

A SURVEY OF FRESHMAN ADJUSTMENT PROBLEMS
AT
OREGON STATE COLLEGE

by
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A SURVEY OF FRESHMAN ADJUSTMENT PROBLEMS AT OREGON STATE COLLEGE

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

A. IMPORTANCE OF THE PROBLEM

In the field of college personnel work, the problem of the adjustment of freshmen to college life is rapidly becoming more and more important. Numerous factors have contributed to this situation, with possibly the foremost among them being the rapid swing to mass education and the popularization of the college idea. As a result we find, each year, an enormous increase in the numbers of young people attending colleges and universities throughout the country.

When one considers the matter of numbers alone, many problems arise which would be insignificant in situations where numbers were not a factor. The individual differences in abilities, in interests, in social and educational background are greatly increased. Many educational institutions have become so congested that educational efficiency has been greatly impaired, and the numbers of students eliminated through scholastic failure and other forms of maladjustment have been greatly multiplied.

In 1932, eighteen per cent of the total group of young people of college age in the United States were enrolled in institutions of higher learning, while two decades earlier

only 3.6 per cent of the group were in attendance (17:2)*. The number of college students increased 50 per cent in each decade from 1890-1910; 68 per cent from 1910-1920; and in the decade from 1920-1930 the increase was 82 per cent. A total of 156,756 students were enrolled in institutions of higher learning in 1890; 237,592 in 1900; 355,215 in 1910; 597,857 in 1920; and 1,085,799 in 1930 (II:5-6).

Running parallel with this astonishing increase in the numbers of college students, we find also an alarming increase in the per cent of student mortality. Mrs. Luella C. Pressy (70:I) states that over one-half of the students who enter American colleges fail to graduate. Numerous studies and surveys dealing with this situation in various colleges and universities throughout the country, show that the mortality rate is far the heaviest during the freshman year. For the year ending June 1925 there were 22,600 freshmen enrolled in 38 land-grant institutions in the United States. Of this number 13,258 or 59 per cent, withdrew before completing the regular four-year college course, while 31 per cent withdrew during the freshman year (54:281).

In 1926 the American Association of Collegiate Registrars, realizing the seriousness of the problem of freshman mortality, instituted an investigation of the situation. Seventeen representative institutions in the United States,

* The numbers refer to the references in the bibliography, thus, number 17 refers to reference No. 17 in the bibliography; No. 2 following the colon, indicates the exact page of the reference where the data are found.

numbering approximately 10,300 freshmen, cooperated in the study. The report, which was compiled by J. R. Sage (73:40-48), registrar of Iowa State College, showed that 20.9 per cent of the freshmen who matriculated in the fall of 1925 failed to complete the freshman year. Classifying the individual cases under the heads of voluntary and involuntary withdrawals were students who had scholarship records of average grade or above. The institutions agreed on the following conclusions: that the number of freshman failures is needlessly large; that the causes of such failures, although varied, can and should be determined by each individual institution; and that the most effective means of prevention should be applied.

The figures, secured from a study of the records in the office of the registrar, and presented for clarity in Table I below, are indicative of the fact that the problem of freshman mortality is, likewise, a most significant one at Oregon State College. The mortality rate for each class, as given in the table, includes the number of students eliminated during the year, and also, those who failed to return at the beginning of the sophomore year. Since the mortality rate is gradually increasing and also since the percentages are somewhat higher than the averages cited in the aforementioned studies, it appears that the problem at Oregon State College is certainly one which warrants careful and immediate attention.

Table I

Freshman Mortality Rate at Oregon State CollegeFor The Years 1924-1932

Year entered	:	Number	:	Number	:	Per cent of:
	:	entering	:	eliminated	:	mortality
1924	:	1051	:	331	:	32
1925	:	1073	:	319	:	30
1926	:	1086	:	340	:	31
1927	:	1095	:	387	:	35
1928	:	1075	:	354	:	33
1929	:	1027	:	386	:	38
1930	:	1005	:	442	:	44
1931	:	852	:	409	:	48
1932	:	521	:	211	:	41

It is evident that an unusually large number of factors enter into the problem of student mortality, and, by no means, can the college be held wholly responsible for the results. Scholarship records everywhere show that each year many students enter college who lack sufficient mental ability to continue successfully; others are forced to leave because of insufficient funds, poor health, physical defects, and other obstacles which, no doubt, are beyond the control of the college.

Nevertheless, all such factors duly considered, the responsibility of the college does not end when the student has been admitted. It is quite true that a significant number of other factors arise during the period of adjustment which comes after college entrance, which are due to the complex organization of the college itself. It is these factors, the majority of which can and should be eliminated, which cause major concern, and towards which all such investigations as the present one are directed.

Of fundamental importance in aiding the student through this difficult period of adjustment is the knowledge of what problems he is most likely to encounter. Frequently the problems which freshmen consider most vital are, from the standpoint of the faculty, insignificant or even unknown. In order to have a complete understanding of the situation it is necessary to know what these problems are like from the inside, or, in other words, to know in exactly what ways they are experienced by the students. Obviously the most direct source of information is the students themselves. Reflecting this attitude, Dr. William C. Bower (35:7) of the University of Chicago says:

It is of utmost importance that those who are responsible for the conduct of education should know the situations which students face, the issues that are involved in these situations, and the factors that are determinative of the behavior of students in the adjustments which they are called upon to make.

