

A STUDY OF THE FACTS AND CONDITIONS INVOLVED IN THE
ADJUSTMENTS OF NEW FRESHMEN STUDENTS AT
KANSAS STATE TEACHERS COLLEGE

A THESIS

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EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

BY

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

The world is engulfed in an economic revolution of unprecedented magnitude. Through it all the colleges and universities are struggling to maintain their balance and train students, thousands of them, for what? Are the colleges and universities awake to the needs of the present state of society or are they faltering and floundering in rendering the service to future generations which society has a right to expect from them? The aims and objectives of college training should be in a state of flux and should change to meet the needs of an ever changing civilization. Too often, in many colleges, the law of inertia is working in the opposite direction from a wide-spread educational awakening.

The colleges and universities have grown very rapidly in the last quarter of a century. This has brought with it new problems in increasing complexity to those who purport to be leaders in the education of today. Colleges and universities are literally flooded with students of widely varying interests and objectives. These students present a great diversity of attitudes, ambitions, and prejudices. They are heterogeneous in social and educational background, and are characterized by individual differences in every conceivable attribute. All students can no longer be expected to profit by the same treatment. Necessity demands

that the organization of a college or univeristy must be centralized in order to function properly as a whole, but at the same time it should be flexible enough to provide for taking care of the needs of individuals.

The present state of society puts an unnatural viewpoint on the values of a college training. The point of view that students go to college to get an education in the academic sense has to a certain extent been changed. These changes are expressed by the following excerpts:

"In earlier days nobody went to a state university who did not really desire an education. This is no longer true. Men now go to these universities because their fathers went there, or for the same reasons that men go to the older colleges. Hence the problems are much the same in every college in the country".¹

"I couldn't find a job, and there didn't seem to be much chance of one this winter. The family and I thought that I might as well come to college as do nothing".²

Some college and university administrators are aware of the demands which are being made by the students and by society. Some of these demands which are suggestive of many of the changes taking place, are very concretely expressed in the following quotation from a student:³

"We need somebody to help us consider our life aims in a very objective and unprejudiced way. We expect

¹ A. L. Lowell, "The College Student" SCHOOL AND SOCIETY Vol. 25, p. 620 (May 28, 1927)

² D. D. McKean, "What a Freshman Expects of a College Education" SCHOOL AND SOCIETY, Vol. 35, p. 59 (January 9, 1932)

³ R. M. Stogdill, "Undergrad Searches for an Education in College" SCHOOL AND SOCIETY, Vol. 32, p. 381 (September 20, 1930)

to find this aid toward self-realization in college. We value this far above mere academic attainments. We want a college curriculum that more closely corresponds to the problems and activities of every day life. We want to employ our energies in useful, creative tasks. Students are constantly confronted by all the financial, social, moral and love problems that adults have to contend with. We want men on the faculty who can give us sound, common-sense help in the solution of these problems."

The high mortality among college students shows an increasing need for individualization in higher education. Thousands of young immature students are taken into the colleges and universities to be turned out as failures at the end of the first year. What is wrong with our colleges? The responsibility of the colleges and universities should not end when an individual has been granted admission. It is unfair to the student, unjust to society and future generations, and unreasonable from a business standpoint, to matriculate students in large numbers, leaving them to flounder along the best way they can, and then to turn them out before they have completed the course or before they have made the proper adjustments, bearing the marks of failures. This condition has too long been accepted with no attempt to determine the cause. Present marking systems and the many fatalities of the normal frequency curve are doing untold injury to thousands of individuals as shown by the following quotation: ⁴

"...and thousands at the end of the first semester are slaughtered and ground out through the interstices of our machines. A university president recently remarked

⁴ Robert L. Kelly, "Better Adjustments between the High School and the College" SCHOOL AND SOCIETY Vol. 27, p. 264 (April 21, 1928)

that the loss of more than one thousand freshmen from his institution is a perfectly normal loss."

During the last decade this problem has been one of much concern and is claiming an even larger place in the minds of educational leaders.

It is not to be denied that entrance to college is for many, a danger zone through which they must pass. Many college and university administrators have recognized this fact, and have made valiant efforts to reduce the hazards or to extend to the students real assistance in combating those still in existence. "Freshman orientation" is being recognized more and more as a vital part of the school's program. In many schools an entirely new department has been created, one function of which is to make available to students the help and guidance that will enable them to profit by their college or university training.

College life must necessarily mean a new and some what perplexing environment for the student, and it is not to be expected that the college must be solely responsible for bridging the gap between earlier education and college or university life. The students themselves must be willing to assume a large share of the responsibility for the success or failure that accompanies their four-year exodus into higher education. The psychological attitude with which the work is undertaken, the effort expended, in short, the willingness to profit by the offerings of the institution, must all be accepted by the individual as a part of his

responsibility. However the college or university is not absolved of all responsibility for the success or failure of its students. This idea is well stated in the following quotation:⁵

"To let freshmen flounder through the first semester because of troubles that could by taking some thought be eliminated and then fail them and send them home does not seem just. When a large number of freshmen do not pass, it may be the college that should have a blue slip either for inadequate entrance requirements or for mal-adjustments which cause failures."

The problem of helping freshmen make the proper adjustments to college life is a difficult one. It necessitates the determination of what problems are actually encountered and then steps must be taken to alleviate them through careful planning. In order to discover what the problems are that confront the students it is necessary to go to them directly for the primary source of information. Only through a process of subjective analysis is it possible to get reliable information with any degree of accuracy.

Kansas State Teachers College, though different in many respects from other institutions of higher learning, conforms to the average in respect to standards of work, entrance requirements, and typical heterogeneity of student enrolment. It is safe to assume that the students in this institution are perplexed and troubled by many of the problems that have been found to be prevalent in other institutions of higher learning. If so, then what are the most troublesome problems that affect the beginning students at Kansas State Teachers College?

It is in an attempt to answer the preceding question that the present investigation is undertaken. The most difficult part of the danger zone has been transversed by the students who have successfully completed their first semester. Many of the problems remain only partially solved. Very little can be done to alleviate the problems until definite information is at hand in regard to the specific difficulties encountered. Since most of the difficulties encountered during the first semester are still fresh in the minds of the students, it will be possible to secure much of the needed information by means of an unsigned check list given to the students directly in the class room. The students are not required to sign their names to the check list which should lend validity and reliability to the answers. The purpose of this study, then, is to determine the personal and scholastic difficulties met by students during their first semester at Kansas State Teachers College.

Kansas State Teachers College is primarily a teacher training institution. The majority of the students who select this institution for their college training will be guided approximately by the same aims and objectives. At least, this is the supposition upon which the school has built its curriculum. With the "market" glutted with teachers and hundreds of students enrolling who can never hope to secure a teaching position, it may be time to

change the conceptions of the values of a college education. With all these contributing factors taken into consideration this investigation will endeavor to assemble many of the facts regarding the adjustment factors of new freshmen students so that plausible interpretations are made available to the casual reader and recommendations may be made which seem to be warranted.

The investigation is based upon the following assumptions:

1. That all students, even though meeting the same entrance requirements, are not confronted with the same problems during the first semester or adjustment period. Individual differences, characteristic of physical and mental traits, are also expected in the type of adjustments to be made.
2. That all students do not aspire to gain an education in terms of academic marks of A, B, C, etc., hence sending home these students may be doing them an untold injury.
3. That in large groups of students there are certain characteristics that make for unity in the types of adjustment problems encountered.
4. That two students, even though confronted with similar problems, cannot be given identical treatment because of the varying degree of intensity with which these problems may be affecting them.
5. That courses in which a student enrolls may appreciably influence the adjustment of that student during the

first semester's work. All courses do not present the same difficulties to all students because of differences and difficulties of subject matter, differences in methods employed, personality of instructor, and other factors.

6. That the inherent difficulties in the various courses are probably reflected in the ease with which a student makes the desired adjustments.

7. That many students are unaware of the fact that they are doing unsatisfactory work in a course until the end of the semester when it becomes impossible to make the necessary adjustments. This is largely due to carelessness or indifference on the part of some instructors.

8. The present courses offered to freshmen are not meeting the felt needs of the students, and because many of the students are forced to take courses in which they are not interested, they fail as the result. Such conditions are contrary to scientific studies in psychology on the importance of "interest" in learning.

It is hoped that this investigation will offer certain objective evidence for the verification or rejection of the above hypotheses.

Chapter II gives a review of some of the leading studies in the field of student personnel administration. Chapter III is given over to a description of the method employed in this study. Chapter IV presents the data in regard to the personal adjustment problems met by beginning students. Chapter V is a summary of the academic difficulties encountered. Chapter VI summarizes the results and gives certain recommendations.

The first part of the book is devoted to a general survey of the literature on the subject of the history of the United States. The author discusses the various schools of thought and the different methods of historical research. He also touches upon the role of the historian and the importance of the historical method. The second part of the book is devoted to a detailed study of the American Revolution. The author examines the causes of the Revolution, the course of the war, and the results of the Revolution. He also discusses the role of the various states and the influence of foreign powers. The third part of the book is devoted to a study of the American Civil War. The author examines the causes of the war, the course of the war, and the results of the war. He also discusses the role of the various states and the influence of foreign powers.

CHAPTER II

SURVEY OF LITERATURE

The first part of the chapter is devoted to a survey of the literature on the history of the United States. The author discusses the various schools of thought and the different methods of historical research. He also touches upon the role of the historian and the importance of the historical method. The second part of the chapter is devoted to a detailed study of the American Revolution. The author examines the causes of the Revolution, the course of the war, and the results of the Revolution. He also discusses the role of the various states and the influence of foreign powers. The third part of the chapter is devoted to a study of the American Civil War. The author examines the causes of the war, the course of the war, and the results of the war. He also discusses the role of the various states and the influence of foreign powers.

The fourth part of the chapter is devoted to a study of the American West. The author examines the causes of the westward expansion, the course of the expansion, and the results of the expansion. He also discusses the role of the various states and the influence of foreign powers. The fifth part of the chapter is devoted to a study of the American South. The author examines the causes of the secession, the course of the war, and the results of the war. He also discusses the role of the various states and the influence of foreign powers.

CHAPTER II

SURVEY OF LITERATURE

The increasing problems of college education have caused many of the keenest minds in the educational profession to study and analyze the causes leading to failure and maladjustment among college students. Many educational leaders have made written contributions on various aspects of the problems and their solution. A comparatively new field, student personnel administration, attempts to study and make adequate provision for the needs of individual students in higher education. At the present time many educational leaders are interested in this field, and as a result of the interest taken in this field of education, it is possible to find available literature on practically every aspect of college life.

A. Bibliographies in the Field

This is easily verified by a glance at the bibliographies of literature which have been published during the last few years relative to the problems mentioned above. An excellent summary of several of the most important is included in the study by Mildred Garrett¹ entitled Adjustment of New Students at Stanford University. A brief summary is given as follows:

"Probably the most inclusive is the bibliography prepared by W. H. Cowley,² which is rightfully called a bibliographical index. He has listed a total of 2138 titles relative to every phase of personnel administration, carefully indexed by subjects and annotated."

¹ Mildred Garrett, Adjustment of New Students at Stanford University Master's Thesis 1933. p. 8

² W. H. Cowley, Personnel Bibliographical Index, The Ohio State University Press, Columbus, Ohio, 1932

"Manson³ has prepared a bibliography which is limited in scope but which includes 175 titles relative to the one particular phase of the personal development of the individual, selected by the criteria of recency of publication and scientific approach in treatment. Another bibliography pertaining to the whole problem of adjustment, not only at the time of entrance to college, but vocational adjustment on graduation, has been prepared by Mrs. Chase Going Woodhouse and Ruth Frances Yeomans⁴ and published as a bulletin of the Institute of Women's Professional Relations. Chapter XXI, "Personnel Work in College", contains 122 references selected as an aid for people newly interested in the problem. It is particularly helpful as a rapid survey of the general development. Measurement and guidance as they reflect themselves in college personnel administration problems are discussed in Chapter VII of a bibliographical study made by Good⁵ on the larger subject of teaching in college and university. This is followed by an annotated bibliography of 393 titles directly related to the one particular phase."⁶

³ G. E. Manson, "Bibliography on Methods for Personal Development of College Students", Educational Record Supplement, 1930. Vol. 9.

⁴ Mrs. Chase G. Woodhouse & Ruth F. Yeomans, Occupations for College Women, Institute of Women's Professional Relations, Bulletin No. 1, 1929, North Carolina College for Women, Greensboro, North Carolina

⁵ Carter V. Good, Teaching in College and University, Baltimore: Warwick & York, Inc., 1929.

⁶ Mildred Garrett, Op. cit., p. 9.

B. Developments in Personnel Administration

Student personnel administration in all its phases has been very aptly summarized by Doermann⁷ in his book, The Orientation of College Freshmen. He attempts to set up a plan by which universities can meet the needs of the students who register by giving them the kind of help which will make them self-directive and independent of the need of guidance. Attention is especially centered on the freshman, who is described as an individual and as a member of a group, with a sharp line of demarcation drawn between the two. As an individual, differences are observed in many factors, such as, educational back-ground, social training, psychological make-up, vocational experience, and ambitions; in short, every characteristic that can be mentioned. The other picture as presented shows the freshman as one of a group, all of whom have similar characteristics. It is this common lack of ability among students to cope successfully with the many problems pertinent to entrance in a college or university that gives rise to the necessity of administrative provision for some organized and centralized plan of guidance. The extent to which it is carried on depends upon the real purpose as conceived by the administrative officers. The actual determination of the types of adjustments which the individual students must make is only a beginning of the work of personnel administration. However, the determination coupled with the realization that the school's responsibility is for integrated personalities as well as for intellectually

⁷ H. J. Doermann, The Orientation of College Freshmen
Baltimore: The William & Wilkins Co., 1926

trained minds, may mean much in providing more adequate provision for the individual in higher education. Some of the leading universities have paved the way and established certain practices which are aiming in the right direction. The Freshman Year at Yale University, the advisory system in use at Harvard University, the freshman dean at Ohio State University, Freshman Week as initiated at Maine, besides orientation courses as a regular part of the curriculum in many schools, have all been developed in an effort to help the freshman adjust himself to the many problems confronting him.

