for
which the school prepares them. This seemingly anomalous situation is brought about by certain interrelated factors. The student body in some seminaries is composed almost entirely of persons from a single denomination, and in some of these denominations the placement process is effected by direct contact, which may extend over a period of several years, between the student and the representatives of the denomination. Because of these factors several seminaries representing smaller denominations have no placement services, and among the larger denominations four out of five Lutheran seminaries and six out of eight Episcopal schools do not maintain placement services.

Twenty-two of the schools which do have placement services continue to provide these services for former graduates. Eighteen schools indicated that their placement services have a follow-up program which includes contacting former students and obtaining suggestions for improvement. Only fifteen schools maintain a pertinent collection of books and pamphlets dealing with occupational information. Most frequently, the librarian is responsible for gathering and making this material available, although the placement office, the Dean of Students, or the Director of Field Work perform this service in eight of the fifteen schools.

Chi-square analysis.-- Student reactions to those items concerned with the helpfulness of the placement services were compared in terms of the four basic categories established
for this purpose. One comparison was statistically significant and indicated that students at theological schools where there were five or more women enrolled in the B.D. program were more highly satisfied with the availability and helpfulness of sources from which they may obtain information concerning employment opportunities than were students at seminaries where no women were enrolled in the B.D. program. Data for this comparison are reported in Table 47.

Table 47. Comparison of Student Reactions Concerning the Availability and Helpfulness of Sources for Information on Employment Opportunities

<table>
<thead>
<tr>
<th>Women in B.D. Program</th>
<th>Little or No Help</th>
<th>Moderately Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>42</td>
<td>92</td>
<td>81</td>
</tr>
<tr>
<td>Five or more</td>
<td>17</td>
<td>82</td>
<td>96</td>
</tr>
</tbody>
</table>

Chi-square 11.49 (significant at .01 level)

Student reactions to the overall helpfulness of the placement services.-- The total group of student respondents evidenced very high satisfaction with the field work and internship programs. Fifty-five per cent of the 627 students who had actually engaged in field work said this service had been "very helpful". Only one student in seven (14 per cent) evaluated his field work experience as of "little or no help".
Placement services for part-time employment were characterized as "very helpful" by a plurality of student respondents. Fifty-five per cent of all respondents indicated they had used the part-time placement service.

Total student responses concerning the helpfulness and availability of sources for information on employment opportunities indicated high satisfaction with this service. Inasmuch as only one school in four (23 per cent) maintains a special collection of printed materials for occupational information purposes, it seems likely that the most commonly used resource concerning employment opportunities is the faculty member who has had practical experience in the field of church vocations and who maintains continuing contact with the personnel needs of the church.

While the participation of the theological school in the placement process tends to vary according to the denominational heterogeneity of the student body as well as the denominational relationship of the school, four out of five students (80 per cent) of those who evaluated this service anticipated it would prove "moderately helpful" or "very helpful", with a slightly larger number favoring the former category. It is acknowledged that the evaluation of professional placement services by those who are still in process of obtaining their professional degree is a subjective process. A more accurate appraisal of the helpfulness of the full-time professional placement services would be obtained from recent graduates.

1/Cf. page 142 above.
XII. ORGANIZATION AND ADMINISTRATION

The organizational structure of a student personnel services program is obviously influenced by such important factors as the financial resources of the school and the size of the student body. All programs, whether large or small, need a combination of intelligent leadership supplemented by the cooperative contributions of the faculty and the democratic participation of the students.

The questions on the Inquiry Form did not draw out as much useful data concerning this phase of the personnel services program as had been anticipated. The items in this section of the Inquiry Form tended to be more personal than those in other sections, and this appears to be the main reason why many schools provided incomplete information or no information.

Almost two-thirds of the theological schools (41 schools; 63 per cent) indicated the personnel services are under the direction of a major administrative officer; three additional schools indicated the program was supervised by a committee and a fourth school indicated there was no formal administrative arrangement but that several persons had responsibilities for different aspects of the program. No information was obtained concerning the methods by which personnel services are administered in the other twenty-four schools.

The major administrator most often responsible for supervising the personnel services is the academic Dean. Only thirty-nine schools provided information on this item, but
seventeen (43 per cent) named the Dean as the responsible administrative officer. One additional statistic also suggests that the Dean is responsible for personnel services in at least two out of five schools. The person who provided the information required in the basic Inquiry Form was in twenty-six cases (40 per cent) the academic Dean. Other persons designated by some schools as responsible for administering personnel services in seminaries were the seminary President (seven schools), the Dean of Students or Counselor to Students (eight schools), and the Director of Field Work (five schools).

It is not possible to provide details on the number of administrators responsible for the personnel services program who have had considerable training in fields such as counseling, psychology, and the psychology of religion because fifty-eight per cent of the schools failed to provide any information on this item, and some schools which did respond to the item gave limited information. However, the information which was provided indicated that the individual responsible for administering the personnel services is adequately trained for this phase of his work in only a small percentage of schools.
XIII. EVALUATION OF PERSONNEL SERVICES

Data obtained from the Inquiry Form.-- Broad evaluative studies of the total personnel services programs have within recent years been undertaken at thirteen theological schools. Two of these studies were in progress at the time of this survey. In three cases consultants from outside the school were utilized to plan and coordinate the study. In most other cases the studies were coordinated by the Director of Personnel Services, by members of a Personnel Committee, or by a special committee set up by the faculty. Six of these studies asked both students and graduates for their reactions concerning the effectiveness of the program. Three other studies used reactions from either students or graduates.

Smaller studies involving three or four special areas within the personnel services program have been undertaken during the past three years at twenty-four schools. Personnel services most frequently mentioned in these partial evaluations were orientation (17 schools), psychological testing (17 schools), financial aid (16 schools), housing (14 schools), dining facilities (13 schools), and personal counseling (13 schools). After eliminating duplications, a total of twenty-six schools (40 per cent) have engaged either in partial or full evaluations of their programs.

Thirty-nine schools provided information on the person or persons responsible for continuous evaluation of the personnel
services. Again, the central importance of the Dean of the seminary was noted in these responses. Eighteen schools indicated that the main responsibility for evaluation lay with the Dean while ten other schools indicated that this responsibility was shared by the Dean together with another person or group.

Chi-square analysis.-- The schools were separated into two groups according to whether the schools had or had not undertaken a recent evaluative study of some phase of the personnel services program. Chi-square comparisons of these two groups as based on categories established by the size of the B.D. enrollment, number of women in the B.D. program, faculty-student ratio, and relationship to a university or college yielded no results which were statistically significant.

XIV. SUMMARY

This chapter has presented a factual summary of data concerning personnel services which are currently available in theological schools. This picture of available services has been supplemented by a systematic analysis of student reactions concerning the helpfulness of these services. A summarization of the main findings of this study together with related conclusions and recommendations is contained in the next chapter.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Orientation.— Ninety-five per cent of the theological schools welcome new students with a number of pre-registration activities designed for orientation purposes. In two out of five schools the orientation emphasis is carried over into the content of one of the required courses for new students.