B. PURPOSE OF THE STUDY

This study, then, is an attempt to investigate the existing situation relative to the problems of freshman adjustment at Oregon State College. It is restricted to the determination of the specific adjustment problems which the Oregon State freshmen actually encounter, and the relative frequency of each problem. In addition, the study is limited to the consideration of those factors which affect groups of students as a whole and which can be dealt with by the present plan of personnel administration at Oregon State College. All cases of maladjustment which are serious enough to be classed as abnormal or problem cases are beyond the scope of this study, since they must be dealt with individually by specialists in the particular fields. The study also attempts to isolate some of the contributing factors underlying the problems of adjustment and to evaluate, from the standpoint of the students, the projects designed to aid them during the difficult freshman year.

It is hoped, then, that this survey will furnish data on the following questions:

1. What is the nature of the adjustment problems with which Oregon State College freshmen are most frequently confronted?

2. What is the extent of each problem and to what degree is it of major or minor importance to the student?

3. To what extent are the strictly academic difficulties attributable to particular college courses?

4. What other factors contribute to the academic problems?

5. What is the attitude of Oregon State College freshmen concerning the value of projects designed to aid them in their adjustment to college life?

6. What is their opinion concerning the most needed reforms in their high-school preparation?

CHAPTER II

REVIEW OF PREVIOUS STUDIES

The wealth of educational literature which is being published from year to year reflects the trends in the development of projects and experiments which hold the attention of educators throughout the country. Attesting to the fact that the subject of the present survey is finding its place in the professional literature of the day are the numerous reports of investigations being conducted in many of the representative colleges and universities, and demanding the attention of the most alert minds in the educational field. The purpose, then, of this chapter is to serve as a background for the present study by reviewing the results and conclusions of some of the more recent investigations concerning the problems of student adjustment to college life.

A. GARRETT, M.: ADJUSTMENTS OF NEW STUDENTS AT STANFORD UNIVERSITY

One of the most recent investigations in the field of freshman adjustment and the study most similar to the present one was that made by Mildred Garrett (37) at Stanford University, during the school year 1932-1933. The purpose expressed by Miss Garrett was to determine the fields in which new students at Stanford University, including freshmen and transfer students, found difficulty in making adjustments to the new environment of that institution. The

study was based upon 410, or 68.6 per cent of the total number of 598 new students enrolled at Stanford. A check list, corresponding in part to the one used in the present study, furnished the data on which the results were founded.

This study assumed the following five hypotheses, (37:5-6), all of which were definitely substantiated by the findings:

1. That all students, even though meeting the same entrance requirements, are not confronted with the same problems during the adjustment period occasioned by entrance to Stanford University. Individual differences, characteristic of physical and mental traits, are also expected in the type of adjustments to be made.
2. That there are certain common characteristics of groups of students that make for unity in the types of problems encountered.
3. 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.
4. That new students, even though admitted to the Upper Division in Stanford University must undergo the same period of transition and adjustment faced by freshmen, having to solve many of the same problems which they do.
5. That courses in which a student enrolls may appreciably influence the adjustment of that student during the first quarter's work. All courses, because of different subject matter, difference in method employed, personality of instructor, etc. should not be expected to present the same difficulties to all students. Inherent difficulties in the various courses are probably reflected in the ease with which a student makes the desired adjustments.

In addition to substantiating these hypotheses, Miss Garrett reported the following significant findings:

(1) that even in view of the very careful selection of entrants, and the very high intellectual level of those accepted at Stanford, the three problems presenting the greatest difficulty to the new students are: (a) higher standards of work, (b) inability to budget time, and (c) slow reading habits; (2) that women are less frequently confronted with difficulties because of slow reading habits and higher standards of work, and that social and extra-curricular activities claim their attention more often than do the same things with men.

Among the recommendations made by Miss Garrett, relative to Stanford University, but likewise of interest in the light of the present study are:

1. That provision be made for a more extensive department of personnel administration.

2. That a study be made of the courses to be required of lower division students.

3. That maintenance of high standards in entrance requirements be based on mastery of subject matter rather than specified courses.

Miss Garrett's study is of special interest in that it is wholly an expression of the attitudes of students concerning their own problems. The possibility of its accuracy was increased in that the student responses were entirely voluntary, and also the best possible cooperation was secured

through the sponsorship of the Student Committee of the Associated Students of Stanford University, with the object of bettering the welfare of all Stanford students, both present and future.

B. EMME E. E., ADJUSTMENT PROBLEMS OF COLLEGE FRESHMEN.

A study made by Dr. E. E. Emme (35) of the University of Chicago in 1933 was conducted in a Middle-western church school of five hundred students, involving seventy-three members of a freshman class of one hundred and thirty-seven students. Data secured by means of standardized tests, personal interviews, individual and committee reports, and a check list of problems devised by the students themselves, furnished the information relative to the twofold objective of the study: to discover the areas of experience in which the freshmen found difficulty in making adjustment; and to determine the relationship of the factors of intelligence, neurotic tendency, and socio-economic status to these areas of experience.

The investigation resulted in a list of some 400 different problems, mentioned by the seventy-three students a total of 5959 times. The problems were distributed among nineteen different areas of adjustment, the first six in order of frequency being: problems dealing with courses, religion, teachers, economic conditions, use of the library, and educational guidance and control. Relative to the second objective of the study, Dr. Emme found that socio-eco-

conomic status was highly significant in seven of the nineteen discovered areas of difficulty; that neurotic tendency was highly significant in six of the discovered areas; and that low intelligence was highly significant in but three of the discovered nineteen areas.

Dr. Emme concluded that each student considers his own problems as being unique and significant so that his perspective of the entire college is colored by them; that practically all of the freshman situations call for careful consideration and understanding if the freshmen are to become truly educated in a college; that the freshmen expect and need personal, kindly attention and understanding counsel; that there is a great need for determining the factors which contribute to the problematic situations; and that the nature and distribution of the adjustment problems suggest the need for new academic procedures.