Numerous changes that have been made in the actual administration of colleges and universities throughout the country tend to further indicate the attention being paid to personnel problems, particularly by university administrators. Many studies have been made in this field and show the very wide scope of problems involved. "Freshman Orientation" has come to be recognized as a very important factor in the administration of a large percentage of the leading colleges and universities. Knode⁸ and Fitts and Swift⁹ have made a survey of this phase of administration, the former making particular reference to the plans of freshman week, and the latter to orientation courses.

⁸ J. C. Knode, Orienting the Student in College, with Special Reference to Freshman Week, Teachers College, Columbia University, New York. 1930.

⁹ C. T. Fitts & F. H. Swift, The Construction of Orientation Courses for College Freshmen, University of California, Publications in Education, Vol. 2, No. 3, pp. 145-250. 1928.

A brief summary of the comparison as made by Garrett is as follows: ¹⁰

"A comparison of the two reveals several significant facts. Of the 417 colleges and universities included in the study by Knode, 334, or 80.1% of them had some form of freshman orientation, the two predominant plans being freshman week and orientation courses. Of the two, orientation courses, by which is meant courses offered for credit, antedates freshman week by about five years. The chief distinction noted is that freshman week attempts to concentrate into one week or less what the orientation course carries through an entire quarter of other designated time. Regardless of the plan adopted the purpose seems to be the same in all cases: adjustment to college life; introduction to the methodology of thinking and study; and adjustment to the social and intellectual world of today."

The underlying assumptions in the last statement above state clearly some of the responsibilities of the college or university toward the individual. Verification of these assumptions should be found if the program is to be considered a success.

This problem of providing for the individual in higher education has gained sufficient recognition that the entire program of the Institute for Administrative Officers of Higher Institutions, which was held in Chicago in 1932, was devoted to the various phases of that work. The proceedings of the annual meeting, which was edited by W. S. Gray,¹¹ show the many different aspects of the general problem. It also describes many of the innovations in use in making successful adjustments to the problems and conditions confronting them. The assumptions underlying the problems

¹⁰ Mildred Garrett, Op. cit., p. 12.

¹¹ W. S. Gray, Provision for the Individual in College Education, Proceedings of the Institute for Administrative Officers in Higher Education, University of Chicago Press

of individualization are closely related to the assumptions made by way of introduction to the present study. As given by Dr C. H. Judd in the opening address at the annual meeting they are: 1) the college exists for the sake of the student, conceived as one who is to develop into a mature man or woman, infinitely important from the point of view of his own or her own experience and activity, infinitely important as a potentially helpful member of human society; 2) that of all types of collegiate individualization, individualization in teaching is the most important; 3) that individualization involves concern for the whole life of the student; 4) that individualization involves integration with secondary education and with the home; 5) that individualization involves concern for what the student is to do and to be after graduation; 6) that individualization never comes automatically, and can be attained only by a combination of good will and hard work; 7) that individualization involves the recognition and the development of individual initiative and individual responsibility.

There is a wide variety in the plans adopted for individualizing education in the various colleges and universities. Some phases of the problems yield themselves better to one plan than another, so that certain institutions have adopted one plan while others have chosen an altogether different plan. The Minnesota plan, which is one of pre-entrance advising, and the Wisconsin plan, which is one of more careful selection, both recognize that equality of opportunity means

diversity rather than identity. The plan in use at the University of Chicago has been quite successful in terms of results achieved. There are advisors who study the problems relative to curriculum provisions, health of students, living arrangements, economic problems, and all the other problems that go with a large university. As a result of this plan the curriculum has been widened both in offerings and methods adopted, the health and physical education departments administer to the physical needs of the students, living arrangements are improved by carefully planned dormitories, and the economic problems are alleviated by greater care being given to the administration of funds for aiding students.

C. Theoretical Analysis of Students' Problems

A complete personnel bibliographical index contains many books and articles written from a theoretical viewpoint relative to the problems which are likely to confront students, particularly at the time of graduation from high schools and entrance to the colleges or universities. The purpose of these writings has been to aid students in making the necessary adjustments by giving suggestions which will make the way easier in overcoming the many obstacles which will confront them. The last quarter of a century has noted the publishing of many books of this type. Examples

of this type may be found among the writings of such men as O. H. Werner,¹² F. P. Keppel,¹³ James H. Canfield,¹⁴ C. G. Gauss,¹⁵ Francis C. Lockwood,¹⁶ and Kate W. Jameson.¹⁷

The fundamental hypotheses on which these books are written agree to a marked extent. As stated by Werner they are:

1) that college students' problems arise from three causes, change from home and high school environment to the college environment, the matter of perspective in choice of worthwhile things, and the lack of knowledge of himself; 2) that the function of the college though not supervisory, should offer the student positive help on how to adjust himself to his college environment and to life itself. Many of these books were written as the result of several years of work in dealing with college students. They serve a double purpose in that they can be of great assistance to students amidst the bewilderments of college life, and also to university, college, or personnel workers, in more adequately providing for these difficulties.

¹² O. H. Werner, Every College Student's Problems,
New York: Silver Burdett & Co., 1929

¹³ F. P. Keppel, The Undergraduate and His College,
New York: Houghton Mifflin Co., 1927

¹⁴ James H. Canfield, The College Student and His Problems,
New York: The Macmillan Co., 1902

¹⁵ C. G. Gauss, Life in College
New York: Scribner's Sons, 1931

¹⁶ Francis C. Lockwood, The Freshman and His College,
New York: D. C. Heath & Co., 1913

¹⁷ Kate W. Jameson, The Freshman Girl
New York: D. C. Heath & Co., 1925

D. Surveys of Undergraduate Opinion

An attempt to secure objective evidence on the problem of individual adjustments has led to the making of surveys of groups of undergraduate students in many different schools. These surveys attempt to measure the factors which make for complete and successful adjustment in the colleges and universities. One survey of this type relating to the problems of college students and administrators in twenty-three typically American colleges and universities was made by Edwards, Artman & Fisher.¹⁸ The reactions from more than a thousand college men and women, including undergraduates, deans, presidents, faculty members, athletic coaches, and others, are included in this survey with their reactions to existing conditions and problems which must be faced. This study limits the field to the morale in these institutions, which would include the various personal, social, and moral adjustment problems which confront the members of the different student bodies. However, since this study combines the reactions of both undergraduates and faculty, it does afford a measure of reliability as to the opinions of the two groups. The chief contribution of this study is in the revelation of what undergraduate leaders and college and university officials are thinking in regard to student problems, since there has been no attempt to generalize or draw conclusions from the data gathered.

¹⁸ R. H. Edwards, J. M. Artman, & G. M. Fisher, Undergraduates, New York: Doubleday, Doran & Co., 1928

Another survey of undergraduate opinion was made by A. B. Crawford¹⁹ in 1929. He reported a study based on a survey of 1500 undergraduates at Yale University with particular reference and emphasis on those factors serving as incentives to study. The survey is very representative of the entire undergraduate student body. The objective data gathered deals with such factors as time spent in study, participation in student activities, economic status, purpose in attending college, and others, which factors make possible a determination of the influence these have on scholastic achievements as far as intelligence level is concerned. Those students are found to be most academically successful who are most active in student activities, who are motivated by a seriousness of purpose, and who are shouldering some degree of economic responsibility.

Another and more recent study was made by Angell.²⁰ This study is more extensive in scope of problems covered, but more subjective and less representative of undergraduates. This study was based on 216 cases at the University of Michigan. An effort was made to secure objective data in regard to the three kinds of adjustment, academic, social, and life, each of these being grouped subjectively into three or four of varying degrees. Factors which might influence these three types of adjustments were determined in advance,

¹⁹ A. B. Crawford, Incentives to Study,
New Haven: Yale University Press, 1929.

²⁰ Robert C. Angell, A Study in Undergraduate Adjustment,
Chicago: University of Chicago Press, 1930.

and the extent to which they actually made themselves felt was realized from the study. Results of the study showed that college women came from better backgrounds than men, that their performance in academic work more nearly approaches their capacities, that they more rarely suffer from personal disorganizations, and that they are more likely to remain oriented upon a traditional basis. Life adjustment was found to correlate highly with both academic and social adjustment, but apparently no correlation existed between academic and social adjustment.

A smaller study, but one that is quite interesting, was made by Julius Borass²¹ in an attempt to find out from students what difficulties they encountered as Freshmen. One hundred thirty-seven students at St. Olaf College, Minnesota, participated in the study, 99 sophomores, and 38 juniors or seniors. They were asked to write down the problems confronting them during their freshman year. These were compiled into a total list when these same pupils were asked to rank them in order of difficulty. The findings are in keeping with other studies, though more restricted in application. It is necessary to recognize the limitations of this type of study. The lapse of time from the freshman year to the time reporting renders questionable the validity of the data. A need for guidance was evidenced which has been corroborated by practically every study made since.

²¹ Julius Borass, "The Troubles of College Freshmen", SCHOOL AND SOCIETY, Vol.6, Pp. 491-94, (Oct. 27, 1917)

A later study, which attacks the problem in a similar way, was made by C. H. Smeltzer.²² In this study the students listed their difficulties and these were combined and narrowed down to a total of twenty. These were given to students to rank in order of difficulty. A total of 721 students from classes representative of the college of Liberal Arts, the Teachers College, and the College of Commerce in Ohio State University, participated in the study. The most significant results of the study showed that many of the factors which students themselves consider handicaps are remediable if the colleges take the time and effort to analyze what they are and how they may be remedied.

The most important and most recent study from the viewpoint of the author of the present study was that made by Mildred Garrett.²³ This study served as a model for the making of the survey at Kansas State Teachers College. The study by Miss Garratt consisted of securing the voluntary cooperation of students at Leland Stanford Junior University in filling out a check list on their difficulties. There were 420 freshmen and 178 students in the Upper Division who had transferred from other institutions who were asked to contribute to the study. There were 410 students who actually contributed to the study. The others failed to return the check list within forty-eight hours. There was considerable difference in the

²² C. H. Smeltzer, "Method for Determining what College Students Consider Their Own Problems", SCHOOL AND SOCIETY, Vol. 32, pp. 709-710. (November 22, 1930)

²³ Mildred Garrett, Op. cit.

educational background, age, and other factors, although Stanford has a very select group of beginning students. There were 210 different schools represented for educational background, ages ranged from 15 to 39, and even though the study was voluntary there were 410 out of 598 students who participated.

Results of the study showed that the three most common difficulties of adjustment are 'higher standards of work', 'inability to budget time', and 'slow reading habits'. The one factor which caused the least trouble was 'lack of medical care'. Transfer students are bothered more than freshmen students on 'living arrangements', 'insufficient funds', and 'impersonal nature of classes'. Public school graduates are bothered with 'higher standards of work', 'inability to budget time', and 'slow reading habits', while the private school graduates are especially bothered by their 'inability to budget time'. Sex accounts for greater differences in adjustment problems than any other one item. Men are especially bothered by 'slow reading habits', 'insufficient funds', and 'time taken for self support'. As for the subjects found to be the most difficult, 'Citizenship' is considered the most difficult subject by the freshmen, 'Social Sciences' by the Transfers, and 'Mathematics' by the whole group.

Summary

A review of the literature herein presented and other material which was read in connection with the study, but which could not be included, has contributed much to the present study. The method of securing information from the students themselves as to their difficulties was selected as the most likely method of approach for the present study. This was in line with the current practice in other late studies. The check list used by Mildred Garrett at Stanford University was made after a careful study of the similarities and differences of the student bodies in question at the different universities. Miss Garrett's check list was then revised and several local disturbing elements were added to make up the list for the present study. The results of this study should show a positive relative correlation with other studies which included the same disturbing factors.

A summary of the studies made to date relative to the problem under discussion may be stated as follows:

1. That adjustment is a compound element, involving problems which are moral, social, and academic in character.
2. That college administrative officers can alleviate many of the so called problems which confront college students by careful thought and planning on the part of the administration.
3. That many causal factors, such as sex or previous schooling, cause students to react to identical problems in widely varying degrees.

CHAPTER III

METHOD OF INVESTIGATION

After definitely outlining the purpose of the study, the next problem was the securing of information in order to find out what problems actually confronted the new freshmen students at Kansas State Teachers College. There were two possible modes of attack. First, a study of the individual maladjusted cases could be made. However, upon questioning the dean of women and the dean of men in regard to the number of cases, it was found that there were only a few actual cases which were available for study. Then too, the group was so small that the results would be of no real significance in handling future cases or in any way tending to alleviate some of the causes of the present maladjustment situations. Group administrative policies could not be affected to any great extent by the few unusual individuals found in any new group of freshmen students. Consequently, this method was discarded as a means of securing any thing in the way of significant data for an adjustment study. The second method available was to secure the reactions of a large proportion of the freshman group as to their difficulties by means of a subjective check list given to a large percentage of the entire group. This plan would seem to be of greater intrinsic value from the point of view of administrative policies or alleviation of future difficulties.