Students in schools which have a formal orientation course expressed greater satisfaction with opportunities for becoming acquainted with faculty members than did students from schools with no formal orientation course. Students from schools with smaller B.D. enrollments or with a lower faculty-student ratio or with no women enrolled for the B.D. degree expressed significantly more satisfaction concerning opportunities to become acquainted with faculty members than students from schools in the opposite categories.

Total reactions concerning the over-all helpfulness of the orientation services indicated that students were rather well satisfied with those aspects of the orientation programs which helped them feel the school was personally interested
in them and which provided opportunity for becoming acquainted with other new students. Some dissatisfaction was expressed with the adequacy of opportunities to become acquainted with members of the faculty. Strong dissatisfaction was evidenced with the adequacy of methods for acquainting students with available personnel services.

**Psychological testing.**-- Eighty-eight per cent of the theological schools administered one or more psychological tests to new students. Sixty per cent of these schools which have testing programs administered at least three different types of psychological tests while seventeen per cent of the schools used only a single test. Most commonly used tests were personality inventories (used in three out of four schools) and measures of scholastic aptitude (used in seven out of ten schools).

In most schools (69 per cent of schools with testing programs) the interpretation of test results to students is handled entirely or partly by "a qualified staff member". In a few schools (10 per cent) test scores are interpreted entirely by faculty advisers or by a faculty member of the student's choice. Only sixteen schools (28 per cent of those with testing programs) indicated that test scores were interpreted to all students, and a chi-square comparison indicated that students at these schools were significantly better satisfied with the helpfulness of their testing programs than
were students in schools which do not interpret psychological tests to all students. The quality of student reactions concerning the helpfulness of the testing programs was essentially unrelated to the number of years during which the school had been using psychological tests.

While student reactions concerning the helpfulness of the psychological testing programs as an aid to self-understanding indicated much variation from one school to another, the total student reaction evidenced a strong trend toward dissatisfaction. Chi-square comparisons indicated this trend toward dissatisfaction was significantly stronger in the schools with large B.D. enrollments, higher student-faculty ratios, and no women enrolled in the B.D. program. Students from schools in the opposite categories tended to evaluate their testing programs as "moderately helpful".

Faculty advising.-- Seven out of ten theological schools (71 per cent) assign a faculty adviser to each degree candidate, but the remaining three out of ten schools encourage the student to consult with the faculty member of his choice.

Students were well satisfied with the willingness of faculty advisers to grant adequate amounts of interview time, but they were less well satisfied with his ability to understand them and to communicate a personal interest in them. Students in schools with fewer than one hundred B.D. students perceived their faculty advisers as significantly more helpful in showing a personal interest in them and in granting adequate
amounts of interview time than did students in schools with over 200 B.D. students.

Total student reactions to the availability of opportunities for discussing educational or vocational plans revealed a decided trend toward dissatisfaction with this service. This finding was in contrast to the trend toward high satisfaction indicated in student evaluations of the adviser's willingness to give adequate amounts of interview time.

Professional counseling services.-- Eighty-eight per cent of the theological schools reported they have at least one person on the faculty who has had professional training in counseling or in psychiatry. The most common type of professionally trained counselor (reported by 74 per cent of the schools) is the faculty member who also serves as a teacher. The students at twenty-three theological schools (35 per cent) have access to the services of a centralized counseling center which is separate from the theological school, and thirteen seminaries (20 per cent) reported having their own pastoral counseling centers.

Forty-four per cent of all responding students indicated they had sought counseling assistance concerning minor emotional problems or potential maladjustments, and one student in six had participated in either group or individual psychotherapy. Three out of four students in the above two groups evaluated the assistance which they had received as either "moderately helpful" or "very helpful".
Chi-square analysis of student reactions concerning the helpfulness of professional counseling services as based on the four categories used in this study yielded only one difference which was statistically significant. Students in schools with lower faculty-student ratios perceived the counseling services for milder emotional problems as more helpful than students from schools with higher faculty-student ratios. The most important single factor which was significantly related to high student satisfaction with professional counseling services was the presence of a pastoral counseling center on campus. Students at these schools were significantly better satisfied with the availability of professional counseling services, the helpfulness of these services for individual or group psychotherapy, and the availability of faculty members able to identify and counsel (or refer) students who may have personal maladjustments.

Health services.--- Forty theological schools (62 per cent) have a dispensary or infirmary (or both) for the diagnosis and treatment of student illness, and forty-five schools (69 per cent) make available to students the optional purchase of low cost group health insurance. Nine schools (14 per cent) do not make provision for group insurance and have neither a dispensary or infirmary.

There is a significant relationship between the availability of medical facilities and medical personnel and the
seminary's relationship to either a college or university. Furthermore, the reactions of students at these related schools indicated they perceived their medical services as significantly more helpful than students at independent seminaries.

The combined reactions of all students indicated moderate to high satisfaction with the medical services and very high satisfaction with the relationship between the services provided and their cost to the student. A trend toward dissatisfaction was expressed concerning the programs of physical recreation, and students expressed even greater dissatisfaction with opportunities to discuss their own health resources as they relate to educational and vocational goals.

Financial aid.——The median theological school provides fellowships, assistantships, scholarships, or grants-of-aid to between forty-one and fifty per cent of all full-time students. Forty-two schools indicated the availability of loan funds with the median total amount available being $10,000.

Student reactions concerning the helpfulness of financial aid programs were significantly more favorable in schools which grant such aid to over sixty per cent of their students than in schools where aid is granted to one student in five or less. Students in schools with lower faculty-student ratios or with smaller enrollments evaluated their financial aid programs as significantly more helpful than students in schools with higher faculty-student ratios or higher enrollments. Students in
seminaries related to a college or university or in schools where five or more women were enrolled in the B.D. program perceived their financial aid programs as more adequate to the needs of the student body than did students in independent schools or schools where no women were in the B.D. program.

Very high satisfaction with the financial aid program was expressed by those students who had actually applied for financial aid at some time. Three out of every five applicants found this service "very helpful". Students who had never applied for financial aid indicated they felt the program would be only "moderately helpful" if they should ever be in need of assistance.

Housing and dining.— The median seminary has housing accommodations for seventy single students and forty-seven married students; yet, the current ratio of married to single students is two to one. Three schools in ten have both a surplus of housing accommodations for single students and a shortage of housing for married students. Twenty-eight schools (43 per cent) make a major effort to assist students in finding off-campus housing when they cannot be accommodated in school residences.

Students living in school housing were very well satisfied with the adequacy of the accommodations in terms of the rental charges. Both resident and commuting students expressed satisfaction with the adequacy of dining services in terms of the
cost of meals. The reaction of resident students was more favorable than that of commuters.

**Student self-government.**—Over ninety per cent of the theological schools have a school-wide student government organization, and over seventy-five per cent use an honor system during major examinations. In six out of seven schools the major or entire responsibility for government in the residences is in the hands of the students. The policy of giving students responsibility for self-government is largely reversed with respect to the handling of any discipline problems. In such instances only eight schools permit the students to carry the major portion of responsibility.