Dr. Emme's study, although involving a limited number of cases, is most extensive in its scope of problems considered. Its greatest value, perhaps, is its exactness and its detailed analysis of the fields of investigation and the individuals concerned.

C. ANGELL, R.C., A STUDY IN UNDERGRADUATE ADJUSTMENT.

A study conducted at the University of Michigan by Dr. R.C. Angell (3), which is similar in scope and in method to that of Dr. Emme's, attempts to investigate student adjustment in all aspects of life. The study was based on 216 undergraduate cases, not restricted to freshmen but heavily weighted with sophomores. The three main areas--academic, social, and life adjustment--were considered. By means of standardized tests, academic records, and personal history records, an effort was made to secure as complete data as possible for each individual before he was interviewed by a psychiatric case worker. All information was summarized and a complete record written for each case.

Dr. Angell's findings indicate that the most common type of student is one who, although socially well adjusted, is mediocre in his scholastic accomplishments, and unsettled in his life orientation. A high correlation was found for life adjustment with both academic and social adjustment, but academic and social adjustment failed to show any degree of correlation with each other. Indicating great differences between the men and women, Dr. Angell found that the women had better backgrounds than had the men; that the academic performance of the women more nearly approached their capacities; that the women suffered less from personal disorganization; and that they were more likely to remain orientated upon a traditional basis. Fraternities and sororities were found to

aid the social adjustment, but interfered with the academic adjustment of the members. To those who were not members, these organizations proved to be a decided mal-adjusting factor socially. The problem of self-support was found to have an adverse influence on social adjustment and self-supporting students, the majority of whom were academically successful, were said to attain this accomplishment in spite of, rather than because of their efforts at self-support.

In the light of these and other findings Dr. Angell concluded that an adequate personnel department, capable of dealing understandingly and sympathetically with students and their problems, is of utmost importance; that psychiatric training for members of the personnel staff is imperative; that a mental-hygiene unit is a most needed addition and that it must be associated with some department already in good favor with the students; that it is necessary to educate the faculty and administrative officers regarding the meaning and value of mental-hygiene work; and that positive interest of the students in the program must be enlisted.

D. KATZ, D. & ALLPORT, F.H., STUDENT ATTITUDES.

Similar in the type of problems considered and in the viewpoint of the authors is the extensive study made by Katz and Allport (51) at Syracuse University in 1926. Data on which the report is based were secured by means of a most

detailed and extensive questionnaire including seventy-five items, thirty-three of which were in the form of scales with carefully graded steps. A number of the items of the questionnaire were concerned with the following subjects: reasons for coming to college; rating and significance of college activities; attitudes towards studies; personal ideals; choosing a vocation; fraternities and sororities; snobbishness in college students; religious beliefs; co-education and moral standards; and honor systems.

Returns from 4,248 questionnaires represent the opinions of students from the colleges of Liberal Arts, Business Administration, Fine Arts, Applied Science, Forestry, Home Economics, and the Graduate School of Syracuse University.

The authors express a three-fold purpose for the study:

(1) to understand more adequately the problems of adjustment between the organized methods of higher education and the human factors involved; (2) to investigate the psychology of modern college students; and (3) to attempt to ascertain the character of attitudes and opinions held by different groups.

Of interest among the many findings of the study are the following: training for a particular vocation rather than cultural betterment was the objective of most students attending college; college studies and daily social contacts were named respectively as the most important factors in college life; evidencing the great necessity for careful guidance, three-fourths of the students reported that at

some time during their college career they had failed to receive needed advice on one or more problems; satisfactory vocational adjustment correlated closely with general adjustment to the college situation; a majority of the students admitted having, at one time or another, accepted unauthorized help in quizzes or examinations, while a minority extenuated or condoned the practice, the motive for which was the unfair grading of professors when a great deal was at stake.

The authors emphasize the fact that the findings report not direct evidence of behavior, but the manner in which students say they think, feel, and act. Recognizing, that in many instances these reports may be rationalizations of behavior rather than actual motive or overt act, the authors hold that these rationalizations are interesting in themselves since they play an essential role in the psychological situation; and that to cope adequately with the problems of adjustment to college life, administrators must have the intimate view of the students themselves.

E. CRAWFORD, A.B., INCENTIVES TO STUDY.

A survey of student opinion, reported by A.B. Crawford (25) in 1929 and based upon questionnaire data from 1500 undergraduates at Yale University, though emphasizing in particular those factors which serve as incentives to study, is closely related to the larger problem of adjustment. It considers the relation to college success of such factors as

the following: environment; economic status; occupational purpose; participation in student activities; purpose in attending college; and others. The findings, which are in accordance with other studies, emphasize the following points: that seriousness of the student's purpose strongly influences academic motivation and thereby aids his accomplishment; that colleges themselves have failed to meet their own problems squarely, and that emphasis must be changed from acquiring "credits" by exposure to this or that subject, to the content and nature of certain studies with attention to the students' attitude; that the development of the right intellectual attitude is the most important function of the freshman year and that, consequently, more importance and value be placed upon freshman counseling.

