

ABSTRACT OF THESIS

PROBLEMS OF THE STUDENTS
AT COLORADO AGRICULTURAL
AND MECHANICAL COLLEGE

Submitted by
Ruth A. Hunter

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado
Agricultural and Mechanical College
Fort Collins, Colorado

December, 1946

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ABSTRACT

This study was made in order to answer the problem, In what ways may the problems of the students at Colorado Agricultural and Mechanical College be met more adequately?

In order to obtain data for the study interviews were made with 100 men and 100 women students. A Personal Interview Form was developed and a standard method of procedure for administering the form was adopted. Eight major problem areas with a total of 78 items were set up. The problem areas were academic education, general education, vocation, social adjustment, emotion, family, health, and finance.

Every fifth and every sixth name was chosen from the Student Directory, 1945-46, to obtain the list of students for the interviews. Two persons assisted with the interviews. A senior man majoring in psychology interviewed the men, and a faculty woman assisted the investigator in interviewing the women. The students were interviewed during the months of May and June, 1946. An average of 35 minutes was taken for each interview. The students appeared both frank and honest in the discussion of their problems.

Academic education

Problems confronting students.--"Studying effectively" ranked second of all problems confronting the students. "Concentrating during study hours" was the fourth most frequently mentioned problem. Other academic problems, in order of decreasing frequency of mention, were as follows:

1. Outlining or taking notes.
2. Finding library references.
3. Getting satisfactory grades.
4. Feeling at ease with professors.
5. Expressing knowledge in writing.
6. Expressing knowledge in recitation.
7. Worrying excessively about examinations.
8. Understanding class lectures.

Problems characteristic of various groups.

--In general, more women than men, and more freshman men than other men, reported academic problems. Men reported "finding library references" and "outlining or taking notes" more frequently than women. Freshman men reported the following problems more frequently than other men:

1. Outlining and taking notes.
2. Finding library references.
3. Understanding class lectures.
4. Studying effectively.
5. Concentrating during study hours.

6. Feeling at ease with professors.
7. Getting satisfactory grades.
8. Concentrating in class.
9. Expressing knowledge in writing.

Freshman women reported "expressing knowledge in writing" more frequently than did other women, and other freshman men more than veteran freshman men reported "outlining or taking notes."

Sources of assistance.--As one would expect, instructors were asked to assist with academic problems more frequently than were the other sources. Self-help was used with two thirds of the problems.

Reactions to assistance.--Instructors, advisers, friends, and family were very satisfactory in their assistance with academic problems, while self-help was less successful.

Recommendations.--1. More assistance should be rendered to the students, especially the freshmen, to help them solve their academic problems.

2. Students and instructors should be informed of the existence of problems and their cooperation should be enlisted to help overcome the difficulties.

3. There should be an earnest cooperative effort to raise study standards in places where it is necessary for groups of students to study.

4. Instructors should be encouraged to make themselves available to the students and volunteer help when needed.

5. There should be a concentrated effort on the part of the faculty and students who need help to use the available sources for assisting in study habits, taking notes in class, finding library references, and expressing knowledge in writing.

General education

Problems confronting students.--First in rank of all problems mentioned by the students was "budgeting study time." The third most frequently reported problem was "planning extracurricular activities not to interfere with academic school life."

The next most frequently mentioned problems in general education in order were as follows: "scheduling outside work not to interfere with studying," "scheduling too many units," and "understanding methods of grading."

Problems characteristic of various groups.

--"Budgeting study time" was a problem to both men and women and to more freshman men than to other men. Freshman women and other women both experienced general educational problems.

Sources of assistance.--Instructors and advisers were the main sources of assistance with these

problems. Sixty per cent of the students used self-help with "budgeting study time" and 90 per cent of them used self-help with "planning extracurricular activities not to interfere with academic school life."

Reactions to assistance.--Instructors and advisers were highly satisfactory in assisting students with their problems while the other sources, including self-help, were satisfactory in approximately half the instances.

Recommendations.--1. Students should receive more guidance in learning how to budget study time.

2. Students should be encouraged to call upon instructors and advisers more frequently for assistance with "budgeting study time" and follow-up assistance should be forthcoming to those students who continue to have trouble with the problem.

3. Students need to be warned of the inadvisability of obligating themselves for more units and activities than is practicable.

4. The students should be informed about the system of grading in each class.

5. The present system of grading should be investigated.

Vocation

Problems confronting students.--"Choosing a vocation," "being satisfied with your vocation," "evaluating suitability for your vocation," and "concerning

the future of vocation" were the most frequently mentioned problems related to vocation.

Problems characteristic of various groups.

--Many more women than men reported vocational problems.

Sources of assistance.--Instructors and advisers were the main sources of assistance to vocational problems. Self-help was used with 55 per cent of the problems.

Reactions to assistance.--Advisers were the most successful in rendering help with vocational problems. Instructors were the next most successful source of assistance.

Recommendations.--1. The students, especially the women, need more direction in their efforts to solve vocational problems and need to be encouraged to make more extensive use of the facilities at hand.

2. Plans for the future vocational guidance of men need to be formulated at this time.

Social adjustment

Problems confronting students.--"Being self-conscious," "speaking in public," and "being ill at ease at social affairs" were the most frequently mentioned social problems. The next in importance were "wishing for more social contacts" and "conversing with people."

Problems characteristic of various groups.

--More women than men, and more freshman men than other

men reported social problems. Freshman women were more self-conscious than were the other women. Freshman men had more difficulty "fitting into pattern of college life" than did other men. Freshman men had more difficulty "conversing with people" than did freshman veteran men.

Sources of assistance.--While instructors were the main source of assistance with "speaking in public," friends were the main source for the remaining social problems. However, all the sources were used. Self-help was used in over half the instances.

Reactions to assistance.--The assistance of advisers was entirely satisfactory, and friends, instructors, and family assisted satisfactorily with more than 80 per cent of the problems presented to them.

Recommendations.--1. The students, especially the women, should be encouraged to seek assistance regarding social problems from their advisers and instructors.

2. Careful supervision of the social calendar is needed so that many social events appealing to only a few students do not come within any one quarter.

3. A wider variety of activities should be organized to provide social opportunities for all students. These activities might include chess, sportsman club, art, and so on.

Emotion

Problems confronting students.--The most frequently mentioned emotional problems were in order of decreasing importance as follows: "lacking self-confidence," "wanting a more pleasing personality," "taking things too seriously," "being discouraged easily." Other emotional problems were "getting nervous easily," "fearing criticism," "wanting to confide in someone," "fearing you will make social mistakes," and "having the blues often."

Problems characteristic of various groups.

--All the problems related to emotion were reported more frequently by women than by men. Freshman men reported "having difficulty accepting regulations of the college" more frequently than did other men. Freshman women reported "being upset when you have to recite" more frequently than did other women.

Sources of assistance.--Although friends were the main source of assistance with emotional problems, advisers and instructors were consulted quite frequently.

Reactions to assistance.--All the sources of help used by the students rendered satisfactory assistance.

Recommendations.--1. Students need to be encouraged to make more use of the facilities offered in the personnel department.

2. Because of the prevalence of emotional problems of students, the instructors and advisers, as well as the students, should know where to obtain assistance in solving these problems.

3. Students having emotional problems should be encouraged to take mental hygiene and psychology courses.

Family

Problems confronting students.--No problems relating to family were reported by a large percentage of the group. However, the most frequently mentioned problems were "financial obligation to family" and "family living quarters unsatisfactory."

Problems characteristic of various groups.
--More men than women reported "family living quarters unsatisfactory" and "family living quarters provide no suitable place to study." Freshman veteran men reported more difficulty than did freshman men with "family living quarters unsatisfactory."

Sources of assistance.--The only outside sources of help used by the students to assist with family problems were the family and advisers. Self-help was used with 86 per cent of the problems.

Reactions to assistance.--Advisers were entirely satisfactory and family assisted satisfactorily with only one third of the problems taken to them. Self-help was successful in 55 per cent of the cases.

Recommendations.--Little is to be said in the way of recommendations since the college is doing all that can be done at this time to assist with the major family problems.

Health

Problems confronting students.--The most frequently reported health problems were "lacking rest and sleep" and "becoming tired easily."

Problems characteristic of various groups.
--More women than men reported health problems. Other men more frequently than freshman men reported "limiting physical handicaps" and "being nervous over trifles."

Sources of assistance.--Advisers, including doctors and nurses, were the main source with health problems. Students used self-help with two thirds of their health problems.

Reactions to assistance.--Advisers assisted satisfactorily with 72 per cent of the cases. Other sources, when used, were very satisfactory. Self-help was satisfactory in only one third of the instances.

Recommendations.--1. The rule regarding hours to insure more rest and sleep should be more rigidly enforced.

2. Students should be informed of the need for and the facilities for protecting their health.

3. Students should be encouraged to make wider use of the facilities of the health service and other available sources.

4. Students should be informed concerning the basic principles of mental health.

Finance

Problems confronting students.--The most frequently mentioned financial problems were "buying and spending wisely" and "desiring to start a home."

Problems characteristic of various groups.
--More women than men worried about "buying and spending wisely." More men than women, more freshman veteran men than freshman men, and more other classwomen than freshman women mentioned "desiring to start a home."

Sources of assistance.--Family, instructors, and friends assisted with "buying and spending wisely." Students had no help with three fourths of their financial problems. Family and advisers were the main sources of help on all financial problems.

Reactions to assistance.--Advisers were satisfactory in 95 per cent of the cases and family in 83 per cent. Instructors and friends were also very helpful. Self-help was satisfactory in two thirds of the cases.

Recommendations.--Since no serious problems were revealed in this investigation there is little additional assistance that can be given by the college.

T H E S I S

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DECEMBER 6 1946

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY RUTH A. HUNTER
ENTITLED PROBLEMS OF THE STUDENTS AT COLORADO
AGRICULTURAL AND MECHANICAL COLLEGE
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION
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CREDITS 4

David H. Morgan
In Charge of Thesis

APPROVED *David H. Morgan*
Head of Department

Examination Satisfactory

Committee on Final Examination

David H. Morgan *Herb Herbig*
Robert L. Lewis *Carlton M. Darity*
Gerald T. Hudson *J. V. K. Wagar*
D. E. Newson
Dean of the Graduate School

Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

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Chapter I

INTRODUCTION

Problems confronting students in their efforts to obtain an education have various effects upon the students. To some students the solution of their difficulties is no handicap but proves rather to be a vitalizing and strengthening experience. Other students require assistance from various sources to help them solve their problems.

Certain students possess sufficient ability to make satisfactory scholastic standing, but encounter obstacles in their immediate environment which constitute serious problems. In their effort to work out their own adjustment, some students become confused and discouraged even to the point of dropping out of school.

The present study is offered with the two-fold purpose of discovering the problems of undergraduates at Colorado Agricultural and Mechanical College and, from an analysis of the data assembled, to provide facts which will contribute to the solution of the problems encountered.

Statement of the problem

In what ways may the problems of the students

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at Colorado Agricultural and Mechanical College be met more adequately?

Problem analysis.--The answers to the following questions are necessary for the solution of the problem:

1. What are the problems confronting the students at Colorado Agricultural and Mechanical College?

2. What problems are characteristic of men as contrasted with women, freshmen as contrasted with other classmen, and veteran freshman men as contrasted with other freshman men?

3. To whom do the students go to obtain assistance with their problems?

4. What are the stated reactions of the students in regard to the help they received?

Delimitations.--In this investigation "Problems" was limited to mean only those difficulties recognized by the students and so indicated by them on the "Personal Interview Form."

This study has been limited to 100 men and 100 women students selected at random from the enrollment during the first and second quarters of the college year 1945-46 at Colorado Agricultural and Mechanical College.

It is assumed that the responses of the students were accurate pictures of their problems as they saw them. No attempt was made to discover hidden

problems of which the interviewees were not aware.

Chapter II

REVIEW OF LITERATURE

Problems of college students have been the subject of many investigations by persons interested in discovering the causes and solutions of difficulties encountered by students. These studies have contributed a great volume of material which has been useful to those who have continued with further research on the subject.

Some of the material available has dealt with the matter from the standpoint of the students themselves. Since this investigation is along similar lines, a review of these studies is appropriate and is presented in the paragraphs that follow.

In 1917, Boraas (3) asked all the sophomores and some upper-classmen to write papers stating freely the difficulties which they had experienced as freshmen. After listing the difficulties he asked the same students to check the ones they had encountered and to indicate the degree of seriousness of each problem by giving it a rating from one to four. The total number of papers tabulated was 137. Boraas classified the problems according to two divisions:

1. Difficulties due to the nature of college life.

2. Difficulties in connection with classes and studies.

The highest 10 problems in the first division were:

1. Confusion because college life is so different from home life and high school life.

2. Lack of anyone to confide in or take counsel with.

3. Complicated registration system.

4. Difficulties in getting acquainted.

5. Difficulties due to the new independence and consequent responsibilities for one's own conduct.

6. Feeling of being looked down upon by students of higher classes.

7. Feeling of being lost in a miscellaneous crowd.

8. Difficulty of getting used to the rules and regulations.

9. Difficulty of catching the spirit of the school.

10. Difficulty in adjustment to regular study hours. (3:93)

In the second division the highest 10 were:

1. Selection of studies.

2. No way of knowing how one gets along.

3. Large classes. Resulting fear or embarrassment on reciting.

4. Some subjects take more than their share of the student's time.

5. Methods of teaching different from the high school.

6. Teachers new to the student; hence difficult to work with at first.

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7. Students do not know how to study.
 8. Long lessons. Teachers expect too much.
 9. Classes large. Not enough chances to recite.
 10. Trouble with collateral reading. (3:94)

From this investigation Boraas recommended:

1. More guidance in the selection of courses and studies.
2. More help in the choice of a vocation.
3. Elimination of large classes.
4. More attention to the deficiencies of each individual student.
5. An orientation program of personal conferences with freshmen. (3:94)

In 1925, Blanton (2) reported the results of an intensive study of information collected through personal interviews with 104 unselected juniors and seniors. It was found that 82 per cent suffered from self-consciousness, timidity, stage fright, fear of reciting, and anxiety when meeting people. These attitudes were so well marked that the students themselves felt they constituted a severe handicap to their social adjustment. Fifty-three per cent had problems of home conflict, while 71 per cent were handicapped by feelings of insecurity, inadequacy, or inferiority.

Sperle (12), in 1928, considered the difficulties of first-year normal-school students from the viewpoint of the faculty and also from the viewpoint of

the students. Three class sections, taking the introduction to teaching under the author, cooperated in the research. They were an unselected group, a "second-best" and a "second-poorest" group as determined by the Otis Group Intelligence Test. Students were asked to list the difficulties they were having with their work at the normal school. In each one of the three institutions included in the study, the beginning students experienced the same difficulties, which were also verified by their instructors. The following difficulties, in order of importance, were reported by the students:

1. Difficulty in getting reference books when wanted.
2. Work and methods new.
3. Indefinite assignments (not by pages or chapters).
4. Too much time spent in commuting.
5. Too many subjects.
6. Hard projects and notebook work.
7. Harder work due to more difficult assignments.
8. Too many references.
9. Insufficient background in some subjects.
10. Too little time.
11. Inability to concentrate.
12. Self-consciousness which checked participation.
13. Irregular assignments; too much work on some days; little on others. (12:620)

The conclusions drawn from this study were as follows:

A. The three outstanding difficulties of first-year students are (1) thoughtless use of time, (2) lack of skill in using aids to more effective work, and (3) reading ability inadequate to meet the demands of the teacher-training institutions from the standpoint of both rate and comprehension. Students who have sufficient intelligence to meet the entrance requirements of institutions of college grade can reasonably be expected to acquire these skills.

B. From the attitudes of the cooperating groups it is reasonable to believe that if students were made aware of their specific needs and given assistance, they would make the effort necessary to acquire satisfactory work habits. (12:627)

A study of the personal problems of women students in seven teacher-training institutions was reported by Strang (13) in 1929. The study included seven freshman classes and two sophomore classes. The sources of information were as follows:

1. The writings of people who have been in intimate contact with students.
2. The students' own statements of their problems.
3. The records kept by seven deans of all the personal problems that came to their attention during one month.
4. The schedules of their professional day kept by ten deans. (13:148)

The classes reported by Strang were asked to write anonymously about the three chief difficulties encountered during their freshman year. Of the 5,000 difficulties reported, approximately half were related to

study. Of these, the following academic problems were mentioned most frequently:

1. Difficulty with a particular subject.
2. Difficulty with teachers, who were "inconsiderate of students," "who did all the talking," "lacked interest in the student's progress," "do not give suggestions for improving scholarship," "pile up work near the end of the term," and use unstimulating methods of teaching.
3. Too long or too indefinite assignments.
4. Inefficient methods of work.
5. Difficulty in bridging the gap between high school and college. (13:149)

One fourth of the problems reported by the women were social. The three most important ones were:

1. Difficulty in getting acquainted with other students and teachers.
2. Homesickness.
3. Timidity. (13:149)

One eleventh of the administrative problems were largely difficulties "due to tedious and unsystematic registration, and unsatisfactory curriculum and schedule of classes, and location of classrooms and too large classes."

Difficulties concerning rules and regulations were mainly three:

1. They did not know what the rules and regulations were.
2. They could not remember them.

3. They did not want to obey certain ones which seemed to them irksome or too rigid. (13:149)

Students mentioned a variety of specific difficulties relating to the environment-monotonous or insufficient food, unattractive furnishings, a poor bell system or telephone system, and difficulty in finding a desirable room and room-mate. (13:149)

Financial problems were common to all institutions.

The following table shows a comparison of the percentages of problems reported by the students and those reported by the deans of the conferences held in their offices:

	Per cent reported by students	Per cent reported by deans
Academic.....	47	33
Social Adjustments.....	22	14
Administrative.....	9	..
Special problems of commuters.....	7	..
Rules and regulations.....	7	19
Physical environment.....	5	18
Financial.....	3	3
Health.....	0.6	3
Vocational.....	..	6
		(13:150)

Increased sympathy and understanding of difficulties encountered by the students was one of the values gained by the survey. Another value was that of "bringing forcefully and vividly to the attention of the dean, the president and other members of the institution conditions which need investigation and modification."

Knowledge of the existing problems suggests changes in the social, academic and physical

environment of students which will prevent these problems from arising, which will make a normal life possible and which will enable each student to develop his abilities to the full extent. (13:151)

Questionnaire surveys of freshman and sophomore girls, made in two teacher-training institutions, were reported by Green (6) in 1929.

The questionnaires consisted of two questions, as follows:

1. What were the three greatest difficulties on problems which you as a freshman met?
2. What suggestions can you give as to what the dean of women or some other member of the staff could have done to help you with each of these? (6:152)

The first study was made at Marshall College, Huntington, West Virginia. A summary of the data revealed the six outstanding problems, in order of frequency of mention, were as follows:

- | | |
|--------------------------|-----|
| 1. Social contacts..... | 115 |
| 2. Registration..... | 105 |
| 3. Orientation..... | 94 |
| 4. Homesickness..... | 63 |
| 5. English..... | 25 |
| 6. Study conditions..... | 22 |

The summary presented 602 problems and 42 suggested remedies.

The recommendations, made by Green for the correction of the difficulties, included "faculty

advisors," "upperclass assistants," "more system," and "guides for showing new students about the buildings."
(6:152-3)

For comparison and contrast, the figures are given for the second survey which was made at West Texas State Teachers College located at Canyon, Texas.

1. Huntington, West Virginia, is a town of 90,000. The student body at Marshall College is made up of students with diversified interests. There is "ample commercial amusement."

2. Canyon, Texas, is a town of 3,000. West Texas State Teachers College students come mainly from ranch owners or people connected with the cattle industry. Their "entire life centers about the college and church." The two full-time church secretaries, with offices in the administration building, have been decidedly "helpful in making the first days of freshman students pleasant." Each faculty person sponsored six freshmen.

In order of frequency of mention the six highest problems were:

1. Social contacts.....134
2. Orientation..... 92
3. Study difficulties..... 61
4. Library..... 37

5. Homesickness..... 28

6. Registration..... 24
(6:152-3)

Green made the following comment about the authenticity of the information:

However, in general it is my opinion that the student gives fairly accurate information on an unsigned questionnaire of the nature of the one used in these surveys--as an alumna of Marshall College, it appears to me that the survey has given a correct idea of the problems which freshmen meet in that institution.

The suggestions which the students gave for remedying the difficulties which they encountered have been especially helpful and have served as a basis for working out an orientation program and for instructional talks in the group meetings. (6:154)

Angell (10) directed an investigation at the University of Michigan, in 1930, dealing with the problems of undergraduates in that institution. He studied 216 students, 133 men and 83 women, selected largely from the sophomore class. He secured information concerning the following aspects of adjustment:

1. Philosophy of life.
2. Knowledge of own capacities, aims, and interests.
3. Understanding of life.
4. Self-control, dependability.
5. Originality, initiative.
6. Tolerance, scientific thinking.
7. Adjustment to academic work.
8. Pecuniary adjustment.
9. Group relations, social integration.
10. Congeniality, social facility, tact.
11. Sex adjustment.
12. Health. (10:2)

Each subject was given an intelligence test, a social intelligence test, a fair-mindedness test, and an

information test. In addition, each person had an interview with a psychiatric case-worker and filled out a personal history record.

From an analysis of the data Angell made the following conclusions:

1. The academic adjustment of the students left much to be desired since only 35.6 per cent of the students were well adjusted and 23.1 per cent were quite poorly adjusted.

2. There was a need for better social organization since one eighth of the students were poorly adjusted socially and over one third were not well adjusted.