Total student responses indicated that both the student government and student participation in the handling of discipline problems were perceived as "moderately helpful". Reactions from students in schools with small enrollments were significantly more favorable for both these aspects of the personnel services than reactions from students in large schools. Students were very highly satisfied with the respect for their integrity which was accorded by professors during major examinations, and the students evidenced high satisfaction with opportunities for self-government in the residences.

**Student activities.**—Fifty-eight theological schools (89 per cent) indicated the presence of campus groups and organizations which are active in providing group activities for members of the student body. In fifty-three schools a
committee--usually composed of both faculty and students--carries responsibilities for planning and regulating student activities.

While a plurality of all student responses indicated that student activities were perceived as "moderately helpful", a large group saw these activities in terms of "little or no help", and only a relative few indicated the activities were "very helpful". Faculty and administrative attitudes which have encouraged student responsibility for planning and directing the activities programs were rated more favorably than the activities programs themselves.

Differential faculty-student perception of the adequacy of campus facilities was evidenced in a comparison of student reactions with school estimates. Forty-one per cent of all student respondents evaluated campus facilities for student activities as either "not available" or of "little or no help"; yet only seventeen per cent of the schools rated campus facilities as "inadequate--much improvement needed."

Religious services.-- The frequency with which chapel services are held at theological schools varies from one service per week (at two schools) to three services per day (at one school), but the single service each day is most common (at forty schools).

More than half of all student respondents described chapel services as "very helpful". Responses concerning the helpfulness of counseling on religious or ethical problems indicated
a trend in the direction of high student satisfaction.
Opportunities for student contributions to the spiritual and 
ethical life of the school were rated most frequently as "moderately helpful", but the frequency of "very helpful" 
responses was also high.

Students in schools enrolling fewer than one hundred were 
significantly more favorable in evaluating each aspect of the 
religious services than students in schools with two hundred 
or more. Students in schools enrolling no women in the B.D. 
program were significantly better satisfied with the avail-
ability of personnel for religious counseling and with oppor-
tunities for students to contribute to the spiritual and 
ethical life of the school than were students from schools 
enrolling at least five women in the B.D. program.

Placement services.-- Field work or internship programs 
were offered in all sixty-four seminaries which answered this 
item, and in the large majority of these schools most students 
are required to participate in this program. Seventy-seven 
per cent of the schools maintain placement services for those 
desiring part-time employment, and seventy-two per cent have 
placement services for full-time employment in church voca-
tions. Most Lutheran and Portestant Episcopal schools do not 
maintain placement services for full-time church vocations. 
Only twenty-two schools (34 per cent) provide placement services 
for former graduates, and only fifteen schools maintain a
pertinent collection of occupational information materials.

Student satisfaction with field work experience was evidenced as very high. Fifty-five per cent of those engaging in field work found it to be "very helpful". Part-time placement services were used by more than half of all responding students, and a plurality of them considered the service to be "very helpful". Eighty per cent of those who evaluated the potential usefulness of full-time placement services anticipated these would be either "moderately helpful" or "very helpful".

Administration and evaluation.-- The academic Dean is the administrator most often responsible for supervising the personnel services program. Other persons who carry this responsibility in each of several schools include the seminary President, a Dean of Students or Counselor to Students, the Director of Field Work, or the members of a personnel committee.

Within the past five years a total of twenty-six theological schools (40 per cent) have undertaken either a partial or full evaluation of the personnel services program. The administrator most commonly identified as responsible for evaluating the effectiveness of the personnel services is the Dean of the seminary.
II. CONCLUSIONS

Orientation.-- Theological schools are making considerable effort to provide helpful orientation experiences for new students. These efforts are broadly successful in helping new students feel the school is personally interested in them and in assisting new students to become acquainted with one another.

Two of the goals of the orientation services which were mentioned by over eighty per cent of the responding schools are being attained only in part. First, there is need for improving and increasing the opportunities for new students to become acquainted with faculty members. Second, more adequate methods should be employed to acquaint new students with those personnel services on each campus which are available.

Psychological testing.-- The use of psychological tests in seminaries is still in process of growth and change. One of the objectives of a good psychological testing program is to assist students toward greater self-understanding; yet, student reactions indicate that this objective is being attained in only a minority of schools.

Test scores do not give ready-made answers to the problems of schools or students, and the qualifications of persons who set up testing programs and who interpret psychological test scores must be high. Many schools have indicated they are using tests for recommending remedial programs, for screening and recommending therapy, or for assisting students in
making vocational plans. In ten per cent of the schools which use tests, the persons responsible for interpretations were classified as faculty advisers or faculty members of the student's choice. In most schools a "qualified staff member" carries major responsibility for test interpretation; yet in only one half of these schools does this staff member have a reduced teaching load in order that he may devote the hours of time necessary to interpreting test scores and counseling with students.

More than half the schools with testing programs interpret test scores to none of their students, to selected students only, or to those students who ask for an interpretation. Yet, this study indicated a high relationship between more favorable student perceptions of testing programs and the practice of interpreting test scores to all students.

Faculty advising.-- A high relationship was evidenced between small enrollment size and more favorable student perceptions of faculty advising.

A high relationship was also evidenced between more favorable student reactions toward vocational counseling and the non-assignment of each student to a specific faculty adviser.

Total student responses indicated faculty advisers were "very helpful" in providing interview time; yet, they were considerably less effective in facilitating the student's exploration of educational plans or vocational plans as these
were related to student aptitudes, interests, and the opportunities available.

Professional counseling.-- The above-mentioned evidences of student dissatisfaction with opportunities for educational and vocational counseling indicate the need for qualified counseling personnel not only for students who perceive their problems as personal and emotional but also for students who perceive their problems as educational or vocational.

Additional evidence of the need for and usefulness of professional counseling services is seen in the following data. Forty-four per cent of all responding students had sought counseling assistance concerning minor emotional problems, and sixteen per cent had experienced either individual or group psychotherapy. Three out of four students in both of these groups evaluated the assistance received as either "moderately helpful" or "very helpful".

A high relationship was indicated between favorable student perceptions of counseling services and the presence of a pastoral counseling center at the theological school. The evidence suggests that when the theological school gives the pastoral counseling program a prominent and respected place in the curriculum, increasing numbers of students experience these services themselves and acknowledge their helpfulness. The presence of a single qualified counselor on the faculty is helpful, but the single counselor reaches only a portion of
those students who need his services. The presence of a pastoral counseling center implies a more complete recognition of the value of pastoral counseling and a more adequate staff of counseling personnel.

**Health services.**-- There is a high relationship between the availability and the adequacy of medical services and the theological school's relationship to either a university or a liberal arts college. More than half of the independent seminaries which have been unable to provide adequate medical facilities on campus have adopted group insurance plans or have established a satisfactory plan of cooperation with a nearby hospital or clinic. A re-examination of the medical services is necessary in those schools (14 per cent) which have neither a dispensary or infirmary and which do not make provision for group insurance.