F. PRESSY, L.C., SOME COLLEGE STUDENTS AND THEIR PROBLEMS. ✓

Somewhat different in its method of approach is the report of Mrs. Luella C. Pressy, (70) of Ohio State University. Mrs. Pressy has described very concretely the problems of forty college students representative of all four classes, the majority of whom were members of a "rehabilitation" class concerned with methods of study which she had conducted for some five years. A brief case study method was used, information having been secured thru numerous personal interviews, standardized tests, academic records, interviews with parents, and physicians' reports. Her purpose was to determine the nature and importance of the outstanding problems of college adjustment, so that practical means of

of college adjustment, so that practical means of prevention might be more successfully adopted. Mrs. Pressy classified the problems considered under the following heads: health problems, study problems, family problems, social problems, moral problems, and vocational problems. The illustrative cases which she reports are exceedingly varied and such as would be found in any college or university, large or small. The fact is emphasized that the cases considered are neither abnormal nor morbid, but that they are essentially normal young men and women who, because of various unfortunate circumstances, found themselves in difficulty.

Mrs. Pressy concludes that the great majority of students could be helped, once the causes of their difficulties are sympathetically understood; that a large proportion of students could work out their own salvation once they saw clearly the nature of their problems; that the majority of such difficulties can be prevented by entirely practical means; that by an adequate program of student welfare, the high rate of student mortality could be very largely reduced. Finally Mrs. Pressy makes the following three suggestions concerning major possibilities for prevention: (1) provide the student with adequate information concerning the situations which cause distress by presenting, early in his career, adequate courses covering material dealing with such matters; (2) provide a student counselor whose business is to study student problems and deal sympathetically with them;

and (3) make an effort in connection with social problems to deal constructively with student social life. Mrs. Pressy's study is of value since, in addition to presenting the various fields of student problems, she also suggests practical remedial and preventive measures for each type of problem encountered.

G. EDWARDS, R.H., ARTMAN, J.M., & FISHER, G.M.: UNDERGRADUATES

In 1928, Edwards, Artman, and Fisher (33) made a study of twenty-three American colleges and universities regarding the problems of the various aspects of undergraduate life and interests. The information, which was secured by means of over 1,100 personal interviews, gave the reactions of college students, college presidents, deans, athletic coaches, faculty members, and others relative to the existing conditions and problems which undergraduates are facing. The study, which considered all types of personal, social, and moral adjustment problems, was limited, in particular, to the study of the influence of all aspects of the various problems on the morale of the students of the universities considered. The influences and conditions affecting the moral character of undergraduates were considered under the following heads: environment; student groupings; extra-curricular activities; athletics; relations of men and women; honor systems; religious agencies; the faculty; and the administration. No generalizations were made from the information gathered and no conclusions were drawn;

however, the study makes a valuable contribution in that it presents the opinions of so many different types of persons in the colleges and universities. Including as it does, numerous verbatim responses, the study stimulates the desire for, and emphasizes the need of, a closer scrutiny of student problems.

H. BRAGDON, HELEN: COUNSELING THE COLLEGE STUDENT.

The study made by Helen Bragdon (15) attempts to deal with the problems and process of counseling. The emphasis of the study is placed on the actual technique of counseling and the consideration of these problems which, for their solution, demand individual consultation between the student and some official representative of the institution. Her field of reference is limited to the woman's college, especially the Liberal Arts college. Her primary sources of information, upon which the report was based, were the following: a questionnaire filled out by 215 freshmen women a few weeks before the end of their freshman year; an analysis of the problems as stated in 171 conferences with sub-freshmen girls illustrative of the bewilderment of students during the opening days of college; and an analysis of the problems as stated in 150 unselected student interviews held in five different women's colleges.

The items of the questionnaire furnished data on the following points: background of the student, including parents' nationality, parental occupations, and parental education; the character of the student's pre-college education,

the attitude of the home regarding her college education; the student's statement of her purpose in coming to college; and the student's estimate of the most important thing which the year had brought to her. The sub-freshman interviews revealed the most frequent problems to be those included in the following classifications: unsatisfactory personality; no definite plans about college studies; lack of purpose in coming to college; heavy responsibility for self-support; unsatisfactory health record or habits; limited activities or limited freedom before coming to college; distinct difficulties with certain studies; too strong home ties; background unsatisfactory for probable college success. The problems analyzed in the 150 student interviews were designated under the following classifications: educational guidance; home conditions; health; living conditions; personal and personality problems; regulations; student activities; and vocational guidance.

An interesting fact which is not considered in any of the other studies reviewed is revealed in Miss Bragdon's study. Her findings report that of the problems revealed in the 150 interviews, 89 proved to be stated accurately by the student at the beginning of the interview, while 61, after interviewing proved to be problems entirely different from the ones which the students had designated. Other significant facts revealed by the findings were: (I) that a considerable number of new problem factors accumulated when the

disguised problems were clearly revealed; (2) that personal and personality problems occupied the first place among both the problems as reported and the problems as revealed, and that there was an increase from 19.6 per cent to 43.2 per cent in the number of these problems after interviewing, showing that personal and personality problems are not apt to be reported as such; (3) that problems of educational guidance decreased from 39.3 as stated to 17.3 after interview, indicating that problems of educational guidance are more apt than others to be problems in disguise; (4) that vocational guidance problems tend to remain as stated with little change; (5) that in the problems revealed after interviewing there was a significant addition of home problems; (6) that problems reported as those of living conditions or of regulations and penalties were frequently problems in disguise and suffered a decrease of about four per cent. Finally Miss Bragdon concludes that the trends indicate three present functions of personnel officers dealing with counseling problems: (a) to consider a problem as reported; (b) to decide as the interview proceeds, whether or not the problem reported is the real problem; and (c) to discover and deal with new and disguised problems revealed.