3. There was a "need for a better system of educational advice."

4. There was a "paucity of truly cultural organizations."

5. If fraternities and sororities would raise their study standards they would become real agents of "social adaption."

6. The need was urgent for a "smaller group connection in the Freshman year as a means to a sense of security."

7. One of the greatest needs was some sort of mental-hygiene program.

Angell concluded that there was a definite need for providing an agency for advising and directing students suffering from personality problems.

In 1930 Smeltzer (11) obtained an expression from a group of Ohio State University students regarding what they considered to be the difficulties which kept them from doing better work in college. By making combinations and eliminating duplicates, the initial list of 281 difficulties reported was reduced to 20.

Copies of this final list of difficulties were given to 721 students with instructions to rank the difficulties in order of importance to them personally.

The method of arriving at the weighted score was that of multiplying the rank by the frequency of occurrence. The products, when placed in numerical rank from low to high, gave the following order:

1. Instructors expect too much, considering the number of subjects a student carries. 4,896
2. Unable to concentrate while studying 5,458
3. Instructors forget that students do not recall many of the facts once learned 5,775
4. Study time not used to advantage; inability to start promptly. 6,237
5. Lacking the ability to select the important material from a mass of information. 6,265
6. The classes are too large. 6,958
7. Nervousness; self-consciousness; worry 7,001
8. Many of the assignments are indefinite 7,138
9. Inability to apply learned facts to practical problems. 7,145

10.	Embarrassment during a recitation inhibits good work	7,188
11.	I do not know how to study	7,512
12.	Not enough explanations made in the classroom	7,642
13.	Not enough reviews and not enough recitation work.	7,729
14.	Material in the text-books is too complex.	7,744
15.	Poor previous foundation for advanced work.	7,909
16.	Instructors not well enough acquainted with the students. They frequently take a passive attitude	7,909
17.	Don't know how to take notes. Never taught the technique of doing so	8,082
18.	Not enough reference books in the library.	9,827
19.	Poor personality of the instructors.	10,447
20.	A physical defect, i.e., eye, ear, speech, etc.	11,565
		(11:709-10)

The first difficulty was the most important in keeping the students in general from doing better work while the last one may be considered the least significant for the entire group.

The study brought out that difficulties one, three, four, and five might be handled by setting up instructional machinery; that number two might be correlated rather highly with lack of intelligence; and that the sixth was perhaps local. Many factors considered as being handicaps by the students were remediable if the college would take the time and effort to correct them. In brief, the study disclosed that difficulties directly related to instruction were of greater importance than those related to the students themselves

or to the administration.

In 1931, Katz and others (9) reported in the Syracuse Reaction Study the results of a survey involving 3,515 students at the Syracuse University. By means of a comprehensive questionnaire, the students revealed information, attitudes, opinions, and practices on such matters of vital concern to student life as "cribbing, fraternities, religion, sex, academic work, social life and prospective careers."

A list of the most important problems upon which the students desired advice that had not been received, in terms of percentages of checking, was as follows:

1.	Problems of own personality.	30
2.	Choice of vocation.	23
3.	Choosing program of study.	18
4.	Getting out of a difficulty.	16
5.	Methods of study	12
6.	Sex knowledge.	12
7.	Changing courses	11
8.	Religion and philosophy of life.	11
9.	Self-support	10
10.	Choice of a fraternity	8
11.	Campus activities.	8
12.	Love and marriage.	8
13.	Sex hygiene.	7
14.	Nervous and mental trouble	6
15.	General health	6
16.	Political questions.	5
17.	Participation in athletics	5
18.	Making a daily schedule.	4

(9:89-90)

Stratton (14) reported a study, in 1934, of "academic and personal perplexities in which the students needed guidance." She investigated the personal services which were actually rendered to the students and

the individuals who were responsible for their performance. She also investigated the student problems as stated by the students themselves and as shown by interview records in the personnel office.

The survey endeavored to answer the following questions concerning students:

1. What do the students themselves report as their major personal and academic problems during their period of study in the institution?

2. Are certain problems characteristic of special groups?

3. Which problems are students bringing for conference to officers of the college? Which officers are being consulted most frequently on various kinds of problems?

4. Do the students regard these conferences as helpful?

5. How are the problems being solved?

6. What student problems are not being adequately solved at present? (14:5-6)

Stratton found more than three fourths of the academic problems included "getting desired course," "choice of courses," "use of the library," "requirements for a degree," "advisement," "academic standing," "covering required work," "dissertation and research," and "how heavy a schedule to carry." The entire group of academic problems showed more evidence of being satisfactorily solved than did the group of personal problems.

Eighty-four per cent of the academic problems were taken to instructors for help, and 82 per cent of them were solved to the satisfaction of the students.

The most perplexing personal problems of the above group were "finance," "part-time work," "leisure and recreation," "placement," and "social relationships." (14:138)

Problems which appeared to be least effectively dealt with were as follows:

1. Problems of finance, part-time work, living conditions, physical health, and professional matters were being solved by only 40 to 50 per cent of the students reporting them.

2. A minority of students reported solutions to problems of leisure, social relationships, and placement.

3. Three of the six types of academic problems were being solved unsatisfactorily. They were "problems of study," "academic standing," and "general advisement."

In brief, the study shows that the graduate students studied, as well as the undergraduates, have a wide range of unsolved problems both personal and academic, that they consult college officials with regard to all types of problems, and that they find over three-fourths of their conferences helpful in the solution of their problems. (14:141)

In 1935, Cowles (5) reported on problems of youth as seen among freshmen in state universities. He drew his conclusions from statements of thousands of students, from interviews with hundreds, and from scores of case studies. These conclusions follow.

1. Freshmen had trouble in getting started properly. The red tape confused them.

2. More than half the freshmen had trouble with their study programs, had poor study habits, and did not budget their time properly.

3. More than a fourth of them had problems of social relationship with other students and with faculty members.

4. One fourth of the freshmen over-emphasized the importance of sororities and fraternities.

5. They found their instructors "cold and formal" when they craved friendship.

6. Intelligent students had difficulty in harmonizing some of the intellectual growth held up as college ideals.

7. The most serious problems of freshmen involved a growing doubt of the value of the courses they pursued.

The following suggestions were made by Cowles:

1. More and better guidance and counseling should be offered through a "cooperative faculty-student attempt to solve the troublesome personality problems."

2. Courses need to be reorganized and

readapted to the "functional needs of present and future society."

3. There is need to "substitute medieval classroom methods with up-to-date procedures."
(5:92-93)

In a book entitled Youth Tell Their Story, Bell (1) made a report, in 1938, of a seven-months' survey in the state of Maryland for the American Youth Commission of the American Council on Education. By means of a carefully prepared "schedule of questions," 35 trained agents of the Commission secured first-hand information and opinions from 13,528 young people whose age range was from 16 to 26 years. To help solve the perplexities of youth, the investigation stated that the following were the most urgent needs:

1. Equal educational opportunities.
2. "Employment for youth as they emerge from their school experience."
3. Economic security.
4. Adequate vocational guidance.
5. More appropriate and adequate vocational training.
6. Reorganization of general secondary education.
7. Training of youth and adults for a constructive use of their leisure time.

8. More attention to be given to health education, including social and personal hygiene.

9. Improvement of the indifferences of youth to the ballot and other responsibilities of citizenship.

10. Community planning for youth.
(1: v-viii)

Stratton and Schleman (15), through the cooperation of the deans of women, 1938, studied student-social-etiquette questions in nine co-educational colleges distributed from Maine to California. A card was given each student with instructions to "jot down specific detailed questions of social usage or etiquette." The questions concerned "dating, dances, table manners, receptions, manners on the street, in public places, and so on."

The 6,200 questions reported, listed in order of frequency of mention, were as follows:

1. Introductions.
2. Table manners.
3. Conduct in public places.
4. Dates.
5. Clothes.
6. Dances.
7. Smoking and drinking.
8. Receptions and teas.
9. Restaurants.
10. "Petting."
11. "Coed bids."
12. Conversation.
13. Cars.
14. "Dutch treats."
15. Flowers.
16. Correspondence.
17. Addressing faculty.

18. Theater.
19. Courtesy to elders, including chaperons.
20. Telephone calls.
21. Housemothers.
22. Gifts.
23. Fraternity pins.
24. Entertainment of out-of-town guests.
25. Conduct in church. (15:487)

Stratton concluded that when given a chance to express themselves students were interested in matters of social usage. A large number of the questions dealt with situations in which the students had felt ill at ease.

One wonders whether the teaching of social usage may safely be left to the extra curricular efforts of student organizations or whether it might well be included in freshmen orientation courses. Such courses if offered should be based upon a situation which college students actually face and those in which they have a definite interest. (15:494)

Hartmann (7), in 1938, asked 100 sophomores to submit from five to 10 problems that had caused them "definite emotional concern and that demanded their best intellectual efforts to solve." He arranged the problems according to their relative position in the following individual series:

Vocation	Ethical code
Inferiority	Selfishness
Personality	Insubordination
School work	Temperament
Finances	Too submissive
Too aggressive	Day-dreaming
Temper	Religion
Parents	Friends
Self-confidence	Poor memory
Self-consciousness	Fears
Health	Philosophy
Sex	Accepting convention

Will power	Social graces
Speech	Hobbies
Concentration	(7:181)

West (16), in 1940, at the Ohio State University, reported a study of the needs of the youth in Ashtabula County. The information, gathered by means of questionnaires, was obtained by personal interviews in the majority of cases. Five hundred youth, ranging in age from 16 to 24 years, were interviewed. In the analysis of the information obtained, West found that religious, social, recreational, educational, and health facilities were inadequate to meet the youth needs.

After a critical analysis of the information obtained from the youth, the following recommendations were made: (1) that some remedial action be taken in regard to the youth problem in Ashtabula County; (2) that any youth program set up in the county be based to some degree upon this study; (3) that educational programs be based, to a greater extent, upon the needs and interests of the youth; (4) that the physical well-being of the youth be given more consideration; (5) that the various communities establish more adequate recreational facilities; (6) that a more cooperative relationship should exist between employers and the youth; (7) that more clubs and organizations be available for young people, and the youth should be given considerable freedom in the government of these groups; (8) that library service be made available to more of the young people; and (9) that the church build its social and recreational groups so they will be more appealing to youth. (16:311)

Congdon (4) made a study, in 1943, at the Colorado State College of Education, entitled "Perplexities of College Freshmen." Mooney's Problem Check List, college form, was administered to 132 freshman

women and 58 men in October and again in December of the same year. To validate the study, Bell's Adjustment Inventory was given to the same students. The problems most frequently checked and the percentage of women checking them in October were as follows:

Don't know how to study effectively.....	45.45
Wanting a more pleasing personality.....	43.94
Lacking self-confidence.....	37.12
Slow in mathematics.....	36.38
Unskilled in conversation.....	34.85
Worrying about examinations.....	34.09
Trouble in outlining or note-taking.....	33.33
Unable to concentrate well.....	33.33
Vocabulary too limited.....	33.33
Afraid to speak up in class discussions....	32.58
Trouble in using the library.....	32.58
Unable to express myself in words.....	29.55
Afraid of making mistakes.....	29.55
Moodiness, having the "blues".....	28.79
Taking things too seriously.....	28.03
Wondering if I'll be successful in life....	25.00
Lacking leadership ability.....	24.24
Being ill at ease at social affairs.....	24.24
Nervousness.....	22.73
Fearing failure in college.....	21.97
Feelings too easily hurt.....	21.97
Doubting wisdom of my vocational choice....	21.21
Weak in spelling or grammar.....	21.21
Poor complexion.....	20.45
Too easily discouraged.....	20.45

(4:371)

The problems most frequently checked and the percentage of men checking them in October were:

Concerned about military service.....	55.17
Don't know how to study effectively.....	29.31
Weak in spelling or grammar.....	29.31
Unskilled in conversation.....	25.86
Lacking self-confidence.....	22.41
Taking things too seriously.....	22.41
Slow in mathematics.....	22.41
Needing a part-time job now.....	20.67
Unable to concentrate well.....	20.67

(4:372)

At least one fourth of the students checked

the following problems in October and again in December:

1. Wanting a more pleasing personality.
2. Worried by examinations.
3. Slow in mathematics.
4. Don't know how to study effectively. (4:368)

The fact that there was a 24 per cent decrease in the number of problems checked, after the students had been in school three months, indicated that the orientation program was quite effective. (4:370) The problems which occurred less frequently in December than in October were as follows:

1. Don't know how to study effectively.
2. Trouble in using the library.
3. Trouble in outlining or note-taking.
4. Lacking in self-confidence.
5. Unskilled in conversation.
6. Unable to concentrate well.
7. Lacking in leadership ability.
8. Afraid to speak up in classroom discussions.
9. Slow in mathematics.
10. Being ill at ease at social affairs.
11. Afraid of making mistakes.
12. Weak in spelling or grammar.
13. Wanting a more pleasing personality.
14. Wanting to learn how to entertain.
15. Too easily led by other people. (4:369)

Problems which occurred more frequently in December than in October were as follows:

1. Getting low grades.
2. Tired of same meals all the time.
3. Wanting to leave college.
4. Not enough sleep.
5. Not enough time for recreation.
6. Too little chance to go to shows.
7. Grades unfair as measure of ability.
8. Purpose in going to college not clear.
9. Dull classes.
10. Too little time for sports.

11. Too little chance to listen to the radio.
 12. Too little chance to read what I like.
 13. Not smart enough in scholastic ways.
 14. Not taking things seriously enough.
- (4:370)

Since these problems were considered temporary and remediable, the results of the study were used to strengthen an orientation course for freshmen.

In 1945, Hooton (8) wrote an account of the Grant Study of the Department of Hygiene of Harvard University. This study of 268 students was to determine what physical, mental, and cultural characteristics were common to the "normal boy." The students were compared with Harvard undergraduates to determine their physiques, health, religious beliefs, and their attitudes.

One phase of the study considered the "worries and problems" of 100 of the so-called "normal" students. Ninety per cent of the students identified 250 distinct problems. Forty-three per cent of the students had problems of social adjustment, and practically one fourth of them experienced family problems. Twenty-three per cent expressed sex problems while 17 had difficulties relating to choice of a career. Roughly 12 per cent of the problems were academic, and nine per cent were financial. (8:70-76)

Summary

A summary of previous investigations disclosed that the writers found the most disturbing problems to

be "studying effectively," "too little time for so many subjects," "social activities," "emotional difficulties," and "selecting courses." The research workers found important problems to be "bridging the gap between high school and college," "fear of embarrassment upon reciting," "advisement," "financial," and "inferiority and schedule of work." The investigators reported that problems of personality, vocational choice, finding library references, getting acquainted with teachers, getting used to new methods of teaching, and self-support were important. Problems pertaining to studying effectively constituted half of all the difficulties reported. Academic problems were more frequent than personal problems. It is significant to note that the same obstacles have prevailed throughout the entire period of investigations.

The most common recommendations offered in the previous reports were "more guidance in the selection of courses," "need of mental hygiene classes," and "an orientation program of personal conferences with freshmen."

From this rather exhaustive review of literature pertaining to the subject of problems of college students, it is shown that although much has been done in the realm of investigation and effort toward solution, problems still persist which offer a challenge to those interested in making contributions to the welfare

of the youth who are enrolled in our colleges and universities.

The present investigation differed from the earlier studies in the following respects:

1. The field chosen for study: students at Colorado Agricultural and Mechanical College.
2. The time of the investigation: the year after the second world war -- 1946.
3. Characteristics of the student body: many older and married students; many government-assisted students; and increased enrollment.
4. Emphasis on sources of assistance and reactions of students to the assistance they received.

Chapter III

METHODS AND MATERIALS

X In order to obtain valid material for the purpose of studying student problems at Colorado Agricultural and Mechanical College, it was decided that some form of personal interview with 100 men and 100 women students should be made. After due consideration of questionnaires, check lists, and systems used by other investigators, a Personal Interview Form 1/ was developed and a standard method of procedure for administering the form 2/ was adopted.

Problems which students had expressed to the writer and problems found in the analysis of literature were used as a foundation in constructing the Personal Interview Form. Eight major problem areas and a total of 78 contributing items were set up. The problem areas were as follows:

1. Academic Education.
2. General Education.
3. Vocation.
4. Social Adjustment.

1/ See Appendix A.

2/ See Appendix B.

5. Emotion.
6. Family.
7. Health.
8. Finance.

These areas were placed in the final draft form by number only. A blank space was left under each section to record additional problems or comments.

The interview form and directions for administering it were submitted for criticism to several professors and to a research seminar class. After suggested revisions were made, the forms were administered to the two persons who were to assist in making the interviews. Additional revisions having been made, the forms were ready to be tried on a test group of students.

Each interviewer administered the forms to five students as a final check on his procedure as well as on the clarity and the completeness of the form. An analysis of these interviews revealed that 14 items were not checked by any one of the 15 students in the test group. However, since these items might represent problems to some students on the campus, they were left in the interview form. The test group brought out the following four additional problems which were included in the final draft of the form.

1. Feeling at ease with professors.
2. Deciding upon prospective employment.

3. Knowing proper etiquette for social functions.
4. Worrying about national and world-wide problems.

In order to determine the reactions of the interviewees toward the investigation, a five-point scale was set up. A line with five perpendicular divisions was placed at the bottom of the last page of the form for the interviewer to record the degree of cooperation shown by the interviewee. In the final analysis, it was decided that three degrees of cooperation, "very cooperative," "cooperative," and "uncooperative," would be adequate.

A system of random sampling was used to obtain the list of students to be interviewed. A temporary list was selected by choosing every fifth name in the Student Directory as published for the school year 1945-46. Since this procedure did not supply a sufficient number of students, every sixth name was then chosen to increase the temporary list to a total of 115 men and 146 women. These names, along with their addresses and telephone numbers, were typed alphabetically in separate lists, one for men and one for women. Of these names, 15 men and 46 women were eliminated for the following reasons. Two men and five women had graduated in December. Thirteen men and 20 women had dropped out of school; 15 women had left for summer vacation; and six women were not used because the desired 200 interviewees were interviewed before their names

were reached.

Two persons assisted in the administration of the Personal Interview Forms. A senior man majoring in psychology interviewed the men, and a faculty woman assisted the investigator in interviewing the women.

Students were interviewed by appointments during the months of May and June. An average of 35 minutes was taken for each interview.

With the exception of three students, there was a marked degree of interest in the study. The three persons mentioned above gave attention to the questionnaire and indicated their problems but seemed to lack interest in the purpose and the ultimate results of the study. Several students indicated a desire to be informed of the results of the investigation and the recommendations to be offered.

Although an outline was used, the interviews were conducted as informally as possible. The interviews were given in a spirit of wholehearted cooperation and sincerity. The students appeared to be both honest and frank in the discussion of their problems. Some of them felt that the study should have been made earlier, as evidenced in the following comments:

"I wish to h--- you would have interviewed me my first year."

"Someone should have made this survey when I was a freshman. I hope you can do some good."

"This study is four years too late to help me but I think it's fine."

"Someone should have made this study quite a while ago."

"This study is excellent but a little late to help me."

"This study should have been made years ago."

Chapter IV

ANALYSIS OF DATA

In order to provide information for alleviating the problems of the students at Colorado Agricultural and Mechanical College, an investigation was made of the problems experienced by 100 men and 100 women students during the college year 1945-46. The data were gathered in personal interviews during the spring quarter.

These data will be presented under the headings: Description of the Sample, Problems Confronting Students, Problems Showing Statistically Significant Differences between Various Groups, Sources of Assistance Received by Students, Reactions of Students with Regard to Assistance Received, and Comments and Suggestions Volunteered by the Students.

Description of the sample

Of the 200 undergraduates who participated in this study, 100 were men, and 100 were women, Table 1. This sample included 92 freshmen, 47 sophomores, 36 juniors, and 25 seniors, the percentages of the total interviewed being 46, 23.5, 18, and 12.5 respectively. These percentages compared quite favorably with the class percentages of the total enrollment. At the beginning of

Table 1.--DESCRIPTION OF SAMPLE ACCORDING TO CERTAIN PERSONAL CHARACTERISTICS OF STUDENTS
AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

	Freshmen		Sophomores		Juniors		Seniors		Total	
	M	W	M	W	M	W	M	W	M	W
	N=55	N=37	N=24	N=23	N=13	N=23	N=8	N=17	N=100	N=100
Marital status										
Married	10	0	5	1	2	2	3	2	20	5
Single	45	37	19	22	11	21	5	15	80	95
Veteran										
Yes	33	1	15	0	7	0	3	0	58	1
No	22	36	9	23	6	23	5	17	42	99
Percentage of self-support										
0	20	26	6	6	3	9	3	6	32	47
1-49	0	6	0	12	0	7	0	7	0	32
50-99	1	2	1	4	0	4	0	3	2	13
100	34	3	17	1	10	3	5	1	66	8

Table 1.--DESCRIPTION OF SAMPLE ACCORDING TO CERTAIN PERSONAL CHARACTERISTICS OF STUDENTS
AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

	Freshmen		Sophomores		Juniors		Seniors		Total	
	M N=55	W N=37	M N=24	W N=23	M N=13	W N=23	M N=8	W N=17	M N=100	W N=100
Age										
17		2								2
18	1	18		2					1	20
19	12	14	1	10		3			13	27
20	9	1		7		6		4	9	18
21	3		4	3		10		7	7	20
22	9		3		1	1		4	13	5
23	12		8		3	2		2	23	4
24	8	2	4		4		2		18	2
25	1		2	1	3		4		10	1
26			2		1	1	2		5	1
27					1				1	

Average Age	21.5	18.7	23.0	19.7	24.2	20.9	25.0	21.2	22.5	19.9

the fall term 1945, 54.5 per cent of the enrollment were freshmen, 19.8 per cent were sophomores, 13 per cent were juniors, and 12.6 per cent were seniors.