**Financial aid.**-- The financial aid resources of two-thirds of the theological schools appear to be adequate to the needs of the student body. The highest satisfaction with the financial aid programs was recorded by those who actually applied for assistance, and this high level of satisfaction was not essentially related to schools of any one category.

**Housing and dining.**-- The adequacy of seminary housing for married students constitutes a problem of considerable magnitude in sixty-five per cent of the schools. All schools should make a major effort to assist students in locating off-campus housing when school accommodations are not available; yet,
only forty-three per cent of the schools assume such responsibility.

**Student self-government.**—The wide-spread use of an honor system or comparable set of procedures and attitudes during major examinations is the strongest element in the program of student self-government and self-discipline. Another strong element is the large measure of responsibility for self-government which is present in most student residences.

While the number of discipline problems may be very infrequent, students should be accorded a respected voice in the establishment and maintenance of policy concerning such problems. Included in these policies should be the principle of screening all cases through a qualified counselor.

**Student activities.**—Student activities programs receive rather strong encouragement from faculty and administration, but student reactions to the helpfulness of the activities themselves is rather discouraging. Although the students carry major responsibility for setting up their own activities programs, they apparently encounter frequent difficulties in organizing social and professional events which have more than nominal appeal. The instruments used in this study are not sufficiently sensitive to indicate whether seminary students—most of whom are married—experience little need or little enthusiasm for student activities. The basic reasons for student dissatisfaction with this aspect of the personnel services need to be investigated in greater depth at each school.
Religious services.-- Students are very well satisfied with opportunities for spiritual and religious growth and development, but they are less well satisfied—particularly in schools with larger enrollments—with opportunities to participate actively in contributing to the spiritual and ethical life of the school.

Placement services.-- Field work and internship programs comprise the strongest and most helpful aspect of the seminary services in this area. Part-time placement services function very satisfactorily in those schools which provide the same; however, twenty-three per cent of the schools have no services of this type. A large percentage of schools with full-time placement services do not extend these services to former graduates, and a slightly larger number have not sought to improve the effectiveness of these services by obtaining suggestions from former students.

Administration and evaluation.-- Although the information gathered for these areas of the personnel services programs was only partially complete, it appears that at this present stage of development the personnel services programs in most theological schools are largely the responsibility of the academic Dean.

The need for an increasing number of evaluative studies of the purposes and effectiveness of the various aspects of the personnel services programs is very high. The many expressions of interest in this study and in its findings
together with the high percentage of cooperation received by
the writer in gathering necessary data are encouraging evidences
of administrative willingness to appraise and strengthen these
services.

In the development and evaluation of personnel services,
the seminaries should increasingly involve additional per-
sonnel who have had graduate training in personnel work and
related areas. At present the number of such persons being
utilized is limited.

III. RECOMMENDATIONS

Determining areas of strength and weakness in any per-
sonnel services program should be but a preliminary step to
making improvements. Because this study has focused on the
strengths and weaknesses of personnel services as found in
groups of schools, it is necessary for each individual school
to investigate its own program and determine its own specific
areas of strength and weakness.

Rather than enumerate many specific recommendations
which might be helpful in improving individual personnel ser-
dices, the writer has listed four basic principles which are
broadly applicable to personnel services in any theological
school. These principles may be interpreted as recommenda-
tions by each school which has not yet applied the principle
in its own program of personnel services.
1. An effective personnel services program in a theological school needs the cooperation of administration and faculty supplemented by the specialized skills of those trained in personnel work.

The smaller school with limited enrollment and limited financial resources may well feel that a personnel services program is too costly. Yet, size of enrollment alone should not be a deterrent, because some of the smaller seminaries have very fine personnel services programs. The argument of cost is not lightly overcome; however, those schools which recognize the value of an effective program of personnel services will find the resources with which to build and maintain the program.

This study has indicated that students from schools with smaller B.D. enrollments perceived many of their personnel services as significantly more helpful than did students from schools with more than 200 B.D. students. The small school is in a better position to emphasize and develop intimate faculty-student relations, and many students may view the personal contact of the professor as of more value than the professional skills of the specialist. In a larger school it may be easier for a faculty member to acknowledge his own busy schedule and refer as many students as possible to other resources. The better personnel services programs in schools of all sizes combine both the personalized contacts of the faculty member and the skills of the specialist.
2. An effective personnel services program in a theological school utilizes student skills and talents in establishing policies for the personnel services, in assisting in the smooth functioning of the services, and in providing helpful criticisms and evaluations.

Effective cooperation with students in establishing and maintaining the personnel services will insure that each aspect of the program is adapted to the needs of the particular students whom it serves. The precise form or methodology used in the program may vary so long as student needs are effectively met.

The personnel services program provides a type of classroom through which the administration and faculty may assist the future pastor in the principles of democratic administration and mutually rewarding human relations. If the seminarian shares in experiences which utilize these principles successfully, he will find it much easier to apply such principles in his own pastorate.

3. An effective personnel services program in a theological school is aware of its own areas of strength and weakness and seeks to maintain effective services in areas already strong while improving and building up those areas which may be weak.

No schools have a personnel services program which cannot at some point be improved, and conversely, programs which are most in need of improvement contain some services which are
functioning more effectively than others.

Areas of greatest strength in the personnel programs in seminaries are financial aid, housing and dining, religious services, and placement. Areas which tend to demand additional improvement are orientation, psychological testing, faculty advising, professional counseling, health services, student government, and student activities.

4. An effective personnel services program in a theological school will include adequate counseling services.

Counseling services are at the center of an effective personnel services program, and through adequate counseling services the student may be guided to utilize the various aspects of the total educational program which will best facilitate maximum growth during his school experience.

Psychological testing and faculty advising are both integral parts of the educational, vocational, and personal counseling program of the school. Psychological testing blends with counseling as the results of tests are interpreted so as to contribute to student self-understanding. Faculty advising blends with counseling whenever student inquiries on educational and vocational matters are reflections of deeper personality needs rather than requests for factual information.

Because the seminary student in future years will be approached by parishioners who need pastoral counseling services,
it is essential that the seminarian's own needs for personal counseling be recognized and satisfied in a professional manner. The seminarian's counseling needs will be most adequately satisfied in those seminaries which give adequate recognition to the value of pastoral counseling both as a necessary subject for study and as an avenue for personal self-understanding.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

A replication of this study might be undertaken with seminaries which hold associate membership in the American Association of Theological Schools. A replication of this study might also be undertaken with seminaries of the Roman Catholic Church.

There is a continuing need for detailed evaluative studies of the personnel services programs in individual theological schools. Such studies might use multiple evaluation criteria including reactions of recent alumni, reactions of faculty members, evaluation by a consultant who is not on the school staff, and the reactions of current students.