I. MINOR STUDIES.

A number of other studies which have attempted to view the problem from the standpoint of student opinion, though somewhat more limited in scope, are not without value and must not be disregarded. As early as 1917 Julius Boraas (13) attempted to obtain from the students at St. Olaf College an expression of what they considered the difficulties of their freshman year. One hundred thirty-seven students (99 sophomores and 38 juniors or seniors) were asked to write down the problems which they considered the most difficult ones in their experience as freshmen. The total list was compiled and the same students were asked to rate the problems in order of difficulty. All of the problems were classified under two headings: those connected with classes and studies; and those related to the nature of college life. The findings, which were in agreement with other studies, evidenced a great need for careful guidance and understanding of freshman problems.

Another study based likewise on direct student opinion, was made by G.H. Smeltzer (76) of Ohio State University. One hundred twenty-nine students, equally divided among the four classes, representing the College of Liberal Arts, the Teachers College, and the College of Commerce assisted in the study and compiled a list of 281 difficulties. This list, after careful selection and combination was reduced to 20, and then submitted to 721 students who ranked the problems in order of

importance. Of significance in the findings of this study is the fact that many of the problems which the students themselves considered handicaps are remedial if the colleges take the time and effort to study what they are and how they may be treated. It was found that students ranked difficulties related to instruction as of greater importance than those concerning themselves or of the administration.

A study made by George W. Hartmen (43) at Pennsylvania State College in the spring of 1932 involved 100 sophomores (43 men, 57 women). The students were asked to list no less than five and no more than ten major life problems which caused them definite emotional concern and which demanded their best intellectual effort. After careful consideration, twenty-nine distinct types of problems emerged. The list was studied from the standpoint of three different classifications: the order of frequency; the proportion of first mentions to the total number of mentions; and relative importance when all rankings were considered. In all three classifications, problems related to vocations and to personality development stood at the head of the lists.

In the spring of 1927, Lester Raines (72) of Ohio State University made a study of 125 college students, fifty-nine from a small, rather rigid denominational college, and sixty-six from a larger university, sixty per cent of the whole group being freshmen. Information was gained by means of a questionnaire which asked this question: "If you were compiling a manual for freshman week, what items would you in-

clude which you would liked to have known when you entered college? Be specific." The two leading items about which the students were most perplexed were: (1) fraternities and sororities, and (2) faculty and student relationships. The responses of the two groups corresponded so closely that it was considered unnecessary to report them separately. Mr. Raines concluded that handbooks do not suit the needs of students to the fullest extent, and he also suggests that before proceeding with the elaborations of freshmen week, we ask the sophomores concerning the questions which puzzled them as entering freshmen.

During the year 1926-1927, at New Jersey State Normal School, Dr. D.H. Sperle (77) made an investigation of students' opinions concerning their own difficulties. Information, secured by means of a questionnaire given to freshmen classes in Introduction to Teaching revealed the following to be the three outstanding problems: thoughtless use of time; lack of skill in using aids to more effective study; and reading ability inadequate to meet the demands of the institution.

Informal in manner and simple in treatment is the brief study of Jessie A. Charters (20) compiled over a period of years from an aggregate of over 1400 anonymous letters and papers from college students in her classes. Dealing chiefly with problems of religious experience and personality adjustment, the author presents in many instances, the exact responses of the students concerned, thus giving most authentically their personal reactions to numerous adjustment difficulties.

Three other studies, those of Karl A. Menninger (64), Zoe E. Leatherman (58), and R.A. Brotemarkle (16) may be cited as having a slight, though interesting, bearing on the subject of the present survey, in that the general findings agree with the trend of the findings of the other studies reviewed, namely: that serious adjustment problems, for the most part, are remediable and the majority can be prevented by means of careful counseling and guidance; that students can do much to alleviate their own difficulties, if, through sympathetic counsel, they are aided in understanding the troublesome situations. The three studies mentioned herewith, are not reviewed in detail, since emphasizing, as they do, the problem cases and the abnormal trends, they fall beyond the scope of the present study. They hold much of interest however, for anyone wishing to investigate the field at large.

The survey of literature discussed in this chapter, and much more which was read but cannot be included because of too great divergiment in method, scope, and objective has contributed much to the present study. The technique of the numerous studies bears evidence of the weight of importance put upon the method of securing information from the standpoint of the students themselves. With this information as a background it is possible to note differences and similarities in the local situation at Oregon State College as compared with that of other colleges and universities where similar studies have been made.

CHAPTER III

DESCRIPTION OF EXPERIMENTAL PROCEDURE

A. INITIATION OF THE INVESTIGATION.

The initial suggestion for conducting such an investigation as the one reported in this study came through the advice of Dr. C. Gilbert Wrenn, Assistant Registrar of Student Personnel at Stanford University. A study of freshman adjustment problems having been made recently on the Stanford campus (37) it was deemed both interesting and valuable to have a similar study made at an institution representing an entirely different type of school. By so doing material would be available by means of which comparisons and contrasts might be made, which would be of value to each institution in isolating those problems peculiar to its own organization. The desire of the writer to study this particular subject resulted from interest and experience in the work of dean of girls where a major part of the time is devoted to the discovery and treatment of various problems. In addition, a firm belief in the importance of the problem itself strengthened the desire for the investigation.

B. METHOD OF INVESTIGATION.

Permission was secured through Dr. Wrenn to use the same check list of difficulties as was used in the Stanford survey. The list, having been tested and found adequate, was entirely applicable to the local situation with only minor changes and revisions.