Twenty of the men and five of the women were married. Of the 20 married men, 17 were returned veterans. Only nine of the 33 freshman veterans were married.

One per cent of the women and 58 per cent of the men were returned veterans. Of the 58 veterans 33 were freshmen, 15 were sophomores, seven were juniors, and three were seniors.

As one would expect, the average age of the men was several years higher than that of the women, and was a half year beyond that normally expected for graduation, 22. The average age for veterans, naturally, was higher than the average age for the other classmen. In fact, the freshman veterans had an average age of 22.7 years, which was higher than one would normally expect for seniors.

One third, 32 per cent, of the men and approximately half, 47 per cent, of the women contributed nothing to their own financial support. Two thirds of the men and eight per cent of the women completely supported themselves. The veterans receiving benefits under Public Law 346 and Public Law 16 were considered self-supporting.

Slightly more than one fourth of the men, 26 per cent, lived at home or in an apartment, while more than one fourth, 28 per cent, lived in boarding houses, Table 2. Twenty-seven per cent of the men lived in fra-

ternity houses, and 15 per cent lived in rooms at private homes. A total of four per cent had emergency rooms at the Veterinary Hospital and the Student Union Building.

Table 2.--PERCENTAGE OF MEN STUDENTS IN SAMPLE HOUSED IN VARIOUS TYPES OF LIVING QUARTERS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Type of Living Quarters	Freshmen	Sophomores	Juniors	Seniors	Total
Boarding house	18	6	3	1	28
Fraternity	15	7	4	1	27
Home	12	6	4	3	25
Room	9	3	2	1	15
Veterinary Hospital				2	2
Student Union Building	1	1			2
Apartment		1			1

One fourth of the women lived at home or in an apartment, while one sixth of them lived in rooms at private homes, Table 3. Of the women, 30 per cent lived in the dormitory, 24 per cent at sorority houses, and five per cent in the cooperative house, making a total of 59 per cent who lived in organized groups.

Problems confronting students

Problems pertaining to class work, methods of studying, and grades were classified under the heading, "academic education," while planning study time, courses,

Table 3.--PERCENTAGES OF WOMEN STUDENTS HOUSED IN VARIOUS TYPES OF LIVING QUARTERS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Type of Living Quarters	Freshmen	Sophomores	Juniors	Seniors	Total
Dormitory	22	4	1	3	30
Sorority	2	8	8	6	24
Home	7	4	6	2	19
Room	5	5	4	2	16
Apartment		1	2	3	6
Cooperative house	1	1	2	1	5

and outside work were considered under the heading, "general education." Nearly one third of all the problems were found in these two areas.

In general, there was a wide disagreement between men and women in terms of problems. The women mentioned a total of 1,480 problems, while the men reported only 590 problems.

Academic education.--The two academic education problems mentioned most frequently by the students included in this sample were "studying effectively," 33 per cent, and "concentrating during study hours," 29 per cent, Table 4. The first was stated by two fifths of the women and was the most common problem for the men, 26 per cent. The second of these was stated by half the women, but by only a relatively small percentage of the men. "Expressing knowledge in recitation" was given by more than one fourth of the women and not by any of the men.

"Getting satisfactory grades," "expressing knowledge in writing," "concentrating in class," and "worrying excessively about examinations" were each reported by approximately one fourth of the women and by less than one tenth of the men.

Approximately one fifth of the men were concerned with "outlining and taking notes," "finding library references," and "feeling at ease with professors," while these were problems to only slightly more than one tenth of the women. "Understanding class lectures" was a problem to twice as many men, 17, as women, eight. "Carrying out laboratory procedures" while reported by one fifth of the women was not reported by any of the men.

Table 4.--PROBLEMS OF ACADEMIC EDUCATION REPORTED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to academic education	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Studying effectively	26	40	66	33.0
Concentrating during study hours	8	50	58	29.0
Outlining or taking notes	24	13	37	18.5
Finding library references	23	11	34	17.0
Getting satisfactory grades	10	24	34	17.0
Feeling at ease with professors	20	14	34	17.0

Table 4.--PROBLEMS OF ACADEMIC EDUCATION REPORTED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems related to academic education	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Expressing knowledge in writing	7	23	30	15.0
Expressing knowledge in recitation	0	28	28	14.0
Worrying excessively about examinations	4	24	28	14.0
Understanding class lectures	17	8	25	12.5
Concentrating in class	4	19	23	11.5
Carrying out laboratory procedures	0	19	19	9.5

General education.--The two most prevalent general educational problems of the interviewees were "budgeting study time," 44 per cent, and "planning extracurricular activities not to interfere with academic school life," 30.5 per cent, Table 5. The first problem was given by nearly half of the men and women. The second was almost as common for the women, as was the first, but was reported by only one fifth of the men.

"Scheduling outside work not to interfere with studying," "scheduling too many units," "understanding methods of grading," and "selecting courses in line with vocation" were each difficulties to approximately one

fifth of the women, but were problems to only one tenth or less of the men. Very few students, 3.5 per cent, mentioned having difficulty "getting conferences with professors."

Table 5.--PROBLEMS OF GENERAL EDUCATION REPORTED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to general education	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Budgeting study time	42	46	88	44.0
Planning extracurricular activities not to interfere with academic school life	21	40	61	30.5
Scheduling outside work not to interfere with studying	12	17	29	14.5
Scheduling too many units	10	17	27	13.5
Understanding methods of grading	3	21	24	12.0
Selecting courses in line with vocation	0	21	21	10.5
Getting conferences with professors	1	6	7	3.5

Vocation.--A marked distinction between the frequency of vocational problems stated by men and women was evidenced in Table 6. The two most prevalent problems related to vocation were "choosing a vocation" and "being satisfied with your vocation." Each was given by approxi-

mately one third of the women. "Evaluating suitability for your vocation" and "concerning the future of vocation" were problems to approximately one fourth of the women. One fifth of the women experienced difficulty "getting vocational information."

Table 6.--PROBLEMS OF VOCATION REPORTED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to vocation	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Choosing a vocation	2	36	38	19
Being satisfied with your vocation	3	32	35	17.5
Evaluating suitability for your vocation	3	27	30	15
Concerning the future of vocation	1	25	26	13
Getting vocational information	2	20	22	11
Deciding upon prospective employment	8	3	11	5.5
Finding no interest in any vocation	1	7	8	4
Locating prospective employment	1	2	3	1.5

Social adjustment.--With the exception of "knowing proper etiquette for social functions," the percentage of women equaled or exceeded that of the men in the various problems related to social adjustment, Table 7.

"Being self-conscious" and "speaking in public" were each problems to 40 per cent of the women but only to a small number of the men.

"Being ill at ease at social affairs," "wishing for more social contacts," and "conversing with people" were given by nearly one fourth of the women as problems to them but by only a relatively small percentage of the men. One fifth of the women had difficulty "finding time for shows, sports, and radio" and nearly one fifth mentioned "wishing for more contacts with town people." Nearly twice as many women, 15, had trouble "making friendly contacts with opposite sex" as did the men, eight.

Slightly more than 10 per cent of the women and only one man mentioned "selecting activities in line with interests," while "fitting into pattern of college life" was a problem to an equal number of men and women, 11.

Problems to eight per cent or less of the students were as follows:

1. Knowing proper etiquette for social functions.
2. Being accepted into social groups.
3. Making friends easily.
4. Wishing for fewer social contacts.

Emotion.--As was the case in most of the problem areas, women mentioned emotional difficulties more frequently than did the men, Table 8.

Table 7.--PROBLEMS OF SOCIAL ADJUSTMENT REPORTED BY
STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL
COLLEGE, 1945-46.

Problems related to social adjustment	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Being self-conscious	12	40	52	26.0
Speaking in public	3	40	43	21.5
Being ill at ease at social affairs	10	27	37	18.5
Wishing for more social contacts	12	15	27	13.5
Conversing with people	3	24	27	13.5
Making friendly con- tacts with opposite sex	8	15	23	11.5
Finding time for shows, sports, and radio	0	22	22	11.0
Fitting into pattern of college life	11	11	22	11.0
Wishing for more con- tacts with town people	3	17	20	10.0
Knowing proper etiquette for social functions	9	7	16	8.0
Being accepted into social groups	6	8	14	7.0
Selecting activities in line with interests	1	12	13	6.5
Making friends easily	6	7	13	6.5
Wishing for fewer social contacts	0	7	7	3.5

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Approximately one fourth of the students interviewed mentioned "lacking in self-confidence" and "wanting a more pleasing personality." The first was reported by five times as many women, 40, as men, eight; and the second was the concern of more than a fourth of the women and was the most common problem for the men.

Practically one third of the women had difficulty with "taking things too seriously," "being discouraged easily," and "getting nervous easily." "Fearing criticism" was a problem to more than one fourth of the women. These four problems taken together were difficulties to only six men.

The following problems were each cited by approximately one fifth of the women but only by a relatively small percentage of the men.

1. Wanting to confide in someone.
2. Fearing you will make social mistakes.
3. Having the blues often.
4. Lacking in leadership ability or opportunity.
5. Being upset when you have to recite.

Slightly more than one tenth of the women and a very small percentage of the men stated they had difficulties with the following:

1. Being hurt easily.
2. Worrying about what to wear.
3. Worrying about national or world-wide problems.
4. Fearing lack of success in life.

5. Having sleepless nights because of overactive mind.

Table 8.--PROBLEMS OF EMOTION REPORTED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to emotion	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Lacking in self-confidence	8	40	48	24.0
Wanting a more pleasing personality	18	28	46	23.0
Taking things too seriously	2	35	37	18.5
Being discouraged easily	3	32	35	17.5
Getting nervous easily	1	31	32	16.0
Fearing criticism	0	29	29	14.5
Wanting to confide in someone	6	23	29	14.5
Fearing you will make social mistakes	3	23	26	13.0
Having the blues often	3	22	25	12.5
Lacking in leadership ability or opportunity	4	19	23	11.5
Being upset when you have to recite	3	19	22	11.0
Being hurt easily	3	17	20	10.0
Worrying about what to wear	4	15	19	9.5
Worrying about national or world-wide problems	4	12	16	8.0
Fearing lack of success in life	3	12	15	7.5

Table 8.--PROBLEMS OF EMOTION REPORTED BY STUDENTS AT
 COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
 --Continued.

Problems related to emotion	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Having difficulty accepting regula- tions of the college	4	9	13	6.5
Having sleepless nights because of overactive mind	0	10	10	5.0
Dreading to introduce folks at a party	0	7	7	3.5
Wanting religious advice	0	6	6	3.0

Family.--Fewer problems were reported in this area, "Family," than in any other area investigated, Table 9. Only 59 of the total number of problems, 2,070, were in this field. However, family problems were almost three times as prevalent for the men, 43, as for the women, 16.

The most common problem to both the men and the women was "financial obligation to family," 8.5 per cent. The two most common problems for the men, as reported by one seventh of them, were "family living quarters unsatisfactory" and "family living quarters provide no suitable place to study." "Family dominance in choice of vocation" was a problem to five of the women but to only one man.

Table 9.--PROBLEMS OF FAMILY REPORTED BY STUDENTS AT
COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to family	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Financial obligation to family	9	8	17	8.5
Family living quar- ters unsatisfactory	15	1	16	8.0
Family living quarters provide no suitable place to study	14	1	15	7.5
Family dominance in choice of vocation	1	5	6	3.0
Family inequality in educational background	1	2	3	1.5
Family unable to live together because of lack of accommodations	1	0	1	.5
Family unable to live together because of finances	1	0	1	.5

Health.--The problems in the area, "Health," were more than three times as frequent for the women as for the men, Table 10. "Lacking rest and sleep" was the most frequently mentioned of the health problems, being reported by one third of the women and more than one tenth of the men. More than one fourth, 28, of the women reported "becoming tired easily," while this was a problem to less than one tenth, eight, of the men. Less than one seventh of the women and a few men cited "being nervous over trifles" and "having poor complexion." Ten per cent or less of the women and four per cent or less

of the men indicated the following problems:

1. Intermittent illness causing absence from classes.
2. Limiting physical handicaps.
3. Lacking variety and nutrition in meals.
4. Having indigestion.
5. Worrying continually about health.

Table 10.--PROBLEMS OF HEALTH REPORTED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to health	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Lacking rest and sleep	12	33	45	22.5
Becoming tired easily	8	28	36	18.0
Being nervous over trifles	4	15	19	9.5
Having poor complexion	2	14	16	8.0
Limiting physical handicaps	4	7	11	5.5
Intermittent illness causing absence from classes	0	10	10	5.0
Lacking variety and nutrition in meals	3	7	10	5.0
Having indigestion	1	6	7	3.5
Worrying continually about health	1	4	5	2.5

Finance.--The 200 students who were interviewed cited 212 financial problems, Table 11. The frequency of

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these problems was divided equally between the men and women.

The two most frequently reported financial problems were "buying and spending wisely" and "desiring to start a home." The first was indicated by more than one third of the women and by one fifth of the men. The second, while reported by less than one fifth of the women, was reported by two fifths of the men. "Getting enough money for social activities" was reported by nearly one fifth, 18, of the men and by only less than one eighth, 13, of the women.

One fifth of the women and only a small percentage of the men reported "worrying about parental sacrifices," while "getting enough money for sufficient wardrobe" was reported by an equal number of men and women, 12. "Supporting wife and/or children" while not being a problem to the women was a problem to approximately one eighth of the men, 13. "Getting enough money for college fees" was cited by nine women and no men.

Problems showing statistically significant differences between various groups

In order to determine the special problems of various groups, the data were also analyzed in terms of responses of freshman men and other classmen, freshman women and other classwomen, freshman veteran men and other freshman men. The tables for the responses of the various

Table 11.--PROBLEMS OF FINANCE REPORTED BY STUDENTS AT
 COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to finance	Men	Women	Total	
	Number and Per cent	Number and Per cent	Number	Per Cent
Buying and spending wisely	19	36	55	27.5
Desiring to start a home	38	16	54	27.0
Getting enough money for social activities	18	13	31	15.5
Worrying about parental sacrifices	6	20	26	13.0
Getting enough money for sufficient wardrobe	12	12	24	12.0
Supporting wife and/ or children	13	0	13	6.5
Getting enough money for college fees	0	9	9	4.5

groups are given in Appendix D. Only those percentages showing a significant difference or approaching significance were included in this section.

In analyzing the differences between the responses of the various groups the same order used in the previous section was follows: academic education, general education, vocation, social adjustment, emotion, family, health, and finance.

Statistical procedures.---For the purpose of determining the significance of the differences in the percentages of two groups who show a certain attribute,

\underline{t} , the critical ratio, was used. This statistic is the ratio of the obtained difference between two percentages (D) to its standard error (SE_D). The standard error of difference between two uncorrelated percentages was obtained by the following formula:

$$SE_D = \sqrt{\frac{p_1q_1}{N_1} + \frac{p_2q_2}{N_2}}$$

\underline{p} is the percentage of times a given event occurred.

\underline{q} is $1-p$. \underline{N} is the number of cases.

The following interpretation was used:

1. \underline{t} , equal to or greater than three, shows a difference very significantly greater than zero since the chances that the true difference is zero are only about 14 in 10,000. These critical ratios were interpreted as very significant.

2. When the critical ratio, \underline{t} , was equal to or greater than two but less than three it was interpreted as showing a difference significantly greater than zero. The chances that there is not a true difference between the groups then are only 228 or less in 10,000.

3. When the critical ratio, \underline{t} , is less than two the difference was not considered significant.

Men contrasted with women.--On only two problems related to academic education were the responses of the men significantly higher than those of the women, while the responses of the women were significantly or very significantly higher than those of the men on eight

of the problems in this area. In general, then, the women were bothered more than were the men by the following problems in order of presentation:

1. Concentrating during study hours.
2. Expressing knowledge in recitation.
3. Carrying out laboratory procedures.
4. Worrying excessively about examinations.
5. Expressing knowledge in writing.
6. Concentrating in class.
7. Getting satisfactory grades.
8. Studying effectively.

"Finding library references" and "outlining or taking notes" were the only two academic problems having significant differences for the men.

"Selecting courses in line with vocation," "understanding methods of grading," and "planning extracurricular activities not to interfere with academic school life" showed very significant differences for the women when contrasted with the men in problems related to general education, Table 12. Approaching significance was "getting conferences with professors."

Since women reported problems related to vocation a great deal more frequently than did men, the differences between percentages of "choosing a vocation," "being satisfied with your vocation," "concerning the future of vocation," "evaluating suitability for your vocation," and "getting vocational information" were

statistically very significant, Table 12. The t scores were respectively 6.8, 5.8, 5.3, 5.0, and 4.3. The difference for "finding no interest in any vocation" was significant for women.

Problems of social adjustment were very significant for the women in "speaking in public," "finding time for shows, sports, and radio," "being self-conscious," "conversing with people," "selecting activities in line with interests," and "being ill at ease at social affairs," Table 12. Also significant for the women was the problem of "wishing for fewer social contacts."

More than 60 per cent of the problems involving emotion showed very significant differences, and an additional 30 per cent showed significant differences for the women students, Table 12. The problems showing very significant differences in order of decreasing significance were as follows:

1. Taking things too seriously.
2. Getting nervous easily.
3. Being discouraged easily.
4. Lacking in self-confidence.
5. Fearing criticism.
6. Fearing you will make social mistakes.
7. Having the blues often.
8. Being upset when you have to recite.
9. Wanting to confide in someone.

10. Lacking leadership ability or opportunity.
11. Being hurt easily.
12. Having sleepless nights because of overactive mind.

The difficulties showing significant differences for the women were as follows:

1. Worrying about what to wear.
2. Dreading to introduce folks at a party.
3. Wanting religious advice.
4. Fearing lack of success in life.
5. Worrying about national or world-wide problems.

Of the infrequently reported family problems only two, "family living quarters unsatisfactory" and "family living quarters provide no suitable place to study," showed very significant differences for the men, Table 12.

The women checked health problems more than three times as frequently as the men, Table 12. The differences in percentages for "becoming tired easily," "intermittent illness causing absence from classes," and having poor complexion" were very significant for the women. "Being nervous over trifles" was significant; "lacking rest and sleep" and "having indigestion" approached significance for the women.

For the men two problems of finance, "supporting wife and/or children" and "desiring to start a home," showed very significant differences, while the women

showed very significant differences in reporting "getting enough money for college fees" and "worrying about parental sacrifices" and a significant difference in "buying and spending wisely."

Table 12.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES BETWEEN MEN AND WOMEN STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Academic education			
Concentrating during study hours	-42	5.7	7.4
Expressing knowledge in recitation	-28	4.5	6.2
Carrying out laboratory procedures	-19	3.7	5.1
Worrying excessively about examinations	-20	4.7	4.3
Expressing knowledge in writing	-16	4.9	3.3
Concentrating in class	-15	4.7	3.2
Getting satisfactory grades	-14	5.3	2.6
Finding library references	12	5.3	2.3
Studying effectively	-14	6.6	2.1
Outlining or taking notes	11	5.4	2.0
General education			
Selecting courses in line with vocation	-21	4.1	5.1
Understanding methods of grading	-18	4.4	4.1
- indicates women higher than men			

Table 12.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN MEN AND WOMEN STUDENTS AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
General education.--continued			
Planning extracurricular activ- ities not to interfere with academic school life	-19	6.4	3.0
Getting conferences with professors	- 5	2.6	1.9
Vocation			
Choosing a vocation	-34	5.0	6.8
Being satisfied with your vocation	-29	5.0	5.8
Concerning the future of vocation	-24	4.5	5.3
Evaluating suitability for your vocation	-24	4.8	5.0
Getting vocational informa- tion	-18	4.2	4.3
Finding no interest in any vocation	- 6	2.7	2.2
Social adjustment			
Speaking in public	-37	5.2	7.1
Finding time for shows, sports, and radio	-22	4.1	5.4
Being self-conscious	-28	5.9	4.7
Conversing with people	-21	4.6	4.6
Selecting activities in line with interests	-11	3.4	3.2
- indicates women higher than men			

Table 12.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN MEN AND WOMEN STUDENTS AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Social adjustment.--continued			
Being ill at ease at social affairs	-17	5.5	3.1
Wishing for fewer social contacts	- 7	2.6	2.7
Emotion			
Taking things too seriously	-33	5.0	6.6
Getting nervous easily	-30	4.7	6.4
Being discouraged easily	-29	5.0	5.8
Lacking in self-confidence	-32	5.6	5.7
Fearing criticism	-29	5.1	5.7
Fearing you will make social mistakes	-20	4.5	4.4
Having the blues often	-19	4.5	4.2
Being upset when you have to recite	-16	4.3	3.7
Wanting to confide in someone	-17	4.8	3.5
Lacking in leadership ability or opportunity	-15	4.4	3.4
Being hurt easily	-14	4.1	3.4
Having sleepless nights because of overactive mind	-10	3.0	3.3
Worrying about what to wear	-11	4.1	2.7
Dreading to introduce folks at a party	- 7	2.6	2.7

-indicates women higher than men

Table 12.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN MEN AND WOMEN STUDENTS AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Emotion.--continued			
Wanting religious advice	- 6	2.4	2.5
Fearing lack of success in life	- 9	3.7	2.4
Worrying about national or world-wide problems	- 8	3.8	2.1
Family			
Family living quarters unsatisfactory	14	3.7	3.8
Family living quarters provide no suitable place to study	13	3.6	3.6
Health			
Becoming tired easily	-20	5.3	3.8
Intermittent illness causing absence from classes	-10	3.0	3.3
Having poor complexion	-12	3.7	3.2
Being nervous over trifles	-11	4.1	2.7
Lacking rest and sleep	-11	5.7	1.9
Having indigestion	- 5	2.6	1.9
Finance			
Supporting wife and/or children	13	3.4	3.8
Desiring to start a home	22	6.1	3.6
Getting enough money for college fees	- 9	2.9	3.1

-indicates women higher than men

Table 12.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN MEN AND WOMEN STUDENTS AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Finance.--continued			
Worrying about parental sacrifices	-14	4.7	3.0
Buying and spending wisely	-17	6.2	2.7

- indicates women higher than men

Freshman men contrasted with other men.--The problems listed by the men were decidedly fewer in number immediately following the freshman year. There were 16 problems in which the differences in percentages between freshman men and other men students were either significant or approaching significance. Of this number only twice was the t score higher for the other men students.

