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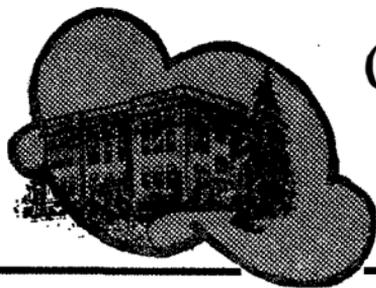
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"Therefore ye, who know the love of God, and the law of his spirit . . . stand fast in him".

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Student Personnel Services in Pacific Coast Schools of Ministerial Training

BY P. H. WOOD, ED. D.

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THE NATURE AND INTENT OF THE STUDY

The training of its clergymen is an important consideration to virtually every Protestant denomination. The educative process is effected at one or more types of higher educational institution: the Bible college, the liberal arts college, and the theological seminary.

A primary purpose in the founding of America's first liberal arts college, Harvard, in 1636, was the training of ministers. The first truly professional school of ministerial training, the theological seminary, was also at Harvard, nearly two centuries later, in 1819. The Bible college emerged as a distinct form and training instrument in the late nineteenth century, being first a school for assisting lay persons to learn more about the Bible.

All of these educational institutions are found in considerable numbers on the Pacific coast, and all provide terminal programs of ministerial training, i.e., graduates may go directly into the ministry without further formal training in other institutions of learning. Many of the administrators at

liberal arts and Bible colleges felt that additional training at a graduate school of theology was desirable, though ordination might be secured without such study. The writer personally visited thirty-five of these schools in the states of Oregon, Washington, and California to learn the exact nature of the student personnel services rendered at each, to compare the composite pattern of student personnel work at Pacific coast schools of ministerial training with procedures recommended by authorities in the field, and to determine the type of school of ministerial training that appeared to provide the most adequate services to the students.

Student personnel services are those provided to assist students beyond regular class instruction and routine administrative procedures. Of the 168 hours in every week, the students are expected to spend approximately forty-eight in class attendance and study. The other 120 hours are important to the total process of development of the minister-in-training, and the school feels a responsibility to the student for providing for his activities during this time. This sensed obligation, plus a concern for the graduate, formulates the student personnel program, embracing services relating to admitting the student to school, counseling, records, educational and vocational guidance, testing, orientation, discipline, extra-curricular activities, financial aid, special administration services, follow-up, health service, housing and board, work placement, and practical experience opportunities, often known as deputation work.

SOME MAJOR FINDINGS

1. *Administration of the Student Personnel Program.* While authorities in the field agree on the desirability of having a full-time coordinator or director of student personnel, few Pacific coast schools of ministerial training follow such a procedure for the planning and directing of the program. A few schools have a Dean of Students who has a lightened instructional load to make possible the assumption of the major portion of the responsibility for the student personnel work, but it is usually divided among staff members who must find time to plan and promote the program.

school of ministerial training. Such a program, maintained at least on a semi-monthly schedule, ought to use guest instructors, and should utilize such techniques of instruction as case studies, demonstrations, tape recordings of actual interviews, socialized reports and sociodramas. This program should be the responsibility of the coordinator.

5. The testing program at a school of ministerial training should be planned, supervised and administered by a staff member trained in testing, who should instruct the other members of the staff in the use of test findings.

6. The orientation program should be directed only by those who have been carefully trained in advance, and should be adapted to the particular needs of the individual institution. In a school of ministerial training, there should be an adequate emphasis on the devotional life of the candidate for the ministry.

7. Schools of ministerial training should use counseling as a first approach to problems of discipline, but the established codes of conduct of the institution should not be abandoned in favor of a permissive attitude toward infractions.

8. Instructors in schools of ministerial training should interest themselves in extra curricular activities for the purpose of directing to the appropriate form of social expression such students as are ingrown or antisocial, and to enrich and supplement the program of studies with wholesome interests.

9. Financial assistance, especially in the form of employment aid, should be planned with the idea of contributing to the total development of the student—physical, intellectual, and spiritual.

10. Follow-up studies of graduates, their vocational location and success, should be made. The detail work could be done by an education or religious education class, providing training under direction and sparing the office staff the burden of additional duty.

11. Schools of ministerial training should provide their graduates with follow-up services in the form of training conferences or correspondence aids for solving vocational problems met after graduation.