There is need for a study of the role of the faculty adviser in the theological school. How does the faculty adviser perceive his role? How do students perceive the role of the faculty adviser? In what areas may the faculty adviser make his most effective contributions to the counseling program of the school?
APPENDIX A
INQUIRY FORM CONCERNING PERSONNEL SERVICES IN THEOLOGICAL SCHOOLS

By CHARLES ATWATER, DEAN OF STUDENTS
STERLING COLLEGE, STERLING, KANSAS

ORIENTATION

General
a. Is there an orientation program for new students?
Encircle: Yes No
If "yes," is participation in this program optional?
Encircle: Yes No
b. Does the program include (Check all that apply)
   - pre-registration activities for new students?
   - an orientation unit within a required course?
   - a formal orientation course?

Group Meetings
a. Does the program include any of the following types of group meetings? (Check all that apply)
   - talks by administrative personnel or faculty
   - talks by student leaders
   - tours of the physical plant and facilities
   - tours of local points of interest
b. Is the program designed to help students get acquainted with (Check all that apply)
   - each other?
   - members of the faculty?
   - extra-curricular activities?
   - student personnel services available?

testing
a. Are new students required to take one or more standardized tests?
Encircle: Yes No
(1) If "no," skip questions 3b, 3c, 3d, and 3e.
(2) If "yes," do these tests include (Check all that apply)
   - a scholastic aptitude test
   - tests of achievement in subject matter areas
   - vocational interest
   - personality inventory
   - attitude scale
   - problems check list
   - other (Identify)

(3) If "yes" to 3a, how many years has this program been functioning?
   - 1 to 5
   - 6 to 10
   - more than 10

b. Are test scores interpreted (Check all that apply)
   - to none of the students?
   - to selected students who the school feels would profit from an interpretation?
   - to all (or practically all) students?
c. Is provision made for interpretation of test scores by group guidance methods?
Encircle: Yes No
d. Individual interpretation of test results is usually handled by (Check all that apply)
   - the student's faculty adviser
   - a qualified staff member
   - check here if ( ) this person has a reduced teaching load
   - check here if ( ) this person receives extra compensation
   - a full-time counselor
   - other (Identify)

e. Indicate whether test scores are used for any of the following purposes. (Check all that apply)
   - to assist the student in selecting courses
   - to assist the student in knowing his own aptitudes and abilities
   - as a basis for recommending remedial programs
   - (Indicate programs most often recommended)
   - for screening and recommending therapy for students who may have emotional problems
   - to assist students in making vocational plans
   - as a supplementary basis for awarding scholarship or other financial aids
   - to provide a basis for modifying instruction or for sectioning
   - to obtain a picture of the nature and range of individual differences in the student group

COUNSELING SERVICES

1. Faculty Advisers
a. Is each student who is a candidate for a degree assigned a faculty adviser?
Encircle: Yes No
b. Are all full-time teaching faculty utilized as faculty advisers?
Encircle: Yes No
If "no," and school utilizes faculty advisers, explain basis for selection

c. Does your school assist faculty advisers by (Check all that apply)
   - providing facilities for privacy in counseling?
   - regulating the total number of students assigned to them?
   - reducing the teaching load when the number of advisees is reasonably large?
   - providing for in-service training?
2. Professional Counselors
   a. Indicate the number of persons on the theological school faculty who have had professional training in counseling or in psychiatry and who are serving (Report each person under one category only.)
      (1) as teachers and psychiatrists
         Do these persons carry responsibility for discipline?
         Encircle: Yes No Somewhat
      (2) as teachers and counselors
         Do these persons carry responsibility for discipline?
         Encircle: Yes No Somewhat
      (3) as administrators and as counselors
         Do these persons carry responsibility for discipline?
         Encircle: Yes No Somewhat
   b. Is group therapy utilized in your professional counseling services?
      Encircle: Yes No
   c. Does your school have a pastoral counseling center?
      Encircle: Yes No
   d. Does your institution have a centralized counseling center, separate from the theological school?
      Encircle: Yes No

If "yes," indicate specialists available:
(Identify)

(1) psychologist
(2) psychiatrist
(3) speech specialist
(4) reading specialist

HEALTH SERVICES
1. a. Does your school require that all entering students present a medical statement of good health?
    Encircle: Yes No
   b. Does your school require that all entering students take a physical examination at the school?
    Encircle: Yes No
2. Information obtained from the physical examination is used (Check all that apply)
   □ as a factor in determining admission
   □ to locate correctable physical defects
   □ to provide information for educational or vocational evaluation and guidance
   □ other (Identify)
3. Does the health service program include (Check)
   □ a dispensary (for out-patients)?
   □ an infirmary (for bed patients)?
4. Indicate persons included on the medical staff. (Check appropriate spaces. Exact numbers are not necessary.)
   Full Time Part Time As Consultant
   Nurse
   Physician
5. Is the cost of health services shared by both the student and the school, with the former paying a periodic fee?
   Encircle: Yes No
   If "no," indicate briefly how health services are financed.

6. Does the school make possible the optional purchase of low-cost group health insurance?
   Encircle: Yes No
   a. If "yes," indicate type of plan (Check)
      □ Blue Cross-Blue Shield
      □ group policy held with private insurance company
      □ special arrangement with local hospital
      □ special plan administered by the school
   b. If "yes," does coverage include wife a family
5. Is the cost of health services shared by both the student and the school, with the former paying a periodic fee?
   Encircle: Yes No
   If "no," indicate briefly how health services are financed.

FINANCIAL AID
1. Indicate the number of fellowships and assistantships currently available, and check the type and award(s) given under each.
   Number
   Exact
   Approx.
   Partial
   Full
   More
   As Consultant
   (Check appropriate spaces. Exact numbers are not necessary.)
   (1) psychology
   (2) psychologist
   (3) psychiatrist
   (4) speech specialist
   (5) reading specialist
2. Indicate the total percentage of full-time students who are currently on fellowships or assistantships or who are receiving scholarships or grants of aid.
   □ up to 10% □ 11 to 20% □ 21 to 30% □ 31 to 40% □ 41 to 50% □ 51 to 60% □ 61 to 70% □ 71 to 80% □ 81 to 90% □ 91 to 100%
3. School loan funds:
   a. Total amount of loan funds is $____________
   b. Number of emergency loans ($100. or less) granted in 1958-'60 was ______________
   c. Number of larger loans (over $100.) granted in 1958-'60 was ______________
   d. Annual interest rate while student is in school is ______________
   e. Annual interest rate after graduation is ______________
4. Follow-up procedures on loans include (Check as many as apply)
   □ an exit interview
   □ notifying student when payment is due
   □ personalized handling of over-due account
   □ referral of delinquent accounts to a collection agency

HOUSING AND DINING FACILITIES
1. a. Indicate the total number of single student who may be adequately housed in school-operated living quarters.
   b. Indicate the number of married couples who may be adequately housed in school-operated living quarters.
Indicate the adequacy of school-operated housing facilities. (Place one check in each column.)