Each one of the following five academic problems showed very significant difference for the freshman men as compared with other classmen, Table 13.

1. Outlining or taking notes.
2. Finding library references.
3. Understanding class lectures.
4. Studying effectively.
5. Concentrating during study hours.

Freshman men showed significant differences concerning

problems of "feeling at ease with professors," "getting satisfactory grades," and "concentrating in class." Approaching significance for the freshman men was "expressing knowledge in writing."

The only very significant difference of percentage in the area general education found for the freshman men when compared with other students was in "budgeting study time," Table 13. Approaching significance for the freshman men was "scheduling too many units."

The only significant difference between percentages of problems related to vocation was found for the other classmen in reporting "deciding upon prospective employment," Table 13.

The only significant difference between percentages of problems related to social adjustment was for the freshman men in comparison with other classmen concerning "fitting into pattern of college life," Table 13.

There were two significant differences in percentages of problems related to emotion, Table 13. These significant differences were for the freshman men in reporting "having difficulty accepting regulations of the college" and "worrying about what to wear." Approaching significance for the other classmen was "being discouraged easily," $t = 1.8$.

There were no true differences between the groups in the areas of family and finance.

Table 13.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN FRESHMAN MEN AND OTHER MEN STUDENTS AT COLO-
RADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Academic education			
Outlining or taking notes	43.6	6.7	6.5
Finding library references	41.8	6.7	6.2
Understanding class lectures	30.9	6.2	5.0
Studying effectively	35.2	7.7	4.6
Concentrating during study hours	14.5	4.8	3.0
Feeling at ease with pro- fessors	20.2	7.5	2.7
Getting satisfactory grades	14.1	5.4	2.6
Concentrating in class	7.3	3.5	2.1
Expressing knowledge in writing	8.7	4.7	1.9
General education			
Budgeting study time	36.0	7.0	5.1
Scheduling too many units	10.1	5.6	1.8
Vocation			
Deciding upon prospective employment	-17.8	5.7	3.1
Social adjustment			
Fitting into pattern of college life	11.9	5.8	2.1
Emotion			
Having difficulty accepting regulations of the college	7.3	3.5	2.1
-indicates other men higher than freshman men			

Table 13.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN FRESHMAN MEN AND OTHER MEN STUDENTS AT COLO-
RADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
--Continued.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Emotion.--continued			
Worrying about what to wear	7.3	3.5	2.1
Being discouraged easily	- 6.7	3.8	1.8
Family			
No significant difference			
Health			
Limiting physical handicaps	- 4.9	1.9	2.6
Being nervous over trifles	- 8.9	4.3	2.1
Finance			
No significant difference			

- indicates other men higher than
freshman men

The other classmen showed significant differences over freshman men on two problems of health, "limiting physical handicaps" and "being nervous over trifles,"

Table 13.

Freshman women contrasted with other women.--

The freshman women were significantly higher than other women students in only four problems in all areas. They approached significance in three other problems. Other

women students were significantly higher on two problems while they approached significance on three other problems.

The responses of the freshman women showed a significant difference over those of other women students on one problem of academic education, "expressing knowledge in writing," Table 14. They approached significance on the problem of "outlining or taking notes," $t = 1.8$.

There was no true difference found between the groups in the areas of general education, vocation, and family, Table 14.

The freshman women indicated a significant difference over other women in one social adjustment problem, "being self-conscious," Table 14.

For the freshman women two problems of emotion showed significant differences when their responses were compared with those of other women, "being upset when you have to recite" and "fearing criticism," Table 14. They approached significance with a t score of 1.9 in reporting "wanting religious advice" and "having the blues often." Approaching significance for the other women was the problem of "taking things too seriously."

The only problem related to health with any significant difference for the other classwomen was "worrying continually about health," $t = 2.1$.

In the area of finance other women expressed

"desiring to start a home" more often than did freshman women, Table 14. The difference was significant, $t = 2.8$.

Table 14.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES BETWEEN FRESHMAN WOMEN AND OTHER WOMEN STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Academic education			
Expressing knowledge in writing	19.3	9.1	2.1
Outlining or taking notes	13.7	7.6	1.8
General education			
No significant difference			
Vocation			
No significant difference			
Social adjustment			
Being self-conscious	22.3	10.1	2.2
Emotion			
Being upset when you have to recite	21.3	8.6	2.5
Fearing criticism	22.6	9.6	2.4
Wanting religious advice	11.9	6.0	1.9
Having the blues often	16.6	9.0	1.9
Taking things too seriously	-17.0	9.4	1.8
Family			
No significant difference			

- indicates other women higher than freshman women

Table 14.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN FRESHMAN WOMEN AND OTHER WOMEN STUDENTS AT
COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
--Continued.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Health			
Worrying continually about health	- 6.3	3.0	2.1
Finance			
Desiring to start a home	-12.5	4.5	2.8

-indicates other women higher than freshman women

Freshman veteran men contrasted with other
freshman men.--There were only seven problems with significant differences between the freshman veteran men and other freshman men, and four problems approached significance, Table 15. The other freshmen were higher on three problems while the freshman veterans were higher on four problems.

The responses of the other freshman men were significantly higher than those of the freshman veteran men on one problem related to academic education, Table 15, "Outlining or taking notes," and approached significance in "understanding class lectures," Table 15. The responses of the freshman veteran men approached significance in comparison with those of the other groups in

"worrying excessively about examination," $t = 1.8$.

No true difference was found between the groups in the areas of general education, vocation, emotion, and health, Table 15.

The only problem related to social adjustment with a significant difference for other freshman men was "conversing with people," Table 15.

The only significant difference between the two groups in problems related to family was "family living quarters unsatisfactory," on which the freshman veterans were higher, Table 15.

The only problem related to finance in which the responses of the freshman veteran men were significantly higher than the other freshman men was "desiring to start a home," $t = 4.3$, Table 15.

Table 15.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN FRESHMEN VETERAN MEN AND OTHER FRESHMAN MEN AT
COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
Academic education			
Outlining or taking notes	-33.3	13.0	2.6
Understanding class lectures	-24.2	12.8	1.9
Worrying excessively about examinations	9.1	5.0	1.8
- indicates other freshman men higher than freshman veteran men			

Table 15.--PROBLEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN FRESHMAN VETERAN MEN AND OTHER FRESHMAN MEN AT
COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
--Continued.

Problems	Significance of Differences of Percentages		
	D	SE _D	t
General education			
No significant difference.			
Vocation			
No significant difference			
Social adjustment			
Conversing with people	- 1.5	5.5	2.7
Emotion			
No significant difference			
Family			
Family living quarters un- satisfactory	16.7	8.5	2.0
Health			
No significant difference			
Finance			
Desiring to start a home	45.5	10.6	4.3
Supporting wife and/or children	18.2	6.7	2.7
Getting enough money for sufficient wardrobe	18.2	6.7	2.7
Worrying about parental sacrifices	-22.7	9.0	2.5

-indicates other freshman men higher than
freshman veteran men

Two problems, "supporting wife and/or children" and "getting enough money for sufficient wardrobe," were significantly higher for the freshman veterans. The other men indicated a significant difference for "worrying about parental sacrifices," $t = 2.5$.

Sources of assistance
received by students

The sources of assistance, as given by the interviewees to their problems, were classified into the five following groups: instructors, family, friends, advisers, and self. The approximate percentages for the total sources of assistance on all problems were as follows: 65 per cent, self; 12 per cent, instructors; 10 per cent, friends; seven per cent, advisers; and six per cent, family. The above sources of assistance will be discussed under the headings: academic education, general education, vocation, social adjustment, emotion, family, health, and finance.

Academic education.---"Worrying excessively about examinations" was the most frequent problem attempted alone with fairly successful results, Table 16. Only three students took this problem to the instructor and none appealed to his adviser for aid. Friends and family rendered some assistance.

Table 16.--VALUE OF SOURCES OF ASSISTANCE TO ACADEMIC PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to academic education	Sources of assistance											
	Instructors			Family			Friends			Adviser		
	u	s	t	u	s	t	u	s	t	u	s	t
Worrying excessively about examinations		3	3	2	2	4		4	4			13 63 76
Studying effectively	2	7	9		5	5	3	5	8	2	2	20 36 56
Concentrating during study hours		3	3	1	2	3	1	4	5	1	2	3 18 27 45
Getting satisfactory grades	4	6	10		1	1	1	2	3			11 20 31
Feeling at ease with professors	3	10	13									9 14 23
Outlining or taking notes	2	14	16									11 11 22
Concentrating in class								2	2	1	1	12 10 22
Expressing knowledge in recitation	4	8	12					1	1			15 6 21
Understanding class lectures	2	6	8					1	1			6 10 16

"Studying effectively" and "concentrating during study hours" were likewise attempted alone by a large number of the students with less satisfactory results than the above. When these problems were taken to instructors and friends, the results were, in general, satisfactory.

The next problem most frequently attempted by the students was "getting satisfactory grades," with satisfactory results in general. The next main source of assistance with this problem was instructors who were successful in six out of 10 instances.

Assistance for "finding library references" obtained mainly from instructors, including librarians, was, with one exception, satisfactory. "Outlining and taking notes" and "expressing knowledge in writing" were the next problems taken most frequently to instructors. The solutions for these problems were likewise satisfactory.

General education.--"Planning extracurricular activities not to interfere with academic school life" was the problem most frequently attempted alone with the result that approximately half of the problems were solved satisfactorily, Table 17. Only six times was this problem taken for advisement by the students of this sample and only three of them were satisfied with the results.

Table 16.--VALUE OF SOURCES OF ASSISTANCE TO ACADEMIC PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems related to academic education	Sources of assistance								
	Instructors			Family			Friends		
	u	s	t	u	s	t	u	s	t
Expressing knowledge in writing	5	10	15	1	1		2	2	
Carrying out labor- atory procedures	1	8	9				4	4	
Finding library references	1	27	28						

Satisfactory and very satisfactory assistance combined under s
Unsatisfactory assistance listed under u

Table 17.--VALUE OF SOURCES OF ASSISTANCE TO GENERAL EDUCATION PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to general education	Sources of assistance															
	Instructors			Family			Friends			Adviser			Self			
	u	s	t	u	s	t	u	s	t	u	s	t	u	s	t	
Planning extracurricular activities not to interfere with academic school life	1		1		1	1	2	2	4				26	29	55	
Budgeting study time	3	15	18					2	2		1	13	14	28	26	54
Scheduling outside work not to interfere with studying	1	1	2		1	1								11	15	26
Scheduling too many units	1	4	5								3	3		3	17	20
Understanding methods of grading	3	1	4											16	4	20
Selecting courses in line with vocation	2	6	8		1	1					1	4	5	1	6	7
Getting conferences with professors	1	2	3											3	1	4

Satisfactory and very satisfactory assistance combined under s
Unsatisfactory assistance listed under u

"Budgeting study time" was taken for help more than twice as often as any other problem in this area. The assistance received with this problem was satisfactory in 15 out of the 18 cases that were taken to instructors and 13 out of 14 when taken to advisers, while less than half of the students who mentioned self-help with "budgeting study time" were satisfied with the results. In general the students did not go to others for assistance and yet more than half of the students who had not sought help in this respect had not found a solution to their problems.

"Scheduling outside work not to interfere with studying" was attempted alone with the result that slightly more than half of the students were satisfied.

Self-help, as well as assistance from instructors, for "understanding methods of grading" was largely unsatisfactory. However, in "scheduling too many units" self-help and assistance from instructors were in general satisfactory.

Vocation.--"Choosing a vocation," "being satisfied with your vocation," and "evaluating suitability for your vocation" were the most frequent vocational problems attempted alone with generally

unsuccessful results, Table 18. Instructors and advisers rendered quite satisfactory assistance, while family was considered unsatisfactory by the students.

Social adjustment.--The solution to "being self-conscious" was attempted by students themselves more frequently than was any other social problem with satisfactory results in about two thirds of the cases, Table 19. Friends assisted satisfactorily with 15 out of 18 cases. The five students who took this problem to family and the two who went to advisers for assistance received satisfactory help.

"Finding time for shows, sports, and radio" was frequently attempted alone with unsatisfactory results. "Being ill at ease at social affairs" was likewise frequently attempted alone with fairly successful results, although friends were the most valuable source of aid for this problem. The other possible sources, although used infrequently by the students for this problem, rendered satisfactory assistance in every instance.

"Speaking in public" was unsatisfactory when attempted alone but was quite satisfactory when taken to instructors who assisted with this problem more than they did with any other problem in this area.

Emotion.--"Wanting a more pleasing personality" was the most frequent emotional problem attempted alone with slightly more than half the students being satisfied

Table 18.--VALUE OF SOURCES OF ASSISTANCE TO VOCATIONAL PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to vocation	Sources of assistance														
	Instructors			Family			Friends			Adviser			Self		
	u	s	t	u	s	t	u	s	t	u	s	t	u	s	t
Choosing a vocation	3	10	13	5	1	6				3	6	9	18	5	23
Being satisfied with your vocation	4	3	7	2		2				2	5	7	18	5	23
Evaluating suitability for your vocation	3	2	5		1	1				2	6	8	18	2	20
Concerning the future of vocation	4	7	11								1	1	13	1	14
Getting vocational information	4	8	12		1	1							8	4	12
Finding no interest in any vocation		1	1										7	1	8
Deciding upon pros- pective employment											2	2	1	7	8
Locating prospective employment		1	1							1	1	2		1	1

Satisfactory and very satisfactory assistance combined under s
Unsatisfactory assistance listed under u

Table 19.--VALUE OF SOURCES OF ASSISTANCE TO SOCIAL ADJUSTMENT PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to social adjustment	Sources of assistance														
	Instructors			Family			Friends			Adviser			Self		
	u	s	t	u	s	t	u	s	t	u	s	t	u	s	t
Being self-conscious	1		1		5	5	3	15	18		2	2	12	23	35
Being ill at ease at social affairs		1	1		1	1		14	14		3	3	9	12	21
Finding time for shows, sports, and radio							1		1				16	5	21
Speaking in public	4	17	21	1	2	3	1	3	4				17	3	20
Fitting into pattern of college life					2	2	1	1	2		2	2	6	12	18
Conversing with people		3	3		3	3		12	12		2	2	4	11	15
Wishing for more social contacts		1	1				2	8	10		2	2	6	8	14
Making friendly contacts with opposite sex		1	1				4	5	9				8	5	13
Wishing for more contacts with town people				1		1	1	7	8				10	3	13

Table 19.--VALUE OF SOURCES OF ASSISTANCE TO SOCIAL ADJUSTMENT PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems related to social adjustment	Sources of assistance								
	Instructors			Family			Friends		
	u	s	t	u	s	t	u	s	t
Selecting activities in line with interests	1	1					1	1	
Being accepted into social groups							1	5	6
Making friends easily				1		1	3	5	8
Knowing proper eti- quette for social functions					1	1	2	7	9
Wishing for fewer social contacts							2	2	

Satisfactory and very satisfactory assistance combined under s

Unsatisfactory assistance listed under u

with the results, Table 20. Friends, family, and instructors rendered satisfactory assistance with this problem.

"Lacking in self-confidence" was the next most frequent emotional problem attempted alone with slightly more than half of the solutions satisfactory. Family, friends, and instructors were asked to assist with this problem a few times with very satisfactory results.

"Getting nervous easily" and "being discouraged easily" were likewise frequently attempted alone with less satisfactory results than on the above problem. Of the other possible sources, advisers and friends rendered satisfactory help with the first problem while the main sources of help for the second problem were family and friends.

"Taking things too seriously" was also attempted alone with more satisfactory results. Friends and family rendered successful assistance with this problem. Only two students took this problem to advisers and the assistance was satisfactory in both instances.

Students were unsuccessful in solving "having the blues often." In general the students did not go to others for assistance with this problem, and yet half the students who experienced this difficulty had not found a solution to the problem. Only six students took the problem for advisement and the results were quite satisfactory.

Table 20.--VALUE OF SOURCES OF ASSISTANCE TO EMOTIONAL PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to emotion	Sources of assistance														
	Instructors			Family			Friends			Adviser			Self		
	u	s	t	u	s	t	u	s	t	u	s	t	u	s	t
Wanting a more pleas- ing personality	2	2		2	4	6		7	7				17	21	38
Lacking in self- confidence	5	5			9	9	2	7	9				14	17	31
Getting nervous easily				1		1	1	3	4	1	4	5	16	10	26
Being discouraged easily					6	6		4	4	1	1	2	13	12	25
Taking things too seriously					7	7	1	10	11		2	2	9	15	24
Having the blues often					2	2		2	2	1	1	2	13	8	21
Fearing criticism	2		2	2	4	6		4	4				9	11	20
Being hurt easily					1	1		2	2				8	9	17
Being upset when you have to recite		5	5	1		1							15	2	17

Table 20.--VALUE OF SOURCES OF ASSISTANCE TO EMOTIONAL PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems related to emotion	Sources of assistance															
	Instructors			Family			Friends			Adviser			Self			
	u	s	t	u	s	t	u	s	t	u	s	t	u	s	t	
Lacking in leadership ability or opportunity	1		1	1		1	4	5		1	1		10	5	15	
Fearing lack of suc- cess in life				1		1	1	1		1		1	11	2	13	
Having difficulty accepting regulations of the college							1		1		1	1	4	8	12	
Worrying about what to wear					1	1	2	7	9		1		1	6	4	10
Having sleepless nights because of overactive mind								1	1		1	1		5	4	9
Worrying about national or world-wide problems		3	3				2	3	5					4	5	9
Wanting to confide in someone					5	5		18	18		4	4		5	3	8

Table 20.--VALUE OF SOURCES OF ASSISTANCE TO EMOTIONAL PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems related to emotion	Sources of assistance								
	Instructors			Family			Friends		
	u	s	t	u	s	t	u	s	t
Dreading to intro- duce folks at a party	1	1							5 3 8
Fearing you will make social mistakes				4	4		2 11 13	4 4	1 5 6
Wanting religious advice							3 3		3 3

Satisfactory and very satisfactory assistance combined under s

Unsatisfactory assistance listed under u

"Fearing criticism" was another problem that the students attempted alone although slightly more than half solved it satisfactorily. Family and friends gave some assistance.

Family.--"Family living quarters unsatisfactory" and "family living quarters provide no suitable place to study" were attempted alone, with one exception, and the results were largely unsatisfactory, Table 21. Students were quite successful in solving "financial obligation to family."

Health.--Advisers, including doctors and nurses, were the main source of assistance with health problems and were considered successful in the majority of the instances, Table 22. Family assisted satisfactorily with four out of seven problems and instructors with all of the three problems taken to them.

"Lacking rest and sleep" was the most frequent problem attempted alone with quite unsatisfactory results. Only two students took this problem to the family for advisement with the result that one student was satisfied.

"Becoming tired easily" was the next most frequent problem attempted alone although only one third of the students were satisfied with the results. Advisers were the only other source of assistance and were successful with five out of 10 cases.

Finance.--"Desiring to start a home" was the

Table 21.--VALUE OF SOURCES OF ASSISTANCE TO FAMILY PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to family	Sources of assistance								
	Instructors			Family			Friends		
	u	s	t	u	s	t	u	s	t
Family living quar- ters unsatisfactory							1	1	9 6 15
Family living quar- ters provide no suitable place to study									9 6 15
Financial obligation to family				1	1	2		1 1	5 9 14
Family inequality in educational back- ground									1 2 3
Family dominance in choice of vocation				3	1	4			2 2
Family unable to live together because of finances									1 1

Table 21.--VALUE OF SOURCES OF ASSISTANCE TO FAMILY PROBLEMS RECEIVED BY STUDENTS AT
 COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems related to family	Sources of assistance														
	Instructors			Family			Friends			Adviser			Self		
	u	s	t	u	s	t	u	s	t	u	s	t	u	s	t
Family unable to live together be- cause of lack of accommodations														1	1

Satisfactory and very satisfactory assistance combined under s

Unsatisfactory assistance listed under u

Table 22.--VALUE OF SOURCES OF ASSISTANCE TO HEALTH PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to health	Sources of assistance								
	Instructors			Family			Friends		
	u	s	t	u	s	t	u	s	t
Lacking rest and sleep				1	1	2			
Becoming tired easily								5	5
Being nervous over trifles	1	1		1	2	3	1		1
Having poor complexion				1	1	2		3	4
Lacking variety and nutrition in meals								2	2
Intermittent illness causing absence from classes	2	2						5	5
Worrying continually about health								3	2
Limiting physical handicaps								1	9
Having indigestion								1	3

Satisfactory and very satisfactory assistance combined under s
 Unsatisfactory assistance listed under u
 Advisers include doctors and nurses

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most frequent financial problem attempted alone with more than half the problems satisfactorily solved, Table 23. The only source of assistance used with this problem was friends whose help was considered quite satisfactory.