The entire freshman class consists of students who have

a wide range of experience as far as college education is concerned. Many students have attended a semester or a summer session and yet are still classified as freshmen because they lack the required thirty semester hours to be classified as sophomores. It is evident that these students have made many of the most difficult adjustments prior to this year. In other words, if they were included in a study along with the new students it would not give as reliable data as though the study were limited entirely to new students. It was decided to limit the study to the new freshmen students who had just completed their first semester of residence work. The problems and difficulties encountered would be of sufficient recency that they could be easily recalled if a check list was presented to the students during the first six weeks of the second semester. A reflective attitude in regard to the first semester's work could be secured only by waiting until its completion. It was decided that the sixth week of the second semester would be the most logical time to fill out the check list because of certain psychological and administrative factors which presented themselves. At this time it was expected that the last semester's experiences could be accurately recalled and yet not exert an undue influence because of actual presence at the time of filling out the check list.

An examination of the files in the registrar's office showed a total of 615 freshmen students enrolled in school

during the first semester of the 1933-34 school year. An examination of the new student cards showed that of this group 478 were new freshmen students who had not been enrolled in any college prior to September 1933. According to the figures just given 137 members of the freshman class had made most of their college adjustments prior to the beginning of the school year for 1933-34. It was decided that they should be eliminated from the study because of the possible unreliability of their answers due to intervening factors which might have caused them to forget many of the most important adjustments they had to make upon first entering college. This group of 478 new freshmen students was the group which was expected to contribute to the study.

A. Preliminary Steps

It was highly desirable, as a matter of speed and convenience in securing returns, to secure permission to have the check list filled out in some regular class and handed in to the instructor. It was thought that this would tend to make the students fill it out more carefully and of course it would speed up the work considerably by having the filled-out check list returned promptly to the instructor. This was suggested to Mr. C. R. Phipps, Dean of Men, who consented to take the matter up with President Thomas W. Butcher. President Butcher consented to the use

of regular class time for filling out the check list providing that some department in the school would lend their cooperation in taking care of the routine work. The most logical department, the one having the greatest number of new freshmen students, was the English department. Through the help of Dean Phipps the matter was taken up with the head of the English department, Professor E. R. Barrett. Mr. Barrett willingly granted permission to use the English department and faculty for securing the necessary data and made many valuable suggestions as to the most expeditious method of handling the check list through the various classes. Each member of the English faculty was given a sheet of written directions to be read to the students and some further instructions as to whom should fill out the check list and the handling of the filled-out papers. These check lists were then passed out in each of the English classes which contained any new freshmen students. Although this did not give as many returned check lists as might have been desired, it got in touch with 367 of the 478 new freshmen students. This number was significantly large in order to draw comparisons and conclusions with quite a high degree of accuracy.

B. Number and Percentage of Students Participating

The actual composition of the group studied may be seen more clearly by an examination of Table I, below.

Table I
Composition of Group Surveyed

Group	Total		Men		Women	
	No.	%	No.	%	No.	%
Total Freshman Class	615		311	50.6	304	49.4
New Freshmen Students	478	77.7	232	48.5	246	51.5
Contributed to Study	367	76.8	152	41.4	215	58.6

Read table thus: of the 615 freshmen students, 311 or 50.6% are men, 304 or 49.4% are women. Of this group 478 or 77.7% of the total are new freshmen students, 232 or 48.5% being men, and 246 or 51.5 being women. Of the new freshmen students 367 or 76.8% contributed to the study. Of those who contributed to the study 152 or 41.4% were men, and 215 or 58.6% were women.

C. Comparative Ages of Students

One of the factors which one might assume to have a bearing on making the proper adjustments to college life is the chronological age of the individual student. In order to show that the study affects a fairly homogeneous group and yet to show that there are varying age differences, the following table is given for comparison of the ages of students who participated in the study.

Table II

Comparison of Ages of New Freshmen Students

Age	Men	Women	Total
25	2	0	2
24	1	0	1
23	0	1	1
22	5	3	8
21	7	2	9
20	12	11	23
19	36	38	74
18	58	76	134
17	27	68	95
16	4	16	20
15	0	0	0
Total	152	215	367
Mean	18.77	18.31	18.51

Read table thus: of the students who contributed to the study there were two men and no women who were 25 years of age. This made a total of 2 students. Read in like manner for the rest of the table.

D. Comparison of the Size of High Schools

The study showed that out of the total number of 367 students who answered the check list only two girls were graduates of anything but a public high school. An interesting comparison is shown below of the size of the high schools as given by the students, that is, the approximate enrolment of the high school at the time of graduation.

Table III

Enrolment in High School at Time of Graduation

	1 to 50		50 to 100		100 to 200		200 to 300		300 to 500		Over 500	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Men	10	6.6	36	23.7	33	21.7	12	7.9	8	5.3	53	34.9
Women	22	10.2	47	21.9	62	28.8	14	6.5	12	5.6	58	27.2
Total	32	8.7	83	22.6	95	25.9	26	7.1	20	5.4	111	30.2

Read table thus: of the students who contributed to the study 10 men or 6.6%, 22 women or 10.2%, making a total of 32 or 8.7% were graduates of a high school with an enrolment of from 1 to 50 students. Read in like manner for the rest of the table.

From the above table it will be noted that the largest number contributing to the study are from large high schools. The next largest group consists of students from a high school of between 100 to 200. There is a very small number of students from the very small high school. This table indicates that the sampling is quite random and diversified.

E. Comparison of the Classification of High Schools

Another question arises which merits some consideration. Is the sampling secured representative of the different classes of high schools or are the students mostly from one class or grade of high school? A comparison of the students' own statements as to the classification of their high school is made below. It must be assumed that a high school pupil spending from one to four years in a high school before graduating should know the ranking or classification of the school. A very small number of those contributing did not answer this item and it was taken for granted that they did not know the classification of their high schools. The results are shown in the following table.

Table IV

Classification of the High Schools

	Class A		Class B		Class C		Class D		Class E	
	No.	%	No.	%	No.	%	No.	%	No.	%
Men	78	51.3	46	30.3	26	17.1				
Women	89	41.4	63	29.3	56	26.3				
Total	167	45.5	109	29.7	82	22.3				

Read table thus: of the students participating in the study 78 men or 51.3%, 89 women or 41.4%, making a total of 167 or 45.5% were graduates of a Class A high school. Read in like manner for the rest of the table.

There were two boys and seven girls who did not fill out this item on the check list.

F. Other Findings

It is often said that fraternities and sororities are a source of many difficulties and problems for the beginning freshman. For this reason it was decided to list membership or affiliation with either of these organizations on the check list with a view to determining, if possible, just how many freshmen students may be affected by these organizations. A comparison of the surveyed group on this basis is given in the following table.

Table V

Comparison of Group as to Greek or Non-Greek Affiliation

Group	Men		Women	
	No.	%	No.	%
Fraternity Pledges	38	25.0		
Fraternity Members	25	16.4		
Fraternity Totals	63	41.4		
Sorority Pledges			16	7.9
Sorority Members			25	11.6
Sorority Totals			41	19.5
Non-Greek Men Students	89	58.6		
Non-Greek Women Students			174	80.5
Total	152	41.4	215	58.6

Read table thus: of the students who contributed to the study 38 men or 25% were pledges of some fraternity, 25 or 16.4% were members of some fraternity, making a total of 63 or 41.4% of the men being affiliated in some manner with a Greek letter organization. Read in like manner for the sororities and Non-Greek groups.

The above table indicates that men are more apt to affiliate with Greek organizations than are women.

In order to secure frank answers to some of the various questions, it was necessary to make the signing of the check list optional as a required signature might lead to a tendency to conceal the truth in case the student's name should become known. Therefore, the last part of the check list made a provision for this feature. The student was asked the following questions:

"Would you welcome help from some member of the college staff on the problems checked in part II if you knew whom to see?" _____

"If your answer to the last question is 'yes', please write your name and address." (Not compulsory)

The results of this phase of the study show that many students would desire help but were in doubt about signing their name to the check list. This would tend to indicate that they had been perfectly frank in stating the items which had bothered them. The results of this phase of the study are shown in Table VI on the following page.

Table VI
Answers to the Questions in Part IV
of the Check List

	Answer to Question			Signed Name and Address	
	Yes	No	Blank	Signed	Unsigned
Men	67	21	64	28	124
Women	54	41	120	12	203
Total	121	62	184	40	327

Read table thus: of the students answering the check list 67 men answered 'Yes' to the question in part IV, 21 signed 'No' to the question, while 64 left the space blank. Of this group 28 men signed their name and address signifying their willingness to be helped by some member of the faculty. Read in like manner for the women and the totals.

Summary

The foregoing data have been presented to give an accurate picture of the composition of the group surveyed. An effort has been made to indicate the characteristics of the group on which a large part of the following analysis of adjustment difficulties is based. Particular reference has been made to those elements which may enter in as causal factors in the later analysis.

Although it was not practical to secure a return from all of the new freshmen students, an adequate sampling of the entire group has been secured. It is expected, therefore, that conclusions can be drawn from the information gathered from the 367 students participating, which may be applicable in general to the total group of students in Kansas State Teachers College known as new freshmen students.

CHAPTER IV

ADJUSTMENT PROBLEMS MET DURING THE FIRST SEMESTER

A complete statement of the composition of the group surveyed has been set forth in Chapter Three. With ample justification of the study of adjustment problems based on the sampling secured from new freshmen students, an attempt can now be made to answer the major questions of the nature and extent of these problems. The comparison will first be made of the group as a whole, then comparative analyses will be made on the basis of several of the classifications set forth in the preceding chapter.

A. Nature and Extent of Problems of the Entire Group

The following data were secured in answer to section II of the check-list; namely, "With what problems were you confronted in adjusting yourself during your first semester at K.S.T.C?" A list of twenty-four difficulties that suggested themselves as possibilities was given, and space allowed for any additions the individual student should desire. Directions for replying were given as follows: "Check once (X) all of the problems that troubled you at all; check twice (X) (X) the most troublesome problem for you." In this way it was hoped to discover the presence of specific problems as well as something of the degree of intensity to which the problems affected different individuals.

A tabulation of returns on the various items mentioned reveals many interesting facts. Table VII gives the rank of each item as it affected the group as a whole. The percentage

is given and indicates each item as to major or minor importance. The items are arranged in descending order with the rank and percentage given.

The one item regarded by the largest percentage as being a real problem in adjustment stands out significantly above all others. For 195 of the 367 students, or 53.1%, the problem of 'inability to budget time' presents a real difficulty. 'Confusion in selecting courses' ranked second, and was included by 47.7% of all the students. 'Attempting to do too many things' seems to be a real difficulty since it is listed by 36.2% of all the students. 'Time taken for self-support' seems to be one source of real difficulty for the students. This item is listed by 32.2% of all the students as being a real difficulty. Beginning with item number four the ranks follow each other very closely, difference in consecutive ranks dropping into insignificance before the last item in the list is reached. 'Lack of medical care' seemed to be the least source of trouble as it was listed by only 8 of 368 students, or 2.2% of all the students. Between the item ranked first and last there is a difference of 50.9%. These differences clearly indicate and verify the assumption that all students are not confronted with the same problems when attempting to make adjustments to new situations. This in itself shows the need for more individual treatment of new freshmen students.

The next factor for analysis after determining what problems confronted the students was to determine the intensity or seriousness of the items which affected the students. The

Table VII

Adjustment Problems of Entire Group During
First Semester at Kansas State Teachers College

Item	Rank	No.	Per- cent	Differ- ence
Inability to budget time	1	195	53.1	
Confusion in selecting courses	2	175	48.7	4.4
Attempting to do too many things	3	133	36.2	2.5
Time taken for self support	4	118	32.2	4.0
Indifference of instructors	5	115	31.3	.9
Too many required subjects	6.5	108	29.4	1.9
Insufficient funds	6.5	108	29.4	1.9
Impersonal nature of classes	8	102	27.8	1.6
Higher standards of work	9	101	27.5	.3
Slow reading habits	10	96	26.2	1.3
Living arrangements	11	83	22.6	3.6
Social conflict with study	12	80	21.8	.8
Use of library	13	70	19.1	2.7
New independence	14	65	17.7	1.4
Worry about home or family	15	57	15.5	2.2
New associates	16	56	15.3	.2
Restrictions and regulations	17	48	13.1	2.2
Can't find exact standing in class	18	46	12.5	.6
Failure to make friends	19	23	6.3	6.2
Physical defects	20.5	22	6.0	.3
Required over-participation in athletics or other activities	20.5	22	6.0	.3
Fraternities and sororities	22	18	5.0	1.0
Excessive parental protection	23	15	4.0	1.0
Lack of medical care	24	8	2.2	1.8

Read table thus: of the total number of problems checked by the entire group the item 'inability to budget time' was the one checked by the most students and so is ranked number 1. It was checked by 195 of the students or by 53.1% of the entire group. The rest of the items are read and interpreted in the same manner. The last column indicates the differences between each successive item in percentage difference. The difference between item ranking #1 and #2 is 4.4%. Between item #2 and #3 it is 2.5%.