In using the Stanford check list, the writer made two major additions, one being definitely related to the specific conditions concerning freshman adjustment on the Oregon State campus; the other serving as a means of evaluating certain phases of the student's high-school preparation. Since a number of carefully planned projects, intended to aid the freshman in his adjustment to college life, are incorporated in the plan of freshman personnel work at Oregon State College, it was judged by the writer that a survey dealing with the problems of freshman adjustment would be quite incomplete without an evaluation of such projects by the freshmen themselves. In addition, since it is an accepted fact that many of the elements which prove to be obstacles to the freshmen during their first year of college may be traced to the period of high-school preparation, it seemed advisable to get the opinions of the freshmen regarding the recognized weaknesses of this preparatory training.

The check list having been completed, the method to be used for securing the information from the students was the next point for consideration. The plan of distributing the questionnaire by mail, with the request that it be returned, did not seem advisable to the writer, since the average student, so busily occupied with such a great variety of things, might tend to neglect the matter, consequently reducing the percentage of returns. Therefore, a more direct method and one presenting more assurance of sufficient returns was adopted: that of administering the questionnaire in specific

classes.

Through information secured in the office of the registrar, it was found that a great majority of the freshmen were registered in the third term classes of English composition, since it is a course required of all freshmen. Consequently, arrangements were made with the members of the English department to have the questionnaire given to all students in these classes, with sufficient explanation to acquaint them with the nature and purpose of the survey. In order to insure the minimum amount of interruption to the program of the English department, also to enable each student to give careful, thoughtful consideration to the questions asked and to avoid the risk of snap judgments and hurried responses under pressure of time, the students were asked to keep the check lists until the next class period. Although no compulsion was involved, it was requested that the matter be regarded as seriously as would a piece of required work. Their interest and cooperation was enlisted from the standpoint of its being an opportunity for them to aid in the betterment of the welfare of all Oregon State students both present and future.

C. EFFORTS MADE TO SECURE ACCURATE INFORMATION

In order that the information for this survey be as accurate as possible, the following three points of technique were incorporated into the study: (I) it was believed to be advisable to contact the freshmen during the latter part of their freshman year, rather than at an earlier period, since

at this time they could view the year's experience in approximately its entirety, and could see it more clearly than at some later period such as the beginning of the sophomore year, when other experiences would have entered in. Then too, at such a time the progress of the year could be reviewed reflectively, the problems and difficulties being recent enough to be accurately reported and yet not be accorded an undue amount of emphasis as might be the case at the actual time of occurrence; (2) it was believed to be conducive to the best results to obtain voluntary response on the part of the students, rather than compulsory response as more genuine cooperation is attained under such conditions. Consequently, although urged to cooperate to the fullest extent by returning the questionnaires, the students were not required to do so; (3) it was believed to be the best policy to permit the students to return the questionnaires without revealing their identity, as more wholehearted response could be expected by means of anonymous replies. Should there be strong feeling on the part of the students regarding any of the items of the questionnaire, any means which would insure identification might also have an adverse influence on the frankness of the response.

D. TREATMENT OF THE DATA

The data having been collected, the task of arranging and classifying the material in a systematic manner was the next point for consideration. First, in determining the adequacy of the sampling, the number of students participating in the study was considered and this number compared with the

total number of freshmen enrolled at the time the study was made. The data were then classified according to the sex of the students and the results recorded on a percentage basis, giving the probable error of each. Next, the responses to all of the preliminary questions preceding the main body of the questionnaire were tabulated and the results recorded in a similar manner.

The four main divisions of the questionnaire were each given separate treatment, responses first being tabulated on the basis of sex and then recorded in terms of percentages and probable errors. The classifications on which comparisons were to be made for the complete analysis of the data were then determined, and the questionnaires were then treated with these classifications as the basis for further tabulations and recordings of results. Where comparisons were made, probable errors and differences were computed in order that the results might be accurately interpreted. The two formulas given by Holzinger for computing the probable error of a percentage frequency and for computing the probable error of the difference of two percentage frequencies were used for these computations. A careful analysis of the separate divisions of the questionnaire is reported in Chapter IV of this study.

CHAPTER IV

ANALYSIS OF RESULTS.

A. CHARACTERISTICS OF EXPERIMENTAL GROUP.

Before proceeding with a detailed analysis of the four main divisions of the questionnaire, a number of interesting characteristics of the group studied are revealed in an examination of the responses to the preliminary questions. These questions sought information on such matters as the following: age and sex of the student; number of years he was out of high-school before entering college; employment during this time; and attendance in high-school prior to college entrance. A discussion of the findings of this section of the questionnaire is considered necessary as a background and as a means of understanding the actual composition of the group studied.

From the records in the office of the registrar it was found that 461 students were registered as freshmen at Oregon State College at the beginning of the third term of the school year 1933-1934. Of this number, 333, or 72.3 per cent, contributed to this study by returning the check lists. Of the total number registered 271 were freshmen men and 190 were freshmen women. Considering the experimental group in the light of this classification, we find that 190, or 70.1 per cent of the total number of freshmen men and 143, or 75.3 per cent of the total number of freshmen women are represented in this survey. It is believed that this percentage is as representative as could be expected when the participation

on the part of the student was not compulsory. These figures are more clearly presented in Table II below:

TABLE II

Number and Percentage of Students Participating
in the Survey

	No. of fresh- men at O.S.C.: third term 1933-1934.	No. of fresh- men participat- ing in the study:	Per cent of all freshmen contributing.
Men	271	190	70.1±1.9
Women	190	143	75.3±2.1
Total	461	333	72.3±1.4