"Buying and spending wisely" was likewise attempted alone with less satisfactory results than was the above problem. The main source of help with this problem was the family who helped satisfactorily with all 17 cases. Instructors and friends rendered some assistance.

The next most frequent problem attempted by the student alone, with quite satisfactory results, was "getting enough money for social activities." The only source of assistance used was advisers and the students considered their assistance satisfactory in the six times this problem was taken to them.

Reactions of students
with regard to assist-
ance received

The students in this study indicated they used self-help with slightly less than two thirds of their total problems, Table 24. However, the help was satisfactory in less than half the instances. Instructors were asked to assist with approximately 12 per cent of the problems; friends, with 10 per cent; advisers, seven per cent; and family contributed the remaining six per cent of assistance. Students listed advisers as satisfactory in assisting with 86 per cent, instructors with

Table 23.--VALUE OF SOURCES OF ASSISTANCE TO FINANCIAL PROBLEMS RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems related to finance	Sources of assistance											
	Instructors			Family			Friends			Adviser		
	u	s	t	u	s	t	u	s	t	u	s	t
Desiring to start a home							1	4	5			
Buying and spending wisely	1	5	6	17	17		3	3				
Getting enough money for social activities										6	6	
Worrying about parental sacrifices				4	4	8	1	1				
Getting enough money for sufficient wardrobe										1	5	6
Supporting wife and/ or children												
Getting enough money for college fees										6	6	

Satisfactory and very satisfactory assistance combined under s
Unsatisfactory assistance listed under u

81 per cent, family with 69 per cent, and friends with 68 per cent of the problems taken to them.

Academic education.--Students sought assistance with only 34 per cent of their academic problems, Table 24. Instructors were asked to assist with 24 per cent, friends with six per cent, family with three per cent, and advisers with one per cent of the problems.

The students indicated that advisers helped satisfactorily with 83 per cent of the problems, friends with 83 per cent, instructors with 81 per cent, and family with 79 per cent. Self-help was the least satisfactory since only 63 per cent of the problems were solved.

General education.--The students used self-help with 72 per cent of their general educational problems, Table 24. Slightly more than half of the students were satisfied with their efforts to help themselves. Approximately 71 per cent of the students who took their problems to instructors were satisfied with the results they obtained. Advisers assisted the students satisfactorily with 91 per cent, friends with two thirds, and the family with the three problems that were taken to them.

Vocation.--Students attempted to solve a little more than half their vocational problems without assistance, and the results were unsatisfactory to the students in 76 per cent of the instances, Table 24. Instructors were asked to assist with 25 per cent, advisers, 15 per cent, and family with five per cent of the voca-

Table 24.--DISTRIBUTION OF PROBLEMS ACCORDING TO SOURCES
OF ASSISTANCE RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Source	Per cent of rating for assistance		Total	Per cent of total problems
	U	S		
Academic education				
Self	37.4	62.6	342	66.0
Instructors	19.0	81.0	126	24.3
Friends	16.7	83.3	30	5.8
Family	21.4	78.6	14	2.7
Advisers	16.7	83.3	6	1.2
General education				
Self	47.3	52.7	186	72.1
Instructors	29.3	70.7	41	15.9
Advisers	9.1	90.9	22	8.5
Friends	33.3	66.7	6	2.3
Family	0.0	100.0	3	1.2
Vocation				
Self	76.1	23.9	109	55.0
Instructors	36.0	64.0	50	25.3
Advisers	27.6	72.4	29	14.7
Family	70.0	30.0	10	5.0
Friends	0.0	0.0	0	0.0
Social adjustment				
Self	53.8	46.2	208	56.2
Friends	18.3	81.7	104	28.1
Instructors	17.2	82.8	29	7.8

Table 24.--DISTRIBUTION OF PROBLEMS ACCORDING TO SOURCES
OF ASSISTANCE RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL
AND MECHANICAL COLLEGE, 1945-46.--Continued.

Source	Per cent of rating for assistance		Total	Per cent of total problems
	U	S		
Social adjustment --continued				
Family	17.6	82.4	17	4.6
Advisers	0.0	100.0	12	3.3
Emotion				
Self	53.8	46.2	312	61.8
Friends	12.1	87.9	99	19.6
Family	15.7	84.3	51	10.1
Advisers	20.8	79.2	24	4.7
Instructors	15.8	84.2	19	3.8
Family				
Self	54.9	45.1	51	86.4
Family	66.7	33.3	6	10.2
Advisers	0.0	100.0	2	3.4
Instructors	0.0	0.0	0	0.0
Friends	0.0	0.0	0	0.0
Health				
Self	66.4	33.6	119	67.6
Advisers	28.3	71.7	46	26.1
Family	42.9	57.1	7	4.0
Instructors	0.0	100.0	3	1.7
Friends	100.0	0.0	1	0.6

Table 24.--DISTRIBUTION OF PROBLEMS ACCORDING TO SOURCES OF ASSISTANCE RECEIVED BY STUDENTS AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Source	Per cent of rating for assistance		Total	Per cent of total problems
	U	S		
Finance				
Self	33.9	66.1	171	74.7
Family	16.0	84.0	25	10.9
Advisers	5.6	94.4	18	7.9
Friends	11.1	88.9	9	3.9
Instructors	16.7	83.3	6	2.6

All problems total				
Self	53.0	47.0	1,498	64.8
Instructors	19.1	80.9	274	11.8
Friends	32.0	68.0	249	10.7
Advisers	14.0	86.0	159	6.9
Family	31.0	69.0	133	5.8

tional problems. Instructors assisted satisfactorily with 64 per cent, advisers 72 per cent, and family with 30 per cent of the vocational problems taken to them.

Social adjustment.--More than half the problems involving social adjustment were problems that the students attempted to solve themselves with unsatisfactory results in most cases. Friends were asked to assist with 28 per cent of the social problems with approximately 82 per cent of the problems solved satisfactorily, Table 24.

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Instructors and family also assisted satisfactorily with slightly more than 82 per cent of the problems presented to them. Advisers assisted satisfactorily with all the four problems taken to them. When self-assistance was used it was satisfactory in less than half of the instances.

Emotion.--As in the above area, most of the emotional problems were attempted without assistance with unsatisfactory results. Friends assisted satisfactorily with 88 per cent of the emotional problems that were presented to them, Table 24. Family, advisers, and instructors were reported by the students as assisting satisfactorily with 84 per cent, 79 per cent, and 84 per cent respectively. Self-help was satisfactory in less than half of the instances, 47 per cent.

Family.--Students themselves attempted to solve 86 per cent of the problems related to family, Table 24. However, less than half were solved to the satisfaction of the students. Families assisted the students satisfactorily with only two of the six problems that were taken to them, while assistance given by advisers was satisfactory with the two problems which had been taken to them.

Health.--On slightly more than two thirds of the problems related to health, the students received no assistance. Of these, they were successful in solving only one third, Table 24. Advisers assisted to the

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satisfaction of the students with 72 per cent of the 46 health problems presented to them. Family assisted satisfactorily with four out of seven problems and instructors with all of the three problems taken to them.

Finance.--About two thirds of the financial problems were solved satisfactorily, Table 24, although no assistance was sought for almost three fourths of such problems. The students indicated that family helped satisfactorily with 84 per cent, advisers with 94 per cent, friends with 89 per cent, and instructors with 83 per cent of the problems pertaining to finance that were presented to them for assistance.

Comments volunteered
by the students

Comments made by the students during the interviews were recorded in the exact words of the students. One fourth of the comments concerned social relationships, Table 25. Slightly more than one fifth of the comments related to improvement of instruction, 15 per cent to class preparation and advisement, 11 per cent to orientation, and approximately six per cent to financial needs and housing. The comments of the above will be presented in the following sections: social relationships, improvement of instruction, class preparation, advisement, orientation, financial needs, and housing.

Social relationships.--Of the comments made by the students related to social adjustment a number per-

Table 25.--COMMENTS VOLUNTEERED BY THE STUDENTS AT
COLORADO AGRICULTURAL AND MECHANICAL COLLEGE TO
REMEDY THEIR PROBLEMS, 1945-46.

Areas of comments	Number of comments	Per cent of total
Social relationships	49	25.79
Improvement of instruction	40	21.05
Class preparation	29	15.26
Advisement	28	14.74
Orientation	21	11.05
Financial needs	12	6.32
Housing	11	5.79

Totals	190	100.00

tained to a need for a larger variety of social contacts
as follows:

"There should be more activities for
independent students."

"There is too much of a gap between
greeks and independents."

"I feel that the school lacks in activ-
ities."

"I think we need more activities in line
with different interests. For example--art
club."

"We need bowling and swimming places."

"There are just shows and dancing. We
need more things to do. Why can't we have
cut rates at golfing links and bowling alleys?"

"We need more things to do--bowling for
instance."

"We need a roller rink or bowling alley-- etc., for good clean sports, for Christian girls. Many girls wouldn't go to shows or dances so much if we had these."

"We need more opportunities for skilled sports. My biggest interest is skiing and horse back riding."

"We need more activities--picnics and outside activities instead of just dances. We have too many and they cost the boys too much."

"I wish I belonged to some group or club where I could be with people."

"I was set on joining a frat in my freshman year but couldn't afford it and now I don't do anything socially."

"We need to publicize the fact that students can go to the Union."

A need for facilities to help students get acquainted is shown in the following comments:

"I think every girl should live in the dorm. I've missed it."

"We need to meet more students."

"There are not enough chances to meet boys outside of a little group."

"I couldn't study in the dorm so didn't go back when I had a chance but I feel the loss of close friends as a result."

"We need more opportunity to meet college students, both boys and girls. Girls don't like to go to mixers. Most of the girls date and others don't want to go. There were blind dates at first of year."

"Mixers aren't sufficient to get folks acquainted. A girl doesn't go to a mixer without a date." "Why not?" "Why folks think she just doesn't rate if she hasn't a date."

"The dorm has open house for all, but all don't come. The sorority has open house for all, but all don't come."

"I have just transferred to Aggies and have had trouble making new friends."

"There should be more chances to meet boys and girls."

"I feel there is quite a gap between independents and sororities. Too many clicks. No way to meet folks if one doesn't belong to an organized group."

"I would like to meet more boys at dances. There is a lack of mixing."

"I think there are lots of students who don't get acquainted on the campus."

"We need more chances to meet students."

"We need to have more facilities for girls and boys to know each other."

The following is a list of the suggestions and comments relating specifically to a lack of supervision of the social calendar:

"All freshmen should be required to participate in school activities."

"More people in activities should be given a chance for responsibility."

"Some people get all the opportunities for leadership."

"Our activities interfere with each other."

"Social functions pile up at the end of the quarter."

"It is hard to strike a balance between social and academic functions."

"People keep changing minds as to type of clothes to wear to affairs. One never knows."

"Lack of supervision in social calendar. Piling up of social activities and then none at other times."

"It is hard to limit activities when we don't have much help."

"We should try to limit social obligations and activities."

The comments volunteered by the students wishing for fewer social contacts may be seen from the following list:

"It seems like there are too many activities."

"Cutting down on activities would help and also strengthen the remaining ones."

"Cut down on activities."

"There are too many social things to do."

"Social pressure of girls in the house is too great."

"There is too much social pressure to make good grades."

"I have just quit going to shows except for dates."

Specific comments concerning miscellaneous social problems were noted in the following remarks:

"Students and teachers should be on a more friendly basis. It would help social problems."

"Just send my husband home."

"In introducing people, I've taken a big breath and just yanked folks in there and said this is so and so."

"My only problem is my woman. She can't make up her mind and my studies are nearly shot."

"One can't put on a love campaign and get enough sleep."

Improvement of instruction.--One fourth of all the voluntary comments offered by the students of the sample pertained to improvement of instruction. Under this classification will be listed in order: comments directly related to instructors and the classroom activities, the crowded curriculum, desire for more courses, and library facilities.

The specific comments made by the students relating to instructors and classroom activities, will be found in the following list:

"More students should go to their profs, like I did, when they have trouble."

"We need more and better professors."

"Professors won't explain."

"Since I came back I can't stand profs who beat around the bush."

"I feel that the profs are trying to snow me under; they won't explain why."

"I think professors sometimes harm in their tactless criticism."

"When I ask profs why or where they seem to evade me."

"The profs never treat me like a human."

"Professors are so much above us they don't know or realize how dumb we are."

"Teachers seem to think you have no other courses."

"We don't get our papers back until the end of the quarter and therefore don't know what we are doing. That really bothers."

"If you establish a record you're okay, if not you keep your nose to the grindstone."

"I wish teachers would organize their material so students could follow and get their ideas, and could take notes. Lots more demonstrations. In chemistry a mimeograph form could be made out with new terms and their definitions. A freshman has no conception of many chemistry terms."

"Some of the professors for no reason at all lower your grade at the end of the quarter. I had all Bs and exams to prove it; my grade was lowered just to fit into their curve. Not uniform. It's disgusting."

"Some professors refuse to recognize that one class may have many A and B students."

"All students should be treated on the same basis."

"Some professors' lectures are just like a phonograph record. Same for years--don't fit--behind times."

"We work and in the end don't have a diploma that ranks well with other colleges. Put forth so much effort for the little recognition we get."

"Lack of final week hinders the student. He doesn't have a chance to study for finals and his grades are probably lower."

"In three classes no text books until half of the quarter was over."

"Lack of cooperation between college and bookstore. (Prof ordered 20 books and 10 came.)"

"I need more conferences with my professors."

The following is a list of comments made by the 200 students included in the sample concerning the crowded curriculum:

"Professors haven't adjusted courses from semester to quarter system and we're about killing ourselves."

"Work is crowding us more in quarter than it did in semester plan."

"I never went thru such a quarter."

"They haven't shortened courses to fit quarter system."

"I think kids are not getting a fair chance under this quarter system. Information is pushed at them too rapidly. Have to cover too much. Same amount as we covered in semester. I have gone to another school under the quarter system and I didn't have to work nearly as hard."

"It seems like we're covering the same amount in quarter as semester."

"It seems like the courses are too concentrated."

"They expect too much of us in this quarter system."

"There are just too many things required of us for the time we have to do them in."

"They are loading us up too much. Outside assignments are too heavy."

"Why did they have to put physics and chem first quarter? Three labs and clothing are too much!"

Several students expressed themselves concerning the desire for more courses to be offered:

"I wish we could have more courses for girls. They say, 'Oh I don't like H.E., but what else is there to take--just soc. and gen. sci.'"

"There are not enough courses for girls."

"We don't have enough courses for girls."

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"We need more majors here. Many like the college and would like to go here but have to go elsewhere to get what they want. It's such a democratic school."

"We should have more practical courses in freshman and junior years."

"We need more general and not so much technical work."

There were three comments concerning the
library facilities:

"All material is at the bindery. So much time is wasted getting material. Why can't we have access to the stacks?"

"Everything is at bindery."

"Books are not on reserve when they are supposed to be."

Class preparation.--Fifteen per cent of the statements related to class preparation. Class preparation was subdivided into need for help in learning how to study and budgeting study time.

Following are the general comments concerning a need for help in learning how to study:

"I wish we had a course in how to study."

"Someone should have told me how to study."

"I wish they had a how to study course."

"Someone should show us how to study and things like that."

"Wish I had been taught how to study the first year."

"I don't know how to study so I stay up most of the night studying."

"We should be taught to study."

"Someone should show new students how to study."

"We should have some instruction in how to study."

"Someone should help us learn to study when we first get here."

"I wish we had a course to teach study habits."

"We need some kind of how to study class."

"Reading clinic was very good and should be continued."

"Emphasize study groups a little more might help."

"I wish I knew how to study effectively."

"We need to use study schedules."

"D.U. had a study clinic. Students having trouble could attend for six weeks. I regretted that I didn't attend. They had marvelous teachers and students were definitely helped."

A number of the comments concerned a need for assistance in budgeting study time:

"I can't seem to find time to study."

"We should have a few lessons in how to plan study time."

"At first I wasted too much spare time, but after I made out a budget it worked out fine."

"My trouble is that I can't budget my spare time."

"I should budget my time and get back to normal physically then I'd be okay."

"I can't get used to so much freedom."

"I need to budget study hours."

"I can't find time for social functions, fiance and school."

"Wish I knew how to budget study time."

"If I could just budget my time."

"My biggest problem is having time to study. So many social activities I can't budget my time."

"I wish I had been taught to budget my time the first year I was here."

Advisement.--Approximately 15 per cent of the total comments and suggestions volunteered by the students related to advisement. These comments were chiefly concerning vocational guidance, advisers, and personnel services.

The comments, indicating a need for vocational guidance, were made by 17 students:

"I feel that I need someone to help me decide on my vocation."

"I need more vocational information to help decide what I want to do."

"More taking of tests should be encouraged to show interest in different vocations."

"We need more guidance in selecting our vocation in the freshman year. Everyone should have a conference during first or second quarters to talk over records of tests. Do they fit ambitions? I think there should be more guidance. I think they should go to their counselors and should take advantage of these facilities in our personnel office, faculty, advisers, counselettes. If each department would put out literature on beneficial activities, to the course, be sure it is available."

"I'm not satisfied with my vocation. I get my worse grades in home economics."

"I was struggling with organic chem, I really was down. I then found that my aptitude was low; I wish I could have known sooner. I changed from dietetics to journalism, as I found I liked that and had aptitude for journalism. I suggest that students be told about their scores or their aptitudes."

"We need more chance for advice in choosing a vocation."

"I find there is a lack of information about vocations, soon enough, to do any good."

"I feel that vocational information should be given when a freshman instead of when a junior or senior."

"I was well satisfied with my choice of vocation until I went to the army, but now I'm not sure what I want to do."

"I find vocational choice is my biggest problem."

"Most of my problems, I feel, are because of the fact I never knew what I wanted to do until this year. Now I won't graduate because I have to have another quarter to get all I need for my new vocation."

"I wonder if I'll do well in my chosen field because I am not making my best grades in those courses."

"I have no idea what I want to do."

"I can't make up my mind what to do."

"I'm not sure that I know what I want to do."

"I don't know what vocation I want."

Several of the comments concerned a need for help from advisers and personnel officers:

"There are too many freshmen assigned to one adviser, and not enough time to get sufficient help."

"My adviser is so busy I can't get time to talk to her."

"I feel I need an older person to confide in--someone that's really understanding."

"The counsellors might be of more help; mine didn't come to see me at all. They don't contact girls soon enough. Professors might ask for conferences; we feel hesitant about asking them, they are all so busy."

"I have a definite inferiority complex which I wish someone could help me with."

"I wonder why we didn't know about availability of tests and the personnel office."

"I think I am ignorant and can't learn so I am quitting school after this summer quarter is finished."

"I find my adviser is never there when he says he'll be."

"I'm disgusted with myself but I'll stick it out to see if I make vet school."

"I feel I should take things more seriously and should use the opportunities of guidance at hand to help with my problems."

"I think during the first week someone should tell students about the personnel service. I didn't know about it until I was a junior."

Orientation.--Comments and suggestions concerning orientation in college life were divided into the following three classifications: getting used to college life, orientation courses, and suggestions to overcome self-consciousness and inability to concentrate. One half of the orientation comments related to difficulties in getting used to college life.

"The main conflict is between high school and college life."

"The change from high school to college was terrific but I am doing fine now."

"I feel funny about coming to school after being out of high school so long."

"I have been out of school so long it is hard to get on the ball again but things are working out okay."

"I had trouble getting used to lectures but I like them now."

"At first I couldn't seem to fit into college life but things are fine now."

"I think that all problems will be solved in time, by gradually becoming adjusted to school again."

"After I got used to the college routine things were okay."

"Living in the dorm has been a big-help to get over self-consciousness."

"I had a time getting used to the free college life."

The comments and suggestions volunteered by the students concerning a need for more orientation courses were listed as given below:

"The orientation course really helped."

"We need some course to help us get adjusted in college."

"I think if there was a general science course for freshmen it would be a great help-- They'd get an over-all picture of things and it would be easier."

"We need some type of orientation course for men."

"If we could have a class in personality training it would be a great help."

"There is a need for personality courses: I had orientation and philosophy of life, and I think they helped a lot."

Suggestions for needs to help overcome self-consciousness and to aid lack of ability to concentrate were as follows:

"We need more recitations to help us get over being self-conscious."

"I want to take public speaking to help get over self-consciousness."

"I feel very self-conscious in front of men."

"I feel I'll have to learn to concentrate with a group around or else not live with a bunch of girls."

"It is even hard to study in the library, people come to chat--and I chat."

Financial needs.--Almost all the comments concerning finances were made by the returned veterans, who felt that the government subsistence allowance was not sufficient. The comments expressing a need for more money were as follows:

"All I need is some more money to get married with."

"We need a place to work while going to college and also after we finish."

"More money for G. I.'s."

"The G. I. bill should give us more money."

"Pay G. I.'s. enough money so we don't have to work on the side."

"A G. I. can hardly live on \$65 a month and go out at all."

"There isn't much I can do as long as I need the extra money."

"The government should pay us more money."

"I can't find enough work to put myself through school."

"School is fine but it's pretty hard to get along on so little money."

"It's pretty hard to make ends meet."

"It's pretty hard to get by on such a little bit each month."

Housing facilities.--Most of the comments concerning housing facilities had to do with the inability to locate a place to live.

"I think this college gives more help on the housing situation than any other college."

"Housing is my only problem."

"I need an apartment because my wife is expecting and we cannot get along in one room."

"Can't find a place to live."

"Everything is okay except the dive I live in."

"Find me a house."

"Find me an apartment."

"Four people in four rooms is mighty crowded."

"Get me one of the huts to live in."

"All I need is a quonset hut."

"It's pretty hard to find a decent place to live."