<table>
<thead>
<tr>
<th>Available facilities exceed demand</th>
<th>Available facilities about equal to demand</th>
<th>Mand somewhat exceeds available facilities</th>
<th>Mand greatly exceeds available facilities</th>
</tr>
</thead>
</table>

es the school assist students in finding adequate off-campus housing when they cannot be accommodated in school-operated housing?
- a major effort is made to assist such students
- some assistance is given
- little or no assistance is given

Is a member of the school staff live in the school-operated residences?
- Yes
- No

"yes," indicate basis on which resident staff is chosen. (Check as many as apply)
- character
- sincere interest in students
- training in personnel work

Does the school provide dining facilities for students?
- Yes
- No

"yes," check those types of dining facilities which are available.
- institutional dining hall
- campus cafeteria
- other (Identify)

**STUDENT SELF-GOVERNMENT AND DISCIPLINE**

Indicate the extent to which students participate in a system of self-government in the residences. Activities are governed (Check)
- entirely by the students.
- mainly, but not entirely, by students.
- mainly, but not entirely, by school personnel.
- entirely by school personnel.

Are there school-wide student government organizations?
- Yes
- No

Here is an honor system in effect when students taking major examinations?
- Yes
- No

"yes," is the system used by (Check)
- all professors
- some professors
- most professors
- very few professors

Indicate the extent to which student representatives are given responsibility in handling discipline problems. Discipline problems are handled (Check)
- entirely by students.
- mainly by students but faculty is represented.
- through equal sharing of responsibility between students and faculty.
- mainly by faculty but students are represented.
- entirely by faculty.

**STUDENT ACTIVITIES**

Are student organizations on campus which provide opportunity for personal and social interaction?
- Yes
- No

If "yes," estimate the percentage of students who belong to one or more of these organizations (exclusive of the student government organization).

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 25%</td>
</tr>
<tr>
<td>26 to 50%</td>
</tr>
</tbody>
</table>
| more than 75%

2. To what extent does the school provide adequate physical space and facilities for the activities of student groups and organizations? (Check)
- facilities adequate.
- facilities fair—need some improvement.
- facilities inadequate—much improvement needed

3. Is there a committee (or committees) which exercises general oversight on student activities?
- Yes
- No

If "yes," indicate composition of the committee.
- both faculty and students
- faculty only
- students only

4. Does the school maintain a student activities calendar in order to avoid conflicts in use of space and time?
- Yes
- No

If "yes," indicate title of person responsible for this calendar.

5. Do you conduct periodic surveys to determine the extent of student participation in activities?
- Yes
- No

6. Do you conduct periodic surveys to determine the possible need for activities not now available on campus?
- Yes
- No

**RELIGIOUS SERVICES**

1. Indicate the facilities provided for religious growth. (Check as many as apply)
- chapel services
- daily
- twice daily
- other (Identify)

- place for personal or small group meditation
- school chaplain
- campus religious organizations or groups
- student participation in planning religious programs

2. Indicate persons from whom students may obtain counseling on religious or ethical problems. (Check as many as apply)
- faculty adviser
- professional counseling staff
- chaplain
- other (Identify)

**OCCUPATIONAL INFORMATION AND PLACEMENT**

1. Do you provide placement services for those seeking full-time employment in church vocations?
- Yes
- No

2. Do you provide placement services for those seeking part-time employment?
- Yes
- No

3. Does the placement service maintain (for forwarding to employers) detailed files on all registrants?
- Yes
- No
4. Has someone been assigned the responsibility for building up a pertinent collection of books and pamphlets dealing with occupational information?
   Encircle: Yes No
   If "yes," indicate person's title.

5. May students obtain internship or field work experience?
   Encircle: Yes No
   Check here ( ) if this is required of most students.

6. Does the placement service maintain a follow-up program which (Check all that apply)
   ___ obtains suggestions for improvement from former students?
   ___ provides placement services to former graduates?
   ___ continuously studies pertinent employment trends?

ORGANIZATION AND ADMINISTRATION
1. Is the total personnel program placed under the direction of a major administrative officer?
   Encircle: Yes No
   If "yes," indicate this person's title.

2. How much time does this person give to the personnel services program? (Check)
   ___ up to 25%  ___ 26 to 50%  ___ 51 to 75%  ___ 76 to 100%

3. Indicate this person's training in personnel work.
   Degree Major field
   University
   Other related training

EVALUATION OF PERSONNEL SERVICES
1. Answer items 1a, b, c, and d if you have in recent years undertaken a broad evaluation of the personnel services program.
   If more than one such study has been undertaken, check here ( ), and answer in terms of the most recent study.
   a. The study was conducted by (Check)
      ___ the director of personnel services
      ___ a committee of personnel staff
      ___ a consultant from outside the school
      ___ other (Identify)

   b. The study took place (Check)
      ___ within the last five years
      ___ 6 to 10 years ago
      ___ more than 10 years ago

   c. Was the study undertaken within the framework of an institutional self-survey?
      Encircle: Yes No

   d. In this study reactions concerning the effectiveness of the program were obtained from (Check all that apply)
      ___ administrative staff  ___ students
      ___ personnel staff  ___ graduates
      ___ faculty  ___ expert not on
      ___ school staff

2. Indicate those personnel services on which evaluative studies have been undertaken during the past three years. (Check all that apply)
   ___ orientation  ___ housing facilities
   ___ psychological testing  ___ dining facilities
   ___ educational counseling  ___ student self-government
   ___ vocational counseling  ___ student activities
   ___ personal counseling  ___ religious services
   ___ health services  ___ occupational information
   ___ financial aid  ___ placement services
   ___ other (Identify)

DATA FOR IDENTIFICATION (Anonymity reporting results is assured.)
1. Name of person completing this form

2. Title

3. School

ADDITIONAL COMMENTS (This space is additional comments which you might care to make concerning the personnel services program of your institution.)
APPENDIX B

EXCERPT OF CRITERION ITEMS FROM THE RACKHAM STUDENT PERSONNEL SERVICES INVENTORY

III. Levels of Counseling

... 

B. The semi-professional level

1. Do you strive to see that counseling performed by the chief administrative officers (e.g., academic deans and deans of men and women) is not unduly limited in its scope

   a. because of the variety of other demands on their time?
   b. because of the authority and disciplinary function inherent in their office?
   c. because of lack of specific training?

2. Do you select certain faculty advisers for special types of counseling?

   Is selection based upon
   a. competence for and interest in counseling?
   b. personality and good judgment?
   c. awareness of the needs of the university?

3. Does your institution assist faculty advisers by

   a. bringing together those kinds of information which will enable them to perform their tasks intelligently?
   b. providing facilities for privacy in counseling?
   c. regulating the number of students assigned to them?
   d. reducing the teaching load, when the number of counselees is reasonably large?
   e. providing for in-service training?
   f. assigning students to them with due regard for individual differences?
   g. providing for continuity of service?
   h. providing extra pay when counseling is extra work?
   i. putting less pressure on them to publish research?
C. The professional level

1. To what extent do you use the clinical type of counselor to deal with the more complicated maladjustments among students and, whenever possible, to prevent their occurrence?