Table VIII

The Most Troublesome Problem for New Students

Item	Rank	No.	%	Diff.
Inability to budget time	1	45	14.8	1.0
Time taken for self support	2	42	13.8	1.0
Confusion in selecting courses	3	32	10.5	3.3
Slow reading habits	4	22	7.1	3.4
Attempting to do too many things	5	20	6.5	.6
Insufficient funds	6	19	6.1	.4
Too many required subjects	7	17	5.5	.6
Higher standards of work	8.5	12	3.9	1.6
Indifference of instructors	8.5	12	3.9	1.6
Can't find exact standing in class	10.5	11	3.6	.3
Impersonal nature of classes	10.5	11	3.6	.3
Social conflict with study	12.5	9	2.9	.7
Living arrangements	12.5	9	2.9	.7
Use of library	14.5	7	2.2	.7
Physical defects	14.5	7	2.2	.7
New independence	16.5	6	1.9	.3
Worry about home or family	16.5	6	1.9	.3
Restrictions & regulations	18.5	5	1.6	.3
Failure to make friends	18.5	5	1.6	.3
New associates	20	3	.9	.7
Excessive parental protection	21	2	.6	.3
Fraternities and sororities	22.5	1	.3	.3
Lack of medical care	22.5	1	.3	.3
Required over-participation	24	0	.0	.3
Other miscellaneous items		12	4.0	
Students not answering item		64	21.2	

Read table thus: of the students who listed their most difficult problem (303 students out of 367 checked one item as their most difficult one, the rest presumably could not select their most difficult problem) the item 'inability to budget time' was checked most frequently and was ranked number one. It was checked by 45 of the 303 students who checked their most difficult problem, or by 15.0% of the group. The last column indicates the successive difference between each preceding percentage. Read in like manner for rest of Table.

column of differences in Table VII shows a great variation in importance attached to specific problems. The extent to which any one particular item is considered the most troublesome is indicated in Table VIII. The first two items stand out significantly above the rest and it is interesting to note that the problem that confronted the most of the students is also listed as the most troublesome problem. 'Time taken for self-support' ranked fourth as checked by the group but ranks second in being listed as the most troublesome problem. There is some variation in the rankings as shown by a comparison of Tables VII and VIII. 'Required over-participation in athletics or other activities' sinks into last place. Every one of the twenty-four items except 'required over-participation in athletics or other activities' is listed by at least one student as being the most difficult problem for him. In addition there were 12 students, or 4.0%, who named as their most difficult problem some item that was not included in the list. This only emphasizes the fact that individual students are confronted with widely differing problems during the orientation period.

A comparison of Tables VII and VIII shows that there is a positive correlation between those items listed as presenting a difficulty by the group and the chief difficulty encountered. The variation in rank one way or the other is not more than five items and many are practically identical. A rather interesting comparison can be made between the two tables in

determining the relation of the number of the total group who listed the problem and the number of the total group who considered it as the problem causing the greatest difficulty. Of the 195 students who listed 'inability to budget time' as a difficulty, 45 or 23.6%, considered it as their most difficult problem. Of the 367 students who contributed to the study, 42 students considered the item of 'time taken for self support' as the most difficult problem. This was 35.6% of the 118 students who considered it as an adjustment problem. There are ten factors that stand out above all the rest in that if they present a problem at all they will also be considered as the most serious by a large number of the students. They are: 'inability to budget time', 'time taken for self support', 'confusion in selecting courses', 'slow reading habits', 'attempting to do too many things', 'insufficient funds', 'too many required subjects', 'higher standards of work', 'indifference of instructors', and 'impersonal nature of classes'. A comparison of the data in Tables VII and VIII is combined in Table IX in order to show the percentage of each group that also considered the item as the most important. The significant facts revealed by the foregoing data is that students may be confronted with identical problems, but in greatly varying degrees of intensity, which only emphasizes further the need for more individual treatment.

At this point there is sufficient evidence to verify two of the hypotheses advanced in the introduction; namely,

Table IX
Comparison of the Group Adjustment Problems and the Most
Troublesome Individual Problem

Problem	Ranks		Group No.	Ind. No.	Per- cent
	Gr.	Ind.			
Inability to budget time	1	- 1	195	45	23.6
Confusion in selecting courses	2	- 3	175	32	18.3
Attempting too many things	3	- 5	133	20	15.0
Time taken for self support	4	- 2	118	42	35.6
Indifference of instructors	5	- 8.5	115	12	10.4
Too many required subjects	6.5-	7	108	17	15.7
Insufficient funds	6.5-	6	108	19	17.6
Impersonal nature of classes	8	-10.5	102	11	10.8
Higher standards of work	9	- 8.5	101	12	11.9
Slow reading habits	10	- 4	96	22	23.0
Living arrangements	11	-12.5	83	9	10.9
Social conflict with study	12	-12.5	80	9	11.3
Use of library	13	-14.5	70	7	10.0
New independence	14	-16.5	65	6	9.2
Worry about home or family	15	-16.5	57	6	10.5
New associates	16	-20	56	3	5.4
Restrictions & regulations	17	-18.5	48	5	10.4
Cannot find exact standing	18	-10.5	46	11	24.0
Failure to make friends	19	-18.5	23	5	17.4
Physical defects	20.5-	14.5	22	7	31.8
Required over-participation	20.5-	24	22	0	0.0
Fraternities and sororities	22	-22.5	18	1	5.6
Excessive parental protection	23	-21	15	2	13.3
Lack of medical care	24	- 8	8	1	12.5

Read table thus: of the students who listed 'inability to budget time' as a difficulty, the frequency of mention entitled it to be ranked number 1 for the group and it was also ranked number 1 as the most difficult problem by the individual students. The group frequency was 195, the individual 45, and the percent of the individual difficulty of the group frequency of mention is 23.6 percent. Read in like manner for the rest of the table.

1) that all students are not confronted with the same problems in making the necessary adjustments at Kansas State Teachers College; and 2) that although students are confronted with identical problems, they may vary greatly in the degree of intensity with which they affect the individual.

It is interesting to note that the most serious problems which must be overcome by the freshmen are so subjective that they do not lend themselves to treatment from outside sources very readily. 'Inability to budget time', 'confusion in selecting courses', 'slow reading habits', 'attempting to do too many things', and 'higher standards of work' are all very subjective. They must be worked out as individual problems but the proper adjustments must be made before satisfactory school work can be accomplished. 'Time taken for self support' and 'insufficient funds' are very closely related and with the realization of one the other would probably disappear. If a survey of the upper classes were made it is possible that the first five items named above would not be considered nearly as important since these adjustments would have been practically solved by the time the upper classes were reached.

The most valuable comparison from the point of future alleviation of difficulties would be one dealing with the wide range of difficulties as shown by check lists from the men and women in Kansas State Teachers College. This comparison would be of especial value to the dean of women and the dean of men. Certain difficulties seem to affect one sex to a greater extent than the other sex. This is clearly shown by an examination of Table X.

B. Comparison of Difficulties on the Basis of Sex

An analysis of Table X shows an interesting comparison of the difficulties encountered by men and women. The Table shows a summary of practically all of the information collected on this phase of the study. The problems encountered, and the most difficult problem, are given for both men and women. The facts shown in Tables VII, VIII, and IX dealt with the group of new students as a whole. Table X breaks the group up into the two sexes. Percentages are computed on the basis of 152 males and 215 females for the columns showing a problem, and for 133 males and 170 females for the columns showing the most difficult problem. The decrease in the numbers used in computing percentages for the last named columns was due to the fact that 19 males and 45 females could not pick out the chief problem among those that were causing them difficulty.

The outstanding differences are in the items of 'confusion in selecting courses', 'attempting to do too many things', 'time taken for self support', 'insufficient funds', and 'slow reading habits'. The men are troubled much more by these problems than are the women. The women seem to be troubled much more than the men by the items of 'indifference of instructors', 'impersonal nature of classes', 'higher standards of work', 'new independence', and 'restrictions and regulations are excessive.' The men are troubled to a greater extent than the women on 16 of the 24 items. The differences in the other items are rather small and consequently are not as significant as the others just mentioned.

Table X

Comparison of Adjustment Problems and the Most Difficult Problem on
the Basis of Sex

Item	MEN				WOMEN			
	A	Problem	Most	Difficult	A	Problem	Most	Difficult
Inability to budget time	82	54.0%	22	16.6%	113	53.0%	23	13.5%
Confusion in selecting courses	85	55.9	12	9.0	90	41.9	19	11.2
Attempting to do too many things	66	43.4	10	7.1	67	31.2	10	5.9
Time taken for self support	77	50.7	26	19.6	41	19.1	16	9.4
Indifference of instructors	42	27.6	2	1.5	73	33.9	10	5.9
Too many required subjects	48	31.6	5	3.8	60	27.9	12	7.1
Insufficient funds	70	46.1	14	10.1	38	17.7	5	2.9
Impersonal nature of classes	36	23.7	1	.8	66	30.7	10	5.9
Higher standards of work	40	26.3	3	2.3	61	28.4	9	5.3
Slow reading habits	54	35.6	12	9.0	42	19.6	10	5.9
Living arrangements	37	24.3	3	2.3	46	21.4	6	3.6
Social conflict with study	34	22.4	7	5.3	46	21.4	2	1.2
Use of library	32	21.1	2	1.5	38	17.7	5	2.9
New independence	25	16.5	1	.8	40	18.6	5	2.9
Worry about home or family	25	16.5	1	.8	32	14.9	5	2.9
New associates	22	14.5	2	1.5	34	15.9	1	.6
Restrictions and regulations	17	11.2	1	.8	31	14.5	4	2.4
Cannot find exact standing	25	16.5	5	3.8	21	9.8	6	3.5
Failure to make friends	7	4.6	0	.0	16	7.5	5	2.9
Physical defects	8	5.3	2	1.5	14	6.6	5	2.9
Required over-participation	17	11.2	0	.0	5	2.4	0	.0
Fraternities and sororities	9	5.9	0	.0	9	3.8	1	.6
Excessive parental protection	8	5.3	2	1.5	7	3.3	0	.0
Lack of medical care	5	3.8	0	.0	3	1.4	1	.6

Read table thus: 'Inability to budget time' bothered 82 men or 54% of the men, it was the most difficult problem for 22 or 16.6% of the men; it troubled 113 or 53% of the women, and was the most difficult for 23 or 13.5%. Read in like manner for the rest of the table.

In regard to the most difficult problem encountered, the men are troubled much more than the women on the following items: 'inability to budget time', 'attempting to do too many things', 'time taken for self support', 'insufficient funds', 'slow reading habits', 'social conflict with study', 'new associates', and 'excessive parental protection'. The women seem to have more difficulty with 'confusion in selecting courses', 'indifference of instructors', 'too many required subjects', 'impersonal nature of classes', 'higher standards of work', 'living arrangements', 'use of the library', 'worry about home or family', 'restrictions and regulations are excessive', 'failure to make friends; and 'physical defects'. Women are also troubled more about 'fraternities and sororities' and 'lack of medical care' than are the men.

Many of the items seem to affect both men and women with about the same frequency and with the same intensity. These items would need to be handled so as to affect the entire group. With other items where the differences are significantly large, it would appear that an alleviation of difficulties could be handled better by dividing the group into two groups and handling on the basis of sex and the difficulties inherent therein. This would be true of such items as 'attempting to do too many things', 'time taken for self support', 'insufficient funds', and 'slow reading habits'.

In the present chapter an attempt has been made to determine the nature of the adjustment problems faced by new freshmen students at Kansas State Teachers College. The problems have been analyzed for the group as a whole and on the basis of sex. The findings may be summarized as follows:

1. Individuals are confronted with many different problems during the adjustment period at Kansas State Teachers College.
2. The five problems to be reckoned with most frequently are 'inability to budget time', 'confusion in selecting courses', 'attempting to do too many things', 'time taken for self support', and 'indifference of instructors'.
3. The five factors causing the least disturbance among the new freshmen students are 'lack of medical attention', 'excessive parental protection', 'fraternities and sororities', 'required over-participation in athletics or other activities', and 'physical defects'.
4. Different individuals, though facing identical problems, do not feel them with the same degree of intensity.
5. Though every problem but one was considered by at least one student as the most difficult, five of the suggested problems are more apt to be considered as such than are the others. These are 'inability to budget time', 'time taken for self support', 'confusion in selecting courses',

'slow reading habits', and 'attempting to do too many things'. Other factors that are considered nearly as difficult are 'insufficient funds', 'too many required subjects', 'higher standards of work', 'indifference of instructors', 'cannot find exact standing in class', and 'impersonal nature of classes'.

6. That if a difficulty is felt at all there is a tendency on the part of individuals to list it as the most difficult problem among the following items: 'time taken for self support', 'physical defects', 'cannot find exact standing in class', 'inability to budget time', 'slow reading habits', and 'confusion in selecting courses'.

7. Many differences in adjustment problems are accounted for by the item of sex.

8. Men are more likely to face difficulties because of 'insufficient funds', 'time taken for self support', 'attempting to do too many things', 'slow reading habits', 'confusion in selecting courses', 'use of the library', 'cannot find exact standing in class', and 'over-participation in activities'.

9. Women are more likely to face difficulties because of 'indifference of instructors', 'impersonal nature of classes', 'higher standards of work', 'new independence', 'new associates', 'restrictions and regulations are excessive', 'failure to make friends', and 'physical defects'.

10. Men are more apt to consider as their chief difficulty 'time taken for self support', 'inability to budget time', 'insufficient funds', 'slow reading habits', and 'confusion in selecting courses'.

11. Women are more likely to list as their chief difficulty 'inability to budget time', 'confusion in selecting courses', 'time taken for self support', 'too many required subjects', 'indifference of instructors', and 'impersonal nature of classes'.