12. Placement services should be substantially extend-

touch" with alumni, largely with the hope of securing their financial assistance in maintaining and developing the school.

10. *Health.* Most schools made very fine provision for the physical well-being of the students, some of them offering truly superior plans for medical attention and even hospitalization. Less thought was given to mental health.

11. *Placement.* For the prospective minister there were few true placement services, though administrators stood ready to recommend able students when asked to do so.

12. *Deputation Work.* Field or practical-service work was inadequately planned and supervised at liberal arts colleges, but well established in Bible colleges. There was a surprising lack of uniformity in these services at theological seminaries, most deeming it a highly important part of ministerial training, excellently planning, supervising, and integrating it with the study program; a few left it entirely to student initiative, requiring nothing. In general, however, the theological seminary set the pattern for the educational world in this student personnel service.

THE RECOMMENDATIONS

The author recognizes the limitations of budget under which most schools of ministerial training operate. Suggestions for improving the student personnel services are made with the idea of being economically realistic.

1. Where it is not feasible to employ a full-time coordinator of student personnel, it is recommended that a suitably qualified present member of the staff be released for graduate study in this area. He should have a measurably lightened teaching load and be responsible for the planning and direction of the student personnel program.

2. Schools of ministerial training should take fuller advantage of career or vocational-day programs in recruiting students.

3. A school of ministerial training should have some member of the staff who is trained for non-directive counseling. Further graduate courses may qualify a present staff member for such work.

4. A carefully planned in-service training program for counseling and guidance skills should be inaugurated at each

2. *Counseling.* Much counseling was in the hands of those professionally untrained for such work, and consisted of advising. There were few staff members trained for non-directive counseling, the feeling among administrators being quite general that practical experience in the ministry qualified instructors for personal counseling. Teaching loads were rarely adjusted to make available the time for personal counseling. The possibilities of in-service training in counseling and guidance techniques do not appear to be sufficiently explored.

3. *Educational and Vocational Guidance.* In many of the schools this consisted largely in suggesting study programs for students, unbased on test findings, and unassisted by remedial courses for students having difficulties.

4. *Testing.* The testing programs were generally adequate, but without uniformity, and testing was often done by untrained personnel.

5. *Orientation.* The possibilities of pre-registration orientation were little explored at the schools studied, and in-service training for personnel planning and directing the orientation periods appeared to be neglected. Few schools offer help for students deficient in reading and study skills.

6. *Discipline.* Most schools attempt to solve disciplinary problems through counseling, rather than by setting up a system of penalties. Authorities in student personnel work endorse this policy.

7. *Extra Curricular Activities.* Liberal arts and Bible colleges have adequate extra curricular activities, but faculty sponsorship appears in many cases to be prefatory rather than purposeful. A plan for securing participation on the part of those most needing the social and physical development such activities provide is not often in evidence. Many activities are not sufficiently co-curricular.

8. *Financial Aid.* Economic aid was found at its best in theological seminaries, while both direct aid and work related to student interests and needs was inadequate at most of the colleges.

9. *Follow-Up.* Follow-up studies of the graduate were few, and the service appeared largely to consist of "keeping in

ed for those needing assistance in securing employment. A brochure of graduating seniors, stating their basic qualifications, should be sent to possible employers. Additional information can supplement the brochure for those interested in securing the services of those about to graduate.

13. Schools of ministerial training should carefully relate field work to study programs and life service goals.

CONCLUSION

The effectiveness of the student personnel program may well be the difference between an educational experience that is barely minimal and one that is an inherently enriching life experience. The student personnel services are no longer properly catalogued as educational luxuries to be rendered if there is time, money, and personnel available; but as indispensable parts of the training program for ministers—a provision for the total individual in training for the most important work in the world.

CALENDAR

May 25—8:00 p. m., Wood-Mar Hall Auditorium, Senior recital, Marilyn Barnes, Contralto, accompanied by Sandra Nordyke.

30—3:00 p. m., Newberg Friends Church, Baccalaureate, Donald McNichols, Dean of the College, speaker.

June 3—Class Day Exercises.

4—10:00 a. m., Wood-Mar Hall Auditorium, 62nd Commencement, Dr. Lloyd S. Cressman, President of Friends University, speaker.

4—7:00 p. m., Annual Alumni Banquet, Milo Ross, President-Elect, George Fox College, speaker.

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