Chapter V

DISCUSSION

The problem of this study, In what ways may the problems of students at Colorado Agricultural and Mechanical College be met more adequately?, will be discussed under the following headings: academic education, general education, vocation, social adjustment, emotion, family, health, and finance.

In a student body such as the one under consideration there are many factors which generate a variety of problems. Because of wartime interruptions there was a greater difference than usual between the average age of the men, 22.5 years, and the average age of the women, 19.9 years. At the time this study was initiated, there were enrolled one and one-third times as many men as women in Colorado Agricultural and Mechanical College. The married men outnumbered the married women by a considerable degree, as 20 per cent of the men and only five per cent of the women were married. Fifty-eight per cent of the men included in the sample were returned war veterans. Many more of the men than of the women completely supported themselves.

Since the investigation was completed there are enrolled in the college increased numbers of men and of

married men, although the comparative percentage of married men has decreased. There are also many more returned war veterans now in the school. These facts might tend to further complicate some of the problems of the students.

Academic education

The most frequent of the problems related to academic education, and second in rank of all problems indicated by the students, was "studying effectively."

When men were compared with women, it was found that 26 per cent of the men and 40 per cent of the women reported the problem, "studying effectively."

The above percentages are fairly comparable to those of Congdon (4) who found that 29 per cent of the men and 45 per cent of the women in the freshman class checked "Don't know how to study effectively." They were slightly lower than the percentage shown by Cowles (5) who found that 50 per cent of beginning students had poor study habits. Sperle (12) disclosed that one of the three most frequently mentioned problems was lack of skill in using aids to more effective work. Strang (13) found that the fourth most frequently mentioned problem in the freshman classes in seven institutions was "Inefficient methods of work." Boraas (3) stated that two of the most frequently encountered problems of freshmen were "Difficulty in adjustment to regular study hours"

and "Students do not know how to study." Green (6) found "Study conditions" was the sixth outstanding problem in one investigation while in another he found "Study difficulties" was the third most frequently mentioned problem. Katz and others (9) listed "Methods of study" as the fifth most important problem. Hartmann (7) found "School work" caused the students definite emotional concern. Angell (10) concluded that if fraternities and sororities would raise their study standards they would become real agents of "social adaption."

Forty-two per cent of the freshman men and only seven per cent of the other classmen of this sample had trouble "studying effectively." The men evidently were fairly well satisfied with their methods of study by the time they started their sophomore year. This fact was not true for the freshman women as there was no decrease in frequency of mention after the freshman year.

The men were between two and three years older than the women and had well-established goals. They may have been eager to get through college with high scholastic standards so they would have the best possible preparation for entering a highly competitive business or professional world.

The women may have lacked incentive to do effective studying because they were hesitating between choosing a career and planning a home. These objectives may require different lines of training. Another possible

reason why the women indicated this problem may have been that they were marking time while waiting for their fiances to finish school or to return from military service.

Students volunteered suggestions such as the following regarding the problem "studying effectively":

"Someone should show us how to study and things like that."

"I wish we had a course to teach study habits."

"Someone should help us learn to study when we first get here."

Thus, the students themselves indicated a desire for help in improving their study habits. They knew that something was wrong and they were eager to correct the difficulty. However, a good many of the students did not avail themselves of the opportunity to use the sources of help at hand. For example, when students meeting in a voluntary study group were urged to bring in problems relative to budgeting time and study habits, none took advantage of the opportunity.

In response to the questions, "What was your source of help?" and "Was the assistance you received satisfactory or unsatisfactory?", the students frequently responded, "None," "It was unsatisfactory," "Self and my folks. It is still a problem though," or "Profs, and the help was very satisfactory."

Most of the students attempted to solve "Studying effectively" without assistance and they felt they had been successful in helping themselves in two thirds of the instances. Although the instructors were not frequently consulted concerning this problem, they were especially helpful to those who sought their assistance. Perhaps the question of assistance should not be left to the choice of the student and perhaps instructors should provide an opportunity for the students to discuss their problems in an informal manner.

"Concentrating during study hours" ranked second in frequency of all academic problems. Smeltzer (11) also found that the second most frequently reported problem was "Unable to concentrate while studying." Sperle (12) found "Inability to concentrate" was one of the important problems of beginning students in the three institutions she studied. One fifth of the men and one third of the freshman women studied by Congdon (4) indicated "Unable to concentrate well" as an important problem to beginning students.

The most significant difference of all percentage comparisons found in this study was for the women when they were compared with the men in reporting "concentrating during study hours," $t = 7.4$. The problem chiefly concerned the women of all classes. Freshman men were the only men who reported the problem. Self was the only source of help to 76 per cent of the stu-

dents who indicated this difficulty and 40 per cent of them were dissatisfied with the results. Possibly students hesitated to take this problem for help for fear it would expose a deficiency in their make-up and training.

Relative to the matter of concentration the students made the following comments:

"I feel I'll have to learn to concentrate with a group around or else not live with a bunch of girls."

"It's even hard to study in the library. People come in to chat and I chat."

The library should provide the most ideal atmosphere for concentration. The cooperation of the students should be enlisted to keep study hall conditions as nearly ideal as possible so they will be conducive to concentration and effective studying. The same close observance of rights and privileges of study hours should be observed in all places where groups of students are studying. It would be desirable to have as small a group as possible.

"Outlining or taking notes" and "finding library references" were problems peculiar to the freshman men of this sample since they were the only men to report these problems. The differences were very significantly higher for the freshman men when they were compared with other men, $t = 6.5$ and 6.2 , respectively. Men may not like the detail involved in the solving of these difficulties. The freshman veteran men had less trouble "outlining and

taking notes" than did the other freshman men, which is probably a direct result of the training they received in the service.

Another related problem was reported by Boraas (3) who discovered the tenth most important problem in connection with classes and studies was "trouble with collateral reading." Sperle (12) and Smeltzer (11) both found that freshman students had difficulty locating and getting reference material when they needed it. Smeltzer (11) also found that students did not "know how to take notes and were never taught the technique of doing so." Congdon (4) stated in her study that two of the "Perplexities of College Freshmen" were "Trouble in using the library" and "Trouble in outlining or note-taking."

Most of the students of this sample who presented "outlining or taking notes" and "finding library references" to their instructors reported they received satisfactory help from them. More than half the students were successful in helping themselves with these difficulties.

"Understanding class lectures" was very significantly higher for freshman men in comparison with other classmen, $t = 5.0$.

The problems, "getting satisfactory grades" and "expressing knowledge in writing," were more frequent among women than among men. The differences were significant and very significant, respectively. "Getting satis-

factory grades" was significantly higher as a problem for freshman men when they were compared with other men.

As one would expect, instructors were asked to help with academic problems more than were friends, family, or advisers. It is regrettable that more students did not ask for help since all of the sources except self assisted with more than 75 per cent of the academic problems presented to them.

If assistance by only college personnel is considered, 95 per cent of the academic problems were taken to instructors, and five per cent were taken to advisers. Stratton (4) found a somewhat lower percentage for the instructors, 84, and a higher percentage for advisers, 16. No attempt was made by the writer to determine how many of the instructors were also members of the counseling service.

The academic problems least often presented for help were those problems which reflected poor study habits indicating deficiencies in the training and background of the students. Problems least often presented for help were as follows:

1. Concentrating during study hours.
2. Concentrating in class.
3. Studying effectively.
4. Worrying excessively about examinations.

Students made comments such as the following concerning these problems:

"I don't know how to study so I stay up most of the night studying."

"I wish I knew how to study effectively."

"I feel I'll have to learn to concentrate with a group around."

Summary.--Heading the list of academic educational problems and second in rank of all problems confronting the students was "studying effectively." It was a problem common to all women of the sample and to the freshman men.

It appears that insufficient progress has been made toward the solution of this persistent problem since it was the most common difficulty found in the review of literature from the earliest to the latest studies made.

The students of this study indicated that assistance by instructors and others has been effective in improving study habits. Comparatively few students asked for help. Perhaps the students did not know to whom they might go for assistance.

"Studying effectively" was closely related to the second most frequently mentioned academic problem, "concentrating during study hours," which also chiefly concerned the women of the sample, although the freshman men were concerned more than were any of the other groups. Three fourths of the students attempted to solve this problem by themselves, but only 40 per cent of them were satisfied with their results.

Other important academic problems were as follows:

1. Outlining or taking notes.
2. Finding library references.
3. Understanding class lectures.
4. Getting satisfactory grades.
5. Expressing knowledge in writing.

Recommendations.--Concerning the study of academic educational problems, the following recommendations are made:

1. More assistance should be rendered to the students, especially the freshmen, to help them solve their academic problems.
2. Students and instructors should be informed of the existence of problems and their cooperation should be enlisted to help overcome the difficulties.
3. There should be an earnest cooperative effort to raise study standards in places where it is necessary for groups of students to study.
4. Instructors should be encouraged to make themselves available to the students and volunteer help when needed.
5. There should be a concentrated effort on the part of the faculty and students to get students to use sources available for assisting in study habits, taking notes in class, finding library references, and expressing knowledge in writing.

General education

"Budgeting study time" headed the list of problems confronting students. This problem was quite common to both men and women as shown by the fact that it was reported by 42 per cent of the men and 46 per cent of the women. It was a problem to freshman men more than to other men since the difference of percentages was found to be statistically very significant, $t = 5.1$. The women of the upper classes experienced slightly more difficulty with the problem "budgeting study time" than did the freshman women.

Fifty-two per cent of the freshmen of this sample indicated "budgeting study time" as a problem. This percentage was similar to that shown by Cowles (5) who found 50 per cent of the freshmen had trouble properly budgeting their time. Sperle (12) found one of the three outstanding difficulties of first-year normal-school students to be "Thoughtless use of time." Katz and others (9) reported from their investigation that "making a daily schedule" was a problem upon which the students desired advice. Smeltzer (11) found the fourth most frequently mentioned problem of more than 700 students to be "study time not used to advantage."

Instructors assisted satisfactorily with 83 per cent and advisers with approximately 93 per cent of the problems which the students took to them. It is regrettable that the problem was not more often taken to

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instructors or advisers since such a large percentage of the problems were solved when taken to them. When students themselves attempted to solve "budgeting study time," they were satisfied in only half the instances.

A few of the statements volunteered by the students concerning this problem were as follows:

"At first I wasted too much spare time but after I made out a budget it worked out fine."

"We should have a few lessons in how to plan study time."

"I wish I had been taught to budget my time the first year I was here."

A review of these comments and of all the data listed under this general heading further emphasizes the need for improvement in the proper use of study time. Students could profit by asking for assistance from advisers since advisers gave the most satisfactory help. If advisers are not available, instructors should be approached to assist with the problems since the results of their assistance ranked second, as shown by the reports of students.

Approximately half as many men, 21, as women, 40, indicated the problem "planning extracurricular activities not to interfere with academic school life." The difference was very significant, $t = 3.0$. It may be that women participated in more activities than did men.

Ninety per cent of the students who experienced this difficulty used self-help and more than half of them

were satisfied with the results of their own efforts. The students who sought assistance from other sources were satisfied in only half of the instances.

A few pertinent comments by the students were as follows:

"There is too much social pressure to make good grades."

"It is hard to strike a balance between social and academic functions."

"Scheduling outside work not to interfere with studying" and "scheduling too many units" were problems to more than one fourth of the students of this sample. These problems, as well as "planning extracurricular activities not to interfere with academic school life," were indicated by the women in all classes.

Forty per cent of the students who reported the problem, "scheduling too many units," asked for help from instructors and advisers with quite satisfactory results. The majority of the students who reported "scheduling outside work not to interfere with studying" depended upon themselves to solve the difficulties and, in general, were satisfied with their own attempts.

The students need to realize that help is available for them and that those students who have made use of it have been well satisfied with the results.

There is a need for counsel with instructors so that students do not undertake more units than can be properly managed. Since students are eager to have a

well-rounded college experience, care must be taken that too much emphasis is not placed upon any one phase of college life.

"Understanding methods of grading" and "selecting courses in line with vocation" were cited as difficulties by more than one fifth of the women and by only a very small percentage of the men. Both problems were statistically very significant for the women of the sample, since in comparison with the men, the t scores were 4.1 and 5.1, respectively.

Concerning the problem, "understanding methods of grading," the students commented voluntarily as follows:

"Some of the professors for no reason at all lower your grade at the end of the quarter."

"If you establish a record you're okay; if not you keep your nose to the grindstone."

"We don't get our papers back until the end of the quarter and therefore don't know what we are doing. That really bothers."

The men of this sample mentioned no problems relative to "selecting courses in line with vocation" probably because there are more majors of interest to men with ample courses in each field. The women felt they needed more units offered in line with more vocations. Their comments were quite expressive along this line:

"We need more majors here."

"Many like the college and would like to go here but have to go elsewhere to get what they want."

"I wish we could have more courses for girls."

However, since this is a technical school, the selection of this college by the women may be more open to question than the curricula of the college.

The two most important problems in connection with classes and studies as found by Boraas (3) were "selection of studies" and "no way of knowing how one gets along." Stratton (14) found that "getting desired courses" was a major difficulty of college students.

Seventy-two per cent of the students reported that they had no help with their general educational problems, while approximately 16 per cent and nine per cent of the students felt they had been quite satisfactorily helped by their instructors and advisers, respectively. When assistance with instructors and advisers was considered, instructors assisted with 65 per cent and advisers with 35 per cent of the general educational problems presented for help.

The problems in this area constituted 12 per cent of the total number of problems. "Budgeting study time" and "planning extracurricular activities not to interfere with academic school life" made up 58 per cent of the general educational problems.

Summary.---"Budgeting study time" headed the list of general educational problems and was first in rank of all problems confronting the students. Men and

women were both troubled with this difficulty.

When students themselves attempted to solve the problem they were satisfied in only half the instances. When instructors and advisers were called upon to assist the results were highly satisfactory.

Next in importance was the problem "planning extracurricular activities not to interfere with academic school life." This problem was common to twice as many women as men.

Ninety per cent of the students used self-help with this problem and half of them were satisfied with the results. When the problem was taken for help, the students were likewise satisfied with only half of the instances.

"Budgeting study time" and "planning extracurricular activities not to interfere with academic school life" constituted 58 per cent of the total number of problems in this area.

Approximately three fourths of the students who indicated difficulties in this area stated they had no help with their problems.

Other frequently mentioned general educational problems indicated by the students were as follows:

1. Scheduling outside work not to interfere with studying.
2. Scheduling too many units.
3. Understanding methods of grading.

4. Selecting courses in line with vocation.

Recommendations.--From the analysis of the data for general educational problems, the following recommendations seem appropriate:

1. Students should receive more guidance in learning how to budget study time.

2. Students should be encouraged to call upon instructors and advisers more frequently for assistance with "budgeting study time" and follow-up assistance should be forthcoming to those students who continue to have trouble with the problem.

3. Students need to be warned of the inadvisability of obligating themselves for more units and activities than is practicable.

4. The students should be informed about the system of grading in each class.

5. The present system of grading should be investigated.

Vocation

"Choosing a vocation" was a problem that primarily concerned the women of this sample since it was mentioned by 36 per cent of them and by only two per cent of the men. The difference was very significant for the women, $t = 6.8$.

The fact that the men were older and more

mature than the women was probably one reason why the men had their vocations well determined. Then, also, the testing program, as administered by the Army and Navy was a motivating influence for the veterans to seek further vocational assistance when they came to college. The women may have been hesitating between two objectives. Their vocations may be only temporary since they may be planning marriage in the future.

That students are aware of the fact that they need assistance in choosing a career is indicated when 13 students took this problem to instructors, nine to advisers, and six to family. Comparatively few students attempted to solve this problem by themselves and for those who did, the results were very unsatisfactory. Instructors and advisers rendered satisfactory assistance to most of the students who presented this problem to them.

Students need to be encouraged to take their vocational problems to their advisers and instructors since they were the most helpful in rendering assistance. Instructors and advisers should make themselves available and should be liberal with assistance when it is sought. A student needs to become acquainted with the occupational opportunities available; he needs to know the requirements of the various occupations; he needs to know how well he measures up to these requirements; and he wants to know about his chance of success in a chosen field.

When he knows these things, he will be better able to make a wise choice of vocation. The most competent source of this information would come from persons trained in vocational guidance.

Comments concerning this frequently mentioned vocational problem were in part as follows:

"I feel that I need someone to help me decide on my vocation."

"We need more guidance in selecting our vocations in the freshman year."

"I find vocational choice is my biggest problem."

"We need more chance for advice in choosing a vocation."

This problem has been found in previous investigations. Boraas (3) recommended more help in choice of vocation. In a study made by Katz and others (9) it was found that the second most important problem upon which students desired advice was "choice of vocation." In an investigation by Hartmann (7) "Vocation" headed the list of troublesome problems that caused the students definite emotional concern. Seventeen per cent of the so-called "Normal men" in the report by Hooton (8) had difficulties relating to choice of career.

The second most important problem, "being satisfied with your vocation," was very significant for the women of this sample since it was mentioned by 32 per cent of them and by only three per cent of the men, $t = 5.8$.

Advisers rendered fairly satisfactory assistance when "being satisfied with your vocation" was taken to them. Two comments were volunteered concerning this problem:

"I'm not satisfied with my vocation. I get my worst grades in home economics."

"I was well satisfied with my choice of vocation until I went into the army but now I am not sure what I want to do."

"Evaluating suitability for your vocation" was a problem to more women than men since the difference was very significantly higher for the women, $t = 5.0$. Advisers offered the most satisfactory source of assistance for the problem. Some students were not at all satisfied with their own efforts to help themselves. One student was doubting her vocational suitability when she said:

"I wonder if I'll do well in my chosen field because I am not making my best grades in those courses."

Other comments concerning this problem were as follows:

"Everyone should have a conference during the first or second quarters to talk over records of tests. Do they fit ambitions? I think they should go to their counselors and should take advantage of these facilities in the personnel office, faculty advisers, and Counselettes."

The fact that some students do not make use of the facilities of the personnel office is well illustrated by the following remark:

"I suggest that students be told about their scores or their aptitudes."

In general, the problems related to vocation, as revealed by this study, showed a great difference between the sexes. However, as pointed out in the beginning of this chapter, the men in the sample were considerably older than the women. They had had many experiences and vocational advisement which normally could not be expected of college students in the future. It seems evident, then, that the college must become prepared to handle directly more of the problems related to vocation for men as the ratio of non-veterans to veterans increases.

Summary.--"Choosing a vocation" was a problem to more than one third of the women of this sample and to only two per cent of the men. Students were not satisfied with their own efforts to solve this problem. Instructors and advisers were the source of the most satisfactory assistance.

"Being satisfied with your vocation" and "evaluating suitability for your vocation" were other vocational problems that were more prevalent for the women than for the men.

Recommendations.--In view of the findings of this investigation the following recommendations are presented:

1. The students, especially the women, need more direction in their efforts to solve vocational problems and need to be encouraged

to make more extensive use of the facilities at hand.

2. Plans for the future vocational guidance of men need to be formulated at this time.

Social adjustment

The two most frequently mentioned social problems were "being self-conscious" and "speaking in public." They were indicated by 40 per cent of the women and a comparatively small percentage of the men.

The above percentages are considerably lower than those found by Blanton (2), who stated that 82 per cent of the juniors and seniors suffered from self-consciousness, timidity, stage fright, fear of reciting, and anxiety when meeting people. He also found 71 per cent were handicapped by feelings of insecurity, inadequacy, or inferiority. Sperle (12) stated that his sample reported "Self-consciousness that checked participation" as an important problem. Smeltzer (11) found that embarrassment during a recitation inhibited good work. Congdon (4) found that approximately one third of the freshmen checked "Afraid to speak up in classroom discussions."

Statements made by the students concerning these problems were as follows:

"I want to take public speaking to help get over self-consciousness."

"We need more recitations to help us get over being self-conscious."

"I feel very self-conscious in front of men."

Judging by frequency of mention, "being ill at ease at social affairs," "wishing for more social contacts," and "conversing with people" were the next most important problems for the students of this sample. Each one of the problems reported was mentioned by more women than men.

Congdon (4) found that important problems to freshmen were "Ill at ease at social affairs" and "Unskilled in conversation." Boraas (3) listed "Feeling of being lost in a miscellaneous crowd" and "Difficulty in getting acquainted" as two of the 10 most important problems of the student. Strang (13) reported that the first and third most important social problems of the women in seven institutions were respectively, "Difficulty in getting acquainted with other students and teachers" and "Timidity."

The freshman and sophomore women of the two institutions investigated by Green (6) indicated "Social contacts" as the greatest problem they had to meet.

Angell (10) stated that there was a need for better social organization since one eighth of the students were poorly adjusted socially, and over one third were not well adjusted. Stratton (14) discussed "Social relationships" as one of the five most perplexing personal

problems of the group she investigated. This is in agreement with Cowles (5) who found that more than one fourth of the freshmen of his study had problems of social relationships with other students and with faculty members. In the study by Stratton and Schleman (15) "Conversation" was one of the important "social etiquette questions" mentioned by students in nine co-educational colleges. Many of the questions concerned social situations in which students had felt ill at ease.

Hartmann (7) discovered that inferiority, self-consciousness, friends, and social graces were important problems submitted by students.

West (16) found that the social facilities in Ashtabula County were inadequate to meet the youth needs and recommended that "More clubs and organizations be available for young people." Forty-three of the "normal" men investigated in the Grant Study of the Department of Hygiene of Harvard University and reported by Hooton (8) had problems of social adjustment.

Approximately 10 per cent of the students included in this sample had difficulty with the following problems:

1. Lacking in leadership ability or opportunity.
2. Making friendly contacts with opposite sex.
3. Finding time for shows, sports, and radio.
4. Fitting into pattern of college life.
5. Wishing for more contacts with town people.