2. Does your clinical staff include such specialists as the following:

   a. psychologist(s)?
   b. psychometrist(s)?
   c. psychiatrist(s)?
   d. psychiatric social worker(s)?
   e. special referrals (e.g., physicians, speech specialists)?

APPENDIX C

PANEL OF EXPERTS FOR JUDGING THE VALIDITY OF ITEMS USED IN THE INQUIRY FORM FOR THEOLOGICAL SCHOOLS

1. Professor Frank Endicott
   Northwestern University
   Evanston, Illinois

2. Dr. Melvene Hardee
   Coordinator of Counseling
   Florida State University
   Tallahassee, Florida

3. Dr. Robert B. Kamm
   Dean, College of Arts and Sciences
   Oklahoma State University
   Stillwater, Oklahoma

4. Dr. Dorothy Lipp
   Dean of Women
   Penn State University
   University Park, Pa.

5. Professor Esther Lloyd-Jones
   Teachers College
   Columbia University
   New York, N.Y.

6. Professor Ruth O. McCarn
   Assistant Dean of Students
   University of Chicago
   Chicago, Illinois

7. Professor Kate H. Mueller
   School of Education
   Indiana University
   Bloomington, Indiana

8. Professor John W. M. Rothney
   University of Wisconsin
   Madison 6, Wisconsin

9. Professor Carroll L. Shartle
   Ohio State University
   Columbus 10, Ohio

10. Dr. E. G. Williamson
    Dean of Students
    University of Minnesota
    Minneapolis, Minnesota
APPENDIX D

PANEL OF EXPERTS ASSISTING IN VALIDATION OF INQUIRY FORM AND INVENTORY OF STUDENT REACTION

1. Dr. David Belgum  
   Northwestern Lutheran Theological Seminary  
   100 East 22nd Street  
   Minneapolis 4, Minnesota

2. Dr. John M. Billinsky  
   Andover Newton Theological School  
   210 Herrick Road  
   Newton Centre, Mass.

3. Dr. William Douglas  
   Boston University School of Theology  
   745 Commonwealth Avenue  
   Boston 15, Mass.

4. Dr. David D. Eitzen  
   Southern California School of Theology  
   Foothill Boulevard at College Avenue  
   Claremont, California

5. Dr. Jesse H. Ziegler  
   American Association of Theological Schools  
   934 Third National Building  
   Dayton 2, Ohio
APPENDIX E

INVENTORY OF STUDENT REACTION
TO PERSONNEL SERVICES

by Charles Atwater, Dean of Students, Sterling College, Sterling, Kansas

This inventory is being used in a study of personnel services in theological schools. Each theological school will be asked to indicate the degree of willingness to cooperate. Schools cooperating will be kept confidential.

Do not write your name on this paper. Encircle the classifications which refer to you.

a. Sex: M F
b. Marital Status: S M W D
c. Class in which you are enrolled: Junior Middler Senior
d. Were you a student at this school last year? Yes No
e. Indicate the degree program in which you are enrolled: .....................

You are asked to indicate your satisfaction with the personnel services provided by your school. Each item in the inventory is followed by the numbers one through five. Encircle the number which, according to the following list, most clearly indicates your experience or reaction.

1. The service is NOT AVAILABLE so far as I know.
2. The service is available, but I have NOT USED it.
3. I have found this service to be of LITTLE or NO HELP.
4. I have found this service to be MODERATELY HELPFUL.
5. I have found this service to be VERY HELPFUL.

If a personnel service has been helpful to you on one occasion but not helpful on another, you are requested to check one column which most nearly reflects your current or most recent experience with this service. Thus, the emphasis is on type of service which you are receiving at the present time. Any additional comments which you might care to make will be appreciated, and space is provided for this purpose at the end of the inventory.

### ORIENTATION

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>Not Available</th>
<th>Not Used</th>
<th>Little</th>
<th>Mod.</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>An orientational program which helped you feel the school was personally interested in you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Opportunities for new students to get acquainted with one another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Opportunities for new students to get acquainted with members of the faculty</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Adequate methods for acquainting new students with various personnel services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### ADVISING AND COUNSELING

<table>
<thead>
<tr>
<th>ADVISING AND COUNSELING</th>
<th>Not Available</th>
<th>Not Used</th>
<th>Little</th>
<th>Mod.</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>A psychological testing program which has helped you obtain greater self-understanding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A faculty adviser who understands you and has a personal interest in you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A faculty adviser who gives you adequate amounts of interview time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Opportunities to discuss educational plans in terms of your own aptitudes and interests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Opportunities to discuss vocational plans in terms of your own capacities and the vocational opportunities available</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>At least one faculty member who is able to identify and counsel (or refer) students who have personal maladjustments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Personnel who have helped you to deal with milder emotional problems or potential maladjustments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Professional counseling services for students needing more intensive psychotherapy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Indicate the general reaction of fellow students who have utilized or received individual or group psychotherapy. (Note: A circle in column 2 indicates this service is available, but you have no knowledge of its helpfulness to others.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Indicate your own reaction if you have used the professional counseling services for individual or group psychotherapy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### HEALTH SERVICES

<table>
<thead>
<tr>
<th>HEALTH SERVICES</th>
<th>Not Available</th>
<th>Not Used</th>
<th>Little</th>
<th>Mod.</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical services competently provided</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Health fees which are reasonable in terms of the service provided</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Opportunity to discuss your own health resources as they relate to educational and vocational goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A beneficial program of physical recreation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### FINANCIAL AID

<table>
<thead>
<tr>
<th>FINANCIAL AID</th>
<th>Not Available</th>
<th>Not Used</th>
<th>Little</th>
<th>Mod.</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>A program of scholarships, fellowships, loans, and grants-of-aid which is adequate to the needs of the student body</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A financial aid program which you feel has helped those students who were most in need and most deserving of assistance. (Note: A circle in column 2 indicates this service is available but you have no knowledge of how effectively aid is distributed.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Answer item 21 if you have ever applied for financial aid. Answer item 22 if you have never applied for financial assistance. Do not answer both 21 and 22.