A comparison of the group which contributed to the study with the total freshman enrollment is further indication that the group studied may be accepted as being representative of the entire group. The relative proportions of those studied are found to be very similar to the relative proportions of the entire group, again indicating that the sampling is adequate. Of the 461 freshmen registered we find that 58.8-1.6 per cent are freshmen men, while 41.2±1.6 per cent are freshmen women. Similarly, 57.1±1.8 per cent of the experimental group are freshmen men, while 42.9±1.8 per cent are freshmen women. There is a difference of 1.7±2.4 per cent in the proportions of men and also of women; however, this difference

in the case of the men is in the direction of the entire group, while in the case of the women it is in the direction of the group studied. These figures are presented in their entirety in Table III below:

Table III
Comparison of Group Studied with
Total Freshman Enrollment

	Freshmen Enrolled		:	Freshmen contributing to study		
	No. :	%	:	No. :	%	: Diff.
Men	271 :	58.8±1.6	:	190	: 57.1±1.8	: 1.7±2.4
Women	190 :	41.2±1.6	:	143	: 42.9±1.8	: 1.7±2.4
Total	461 :	100	:	333	: 100	:

The comparative ages of the students studied is a factor to be considered in the presentation of a true picture of the group involved. We find very little difference in the mean ages of the freshmen men and freshmen women, but a considerable range of individual ages is revealed. The range of the entire group is from 15 years to 28 years, or a total of 13 years. Table IV gives the data on the age distribution of the 333 students included in this study.

TABLE IV

Distribution of ages

Age	Men	Women	Total
28	1		1
27		1	1
26			
25	1	1	2
24			
23	2	3	5
22	6		6
21	7	5	12
20	23	8	31
19	47	20	67
18	75	54	129
17	27	47	74
16	1	3	4
15		1	1
M.	18.7	18.3	18.5
S.D.	1.5	1.7	1.6

An analysis of the data concerning the educational background of the students who contributed to the study reveals many facts of interest which are characteristic features well worth consideration. We find a total of 119 different preparatory schools represented by the group indicating an average of 2.8, or less than 3 individuals per school. Only two, or 1.7 per cent of the schools are private schools, while 117, or 98.3 per cent are public high-schools. We find that, also, 59, or 17.7 per cent, of the group had their pre-college preparation in the local high-school at Corvallis, while Portland, having the largest school population of all the cities in the state, is represented by 75, or 22.5 per cent of the group. Seventy-six schools are represented by one student each, while seventeen schools have two students each, and ten schools have three students each. Thirty out-of-state schools, or 25.2 per cent of the total number, representing ten states, claim 34 students, or 10.2 per cent of the group.

These data present an interesting contrast to the data presented in the Stanford study, where we find 151 different preparatory schools represented, of which, 43, or 28.5 per cent are private schools, and 108, or 71.5 per cent are public high-schools. Again where we find 59 students representing one school in this present survey, the greatest number of students from any one school considered in the Stanford survey is 17. In contrast to the 76 schools represented by one student each, as the data in the present study show, we find in the Stanford survey 103 schools each having but one representative.

Another significant element, and one which is possibly suggestive of a causal factor in the problems of student adjustment, is the number of years elapsing between graduation from high-school and registration in college. A study of the answers made to that question shows that 126 students, or 37.8 per cent, of the group studied were out of high-school from six months to nine years before they entered college. Of this number 85, or 44.7 per cent of the men, and 41, or 28.8 per cent of the women were included. Further analysis of the data regarding this question shows that 73 or 85.9 per cent of the 85 men, and 24, or 58.5 per cent of the 41 women were gainfully employed during the lapse of time between their graduation from high-school and their registration in college. This fact no doubt, may be interpreted as an effort on the part of these students to prepare themselves financially to meet the demands of their college course, and in addition, these findings probably have a bearing on the necessity for self-support after entering college. These figures are presented in detail in Table V.

Table V

Time Intervening Between High School Graduation
and College Entrance of Group Studied

Lapse of time	Men			Women			Total	
	No.	:	%	No.	:	%	No.	%
9 years	1	:	0.5	1	:	0.7	2	0.6
8 "	1	:	0.5	0	:	0.0	1	0.3
7 "	0	:	0.0	0	:	0.0	0	0.0
6-6½ "	1	:	0.5	1	:	0.7	2	0.6
5 "	2	:	1.1	2	:	1.4	4	1.2
4 "	6	:	3.2	1	:	0.7	7	2.1
3-3½ "	8	:	4.2	3	:	2.1	11	3.3
2-2½ "	20	:	10.8	7	:	4.9	27	8.1
1-1½ "	37	:	19.5	20	:	14.0	57	17.1
6-11 months	9	:	4.7	6	:	4.2	15	4.5
0	105	:	55.3	102	:	71.3	207	62.2

B. NATURE AND EXTENT OF THE ADJUSTMENT PROBLEMS OF OREGON STATE COLLEGE FRESHMEN.

In section II of the questionnaire the following question was asked: "With what problems were you confronted in adjusting yourself during any or all of your first three quarters at O.S.C.?" The list of nineteen possible difficulties incorporated in the Stanford study was used, as well as one additional item. Since the students represent numerous schools which differ widely in size and type, they come to college with preparatory training which is extremely varied. It is logical, therefore, to assume that the lack of an adequate general background for college work would be a disturbing factor to those students whose high-school training had not been of the best quality. This possible difficulty, then, was added to the original 19 difficulties of the Stanford study, making a total of 20. Space was also provided for the student to suggest any additional problem confronting him. Directions for replying to the questions were given as follows: "Check once the problems that troubled you at all; check twice the one most troublesome for you." In this way, in addition to determining the prevalence of any particular problem, it was also possible to realize the degree of seriousness with which the problems were felt by the individual students.