CHAPTER V

MOST DIFFICULT COURSES TAKEN BY STUDENTS

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The purpose of this chapter is to set forth the facts and conditions involved in the academic adjustment of new freshmen students to the various courses in which they enroll. This necessitates an analysis of the difficulties encountered, and an attempt to discover the underlying reasons for the difficulties. The question of what courses actually presented the most difficulties to students will be answered first. Then the various factors which seemed to account for these difficulties will be discussed.

The data bearing on these two factors were secured from the responses made by the students to part III on the check list. The question was asked, "What college course caused you the greatest difficulty last semester?" It should be remembered that these data were collected during the sixth week of the second semester and the difficulty referred to was in respect to the first semester's work. Space was provided for each student to write in the name of the course causing the greatest difficulty. A second question in part III followed, "What were the causes for your difficulty with the course named above?" A list of twelve possible reasons was given, and space was allowed for any addition desired by the individual student if the list did not contain the apparent cause. The following directions were given in connection with the list: "Check once (X) all the contributing causes; check twice (X)(X) the chief cause." This would tend to indicate

the presence of recognized difficulties as well as to indicate the degree of seriousness of the difficulties.

A. Courses Considered the Most Difficult

The returns in answer to the first question showed a total of 360 out of 367 new freshmen students who found a greater difficulty in some one particular course than in others. A very small proportion replied that no particular difficulty was encountered, or else implied that they could not determine which course caused the most difficulty.

Table XI shows the tabulation of the results of what is considered as the most difficult courses by the entire group. The courses are arranged in order of frequency of mention. The new freshmen students are required to take certain courses and since the enrolment is much higher in these courses it is to be expected that a greater number of students will list one of the required courses as the most difficult. Many of the students did not differentiate between the various divisions of the Rhetoric and Composition classes, consequently the tally for the group is listed under one heading, Rhetoric and Composition. The nature of the work in all classes in Rhetoric and Composition is along similiar lines so it was thought that student difficulties would be much the same and combining the scores would not invalidate the item.

An examination of Tables XI, XII, and XIII shows that although several of the courses are practically compulsory for new freshmen students, there is a wide variation in the degree of intensity with which the difficulties are felt

by the group as a whole. Many of the classes are small and the number indicating a difficulty with these courses is so small as to make any generalizations for the good of the group as a whole practically impossible. Rhetoric and Composition is considered as the most difficult course by 26.4% of all the students participating in the study. This figure is not as large in proportion to the number of students who are required to take the course as are some of the other elective courses. (See Table XIII) However, this figure is significantly large to state that it is reasonably certain that Rhetoric and Composition will cause the greatest difficulty for any new group of freshmen students. An examination of Tables XII and XIII shows that it causes far more difficulty among the men than it does among the women. A total of 37.7%(Table XII) or 41%(Table XIII) of the men and only 18.1% (XII) or 17.5% (XIII) of the women considered it as the most difficult course during the first semester. The fact that so many men are troubled by Rhetoric and Composition seems very significant.

The courses which caused the most difficulty for the group as a whole were: Rhetoric and Composition, Freshman Survey, Introduction to Psychology, Fundamentals of Speech I, Principles of Geography, American History, Elementary School Instruction, and Arithmetic for Teachers. In Table XIII an attempt has been made to calculate the percentage of students who considered the courses the most difficult with the estimated enrolment, figured in proportion to the number who

participated in the study. This method gives a much higher validity and the percentages are higher in many cases. The percentages given in the Table are a fair estimate of the number of all students who will enroll in the future which may be expected to have difficulty with the particular course in question.

An examination of Table XII, computed on the group as a whole, shows that men are troubled much more than women by Rhetoric and Composition, while the reverse is true of Freshman Survey. Besides the Rhetoric and Composition the men find more difficulty than do the women with the following courses: Elementary French, Introduction to Sociology, Essentials of Chemistry, Elementary Accounting, Types of Literature, Elementary Spanish, General Physics, Intermediate Algebra, American Government, Mechanical Drawing, Business Law I, Physics, Principles of Economics, and various English courses in general. The women find more difficulty with Introduction to Psychology, Principles of Geography, American History, Elementary School Instruction, Arithmetic for Teachers, Kindergarten Plays and Games, European History of the Middle Ages, Economic and Industrial Geography, and Free-hand Drawing. In many of the other courses where the difference in percentages is small the difference is usually too small to be of any significance.

It was thought that the findings would be much more valid if the actual enrolment in each class was reduced in direct proportion to the number participating in the study as compared to the actual number of new freshmen students enrolled in the Freshman class. The total new freshmen

Table XI

Most Difficult Courses for New Freshmen Students

Course	Rank	Frequency	Percent
Rhetoric and Composition	1	95	26.4
Freshman Survey	2	37	10.3
Introduction to Psychology	3	31	8.6
Fundamentals of Speech I	4	30	8.3
Principles of Geography	5	18	5.0
American History (Col. & Un.)	6.5	15	4.2
Elementary School Instruction	6.5	15	4.2
Arithmetic for Teachers	8	11	3.1
Elementary French	9	8	2.2
Rural School Agriculture	10	7	1.9
Kindergarten Plays & Games	12.5	6	1.7
Elementary Latin	12.5	6	1.7
European Hist. of Mid. Ages	12.5	6	1.7
Introduction to Sociology	12.5	6	1.7
Essentials of Chemistry	17.5	4	1.1
Elementary Accounting	17.5	4	1.1
Types of Literature	17.5	4	1.1
Elementary Spanish	17.5	4	1.1
General Physics	17.5	4	1.1
Intermediate Algebra	17.5	4	1.1
Economic & Ind. Geography	23.5	3	.84
American Government	23.5	3	.84
Elementary Sight Singing	23.5	3	.84
Elementary Free-hand Drawing	23.5	3	.84
English (Unclassified)	23.5	3	.84
School and Community Health	23.5	3	.84
Mechanical Drawing	30.5	2	.59
Classical Elem. in English	30.5	2	.59
Business Law I	30.5	2	.59
Elementary Stenography	30.5	2	.59
Mechanics (Sound & Heat)	30.5	2	.59
Principles of Economics	30.5	2	.59
Poster Design I	40	1	.28
Introduction to Business	40	1	.28
Elementary Typing	40	1	.28
Anatomy and Physiology	40	1	.28
Latin American History	40	1	.28
Intro. to Cont. Civilization	40	1	.28
Clothing I	40	1	.28
Library Methods	40	1	.28
Spanish Prose II	40	1	.28
Music Hist. & Appreciation I	40	1	.28
Elementary Physical Science	40	1	.28
Intro. to Measurements	40	1	.28
Plane Trigonometry	40	1	.28

Read table thus: of the courses considered most difficult, Rhetoric & Composition was ranked No. 1, being so listed by 95 students or 26.4% of the new freshmen students who contributed to the study. Read in like manner for the rest.

Table XII
Comparison of Most Difficult Courses on Basis of Sex

Course	Total	Men		Women	
		No.	%	No.	%
Rhetoric & Composition	95	57	37.7	38	18.1
Freshman Survey	37	11	7.3	26	12.4
Introduction to Psychology	31	4	2.6	27	12.9
Fundamentals of Speech I	30	13	8.6	17	8.1
Principles of Geography	18	1	.66	17	8.1
American History (C & U)	15	4	2.6	11	5.3
Elementary Sch. Inst.	15	1	.66	14	6.7
Arithmetic for Teachers	11	0	.0	11	5.3
Elementary French	8	4	2.6	4	1.9
Rural Sch. Agriculture	7	1	.66	6	2.9
Kindergarten Plays & Games	6	0	.0	6	2.9
Elementary Latin	6	4	2.6	2	.96
Eur. Hist. of Mid. Ages	6	2	1.3	4	1.9
Intro. to Sociology	6	4	2.6	2	.96
Essentials of Chemistry	4	3	2.0	1	.48
Elementary Accounting	4	3	2.0	1	.48
Types of Literature	4	3	2.0	1	.48
Elementary Spanish	4	4	2.6	0	.0
General Physics	4	4	2.6	0	.0
Intermediate Algebra	4	4	2.6	0	.0
Econ. & Ind. Geography	3	0	.0	3	1.4
American Government	3	2	1.3	1	.48
Elementary Sight Singing	3	1	.66	2	.96
Elem. Free-hand Drawing	3	0	.0	3	1.4
English (Unclassified)	3	3	2.0	0	.0
School & Community Health	3	1	.66	2	.96
Mechanical Drawing	2	2	1.3	0	.0
Classical Elem. In English	2	1	.66	1	.48
Business Law I	2	2	1.3	0	.0
Elementary Stenography	2	0	.0	2	.96
Mechanics (Sound & Heat)	2	2	1.3	0	.0
Principles of Economics	2	2	1.3	0	.0
Poster Design I	1	0	.0	1	.48
Introduction to Business	1	1	.66	0	.0
Elementary Typing	1	0	.0	1	.48
Anatomy & Physiology	1	1	.66	0	.0
Latin American History	1	1	.66	0	.0
Intro. to Cont. Civilization	1	0	.0	1	.48
Clothing I	1	0	.0	1	.48
Library Methods	1	1	.66	0	.0
Spanish Prose II	1	1	.66	0	.0
Music Hist. & Appreciation	1	0	.0	1	.48
Elem. Physical Science	1	1	.66	0	.0
Intro. to Measurements	1	0	.0	1	.48
Plane Trigonometry	1	1	.66	0	.0

Read table thus: of the courses considered the most difficult 57 men or 37.7%, and 38 women or 18.1%, considered the course Rhetoric & Composition as the most difficult, Read in like manner for the rest of the table.

students enrolled during the first semester was 478. The total participating in the study was 367 or 76.8% of the total enrolled. In Table XIII all totals of class enrolment are reduced to 76.8% of the actual enrolment and this estimated enrolment is then used as the base for figuring the percentage for totals. For the men, the actual number in school was 232, those participating 152 or 65.5%. For the women, the actual number in school was 246, those who participated 215 or 87.4%. It must be remembered that these figures refer to new freshmen students only.

An examination of Table XIII shows that Elementary Latin is considered as the most difficult course as judged by the actual and estimated enrolment in proportion to the number listing it as the most difficult course. The Table shows that 48.8% of all the students that enrolled in the course considered it as the most difficult course during the first semester. The other most difficult courses in order of difficulty are: American History (Colonization & Union) 45.5%, Principles of Geography 43.9%, Rhetoric and Composition 29.9%, Elementary French 25.8%, Freshman Survey 22.4%, Kindergarten Plays and Games 20.7%, Rural School Agriculture 20.6%, Arithmetic for Teachers 19.0%, European History of the Middle Ages 18.2%, Introduction to Psychology 14.5%, Elementary School Instruction 12.7%, Fundamentals of Speech 9.1%, and Introduction to Sociology 7.5%.

A comparison on the basis of sex for these fourteen courses shows that men have the greater difficulty with the following: Rhetoric and Composition, Elementary French,

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Table XIII

Comparison of the Most Difficult Courses on the Basis of
Sex using Estimated Numbers of Class Enrolment

Course	Total				Men				Women			
	Tot. Enr.	Est. 76.8%	No.	%	Tot. Enr.	Est. 65.5	No.	%	Tot. Enr.	Est. 87.4	No.	%
Elementary Latin	16	12.3	6	48.8	14	9	4	44.4	2	2	2	100
Am. Hist. (C&U)	43	33	15	45.5	22	14	4	28.6	21	18	11	61.1
Prin. of Geography	53	41	18	43.9	9	6	1	16.6	44	38	17	44.7
Rhet. & Composition	414	318	95	29.9	212	139	57	41.0	229	200	35	17.5
Elementary French	41	31	8	25.8	19	12	4	33.3	22	19	4	21.1
Freshman Survey	215	165	37	22.4	104	68	11	16.3	111	97	26	26.8
K. Plays & Games	38	29	6	20.7	0	0	0	0.0	38	33	6	18.2
Rural Sch. Agriculture	44	34	7	20.6	7	5	1	20.0	37	32	6	18.8
Arith. for Teachers	75	58	11	19.0	6	4	0	0.0	69	60	11	18.3
Eur. Hist. of M.A.	43	33	6	18.2	22	14	2	14.3	21	18	4	22.2
Intro. to Psy.	278	214	31	14.5	128	84	4	4.8	150	131	27	20.6
Elem. Sch. Inst.	153	118	15	12.7	22	14	1	7.1	131	114	14	12.3
Fund. of Speech	428	329	30	9.1	227	149	13	8.7	201	176	17	9.7
Intro. to Sociology	103	80	6	7.5	56	47	4	8.5	47	41	2	4.9

Read table thus: the total enrolment in Elementary Latin was 16. The survey included only 367 of the 478 new freshmen students or 76.8% of the total enrolment. Reducing the Latin enrolment in proportion we get 12.3 students. The total number of students listing Latin as the most difficult course was 6 or 48.8% of the estimated enrolment. Read in like manner for the Men and Women and the rest of the Table.

and Introduction to Sociology. The women have the greater difficulty with Elementary Latin, American History (Col. & Un.), Principles of Geography, Freshman Survey, Kindergarten Plays and Games, Arithmetic for Teachers, European History of the Middle Ages, Introduction to Psychology, Elementary School Instruction, and a trifle more in Fundamentals of Speech I. Men also have a very slight difference over women in Rural School Agriculture.