21. A financial aid program which you found helpful when you sought assistance. .................................................. 1
22. A financial aid program which you feel would be helpful should you ever need assistance. .................................................. 1

HOUSING AND DINING FACILITIES
To be answered only by students living in school-operated housing:
23. Housing facilities which are adequate in terms of rental charges. .................................................. 1
24. Opportunities for self-government in school-operated residences. .................................................. 1
25. Dining services which are adequate in terms of the cost of meals. .................................................. 1

To be answered only by students living in non-school housing:
26. Assistance provided by school so that you were able to find adequate off-campus housing. ........................... 1
27. Adequate dining facilities for commuting students. .................................................. 1
28. Would you prefer to live in school-operated housing if such were available? ........................... 1

STUDENT SELF-GOVERNMENT AND DISCIPLINE
29. Faculty and administrative attitudes which make you feel you are a person who is respected and trusted. .................................................. 1
30. A student government (and/or other organization) through which you have effective communication with the faculty and administration. .................................................. 1
31. An honor system (or comparable set of procedures and attitudes) during examinations which makes you feel your professors respect your integrity. .................................................. 1
32. A framework through which you (or your student representatives) have a significant and respected voice in the handling of discipline problems. .................................................. 1

STUDENT ACTIVITIES
33. Student activities and organizations which have facilitated your own personal and social growth. .................................................. 1
34. Adequate campus facilities for the activities of student groups and organizations. .................................................. 1
35. Administrative and faculty attitudes which have encouraged student responsibility for planning and directing the extra-curricular activities. .................................................. 1

RELIGIOUS SERVICES
36. Chapel services which provide opportunity for religious growth. .................................................. 1
37. Adequate facilities for personal meditation or worship. .................................................. 1
38. Opportunities for student contributions to the spiritual and ethical life of the school. .................................................. 1
39. Personnel from whom you may obtain counseling on religious or ethical problems. .................................................. 1

OCCUPATIONAL INFORMATION AND PLACEMENT
40. Sources from which you may obtain information concerning employment opportunities. .................................................. 1
41. A field-work or internship program which provides valuable experience in the vocation for which you are preparing. .................................................. 1
42. A placement service which has helped you find suitable part-time employment. .................................................. 1
43. Placement services which you anticipate will prove helpful in assisting you (should you desire the same) in finding professional placement after graduation. .................................................. 1

Write additional comments here:
I am on leave of absence this semester in order to complete a doctoral study of personnel services in Protestant theological schools. Dr. D. S. Arbeukele of Boston University is my major professor, and Dr. Paul Johnson of the Boston University School of Theology is serving as consultant. The study has two phases, and copies of the instruments to be used in each phase are enclosed in this letter. The content of these instruments has been validated by such authorities on personnel services as Dean E. G. Williamson and Professor Esther Lloyd-Jones from secular universities and Dr. Jesse H. Ziegler and Dr. David Eitzen from the theological schools.

First, the person who has major responsibility for administering the personnel services program in your school is asked to complete the longer of the enclosed forms. If you do not administer the personnel services yourself, I shall appreciate your forwarding this letter to the administrator or professor who is in the best position to provide the information requested. Data gathered by means of these forms will be summarized to obtain a broad picture of the various personnel services provided by theological schools.

The second phase of this study requires the administration of the enclosed student reaction inventory to middler class B.D. candidates. Trial administrations of this inventory have taken only twelve to fifteen minutes for an entire class. It is suggested that these forms be administered during a pastoral theology class which is required for middler students. (The form should be completed by as many middlers as possible at each school. If the middler class numbers more than one hundred, the form should be administered to at least fifty students.) A complete tabulation of responses received from your students will be forwarded to you for your information. Later, when the entire study has been completed, you will receive a summary of the findings.

All results of this study will be reported anonymously. No theological school will be referred to either by name or by other identifying data. A post card is enclosed on which you may indicate the name of the person who will complete the enclosed inquiry form. Thank you for your cooperation.

Sincerely yours,

Charles R. Atwater
Dean of Students
APPENDIX G

THEOLOGICAL SCHOOLS COOPERATING IN THIS STUDY

1. Andover Newton Theological School
2. Asbury Theological Seminary
3. Austin Presbyterian Theological Seminary
4. Berkeley Divinity School
5. Bethany Biblical Seminary
6. Bexley Hall, The Divinity School of Kenyon College
7. Biblical Seminary in New York
8. Boston University School of Theology
9. Brite College of the Bible
10. Calvin Theological Seminary
11. Candler School of Theology of Emory University
12. Chicago Lutheran Theological Seminary
13. Chicago Theological Seminary
14. Christian Theological Seminary
15. Colgate Rochester Divinity School
16. College of the Bible
17. Columbia Theological Seminary
18. Divinity School of Drake University
19. Divinity School of Duke University
20. Divinity School of the University of Chicago
21. Eastern Baptist Theological Seminary
22. Eden Theological Seminary
23. Episcopal Theological Seminary of the Southwest
24. Evangelical Theological Seminary
25. Fuller Theological Seminary
26. Garrett Biblical Institute
27. General Theological Seminary
28. Goshen College Biblical Seminary
29. Graduate School of Theology, Oberlin College
30. Graduate Seminary of Phillips University
31. Hartford Theological Seminary
32. Iliff School of Theology
33. Interdenominational Theological Center
34. Lancaster Theological Seminary
35. Louisville Presbyterian Theological Seminary
36. Lutheran Theological Seminary, Philadelphia
37. Lutheran Theological Southern Seminary
38. McCormick Theological Seminary
39. Meadville Theological School
40. Moravian Theological Seminary
41. Nashotah House
42. New Brunswick Theological Seminary
<table>
<thead>
<tr>
<th>No.</th>
<th>Seminary Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>New Orleans Baptist Theological Seminary</td>
</tr>
<tr>
<td>44</td>
<td>Northwestern Lutheran Theological Seminary</td>
</tr>
<tr>
<td>45</td>
<td>Pacific School of Religion</td>
</tr>
<tr>
<td>46</td>
<td>Perkins School of Theology</td>
</tr>
<tr>
<td>47</td>
<td>Pittsburgh Theological Seminary</td>
</tr>
<tr>
<td>48</td>
<td>Princeton Theological Seminary</td>
</tr>
<tr>
<td>49</td>
<td>Protestant Episcopal Theological Seminary in Virginia</td>
</tr>
<tr>
<td>50</td>
<td>San Francisco Theological Seminary</td>
</tr>
<tr>
<td>51</td>
<td>School of Religion, Howard University</td>
</tr>
<tr>
<td>52</td>
<td>School of Theology, The University of the South</td>
</tr>
<tr>
<td>53</td>
<td>Seabury-Western Theological Seminary</td>
</tr>
<tr>
<td>54</td>
<td>Southeastern Baptist Theological Seminary</td>
</tr>
<tr>
<td>55</td>
<td>Southern Baptist Theological Seminary</td>
</tr>
<tr>
<td>56</td>
<td>Southern California School of Theology</td>
</tr>
<tr>
<td>57</td>
<td>Southwestern Baptist Theological Seminary</td>
</tr>
<tr>
<td>58</td>
<td>Theological School, Drew University</td>
</tr>
<tr>
<td>59</td>
<td>Theological Seminary of the University of Dubuque</td>
</tr>
<tr>
<td>60</td>
<td>Union Theological Seminary in Virginia</td>
</tr>
<tr>
<td>61</td>
<td>United Theological Seminary</td>
</tr>
<tr>
<td>62</td>
<td>Vanderbilt University Divinity School</td>
</tr>
<tr>
<td>63</td>
<td>Wartburg Theological Seminary</td>
</tr>
<tr>
<td>64</td>
<td>Western Theological Seminary</td>
</tr>
<tr>
<td>65</td>
<td>Yale University Divinity School</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