Congdon (4) found that important problems checked by freshmen were "Too little chances to go to show" and "Too little chances to listen to the radio."

The students made comments regarding the problem, "making friendly contacts with the opposite sex," as follows:

"There are not enough chances to meet boys outside of a little group."

"Mixers aren't sufficient to get folks acquainted."

"A girl doesn't go to a mixer without a date."

"I would like to meet more boys at dances. There is a lack of mixing."

The women as a group expressed many more social problems than did any other group. There were seven problems in which the women in comparison with the men were either significantly or very significantly higher than were the men. These problems, in order of decreasing differences, were as follows:

Speaking in public	7.1
Finding time for shows, sports, and radio	5.4
Being self-conscious	4.7
Conversing with people	4.6
Selecting activities in line with interests	3.2
Being ill at ease at social affairs	3.1
Wishing for fewer social contacts	2.7

The men of this sample reported comparatively

few social problems, but the women reported a great many social problems. After the freshman year the women overcame only one problem, "being self-conscious." The freshman men likewise overcame only one social problem, "fitting into pattern of college life." Freshman veteran men had less difficulty "conversing with people" than did the freshman men, $t = 2.7$.

Friends were the most frequently indicated source of assistance with social problems and they were successful in 92 per cent of the cases. Instructors and family gave satisfactory assistance. Advisers, even though they were consulted less frequently than the other sources, were entirely satisfactory. The students themselves attempted to solve over half the problems with fairly satisfactory results.

Summary.--As a group the women expressed more social problems than did any other group.

Students showed very little improvement in solving social problems after the freshman year. Freshman women were more self-conscious than were the other women. Freshman men had more difficulty "fitting into pattern of college life" than did other men. Freshman men had more difficulty "conversing with people" than did freshman veteran men.

The most frequently mentioned social problems were "being self-conscious" and "speaking in public." Other very important social problems were as follows:

1. Being ill at ease at social affairs.
2. Wishing for more social contacts.
3. Conversing with people.
4. Making friendly contacts with opposite sex.

The students consulted all the available sources of assistance with their social problems. However, friends were consulted more frequently than were instructors, family, or advisers. Advisers were entirely satisfactory in assisting with the social problems that were presented to them. Friends, instructors, and family gave satisfactory assistance with approximately 82 per cent of the social problems taken to them.

The implications disclosed in the study of social problems may be summed up in the statements made by Stratton and Schleman (15) which are as follows:

One wonders whether the teaching of social usage may safely be left to the extracurricular efforts of student organizations or whether it might well be included in freshman orientation courses. Such courses if offered, would be based upon situations which college students actually face and those in which they have a definite interest. (15:495)

Recommendations.--The following recommendations regarding social problems seem pertinent:

1. The students, especially the women, should be encouraged to seek assistance regarding social problems from their advisers and instructors.
2. Careful supervision of the social calendar is needed so that many social events

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appealling to only a few students do not come within any one quarter.

3. A wider variety of activities should be organized to provide social opportunities for all students. These activities might include chess, sportsman club, art, and so on.

Emotion

Approximately one fourth of the students in this sample reported the problem "lacking in self-confidence." It was the eighth most frequently mentioned problem. This closely agrees with Hartmann (7) who also found "Self-confidence" to be the ninth most frequently mentioned problem. In a study by Congdon (4) 22 per cent of the freshman men and 37 per cent of the freshman women listed "Lacking in self-confidence" as an important problem. The women of this sample reported the problem five times as often as did the men, $t = 5.8$. Students were not very successful in helping themselves to overcome this problem. Slightly more than half of the self-help was satisfactory. Family, friends, and instructors rendered very satisfactory assistance when the problem was taken to them.

The second most frequently mentioned problem under emotion was "wanting a more pleasing personality." This problem was also quite common to students in a study by Katz and others (9) who found the most important prob-

lem upon which students desired advice to be "Problems of own personality." Also, in the study by Congdon (4) it was found that "Wanting a more pleasing personality" was checked by approximately 44 per cent of the freshmen. Hartmann (7) found "personality" caused the students definite emotional concern. It was the third most frequently mentioned problem. Several suggestions were made by the students concerning a desire for a personality course, as follows:

"If we could have a class in personality training it would be a great help."

"There is a need for personality courses. I had orientation and philosophy of life and I think they helped a lot."

"Wanting a more pleasing personality" was reported by the men more than twice as often as was any other emotional problem, and it was reported by more than one fourth of the women.

One third of the women of this sample considered that they took things too seriously, that they were discouraged easily, and that they became nervous easily. Since these problems were reported infrequently by the men, the difference between them and the women were very significant. The t scores ranged from 5.7 to 6.6.

The women had more fears than did the men. They feared criticism; they feared making social mistakes; they feared lack of success in life, and they were disturbed when they had to recite. The first two fears and

the last fear, when compared with the fears of the men, showed very significant differences, $t = 5.7, 4.4,$ and $3.7,$ respectively, while the third fear, with a t score of $2.4,$ was significant for the women.

That similar fears have bothered students previously was confirmed by other studies. Blanton (2) found students indicated a "fear of reciting;" Congdon (4) found that freshmen frequently listed "Afraid of making mistakes" and "Afraid to speak up in class room discussion;" Hartmann (7) stated that students were "emotionally concerned about inferiority, ethical code, fears, and social graces."

Women, more frequently than men, indicated a desire to "confide in someone." Women also reported "having the blues often," and "being hurt easily" more frequently than did the men. The t scores were respectively $3.5, 4.2,$ and $3.4.$ Family, friends, and advisers assisted satisfactorily with "wanting to confide in someone." Self-help for the problems was not very satisfactory to the students.

Some of the students interviewed seemed to believe that there was insufficient opportunity to exercise and improve their leadership ability which, if provided, would help in overcoming some of their feelings of inferiority. Their comments were as follows:

"Some people get all the opportunities for leadership."

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"More people in activities should be given a chance for responsibility."

Most of the emotional problems continued throughout the college years. However, the men of the other classes when compared with freshman men successfully handled "having difficulty accepting regulations of the college," $t = 2.1$, and "worrying about what to wear," $t = 2.1$.

Freshman women largely overcame the fear of reciting and fear of criticism by the end of the first year in college. This was shown by the fact that the differences in percentages were significant for the freshman women for the problems "being upset when you have to recite," and "fearing criticism," $t = 2.5$ and 2.4 , respectively.

Women of this sample mentioned emotional difficulties on the average of five and one-half times more frequently than did the men. In fact, 17 of the 19 emotional problems were statistically significant or very significant for the women when compared with the men. Students in general reported friends as the most frequently used source and the most satisfactory source of assistance with emotional problems. The assistance of family, advisers, and instructors was approximately 80 per cent satisfactory to the students. The problems related to emotion were in general attempted by the students themselves, although less than half of these prob-

lems were solved satisfactorily.

Summary.--Emotional problems were five and one-half times as numerous for women as for men.

"Lack of self-confidence" was a problem for 40 per cent of the women students. Other emotional difficulties that concerned the women were "taking things too seriously," "being too easily discouraged," and "getting nervous easily." The women of this sample reported fears concerning "criticism," "making social mistakes," "lacking success in life," and fear of "reciting." "Lacking in leadership ability or opportunity," was a problem to 23 per cent of the women.

"Wanting a more pleasing personality" was a problem to both men and women of the study.

The students showed comparatively little improvement in solving emotional problems after the freshman year. Students attempted to solve slightly more than 60 per cent of their emotional problems and less than half of them were satisfactorily solved. Friends were reported as the main source of assistance. However, the students consulted all possible sources of assistance with their emotional problems. Students needed help with their emotional difficulties as it appeared that they were not gaining in emotional maturity after the freshman year.

Recommendations.--From the investigation of the problems related to emotion the following recommendations

seem pertinent:

1. Students need to be encouraged to make more use of the facilities offered in the personnel department.
2. Because of the prevalence of emotional problems of students, the instructors and advisers, as well as the students, should know where to obtain assistance in solving these problems.
3. Students having emotional problems should be encouraged to take mental hygiene and psychology courses.

Family

Comparatively few students of this sample reported problems related to family. This was a great deal less than was found by Hooton (8) who said that one fourth of the men included in his study experienced family problems.

"Financial obligation to family" was mentioned more frequently than any other family problem. However, it was reported by only nine per cent of the men and eight per cent of the women. Some of the students felt they should not let their parents spend so much money on them and that college was costing more than they thought it would cost.

The problems, "family living quarters unsatis-

factory" and "family living quarters provide no suitable place to study," were reported almost solely by married men who were not able to locate adequate living accommodations for themselves and their families. These problems showed very significant differences for the men when they were compared with the women, $t = 3.8$ and 3.6 , respectively. The freshman veterans showed a significant difference, in comparison with other freshman men, in reporting "family living quarters unsatisfactory," $t = 2.0$. Following are several of the comments volunteered by the students concerning living quarters:

"I think this college gives more help on the housing situation than any other college."

"Housing is my only problem."

"Everything is okay except the dive I live in."

"It's pretty hard to find a decent place to live."

The only sources used by the students to assist with family problems were family and advisers. Advisers were entirely satisfactory in helping solve two problems, "financial obligation to family" and "family living quarters unsatisfactory." The students reported that only 33 per cent of the problems taken to the family were satisfactorily solved. In view of the above comparison, it would seem advisable for students to consult advisers concerning family problems, since the percentage of satisfactory assistance was so high.

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The students indicated self-help with more than three fourths of their family problems. In nine out of 15 instances students were not satisfied with their own efforts to assist with solving "family living quarters unsatisfactory" and "family living quarters provide no suitable place to study."

Summary.--In general, there were comparatively few family problems. The matter of adequate housing was the chief problem in this area. The assistance given to students by advisers was entirely satisfactory. The family also contributed some assistance to these problems. The students themselves attempted to solve three fourths of their family problems, and more than half of their attempts resulted in satisfactory solutions. Some of the family problems were beyond the control of the college, the family, and the individual.

Recommendations.--Little is to be said in the way of recommendations since the college is doing all that can be done at this time to assist with the major family problems.

Health

The most frequently mentioned health problem, "lacking rest and sleep," was reported by 33 per cent of the women and by 12 per cent of the men.

Although students are supposed to maintain a definite schedule for sleep, evidently many were not re-

ceiving an adequate amount. Something needs to be done to encourage students to protect their health by getting their required amount of rest and sleep.

More than 95 per cent of the students attempted to solve the above problems by themselves. However, the results were quite unsatisfactory.

The fact that a student lacked rest and sleep might cause him to become "tired easily" and to be "nervous over trifles." Thus a health problem might be the result or cause of another problem. Some students were trying to crowd too many things into their daily programs.

The health problem for the women might be aggravated by social strain since at the time of the investigation the enrollment showed one third more men than women. The condition probably is more severe at present since the increased enrollment has raised the ratio of men to women.

The students made the following interesting comments concerning their crowded daily programs:

"There are just too many things required of us for the time we have to do them in."

"They are loading us up too much. Outside assignments are too heavy."

"Professors haven't adjusted their courses from semester to quarter system and we're about killing ourselves."

"There are too many social things to do."

"There is too much social pressure to make good grades."

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"It seems like there are too many activities."

"I don't know how to study so I stay up half the night studying."

"One can't put on a love campaign and get enough sleep."

These comments show the interrelationships of many types of problems. It seems that any one problem may be a key problem to a student and when the key problem is solved, other problems may disappear. The above comments show symptoms of problems which may or may not be the true problem.

The next most frequently mentioned health problem, "becoming tired easily," showed a very significant difference for the women when compared with the men, $t = 3.8$.

"Limiting physical handicaps" and "being nervous over trifles" were significantly higher for the other men in comparison with freshman men.

As one would expect, advisers, who in this instance included doctors and nurses, were the main source of assistance with health problems. In fact, the advisers helped satisfactorily with almost three fourths of the health problems that were presented to them. Two thirds of the students who depended upon themselves to solve their health problems were unable to report satisfactory results. This percentage revealed that more students could be benefited by calling upon the facilities

of the college health services for counsel regarding problems of personal health and hygiene. The fact that so many students were unable to solve their own health problems would indicate that they did not realize the benefits to be derived from the use of the services to which they were entitled.

In reviewing the literature it was found that six per cent of the sample investigated by Katz and others (9) indicated problems of general health, nervousness, and mental trouble. Angell (10) found that one of the greatest needs of the students was some sort of a mental-hygiene program. Smeltzer (11) found nervousness and worry to be the sixth most important problem to more than 700 students. Health was the eleventh most frequently mentioned difficulty found by Hartmann (7). Bell (1) stated that more attention needed to be given to health education, including social and personal hygiene. West (16) concluded that the physical health of the youth should be given more consideration.

"Being nervous over trifles" was significantly higher for the women than for the men, $t = 2.7$. Many more women than men, $t = 3.2$, reported the problem of "having a poor complexion."

"Worrying continually about health" was the only problem that was significantly higher for the other women than for the freshman women.

Summary.--"Lacking rest and sleep" was the most common health problem. It was a problem to slightly less than three times as many women as men. Ninety-five per cent of the students attempted to solve this problem themselves but the results were quite unsatisfactory.

"Becoming tired easily," the next most frequently mentioned health problem, was very significantly higher for the women than for the men.

"Being nervous over trifles" was reported more times by other men than by freshman men.

Other frequently mentioned health problems were as follows:

1. Having a poor complexion.
2. Worrying continually about health.
3. Limiting physical handicaps.

Recommendations.--Concerning health problems the following recommendations are presented:

1. The rule regarding hours to insure more rest and sleep should be more rigidly enforced.
2. Students should be informed of the need for and the facilities for protecting their health.
3. Students should be encouraged to make wider use of the facilities of the health service and other available sources.

4. Students should be informed concerning the basic principles of mental health.

Finance

"Buying and spending wisely" was the most frequently mentioned problem related to finance. More than one fourth of the students of this sample indicated this difficulty.

The most important source of assistance for "buying and spending wisely," as indicated by the students, was the family who helped satisfactorily with all of the 17 problems that were taken to them. Instructors and friends assisted satisfactorily when the problem was presented to them.

Some of the courses assisted the students in learning how to buy wisely. Perhaps more helpful material could be incorporated in courses to make the students more competent in buying and spending. The scarcity of certain articles may complicate the problem of wise buying and spending.

"Desiring to start a home" was the next most frequently mentioned problem related to finance. It was reported by 36 men and 19 women. This problem was very significantly higher for the freshman veteran men than for the other freshman men, $t = 4.3$. The freshman veterans having an average age of 23 years were older and more mature than the other freshman men whose average age was

slightly less than 20 years. Naturally, the older men would be thinking about getting their homes started more than would the younger men. Since the other classwomen were older and their period of training was nearer completion than was that of the freshman women, it was to be expected that the other classwomen would be more concerned about starting their homes. Also the other classwomen had time to develop friendships while the freshman women were just beginning their college friendships. The difference was significantly higher for the other women in comparison with the freshman women, $t = 2.8$.

The problem of finance was frequently found in the review of literature. Hartmann (7) rated "finances" as the fifth most important problem, while Stratton (14) found that one of the most perplexing personal problems was finance. Katz and others (9) reported the ninth most frequently mentioned problem was that of self-support. To the students who attended the seven institutions investigated by Strang (13) finance was an important problem.

The students considered that they had no help with 75 per cent of their financial problems. Two thirds of them were satisfied with their own attempts to solve the problems. Advisers assisted satisfactorily with 95 per cent while family assisted satisfactorily with 83 per cent of the financial problems presented to them for assistance. Instructors and friends also rendered assist-

ance in a few instances.

The only suggestions, volunteered by more than 10 per cent of the interviewees, as to what might help solve their problems, were concerning financial assistance. Several such comments were as follows:

"The G.I. bill should give us more money."

"Pay G.I.'s enough money so we don't have to work on the side."

"It's pretty hard to make both ends meet."

"All I need is more money to get married with."

Other less frequently mentioned financial problems were as follows.

1. Getting enough money for social activities.
2. Getting enough money for sufficient wardrobe.
3. Worrying about parental sacrifices.

Summary.--"Buying and spending wisely" was the most frequently mentioned problem related to finance. However, only one fourth of the students in the sample indicated this problem. Family assistance with this problem proved most satisfactory, but instructors and family rendered satisfactory assistance the few times that students called upon them for help.

"Desiring to start a home" was the next most common financial problem. It was reported by approximately twice as many men as women and by more freshman veteran men than other freshman men. The other classwomen were more concerned about starting a home than were

the freshman women.

In general, the students were able to solve their financial problems through their own efforts.

Recommendations.--Since no serious problems were revealed in this investigation there is little additional assistance that can be given by the college.

Recommendations for further study

1. How may effective methods be developed that would encourage students to take their problems for advisement?
2. What is the relationship between the number of problems a student experiences and his performance on certain tests and his scholastic average?
3. How effective would an orientation program be in reducing the number of problems experienced by the students?
4. How can a satisfactory system of grading be developed that would be uniformly used and that would satisfy both instructors and students?
5. In what ways do the sizes of groups affect the study habits and problems of the students?
6. What would be an effective method of getting the principles of learning, mental

and physical hygiene, and health before the students?

7. How do the attitudes of the instructors toward students and their problems affect the number of problems experienced by the students?

Chapter VI

SUMMARY

In order to obtain data for the study of the problems of students at Colorado Agricultural and Mechanical College, interviews were made with 100 men and 100 women students. A Personal Interview Form was developed and a standard method of procedure for administering the form was adopted. Eight major problem areas with a total of 78 items were set up. The problem areas were academic education, general education, vocation, social adjustment, emotion, family, health, and finance.

Every fifth and every sixth name was chosen from the Student Directory to obtain a list of students for the interviews. Two persons assisted with the interviews. A senior man majoring in psychology interviewed the men, and a faculty woman assisted the investigator in interviewing the women.

Problems confronting students

In order of decreasing frequency of mention, 44 per cent to 20 per cent of the sample, the following problems were reported by the students:

1. Budgeting study time.
2. Studying effectively.

3. Planning extracurricular activities not to interfere with academic school life.
4. Concentrating during study hours.
5. Buying and spending wisely.
6. Desiring to start a home.
7. Being self-conscious.
8. Lacking in self-confidence.
9. Wanting a more pleasing personality.
10. Lacking rest and sleep.
11. Speaking in public.

Other important problems were in order as follows:

1. Choosing a vocation.
2. Being ill at ease at social affairs.
3. Outlining or taking notes.
4. Being satisfied with your vocation.
5. Finding library references.
6. Getting satisfactory grades.
7. Feeling at ease with professors.
8. Getting enough money for social activities.
9. Expressing knowledge in writing.
10. Evaluating suitability for your vocation.
11. Expressing knowledge in recitation.
12. Scheduling too many units.
13. Understanding class lectures.
14. Understanding methods of grading.

Problems characteristic
of various groups

Men reported more difficulty with the following problems than did women:

1. Family living quarters unsatisfactory.
2. Supporting wife and/or children.
3. Family living quarters provide no suitable place to study.
4. Desiring to start a home.
5. Finding library references.
6. Outlining or taking notes.

The responses of the women were very significantly higher than those of the men for the following problems in order of decreasing critical ratios, 7.4 to 3.0:

1. Concentrating during study hours.
2. Speaking in public.
3. Choosing a vocation.
4. Taking things too seriously.
5. Getting nervous easily.
6. Expressing knowledge in recitation.
7. Being satisfied with your vocation.
8. Being discouraged easily.
9. Lacking in self-confidence.
10. Fearing criticism.
11. Finding time for shows, sports, and radio.
12. Concerning the future of vocation.

13. Carrying out laboratory procedures.
14. Selecting courses in line with vocation.
15. Evaluating suitability for your vocation.
16. Being self-conscious.
17. Conversing with people.
18. Fearing you will make social mistakes.
19. Worrying excessively about examinations.
20. Getting vocational information.
21. Having the blues often.
22. Understanding methods of grading.
23. Becoming tired easily.
24. Being upset when you have to recite.
25. Wanting to confide in someone.
26. Lacking in leadership ability or opportunity.
27. Being hurt easily.
28. Expressing knowledge in writing.
29. Having sleepless nights because of overactive mind.
30. Intermittent illness causing absence from class.
31. Concentrating in class.
32. Selecting activities in line with interests.
33. Having a poor complexion.
34. Being ill at ease at social affairs.
35. Getting enough money for college fees.
36. Planning extracurricular activities not to interfere with academic school life.

37. Worrying about parental sacrifices.

The responses for the following problems were significantly higher for the women as contrasted with the men in order of decreasing significance:

1. Wishing for fewer social contacts.
2. Worrying about what to wear.
3. Dreading to introduce folks at a party.
4. Being nervous over trifles.
5. Buying and spending wisely.
6. Getting satisfactory grades.
7. Wanting religious advice.
8. Fearing lack of success in life.
9. Finding no interest in any vocation.
10. Studying effectively.
11. Worrying about national or world-wide problems.

The problems that were very significantly or significantly higher for freshman men as contrasted with other men in order of decreasing critical ratios were as follows:

1. Outlining or taking notes.
2. Finding library references.
3. Budgeting study time.
4. Understanding class lectures.
5. Studying effectively.
6. Concentrating during study hours.
7. Feeling at ease with professors.
8. Getting satisfactory grades.

9. Concentrating in class.
10. Fitting into pattern of college life.
11. Having difficulty accepting regulations of the college.
12. Worrying about what to wear.

The responses of other men were very significantly or significantly higher for the following problems: "deciding upon prospective employment," "limiting physical handicaps," and "being nervous over trifles."

The responses of the freshman women as contrasted with the other women students of the sample were significantly higher for four problems: "being upset when you have to recite," "fearing criticism," "being self-conscious," and "expressing knowledge in writing."