Table XIV shows the composite results by departments. The percentages are based on the group as a whole and not according to estimates of class enrolments as was done in Table XIII. For that reason the writer does not claim as high validity as in the case of the previous table. In this table all the subjects in any one department were combined and the tallies added together. In this manner it was hoped to discover which departments would cause any new group as a whole the most difficulty. Table XIV shows a comparison by men, women, and by totals for each department. It will be observed that the English Department causes the greatest difficulty for the entire group. The Table shows that some English course was selected as the most difficult course by 102 students, or 28.5% of all the students contributing to the study. The course in Freshman Survey was formerly listed as being in the Sociology and Economics Department. In recent years it has been changed to the Education Department. Because of this course, the Education Department ranks second in point of difficulty. The Psychology and Speech Departments run a close race for third and fourth

Table XIV
 Comparison of Difficult Courses by Departments and
 on the Basis of Sex

Department	Total		Men		Women	
	No.	%	No.	%	No.	%
Agriculture	7	1.9	1	.67	6	2.9
Art	4	1.1	0	.0	4	1.9
Chemistry	4	1.1	3	2.0	1	.48
Commerce	10	2.8	6	4.0	4	1.9
Education	58	16.2	12	8.0	46	21.9
English	102	28.5	63	42.0	39	18.6
Geography	22	6.1	1	.67	21	10.0
Health	4	1.1	2	1.3	2	.96
History & Government	26	7.3	9	6.0	17	8.5
Home Economics	1	.28	0	.0	1	.48
Industrial Arts	2	.56	2	1.3	0	.0
Latin	8	2.2	4	2.6	4	1.9
Library Science	1	.28	1	.67	0	.0
Mathematics	16	4.5	5	3.3	11	5.24
Modern Languages	13	3.6	9	6.0	4	1.9
Music	4	1.1	1	.67	3	1.4
Physics	7	1.9	7	4.5	0	.0
Psychology & Philosophy	32	8.9	4	2.6	28	13.3
Sociology & Economics	8	2.2	6	4.0	2	.96
Speech	30	8.4	13	8.6	17	8.5

Read table thus: of the difficulties encountered in college courses, some course or courses caused difficulty for a total of 7 students, or 1.9% of the total group surveyed, in the Agriculture Department. This was divided among the sexes as follows: 1 man or .67% of the men surveyed, and 6 women or 2.9% of the women surveyed. Read in like manner for the rest of the Table.

place respectively. The other departments in order of difficulty are: History and Government, Geography, Mathematics, Modern Languages, Commerce, Latin, Sociology and Economics, Agriculture, Physics, and the other departments represent such a small difference as to make an accurate ranking practically impossible. The rankings would no doubt change considerably if the basis for ranking had been computed on the estimated class enrolment rather on the basis of the group contributing to the study. Presumably the smaller departments would have shown a much higher degree of difficulty because of the small numbers enrolled in some of the classes. The method used, however, should be of more value for administrative purposes since it shows where to look for the greatest amount of difficulty for the group as a whole.

B. Conditions Causing Difficulties for New Freshmen Students in Each Course

The conditions which apparently contributed to the difficulty of each course as named by the students is given in Table XV. The check list provided the first twelve named items as possibilities and then left several blank lines for others to be written in. The miscellaneous items that were named are given in order of frequency of mention below the dotted line in Table XV. An examination of the Table shows the most important item causing difficulty as being 'inadequate subject background' with 'lack of time for assignments' and 'no interest in the course' running almost a tie for second and third places. The other items in order of

Table XV
Contributing Conditions Causing Difficulties in Courses

Item	Total		Men		Women	
	No.	%	No.	%	No.	%
Inadequate subject background	178	48.5	67	44.1	111	51.7
Lack of time for assignments	128	34.9	61	40.1	67	31.2
No interest in the course	127	34.6	57	37.5	70	32.6
Neglect of assigned work	93	25.3	52	34.2	41	19.1
Personality of Instructor	92	25.0	35	23.0	57	26.5
Too few tests(emphasis on tests)	88	23.9	38	24.0	50	23.3
"Blew up" on examination	71	19.3	38	24.0	33	15.3
Feeling of inferiority after first failure--constant failure	46	13.1	27	17.8	19	8.8
Faulty methods of note taking	44	12.6	24	15.8	20	9.3
Could not follow lectures	41	11.2	18	11.8	23	10.7
Unfair grading	30	8.2	14	9.2	16	7.4
Poor text book	19	5.2	11	7.3	8	3.7
Length of assignments	3	.8	3	2.0	0	.0
Can't study at home	2	.5	2	1.3	0	.0
Discussion did not follow text	2	.5	0	.0	2	.9
Assignments not clear	2	.5	0	.0	2	.9
Work too hard for me	1	.3	1	.7	0	.0
Speaking before a group	1	.3	1	.7	0	.0
Impossible to take notes	1	.3	1	.7	0	.0
Covered too much territory	1	.3	1	.7	0	.0
Teacher didn't put stuff across	1	.3	1	.7	0	.0
Unable to grasp summaries of Ch's	1	.3	1	.7	0	.0
Instructors too old	1	.3	1	.7	0	.0
Partial teacher	1	.3	1	.7	0	.0
Grade on punctuation alone	1	.3	1	.7	0	.0
Too long between class meetings	1	.3	1	.7	0	.0
Couldn't purchase readings	1	.3	1	.7	0	.0
Too long since H. S. course	1	.3	1	.7	0	.0
Laziness	1	.3	1	.7	0	.0
Too much for two hours credit	1	.3	0	.0	1	.5
Grading system	1	.3	0	.0	1	.5
Too much memorizing	1	.3	0	.0	1	.5
Couldn't "get on to" tests	1	.3	0	.0	1	.5
Too much lecture	1	.3	0	.0	1	.5
Nervousness	1	.3	0	.0	1	.5
No definite assignments	1	.3	0	.0	1	.5
Feeling of inferiority from first	1	.3	0	.0	1	.5
Didn't know how to study it	1	.3	0	.0	1	.5
Presentation of subject matter	1	.3	0	.0	1	.5
True-false questions	1	.3	0	.0	1	.5
Do not know what to expect	1	.3	0	.0	1	.5
Backward in recitation	1	.3	0	.0	1	.5
Stresses minor points too much	1	.3	0	.0	1	.5
Instructor's method of teaching	1	.3	0	.0	1	.5

Read table thus: of the conditions which caused trouble with the various courses, a total of 178 or 48.5% of the entire group, 67 or 44.1% of the men, and 111 or 51.7% of the women, were troubled by 'Inadequate subject background'. Read in like manner for the rest of the table.

decreasing difficulty are 'neglect of assigned work', 'personality of instructor', 'too few tests and too much emphasis placed on those given', ' "blew up" on examination', 'feeling of inferiority after first failure, hence constant failure in a course', 'faulty methods of taking notes', 'could not follow lectures', 'unfair grading', and 'poor text book'. The other items are too small to be significant except as a means of stating the difficulties as noted by individual students.

Of the various contributing causes of the difficulties for any one particular course, women seem to find more trouble with the items of 'inadequate subject background', and 'personality of the instructor'. Men seem to have more trouble than do the women with the following items: 'lack of time for assignments', 'no interest in the course', 'neglect of assigned work', ' "blew up" on examination', 'feeling of inferiority after first failure, hence constant failure', 'faulty methods of taking notes', and 'poor text book'. Items that show very small differences between men and women are: 'too few tests and too much emphasis on those given', 'could not follow lectures' and 'unfair grading'.

The students were asked to check twice (X)(X) the chief cause of their difficulties. The results of this phase of the study are set forth in Table XVI. It should be noted that not all of the students were able to pick out the chief cause of their difficulties. Only 249 students, or 67.9% of the group, were able to select what they considered to be

Table XVI
Chief Causes of Course Difficulties for Freshmen

Item	Total		Men		Women	
	No.	%	No.	%	No.	%
Inadequate subject background	59	23.7	21	18.9	38	27.6
No interest in the Course	42	16.9	21	18.9	21	15.2
Lack of time for assignments	32	12.9	15	13.6	17	12.3
Personality of instructor	26	10.4	11	9.9	15	10.9
Neglect of assigned material	17	6.8	7	6.3	10	7.3
"Blew up" on examinations	15	6.0	7	6.3	8	5.8
Too few tests (emphasis on tests)	11	4.4	4	3.6	7	5.1
Faulty methods of taking notes	9	3.6	7	6.3	2	1.5
Feeling of inferiority	9	3.6	3	2.7	6	4.3
Unfair grading	7	2.8	3	2.7	4	2.9
Could not follow lectures	3	1.2	1	.9	2	1.5
Poor text book	2	.8	2	1.8	0	.0
Can't study at home	2	.8	2	1.8	0	.0
Discussion did not follow text	2	.8	0	.0	2	1.5
Length of assignments	1	.4	1	.9	0	.0
Work is too hard for me	1	.4	1	.9	0	.0
Speaking before a group	1	.4	1	.9	0	.0
Instructors are too old	1	.4	1	.9	0	.0
Too long between class meetings	1	.4	1	.9	0	.0
Couldn't purchase readings	1	.4	1	.9	0	.0
Too long since H. S. course	1	.4	1	.9	0	.0
Too much work for 2 hrs. credit	1	.4	0	.0	1	.7
Too much lecture	1	.4	0	.0	1	.7
Nervousness	1	.4	0	.0	1	.7
Feeling of inferiority at first	1	.4	0	.0	1	.7
Don't know how to study it	1	.4	0	.0	1	.7
Do not know what to expect	1	.4	0	.0	1	.7
Students answering item	249		111		138	

Read table thus: a total of 59 students or 23.7%, 21 men or 18.9%, and 38 women or 27.6%, list as the chief cause of their difficulty with some freshman course the item 'Inadequate subject background'. The percentages are computed on the basis of the number answering the item. Read in like manner for rest of the table.

the chief cause of their course difficulties. This was divided as follows: 111 men or 73.5%, and 138 women or 64.2%.

The chief causes of course difficulties appear to be the following items in order of their importance: 'inadequate subject background', 'no interest in the course', 'lack of time for assignments', 'personality of instructor', 'neglect of assigned work', ' "blew up" on examination', 'too few tests and too much emphasis placed on those given', 'faulty methods of taking notes', 'feeling of inferiority after first failure, hence constant failure', 'unfair grading', 'could not follow lectures', and 'poor text book'. Other items which were considered as the chief cause are listed but the numbers are too small to be significant except as a means of indicating what is considered to be a chief cause. Comparisons between men and women as to the chief cause show that women consider the following items as causing more difficulty than do the men: 'inadequate subject background', 'personality of the instructor', 'neglect of assigned work', 'too few tests and too much emphasis on those given', 'unfair grading', and 'could not follow lectures'. The men are bothered by the following items to a greater extent than are the women: 'no interest in the course', 'lack of time for assignments', ' "blew up" on examinations', 'faulty methods of taking notes', and 'poor text book'.

C. Comparison of Contributing Causes and Chief Cause
by Departments and on the Basis of Sex

It was thought that the findings of the present study might be of more particular value if a comparison was made by departments. This section will attempt to portray the results by giving various comparisons by departments. It must be remembered that the number of students who listed the most difficult subject in certain departments is so few in proportion to the entire freshman class as to make accurate generalizations practically impossible. However, the findings will be given as a source of interest if for no other practical value. Members of departments should take this into consideration in looking over the tables. Where the numbers represent as much as four or five percent of the group it may safely be assumed that the figures indicate general trends.

The various departments will be considered in alphabetical order. The first comparison will be in regard to the Agriculture Department. The results of this comparison is shown in Table XVII.

Comparison of the Contributing and Chief Cause of
Difficulties for the Agriculture Department

Item	Contributing			Chief		
	T	M	W	T	M	W
No interest in Course	3		3	1		1
Lack of time for assignments	3		3	1		1
Inadequate Subject background	3	1	2	2	1	1
"Blew up" on examination	2	1	1			
Neglect of assigned work	1	1				
Could not follow lectures	1		1			
Students participating	7	1	6			

Read table thus: of the students who had difficulty with subjects in the Agriculture Department, the item 'No interest in the course' was specified as a contributing cause by a total of 3 students, no men, and 3 women; as a chief cause by a total of 1 student, no men, and 1 woman. Read in like manner for the rest of the Table.

Table XVIII

Comparison of the Contributing and Chief Cause of
Difficulties for the Art Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Inadequate subject background	3		3	1		1
No interest in the course	2		2			
Neglect of assigned work	1		1			
Too few tests	1		1			
Feeling of inferiority	1		1			
Number of Students	4		4			

Read table in same manner as for Table XVII.

Table XIX

Comparison of the Contributing and Chief Cause of
Difficulties for the Chemistry Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Neglect of assigned work	3	2	1	1	1	
No interest in the course	2	1	1	1	1	
Lack of time for assignments	2	2		1	1	
Unfair grading	2	1	1			
"Blew up" on examinations	2	1	1			
Inadequate subject background	1		1	1		1
Too few tests	1		1			
Feeling of inferiority	1		1			
Personality of instructor	1		1			
Could not follow lectures	1		1			
Number of Students	4	3	1			

Read table in same manner as for Table XVII.

Table XX:

Comparison of the Contributing and Chief Cause of
Difficulties for the Commerce Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Lack of time for assignments	7	3	4	3	2	1
"Blew up" on examination	4	2	2			
Inadequate subject background	4	2	2			
Neglect of assigned work	3	1	2	2	1	1
Personality of instructor	3	1	2	2	1	1
Poor text book	3	2	1	1	1	
Feeling of inferiority	1		1	1		1
No interest in the course	1		1			
Faulty methods of taking notes	1		1			
Too few tests	1	1				
Could not follow lectures	1	1				
Number of students	10	6	4			

Read table thus: of the students who had difficulty with subjects in the Commerce Department, the item 'Lack of time for assignments' was specified as a contributing cause by a total of 7 students or by 3 men and 4 women. The item was considered as the chief cause by a total of 3 students, 2 men and 1 woman. Read in like manner for rest of the Table.

Table XXI

Comparison of the Contributing and Chief Cause of
Difficulties for the Education Department

Item	Contributing			Chief		
	T	M	W	T	M	W
No interest in the course	28	8	20	14	4	10
Inadequate subject background	27	3	24	8	2	6
Lack of time for assignments	23	1	22	7		7
Too few tests	21	6	15	4	1	3
Neglect of assigned work	19	5	14	4	1	3
Personality of Instructor	15	3	12	6	1	5
"Blew up" on examination	12	6	6	1		1
Could not follow lectures	11	4	7	1	1	
Faulty methods of taking notes	10	4	6	3	1	2
Feeling of inferiority	6	3	3	3	1	2
Unfair grading	5	1	4			
Inferiority from first	1		1	1		1
Poor text book	5	1	4	1		1
Number of students	58	12	46			

Read table thus: of the students who had difficulty with subjects in the Education Department, the item 'No interest in the course' was specified as a contributing cause by a total of 28 students, 8 men, and 20 women. The item was considered as the chief cause by a total of 14 students, 4 men, and 10 women. Read in like manner for rest of Table.

Table XXIII

Comparison of the Contributing and Chief Cause of
Difficulties for the Geography Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Personality of Instructor	10	1	9	2		2
Lack of time for assignments	8		8	3		3
Inadequate subject background	8		8	4		4
No interest in the course	8		8	1		1
Could not follow lectures	5		5	1		1
Too few tests	4		4	1		1
Feeling of inferiority	4	1	3			
Neglect of assigned work	3		3			
"Blew up" on examination	3		3			
Faulty methods-taking notes	1	1				
Stressed minor points	1		1			
Didn't know what to expect	1		1			
Presentation of subject	1		1			
Number of students	22	1	21			

Read in like manner as for preceding Tables.

Table XXIV

Comparison of the Contributing and Chief Cause of
Difficulties for the History and Government Department

Item	Contributing			Chief		
	T	M	W	T	M	W
No interest in the course	12	6	6	4	2	2
Lack of time for assignments	10	6	4	1		1
Inadequate subject background	9	2	7	3		3
Personality of instructor	8	2	6	3		3
Too few tests	7	3	4	1		1
Faulty methods-note taking	4	1	3			
Could not follow lectures	4	1	3	1		1
Unfair grading	2	1	1			
"Blew up" on examination	2	1	1			
Feeling of inferiority	1		1			
Poor text book	1		1	1		1
Too much lecture	1		1	1		1
Number of students	26	9	17			

Read in like manner as for preceding Tables.

Table XXV

Comparison of the Contributing and Chief Cause of
Difficulties for the Latin Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Inadequate subject background	5	3	2	1		1
Neglect of assigned work	3	2	1	1		1
No interest in the course	2	2		1	1	
Lack of time for assignments	2	1	1			
Faulty methods--note taking	1	1				
Too few tests	1	1				
Personality of instructor	1	1				
Could not follow lectures	1	1				
Laziness	1	1				
Can't express myself well	1		1			
Too much memorizing	1		1			
Number of students	8	4	4			

Read in like manner as for preceding Tables.

Table XXVI

Comparison of the Contributing and Chief Cause of
Difficulties for the Mathematics Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Personality of instructor	9	1	8	4		4
Too few tests	7		7			
No interest in the course	6	1	5	2	1	1
Neglect of assigned work	5	2	3	2	1	1
Could not follow lectures	4		4	1		1
Lack of time for assignments	3	1	2	1		1
Faulty methods--note taking	2	1	1	1	1	
Inadequate subject background	6	2	4	1		1 *
Feeling of inferiority	2	2				
"Blew up" on examination	2		2	1		1
Poor text book	2		2			
Instr'n don't follow text	1		1	1		1
Unfair grading	1		1			
Number of students	16	5	11			

Read in like manner as for preceding Tables.

* This item should follow 'No interest in the course'.

Table XXVII
 Comparison of the Contributing and Chief Cause of
 Difficulties for the Modern Language Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Lack of time for assignments	8	6	2	3	3	
Neglect of assigned work	7	4	3	2	1	1
Inadequate subject background	5	4	1	2	2	
No interest in the course	4	3	1	1	1	
Feeling of inferiority	3	2	1			
Too few tests	2	2		1	1	
"Blew up" on examination	2	2		1	1	
Too long since H. S. work	1		1			
Number of students	13	9	4			

Read in like manner as for preceding Tables.

Table XXIX
 Comparison of the Contributing and Chief Cause of
 Difficulties for the Physics Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Personality of instructor	4	4		2	2	
Neglect of assigned work	4	4		1	1	
Too few tests	4	4		1	1	
Inadequate subject background	4	4		1	1	
No interest in the course	3	3				
Lack of time for assignments	2	2				
Could not follow lectures	2	2				
Poor text book	2	2				
Feeling of inferiority	1	1				
Unfair grading	1	1				
Instructor too old	1	1		1	1	
"Blew up" on examination	1	1				
Number of students	7	7				

Read in like manner as for preceding Tables.

Table XXX

Comparison of the Contributing and Chief Cause of
Difficulties for the Psychology Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Inadequate subject background	15	2	13	7		7
No interest in the course	12	3	9	6	1	5
Too few tests	10	1	9	3	1	2
Lack of time for assignments	9	3	6	2		2
"Blew up" on examination	9	1	8	2		2
Neglect of assigned work	6	2	4	2		2
Faulty methods--note taking	6	2	4			
Feeling of inferiority	5	2	3	1		1
Unfair grading	2		2	1		1
Discussions do not follow text	1		1	1		1
Personality of instructor	1		1			
Could not follow lectures	1		1			
Don't know how to study it	1		1			
True-false questions	1		1			
Number of students	32	4	28			

Read in like manner as for preceding Tables.

Table XXXI

Comparison of the Contributing and Chief Cause of
Difficulties for the Sociology and Economics Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Lack of time for assignments	5	4	1	2	2	
Faulty methods--note taking	4	4		3	3	
"Blew up" on examination	3	2	1			
No interest in the course	2	2				
Too few tests	2	1	1			
Didn't know how to study it	1		1	1		1
Inadequate subject background	1		1			
Neglect of assigned work	1		1			
Feeling of inferiority	1	1				
Could not follow lectures	1	1				
Poor text book	1	1				
Number of students	8	6	2			

Read in like manner as for preceding Tables.

Table XXXII
Comparison of the Contributing and Chief Cause of
Difficulties for the Speech Department

Item	Contributing			Chief		
	T	M	W	T	M	W
Inadequate subject background	15	6	9	2	1	1
No interest in the course	13	4	9	4	3	1
Neglect of assigned work	11	6	5			
Personality of instructor	8	4	4	4	3	1
Feeling of inferiority	8	4	4	3	1	2
"Blew up" on examination	7	7		1	1	
Faulty methods--note taking	7	3	4			
Lack of time for assignments	7	5	2			
Unfair grading	5	2	3	2	1	1
Too few tests	5	5	2			
Could not follow lectures	2	1	1			
Nervousness	1		1	1		1
Speaking before a group	1	1				
Can't study at home	1	1				
Number of students	30	13	17			

Read table thus: of the students who had difficulty with subjects in the Speech Department, the item 'Inadequate subject background' was specified as a contributing cause by a total of 15 students, 6 men, and 9 women. The item was listed as the chief cause by a total of 2 students, 1 man, and 1 woman. Read in like manner for the rest of the Table.

An examination of the preceding Tables shows the items which caused the most difficulty for the various departments. These Tables were made up from the check lists from students who listed the most difficult course in the various departments. The tallies of all courses in one department were added together and at the bottom of the Tables the number of students is given to indicate how many students listed the most difficult course in that particular department. The Tables are practically self explanatory so that further explanation in regard to them is unnecessary.

The Tables which are the most significant as far as this study is concerned are the ones for the English Department, Education Department, Psychology Department, Speech Department, History and Government Department, Geography Department, Mathematics Department, Modern Language Department, and Commerce Department. These are the Departments which seem to cause students the most difficulty according to the results of the present findings. Although the numbers for many of the other Departments are of interest, there are not enough cases available for accurate generalizations. The findings in these Departments may be of some value to faculty members as a basis for comparisons and for purposes of self-rating.

Summary

In the present chapter an attempt has been made to analyze the academic difficulties as met by new freshmen students at Kansas State Teachers College. The first part of the chapter contains the facts as to the most difficult courses, both separately and by departments. The second part of the chapter deals with the reasons assigned to the contributing and chief sources of difficulties. The last part of the chapter shows the same comparisons except that each department is given separately. The findings may be summarized as follows:

1. Rhetoric and Composition is considered as the most difficult course when figured on the basis of the entire group of new freshmen students. Men are troubled much more than women by Rhetoric and Composition.
2. Freshman Survey ranks second in point of difficulty for the entire group of new freshmen students. Women are troubled more than men by Freshman Survey.
3. Introduction to Psychology ranks third, and is very closely followed by Fundamentals of Speech I. Women seem to have a great deal of difficulty with Psychology, while men and women find Speech I difficult to about the same degree.
4. Actual course difficulty as based on percentages figured on the estimated class enrolments shows that Elementary Latin is the most difficult course in school. (Table XIII) The other courses in order of difficulty are: American History, Principles of Geography, Rhetoric and Composition,

Elementary French, Freshman Survey, Kindergarten Plays and Games, Rural School Agriculture, Arithmetic for Teachers, European History of the Middle Ages, Introduction to Psychology, Elementary School Instruction, Fundamentals of Speech I, and Introduction to Sociology.

5. The rankings of the Departments in order of difficulty for the entire group are: English, Education, Psychology, Speech, History and Government, Geography, Mathematics, Modern Languages, and Commerce. For the other Departments, refer to Table XIV.

6. The departments which caused the men the most trouble are: English, Modern Languages, Physics, Sociology and Economics, Commerce, Latin, Chemistry, Industrial Arts, and Health.

7. The departments which caused the women the most trouble are: Education, Psychology, Geography, History and Government, Mathematics, Agriculture, Art, and Music.

8. The Speech Department is considered about equally difficult by men and women.

9. The Contributing factors causing difficulties with courses in order of frequency of mention are as follows: 'Inadequate subject background', 'lack of time for assignments', 'no interest in the course', 'neglect of assigned work', 'personality of instructor', 'too few tests and too much emphasis placed on those given', ' "blew up" on examination,' and 'feeling of inferiority after first failure'.

10. The chief factor in causing difficulties, as given by new freshmen students, is given here in order of frequency

of mention: 'inadequate subject background', 'no interest in the course', 'lack of time for assignments', 'personality of the instructor', 'neglect of assigned work', ' "blew up" on examination' and 'too few tests'.

11. Of the factors suggested, 'could not follow lectures', and 'poor text book' were considered the least important.

12. The chief causes of difficulty in the English Department are: 'inadequate subject background', 'lack of time for assignments', 'personality of the instructor', 'no interest in the course', 'neglect of assigned work', '"blew up" on examination', and 'too few tests and too much emphasis on those given'.

13. The principle causes of difficulty in the Education Department (mostly Freshman Survey) are: 'no interest in the course', 'inadequate subject background', 'lack of time for assignments', 'too few tests' and 'neglect of assigned work'.

14. The principle causes of difficulty in the Psychology Department are: 'inadequate subject background', 'no interest in the course', and 'too few tests and too much emphasis on those given'.

15. The principle causes of difficulty in the Speech Department are: 'inadequate subject background', 'no interest in the course', 'neglect of assigned material', and 'personality of the instructor'.

16. The principle causes of difficulty in the History and Government Department are: 'no interest in the course', 'lack of time for assignments', 'inadequate subject background', and 'personality of the instructor'.

17. The principle causes of difficulty in the Geography Department are: 'personality of the instructor', 'lack of time for assignments', 'inadequate subject background', and 'no interest in the course'.

18. The principle causes of difficulty in the Mathematics Department are: 'personality of the instructor', 'too few tests and too much emphasis placed on those given', 'no interest in the course', 'neglect of assigned work', and 'could not follow lectures'.

19. The principle causes of difficulty in the Modern Language Department are: 'lack of time for assignments', 'neglect of assigned work', 'inadequate subject background', and 'no interest in the course'.

20. The principle causes of difficulty in the Commerce Department are: 'lack of time for assignments', '"blew up" on examination', 'inadequate subject background', and 'neglect of assigned work'.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

By means of the analyses made in Chapters IV and V, many facts in regard to the adjustment problems of new freshmen students at Kansas State Teachers College have been made available to the interested reader. In the present chapter an attempt will be made to state the conclusions and from them to make generalizations which may be expected to apply with reasonable certainty to other groups of new freshmen students. It is hoped that these generalizations may be of some administrative value in dealing with the initiation of new freshmen students to college life and the inherent problems therein. On the basis of the conclusions drawn, such recommendations as seem to be warranted will be made.