The problems were significantly higher for the other women in reporting two problems, "desiring to start a home" and "worrying continually about health."

The responses of the freshman veteran men as contrasted with other freshman men were very significantly or significantly higher in reporting the following problems: "desiring to start a home," "supporting wife and/or children," "getting enough money for sufficient wardrobe," and "family living quarters unsatisfactory."

Other freshman men reported a significantly higher number of the following problems than did the veteran freshman men: "conversing with people," "outlining or taking notes," and "worrying about parental

sacrifices."

Sources of assistance

Instructors were the main source of assistance with problems related to academic education and general education. Instructors and advisers were the main source of assistance with problems of vocation. Friends were consulted most frequently concerning problems of social adjustment and emotion. Family was most frequently consulted concerning problems of family and finance. Advisers, including doctors and nurses, were most frequently asked to assist with health problems.

Reactions to assistance

Advisers assisted satisfactorily with 86 per cent and instructors with 81 per cent of all the problems taken to them. Family and friends were successful in helping students with slightly more than two thirds of the problems presented to them. Students were satisfied with self-help in less than half the instances.

Recommendations

1. More assistance should be rendered to the students, especially the freshmen, to help them solve their problems.

2. Instructors need to be encouraged to make themselves more available to students and cooperate more generously in helping students

to know where to refer problems.

3. Students should be encouraged to make more use of the services and facilities at hand including vocational guidance and counseling, personnel, health, and activities.

4. There should be an earnest cooperative effort to raise study standards in places where it is necessary for groups of students to study.

5. Students should be informed of the prevalence of problems affecting their educational, social, and emotional lives, as well as their physical and mental health.

6. The students should be informed about the system of grading in each class.

7. The present system of grading should be investigated.

8. The social calendar should be very carefully supervised to prevent the scheduling of too many events of the same type within any one quarter. To provide social opportunities for all students there should be organized a wider variety of activities such as chess, sportsman club, art, and so on.

A P P E N D I X

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Appendix A.--SAMPLE OF FORM OF
QUESTIONNAIRE "PERSONAL
INTERVIEW FORM"

PERSONAL INTERVIEW FORM

Department _____ Major _____ Year _____ Age _____ Race _____ Sex _____

Years of Service _____ Self-supporting _____ Amount of Assistance _____

Marital Status _____ Children _____ Hours per Week of Outside Work _____

Problem Areas	Sources of Help	Student Reactions
---------------	-----------------	-------------------

I. Do you have trouble:

1. Studying effectively.....
2. Worrying excessively about examinations.....
3. Outlining or taking notes.....
4. Concentrating in class.....
5. Concentrating during study hours.....
6. Expressing knowledge in writing.....
7. Expressing knowledge in recitation.....
8. Finding library references.....
9. Getting satisfactory grades.....
10. Understanding class lectures.....
11. Carrying out laboratory procedures.....
12. Feeling at ease with professors.....
- 13.
- 14.

II. Do you have trouble:

1. Selecting courses in line with vocation.....
2. Scheduling too many units.....
3. Budgeting study time.....
4. Getting conferences with professors.....
5. Understanding methods of grading.....
6. Planning extra curricular activities not to interfere with academic school life.....
7. Scheduling outside work not to interfere with studying.....
- 8.
- 9.

III. Do you find you have a problem:

1. Choosing a vocation.....
2. Getting vocational information.....
3. Being satisfied with your vocation.....
4. Evaluating suitability for your vocation....
5. Concerning the future of vocation.....
6. Finding no interest in any vocation.....
7. Locating prospective employment.....
8. Deciding upon prospective employment.....
- 9.
- 10.

Personal Interview Form Cont'd-

Problem Areas	Sources of Help	Student Reactions
---------------	--------------------	----------------------

IV. Have you experienced difficulty:

- | | | |
|--|-------|-------|
| 1. Conversing with people..... | _____ | _____ |
| 2. Being ill at ease at social affairs..... | _____ | _____ |
| 3. Being accepted into social groups..... | _____ | _____ |
| 4. Wishing for more social contacts..... | _____ | _____ |
| 5. Wishing for fewer social contacts..... | _____ | _____ |
| 6. Being self-conscious..... | _____ | _____ |
| 7. Speaking in public..... | _____ | _____ |
| 8. Making friends easily..... | _____ | _____ |
| 9. Making friendly contacts with opposite sex.... | _____ | _____ |
| 10. Finding time for shows, sports, and radio..... | _____ | _____ |
| 11. Selecting activities in line with interests... | _____ | _____ |
| 12. Wishing for more contacts with town people.... | _____ | _____ |
| 13. Fitting into pattern of college life..... | _____ | _____ |
| 14. Knowing proper etiquette for social functions. | _____ | _____ |
| 15. | _____ | _____ |
| 16. | _____ | _____ |

V. Do you find you are:

- | | | |
|--|-------|-------|
| 1. Taking things too seriously..... | _____ | _____ |
| 2. Fearing you will make social mistakes..... | _____ | _____ |
| 3. Having the blues often..... | _____ | _____ |
| 4. Getting nervous easily..... | _____ | _____ |
| 5. Being discouraged easily..... | _____ | _____ |
| 6. Lacking in self-confidence..... | _____ | _____ |
| 7. Fearing criticism..... | _____ | _____ |
| 8. Being hurt easily..... | _____ | _____ |
| 9. Wanting to confide in someone..... | _____ | _____ |
| 10. Wanting religious advice..... | _____ | _____ |
| 11. Fearing lack of success in life..... | _____ | _____ |
| 12. Lacking in leadership ability or opportunity.. | _____ | _____ |
| 13. Wanting a more pleasing personality..... | _____ | _____ |
| 14. Being upset when you have to recite..... | _____ | _____ |
| 15. Dreading to introduce folks at a party..... | _____ | _____ |
| 16. Having sleepless nights because of over
active mind..... | _____ | _____ |
| 17. Worrying about what to wear..... | _____ | _____ |
| 18. Having difficulty accepting regulations of
the college..... | _____ | _____ |
| 19. Worrying about national or world-wide problems | _____ | _____ |
| 20. | _____ | _____ |
| 21. | _____ | _____ |

Personal Interview Form Cont'd

Problem Areas	Sources of Help	Student Reactions
---------------	-----------------	-------------------

VI. Have you had difficulty because of:

- | | | |
|---|-------|-------|
| 1. Financial obligation to family..... | _____ | _____ |
| 2. Family dominance in choice of vocation..... | _____ | _____ |
| 3. Family unable to live together because of
finances..... | _____ | _____ |
| 4. Family unable to live together because of
lack of accommodations..... | _____ | _____ |
| 5. Family living quarters unsatisfactory..... | _____ | _____ |
| 6. Family living quarters provide no suitable
place to study..... | _____ | _____ |
| 7. Family inequality in educational background.... | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |

VII. Have you had health problems such as:

- | | | |
|--|-------|-------|
| 1. Lacking rest and sleep..... | _____ | _____ |
| 2. Lacking variety and nutrition in meals..... | _____ | _____ |
| 3. Intermittent illness causing absence from
classes..... | _____ | _____ |
| 4. Worrying continually about health..... | _____ | _____ |
| 5. Having poor complexion..... | _____ | _____ |
| 6. Having indigestion..... | _____ | _____ |
| 7. Becoming tired easily..... | _____ | _____ |
| 8. Being nervous over trifles..... | _____ | _____ |
| 9. Limiting physical handicaps..... | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |

VIII. Do you find you have a problem:

- | | | |
|--|-------|-------|
| 1. Getting enough money for college fees..... | _____ | _____ |
| 2. Getting enough money for social activities..... | _____ | _____ |
| 3. Getting enough money for sufficient wardrobe... | _____ | _____ |
| 4. Buying and spending wisely..... | _____ | _____ |
| 5. Worrying about parental sacrifices..... | _____ | _____ |
| 6. Supporting wife and/or children..... | _____ | _____ |
| 7. Desiring to start a home..... | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |

Suggestions to remedy the problems you have stated:

Appendix B.--SAMPLE OF FORM
"DIRECTIONS FOR ADMINISTERING
THE PERSONAL INTERVIEW FORM"

DIRECTIONS FOR ADMINISTERING
THE PERSONAL INTERVIEW FORMS

We are making an investigation of the problems students have encountered since the first quarter which began last October. We are interested in the difficulties, large and small, that have perplexed the students and we hope, through the results of this investigation, to arrive at definite suggestions which may help solve some of your problems. The results of this study are to be used in a Master's Thesis.

Investigations have shown that under normal circumstances the average college student has problems confronting him. This study is to determine what the particular problems are on this campus.

You are one of the 200 students chosen at random from the Student Directory to participate in this investigation. I should like to find out what problems you have experienced since last October. Your name will not appear on this interview form nor will your name be used in any way. A straight forward response to inquiries and statements of your problems will be of great benefit to the outcome of this investigation. If there is any hesitancy about giving your true response, to any item, it is better that you do not answer it at all.

Here is one of the forms for you to examine as I fill in the blanks and make note of your problems.

Appendix C.--MASTER DATA SHEETS

Responses of 100 women students at Colorado Agricultural and Mechanical College to 11. Personal Interview form.

Response of 100 women students at Colorado Agricultural and Mechanical College to 11. Personal Antisocial Form																																																																																																			
I		II		III		IV		V		VI		VII		VIII																																																																																					
1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1-2-3-4-5-6-7-8-9-10-11	12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100																																																																																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Numbers 1-37 indicate freshmen.

Numbers 1-37 indicate freshmen.
Numbers 38-60 indicate sophomores.
Numbers 61-83 indicate juniors.
Numbers 84-100 indicate seniors.
A returned veteran is indicated by ®.

Numbers 61-83 indicate seniors

Numbers 84-100 indicate seniors.

a returned veteran is indicated by ⊙.

Appendix D.--ANALYSIS OF RESPONSES
OF VARIOUS GROUPS

Table A.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMEN
AS COMPARED WITH OTHER CLASSMEN AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.

Problems	Men		Women	
	F	O	F	O
	N=55	N=45	N=37	N=63
Academic education				
Studying effectively	41.8	6.7	35.1	42.9
Outlining or taking notes	43.6	0.0	21.6	7.9
Finding library references	41.8	0.0	8.1	12.7
Concentrating during study hours	14.5	0.0	48.6	50.8
Feeling at ease with professors	29.1	8.9	16.2	12.7
Expressing knowledge in writing	10.9	2.2	35.1	15.9
Understanding class lectures	30.9	0.0	5.4	9.5
Getting satisfactory grades	16.4	2.2	18.9	27.0
Expressing knowledge in recitation	0.0	0.0	37.8	22.2
Worrying excessively about examinations	5.5	2.2	27.0	22.2
Concentrating in class	7.3	0.0	10.8	23.8
Carrying out laboratory procedures	0.0	0.0	21.6	17.5
General education				
Budgeting study time	58.2	22.2	45.9	46.0
Planning extracurricular activities not to inter- fere with academic school life	23.6	17.8	35.1	42.9
Scheduling too many units	14.5	4.4	18.9	15.9

Table A.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMEN
AS COMPARED WITH OTHER CLASSMEN AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Men		Women	
	F	O	F	O
	N=55	N=45	N=37	N=63
General education.--continued				
Scheduling outside work not to interfere with studying	10.9	13.3	13.5	19.0
Understanding methods of grading	3.6	2.2	16.2	23.8
Selecting courses in line with vocation	0.0	0.0	21.6	20.6
Getting conferences with professors	0.0	2.2	5.4	6.3
Vocation				
Choosing a vocation	3.6	0.0	40.5	33.3
Being satisfied with your vocation	1.8	4.4	32.4	31.7
Evaluating suitability for your vocation	1.8	4.4	27.0	27.0
Concerning the future of vocation	1.8	0.0	27.0	23.8
Getting vocational information	1.8	2.2	18.9	20.6
Deciding upon prospective employment	0.0	17.8	0.0	4.8
Finding no interest in any vocation	1.8	0.0	10.8	4.8
Locating prospective employment	0.0	2.2	2.7	1.6
Social adjustment				
Being self-conscious	16.4	6.7	54.1	31.7
Speaking in public	3.6	2.2	48.6	34.9

Table A.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMEN
AS COMPARED WITH OTHER CLASSMEN AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Men		Women	
	F N=55	O N=45	F N=37	O N=63
Social adjustment.--continued				
Being ill at ease at social affairs	10.9	8.9	35.1	22.2
Wishing for more social contacts	16.4	6.7	21.6	11.1
Fitting into pattern of college life	16.4	4.4	16.2	7.9
Conversing with people	3.6	2.2	29.7	20.6
Making friendly contacts with opposite sex	7.3	8.9	18.9	12.7
Knowing proper etiquette for social functions	12.7	4.4	5.4	7.9
Finding time for shows, sports, and radio	0.0	0.0	21.6	22.2
Wishing for more contacts with town people	1.8	4.4	16.2	17.5
Selecting activities in line with interests	1.8	0.0	13.5	11.1
Making friends easily	7.3	4.4	5.4	7.9
Being accepted into social groups	5.5	6.7	5.4	9.5
Wishing for fewer social contacts	0.0	0.0	2.7	9.5
Emotion				
Lacking in self-confidence	7.3	8.9	45.9	36.5
Wanting a more pleasing personality	21.8	13.3	21.6	31.7
Fearing criticism	0.0	0.0	43.2	20.6

Table A.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMEN
AS COMPARED WITH OTHER CLASSMEN AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Men		Women	
	F	O	F	O
	N=55	N=45	N=37	N=63
Emotion.--continued				
Being discouraged easily	0.0	6.7	40.5	27.0
Having the blues often	3.6	2.2	32.4	15.9
Getting nervous easily	0.0	2.2	35.1	28.6
Fearing you will make social mistakes	3.6	2.2	29.7	19.0
Being upset when you have to recite	3.6	2.2	32.4	11.1
Wanting to confide in someone	3.6	8.9	27.0	20.6
Having difficulty accepting regulations of the college	7.3	0.0	16.2	4.8
Being hurt easily	3.6	2.2	21.6	14.3
Taking things too seriously	0.0	4.4	24.3	41.3
Lacking in leadership ability or opportunity	3.6	4.4	16.2	20.6
Worrying about what to wear	7.3	0.0	13.5	15.9
Fearing lack of success in life	3.6	2.2	13.5	11.1
Worrying about national or world-wide problems	1.8	6.7	16.2	9.5
Having sleepless nights be- cause of overactive mind	0.0	0.0	10.8	9.5
Wanting religious advice	0.0	0.0	13.5	1.6
Dreading to introduce folks at a party	0.0	0.0	8.1	6.3

Table A.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMEN
AS COMPARED WITH OTHER CLASSMEN AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Men		Women	
	F	O	F	O
	N=55	N=45	N=37	N=63
Family				
Financial obligation to family	9.1	8.9	8.1	7.9
Family living quarters unsatisfactory	14.5	15.6	0.0	1.6
Family living quarters provide no suitable place to study	12.7	15.6	0.0	1.6
Family dominance in choice of vocation	0.0	2.2	8.1	3.2
Family inequality in educational background	1.8	2.2	2.7	0.0
Family unable to live together because of finances	1.8	0.0	0.0	0.0
Family unable to live together because of lack of accommodations	1.8	0.0	0.0	0.0
Health				
Lacking rest and sleep	12.7	11.1	29.7	34.9
Becoming tired easily	7.3	8.9	27.0	28.6
Lacking variety and nutrition in meals	1.8	4.4	8.1	6.3
Having poor complexion	0.0	4.4	10.8	15.3
Being nervous over trifles	0.0	8.9	10.8	17.5
Intermittent illness causing absence from classes	0.0	0.0	8.1	11.1
Having indigestion	0.0	2.2	5.4	6.3

Table A.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMEN
AS COMPARED WITH OTHER CLASSMEN AT COLORADO AGRICUL-
TURAL AND MECHANICAL COLLEGE, 1945-46.--Continued.

Problems	Men		Women	
	F	O	F	O
	N=55	N=45	N=37	N=63
Health.--continued				
Limiting physical handicaps	1.8	6.7	2.7	9.5
Worrying continually about health	0.0	2.2	0.0	6.3
Finance				
Buying and spending wisely	20.0	17.8	43.2	31.7
Desiring to start a home	36.4	40.0	8.1	20.6
Getting enough money for social activities	20.0	15.6	8.1	15.9
Worrying about parental sacrifices	9.1	2.2	21.6	19.0
Getting enough money for sufficient wardrobe	10.9	13.3	10.8	12.7
Supporting wife and/or children	10.9	15.6	0.0	0.0
Getting enough money for college fees	0.0	0.0	2.7	12.7

Table B.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMAN VETERANS AS COMPARED WITH OTHER FRESHMAN MEN AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.

Problems	V	O
	N=33	N=22
Academic education		
Studying effectively	45.5	36.4
Worrying excessively about examinations	9.1	0.0
Outlining or taking notes	30.3	63.6
Concentrating in class	6.1	9.1
Concentrating during study hours	12.1	18.2
Expressing knowledge in writing	12.1	9.1
Expressing knowledge in recitation	0.0	0.0
Finding library references	33.3	54.5
Getting satisfactory grades	21.2	9.1
Understanding class lectures	21.2	45.5
Carrying out laboratory procedures	0.0	0.0
Feeling at ease with professors	30.3	27.3
General education		
Selecting courses in line with vocation	0.0	0.0
Scheduling too many units	15.2	13.6
Budgeting study time	54.5	63.6
Getting conferences with professors	0.0	0.0
Understanding methods of grading	3.0	4.5
Planning extracurricular activities not to interfere with academic school life	18.2	31.8
Scheduling outside work not to interfere with studying	9.1	13.6

Table B.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMAN VETERANS AS COMPARED WITH OTHER FRESHMAN MEN AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
--Continued.

Problems	V	O
	N=33	N=22
Vocation		
Choosing a vocation	6.1	0.0
Getting vocational information	3.0	0.0
Being satisfied with your vocation	3.0	0.0
Evaluating suitability for your vocation	3.0	0.0
Concerning the future of vocation	3.0	0.0
Finding no interest in any vocation	3.0	0.0
Locating prospective employment	0.0	0.0
Deciding upon prospective employment	0.0	0.0
Social adjustment		
Conversing with people	3.0	4.5
Being ill at ease at social affairs	15.6	4.5
Being accepted into social groups	6.1	4.5
Wishing for more social contacts	12.1	22.7
Wishing for fewer social contacts	0.0	0.0
Being self-conscious	18.2	13.6
Speaking in public	3.0	4.5
Making friends easily	6.1	9.1
Making friendly contacts with opposite sex	9.1	4.5
Finding time for shows, sports, and radio	0.0	0.0
Selecting activities in line with interests	3.0	0.0

Table B.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMAN VETERANS AS COMPARED WITH OTHER FRESHMAN MEN AT COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
--Continued.

Problems	V	O
	N=33	N=22
Social adjustment.--continued		
Wishing for more contacts with town people	0.0	4.5
Fitting into pattern of college life	12.1	22.7
Knowing proper etiquette for social functions	12.1	13.6
Emotion		
Taking things too seriously	0.0	0.0
Fearing you will make social mistakes	3.0	4.5
Having the blues often	3.0	4.5
Getting nervous easily	0.0	0.0
Being discouraged easily	0.0	0.0
Lacking in self-confidence	9.1	4.5
Fearing criticism	0.0	0.0
Being hurt easily	6.1	0.0
Wanting to confide in someone	3.0	4.5
Wanting religious advice	0.0	0.0
Fearing lack of success in life	3.0	4.5
Lacking in leadership ability or opportunity	0.0	9.1
Wanting a more pleasing personality	21.2	22.7
Being upset when you have to recite	6.1	0.0
Dreading to introduce folks at a party	0.0	0.0

Table B.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMAN
VETERANS AS COMPARED WITH OTHER FRESHMAN MEN AT COLO-
RADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
--Continued.

Problems	V	O
	N=33	N=22
Emotion.--continued		
Having sleepless nights because of overactive mind	0.0	0.0
Worrying about what to wear	9.1	4.5
Having difficulty accepting regulations of the college	6.1	9.1
Worrying about national or world-wide problems	0.0	4.5
Family		
Financial obligation to family	3.0	18.2
Family dominance in choice of vocation	0.0	0.0
Family unable to live together because of finances	3.0	0.0
Family unable to live together be- cause of lack of accommodations	3.0	0.0
Family living quarters unsatis- factory	21.2	4.5
Family living quarters provide no suitable place to study	18.2	4.5
Family inequality in educational background	0.0	4.5
Health		
Lacking rest and sleep	9.1	18.2
Lacking variety and nutrition in meals	3.0	0.0
Intermittent illness causing absence from classes	0.0	0.0

Table B.--PERCENTAGES OF PROBLEMS REPORTED BY FRESHMAN
VETERANS AS COMPARED WITH OTHER FRESHMAN MEN AT COLO-
RADO AGRICULTURAL AND MECHANICAL COLLEGE, 1945-46.
--Continued.

Problems	V	O
	N=33	N=22
Health.--continued		
Worrying continually about health	0.0	0.0
Having poor complexion	0.0	0.0
Having indigestion	0.0	0.0
Becoming tired easily	6.1	9.1
Being nervous over trifles	0.0	0.0
Limiting physical handicaps	3.0	0.0
Finance		
Getting enough money for college fees	0.0	0.0
Getting enough money for social activities	24.2	13.6
Getting enough money for sufficient wardrobe	18.2	0.0
Buying and spending wisely	21.2	18.2
Worrying about parental sacrifices	0.0	22.7
Supporting wife and/or children	18.2	0.0
Desiring to start a home	54.5	9.1

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