A. Conclusions

1. Referring to the first hypothesis in the introduction, the following conclusions can be drawn by way of verification: Conclusive proof has been offered to show that all students are not confronted with the same problems in making the necessary adjustments to college life at Kansas State Teachers College. Twenty-four different problems suggested in the check list were included by new freshmen students as factors in adjustment (Table VII, page 36). The largest number confronted by any one problem was

53.1% of the entire group. This group was handicapped because of 'inability to budget time'. Nine other problems were felt by more than 25% of the new students. The other problems are: 'confusion in selecting courses', 48.7%; 'attempting to do too many things' 36.2%; 'time taken for self support', 32.2%; 'indifference of instructors', 31.3%; 'too many required subjects', 29.4%; 'insufficient funds', 29.4%; 'impersonal nature of classes', 27.8%; 'higher standards of work', 27.5%; and 'slow reading habits', 26.2%.

Of the complete list of twenty-four suggested problems, there were only six not included by at least ten percent. They were: 'failure to make friends', 'physical defects', 'required over-participation in athletics or other activities', 'fraternities and sororities', 'excessive parental protection', and 'lack of medical care'. In addition to the twenty-four problems suggested, there were twenty-seven other problems named by one or more students. It is not to be expected that all new students who enroll at Kansas State Teachers College can be given the same treatment, be ground and polished on the same old buffer, as it were, and be turned out at the end of one, two, or even four years with the same degree of polish, education, culture, and achievement. Each student is a diamond in the rough, differing in size, texture, hardness, and other qualities, and if subjected to the same grinding process, many of them must, through no particular fault of their own, be placed on the market at the end of the finishing process as cheap and inferior articles.

2. The present economic situation may be responsible for the fact that many young men are in college who would not be here if times were normal. By way of verification of the second hypothesis in the introduction, the facts show that many students are practically forced to earn their way in the world and many are enrolling in college in an attempt to make their way and pick up an education, so to speak, as a sideline. Of the men in the freshmen class, 50.7% are troubled by the item, 'time taken for self support', and 46.1% by the item, 'insufficient funds'. These same two items for women are 19.1% and 17.7% respectively. Students who are attempting to work their way through school and who are faced by financial difficulties should be given special consideration before being forced to drop from school because of failure in academic subjects.

3. By way of verification of the third hypothesis as given in the introduction, namely: That in large groups of students there are certain common characteristics that make for unity in the types of adjustment problems encountered, the following facts may be given as evidence. Men have certain common characteristics in meeting adjustment problems, while women have other typical problems which they must meet. (See Tables X, Page 43; XII, page 52; XIII, page 54; XV, page 58; and XVI, page 60). One can predict with considerable accuracy the problems, courses, and chief difficulties which will trouble men as compared with women.

4. The study shows quite conclusively that two students, even though confronted with similar problems, can not be given identical treatment because of the varying degree of intensity with which these problems may be affecting them. For instance, all new freshmen students are required to take certain courses as Rhetoric and Composition, Freshman Survey, Introduction to Psychology, and Fundamentals of Speech I. The results show that of the many problems inherent in any of the above courses, no two students will feel the same problem with the same degree of intensity. For that reason a certain amount of individualization is necessary, or at least should be provided and made available, so that students may secure individual help or assistance when needed.

5. By way of verification of the fifth hypothesis given in the introduction, namely: That courses in which a student enrolls may appreciably influence the adjustment of that student during the first semester's work. The evidence seems to indicate (Table XIII, page 54) that a student could by making certain selections literally "pick his own poison" or else select less difficult courses for at least a semester until he had learned to 'budget his time' or 'learned how to study to good advantage'. The transition from high school to college is a difficult one and the student should not "load up" too heavy the first semester. From a psychological point of view, it would be better for the student to do satisfactory work in sixteen hours of work of medium

difficulty than to do unsatisfactory work in sixteen hours of the "tough" courses.

6. That the inherent difficulties in the various courses are probably reflected in the ease with which a student makes the desired adjustments is shown by an examination of Tables XII, page 52; and XIII, page 54. Certain courses present practically no difficulties for new freshmen students. One may assume that these courses are "easy". The opposite is reflected by those courses which cause difficulty for nearly every one who enrolls.

7. Verification of the seventh hypothesis is shown by an examination of Tables VII, page 36; and VIII page 37. There were forty-six students who specified as one of their problems the item 'cannot find exact standing in class'. Of this group, eleven listed it as their most difficult adjustment problem. It seems that this is an injustice to the students and can be attributed entirely to the indifference or carelessness of the instructor. Such an existing condition is totally unwarranted and should be eliminated. The school can be justified only on the basis of giving instruction to students, and it seems that the students should have a right to know their exact standings at any time.

8. The eighth hypothesis state: The present courses offered to freshmen are not meeting the needs of the students, and because many of the students are forced to take courses in which they are not interested, they fail as a result. An

examination of Table XI shows that the courses which trouble the most students are: Rhetoric and Composition, Freshmen Survey, Introduction to Psychology, and Fundamentals of Speech I. The principal causes of difficulties are: 'inadequate subject background', 'lack of time for assignments', and 'no interest in the course'. The courses named above do not represent something that is alive and full of interest to a new freshman student. It is true they have an ulterior value which may or may not be used later on, but to the new freshman student they evidently represent an irksome task with very little apparent value as far as the present is concerned. If the curricula in these courses were enriched with things that would interest students of an average age of eighteen years, the results would probably justify the means. As shown at present 34.6% of the students list the item 'no interest in the course' as one of the contributing causes for their difficulty with these courses. It is questionable whether a student should be forced to take a course in which he is not interested. Would it not be better to set up a certain standard of achievement for graduation in such courses as Rhetoric and Composition, Fundamentals of Speech, etc., thereby shifting the responsibility upon the student to meet the standard, rather than forcing him to enroll in these courses?

9. The departments which are particularly specified as causing difficulty in respect to the item 'no interest in the course' are: Agriculture, Education, and History and

Government. The item ranks as number one for these departments. The item ranks second in the following departments: Speech, Art, and Chemistry.

10. It was suggested in the introduction that part of the responsibility for one's success in a college must be accepted by the individual student. The difficulties reported by students because of 'neglect of assigned work' are further evidences of that fact. An analysis of the Department Tables shows that this is given as the principal causes of difficulties in the Chemistry Department. It also ranks second in importance in the following departments: Modern Language, Physics, and Latin.

11. Certain departments cause unusual difficulty because of the length of the assignments or because of the time required to prepare the assignments. This is shown to be the chief cause of difficulty in the Commerce Department, the Modern Language Department, and the Sociology and Economics Department. The item ranks second in point of difficulty in the History and Government Department, Geography Department, English Department, and Agriculture Department.

12. The 'personality of the instructor' is listed as a principal cause of difficulty in certain departments. The item ranks first in importance in the Geography Department, Mathematics Department, and the Physics Department.

13. Text books are evidently selected with considerable care throughout the school in courses open to freshmen. Only

5.2% of all the students contributing to the study found any difficulty because of 'poor text books'. Again this low figure may be due to a freshman's inability to criticize a text book.

14. One item that causes difficulty in some courses is 'too few tests and too much emphasis on those given'. A total of 88 students, or 23.9%, listed this as a difficulty. It is evident that when only two or three tests are given in a course, and the student makes a poor showing on those given, he is apt to feel discouraged and disappointed about his marks. This may appreciably affect his whole college work for the semester.

B. Recommendations

It is encouraging to note that many of the difficulties have been anticipated and are being cared for quite satisfactorily by existing agencies. The organization as it now stands, includes the deans, an employment committee, and a group of student advisers from each department to whom the students may go for help. Besides the above named agencies, the school provides for the health of the students through the cooperation of the Health and Physical Education Departments; and for cases of financial difficulties, the school has an available student loan fund for worthy applicants.

The following recommendations are made to include further emphasis on the present program and also some future additions

that might be made:

1. Provision should be made for a trained department of personnel administration. The old saying "an ounce of prevention is worth a pound of cure" applies in a measure to the problems of pupil adjustment. A department of personnel administration could keep in closer touch with new students during pre-registration, registration, and the first few weeks of school. In this way it would be possible to guide many students over a very large number of difficulties, which should eliminate the withdrawal of students at the end of the first four or six weeks.

The proposed program of guidance and personnel administration should include the following:

a. Sufficient training in the technique of budgeting time, the amount of time to be allotted for different items, the importance of budgeting one's time, and how to maintain the budget when once made.

b. The new students should be required to take a special course which would include facts on 'how to study', 'acquiring good study habits', 'taking and filing of notes', 'studying for examinations', and 'importance of neatness in all written work'. This should be given during the first week of school.

c. The program should include a more extensive arrangement for diagnostic and remedial work in developing good reading habits.

d. Provision should be made for checking the work done

by new students at more frequent intervals. It is recommended that new students be required to submit their grades to the personnel department once every two weeks. This will give a check on the work of the students and eliminate some of the carelessness and indifference on the part of some instructors.

2. That courses open to new freshmen students should be checked and analyzed as to the length of assignments, amount of time required for preparation, and the amount of work required in proportion to the credits given. An attempt should be made to "balance" the program for freshmen students, at least during the first semester of the school year.

3. An extension of the investigation concerning academic difficulties is strongly recommended. It would be of considerable value to know the difficulties met by all the students in all of their classes. These data should be available to the several departments concerned.

4. The work of the committee on employment is to be commended, but as long as students are determined to try to work their way through school in the face of the present economic situation, some enlarged facilities should be provided to assist them in finding work. A full time secretary might be provided for this committee, whose duty would consist of spending full time in search of employment for worthy students. A well planned program which set up an objective of enlisting the help and good will of all the business men in town might produce even more openings for student help.

5. Instructors in certain departments should take a check on themselves and see what is the reason for so many students stating they have difficulty with a course because of the 'personality of the instructor'. It might be easier and far more practical for the instructor to adjust himself to the class, rather than to try and have the class make the necessary adjustments to the personality of the instructor. Students are human beings after all and should be shown the same degree of consideration in respect to their personal feelings as is shown by an instructor to a colleague.

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APPENDIX

INSTRUCTION SHEET GIVEN TO FACULTY MEMBERS

The following instructions were given to the faculty members regarding the upcoming semester. It is essential that all members adhere to these guidelines to ensure a smooth and effective academic year. The primary focus should be on maintaining high standards of instruction and student engagement. Faculty members are encouraged to collaborate and share best practices to enhance the learning experience. Additionally, it is important to stay updated on any changes in university policies and procedures. Regular communication and reporting are expected to facilitate the administration's efforts in supporting the faculty and students.

Faculty members should ensure that all course materials are prepared and available at the start of the semester. This includes textbooks, lecture notes, and any other resources necessary for the course. It is also important to establish clear communication channels with students from the beginning. Regular office hours and a responsive email address are crucial for addressing student concerns and questions. Furthermore, faculty members should be prepared to adapt to any unforeseen circumstances that may arise during the semester. Flexibility and a proactive approach to problem-solving are key to successful teaching.

The university is committed to providing a supportive and professional environment for all faculty members. We will provide the necessary resources and training to help you succeed in your roles. It is our hope that you will find this year to be a rewarding and productive one. We look forward to your contributions to the university's mission and to the success of our students. Please do not hesitate to reach out if you have any questions or need further assistance. Your dedication and expertise are valued and appreciated.

SAMPLE OF THE CHECK LIST

DIRECTIONS: If last semester was your first semester in college, fill out this check list. Mark every item that caused trouble for you in your adjustment to college life. Be as accurate and truthful as you possibly can. Ask your instructor regarding any item you do not understand. Tear off this top portion but hand in both parts.

Name _____ Address _____

FOLD CAREFULLY AND TEAR OFF ALONG THIS LINE

I Sex? _____ Age at entrance to K.S.T.C. _____ Color _____
 (To nearest birthday at entrance)
 Graduate of High School? _____ Private School? _____
 Name and location of above school _____
 Approximate number enrolled in above? _____ Classification? _____
 (A, B, or C)
 Sorority member _____ Pledge _____ Active _____
 (Yes or No) (Check the correct item)
 Fraternity member _____ Pledge _____ Active _____
 (Same directions as above item)

II With what problems were you confronted in adjusting yourself during your first semester at K. S.T.C. (Check once (X) all of the problems that troubled you at all; check twice (X) (X) the most troublesome problem for you.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Impersonal nature of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New independence		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time taken for self-support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Living arrangements		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confusion in selecting courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insufficient funds		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Worry about home or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New associates		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excessive parental protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Slow reading habits		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Higher standards of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Failure to make friends		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inability to budget time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of medical care		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Too many required subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of library		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social conflict with study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical defects		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indifference of instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fraternities-sororities		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempting to do too many things						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Restrictions and regulations are excessive						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Required over-participation in athletics or other activities						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cannot find exact standing in classes--fail in a course in which you have not been reported failing or even low						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Others)						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____						

III What college course caused you the greatest difficulty last semester? _____

What were the causes for your difficulty with the course named above? (Check once (X) all the contributing causes; check twice (X) (X) the chief cause.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No interest in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unfair grading		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Faulty methods of note taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personality of instructor		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inadequate subject background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Blew up" on examination		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of time for assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Could not follow lectures		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Neglect of assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poor text book		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Too few tests and too much emphasis placed on those given						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling of inferiority after first failure; hence constant failure in a course as English, Mathematics, etc.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Others)						

IV Would you welcome help from some member of the college staff on the problems checked in II if you knew whom to see? _____

If your answer to the last question is 'yes', please write your name and address. (Not compulsory. If you do sign your name your paper will be considered of a strictly confidential nature.)