A tabulation of the results in answer to this question reveals many facts of interest, and suggests possible points

Table VI

Adjustment Problems of Oregon State College Freshmen

	Major			DEGREE OF IMPORTANCE			Total		
	Rank	No.:	%	:Rk.	No.:	%	:Rk:	No. :	%
Inability to budget time	: 1	: 59:	17.7±1.4:	1	:104:	31.2±1.2:	1:	163:	48.9±1.8 :
Higher standards of work	: 4	: 19:	5.9±0.9:	2	: 95:	28.5±1.7:	2:	114:	34.4±1.8 :
Slow reading habits	: 3	: 21:	6.0±0.9:	3	: 76:	22.8±1.6:	3:	97:	29.1±1.7 :
Insufficient funds	: 2	: 26:	7.8±1.0:	5	: 54:	16.2±1.3:	4:	80:	24.0±1.6 :
Confusion in selecting major	: 7.5:	11:	3.3±0.7:	4	: 59:	17.7±1.5:	5:	70:	21.0±1.6 :
General background inadequate	: 6	: 17:	5.1±0.8:	9	: 41:	12.9±1.2:	6:	58:	17.4±1.4 :
Indifference of instructors	:11	: 6:	1.8±0.5:	6	: 48:	14.2±1.3:	7:	54:	16.2±1.3 :
Time taken for self-support	: 5	: 18:	5.4±0.8:	12.5:	34:	10.2±1.1:	8:	52:	15.6±1.3 :
New associates	:14.3:	4:	1.2-0.4:	7	: 47:	14.1±1.3:	9:	51:	15.3±1.3 :
Use of library	:14.3:	4:	1.2±0.4:	8	: 43:	12.9±1.2:	10:	47:	14.1±1.3 :
Too many required subjects	: 9	: 8:	2.4±0.5:	11	: 37:	11.1±1.1:	11:	45:	13.5±1.3 :
Impersonal nature of classes	:11	: 6:	1.8±0.5:	12.5:	34:	10.2±1.1:	12:	40:	12.0±1.2 :
New independence	:19	: 2:	0.6±0.3:	10	: 38:	11.4±1.1:	13:	40:	12.0±1.2 :
Living arrangements	:14.3:	4:	1.2±0.4:	14	: 30:	9.0±1.1:	14:	34:	10.2±1.1 :
Social conflict with studies	:11	: 6:	1.8±0.5:	15	: 27:	8.1±1.0:	15:	33:	9.0±1.1 :
Miscellaneous	: 7.5:	11:	3.3±0.7:	18.5:	19:	5.7±0.9:	16:	30:	9.0±1.1 :
Fraternities or sororities	:17	: 3:	0.9±0.3:	16	: 23:	6.9±0.9:	17:	26:	7.0±1.1 :
Lack of student activities	:20	: 1:	0.3±0.2:	17	: 22:	6.6±0.9:	18:	23:	6.9±0.9 :
Worry over home or family	:17	: 3:	0.9±0.3:	18.5:	19:	5.7±0.9:	19:	22:	6.6±0.9 :
Failure to make friends	:17	: 3:	0.9±0.3:	20.5:	4:	1.2±0.4:	20:	7:	2.1±0.5 :
Lack of medical care	:21	: 0:	0	:20.5:	4:	1.2±0.4:	21:	4:	1.2±0.4 :

for further consideration. Table VI presents the data on this section of the questionnaire; the items having been arranged in descending order of the total number mentioning a particular problem. The percentage of students naming each item as a problem is given, as well as the percentage marking each as of major or minor importance. In order that the analysis may be more complete the rank of specific items on the basis of major and minor significance is also given.

The item which stands out more highly significant than all of the others, and the problem which presents difficulty to the largest percent of Oregon State College freshmen is the "inability to budget time"; 48.9 ± 1.8 per cent of the entire group indicating it as a real problem in adjustment. The fact that approximately one-half of the entering freshmen find difficulty in making a satisfactory adjustment to college life because of their inability to budget their time properly is a matter well worth the careful consideration of those responsible for the adjustment of the freshmen to college society and curriculum. It is also interesting to note that this problem, regarded as the most serious by the greatest number of students, is to a large degree remediable. The second item in rank, "higher standards of work", which is named as a difficulty by 34.3 ± 1.8 per cent of the students, suggests numerous questions concerning the standards of work done in the high school and also indicates the necessity of comparing these standards with those required of freshmen in the colleges and universities. The

difference in the percentages of the first and second items, 14.6 ± 2.5 , is statistically significant. Item #3, "slow reading habits", named by 29.1 ± 1.7 per cent of the students, is also a problem that is remediable and one towards which much effort is now being directed by the personnel department in many institutions. Item #4, "insufficient funds", follows closely with a negligible difference, and item #5, "confusion in selecting a major", follows #4 with a difference of 3.0 ± 2.3 which is not significant. The next problem in rank order, "general background inadequate", was named as a difficulty by 17.4 ± 1.4 per cent of the students. Here again we find questions arising concerning the quality of the work done in the preparatory schools and also the standards expected of the freshmen by the higher institutions. Beginning with item #6 the items follow each other very closely, the differences between the ranks being insignificant until the last two items of the list are reached. "Failure to make friends" was mentioned by only 2.1 ± 0.5 per cent of the students, showing a difference of 4.5 ± 1.0 from the preceding item. The last item in rank was "lack of medical care" with only 1.2 ± 0.4 per cent of the students naming this as a cause of maladjustment. This result is probably evidence of the fact that the college health service and the physical education department, whose duty it is to care for the general health of the students are functioning very satisfactorily, or that the general health of the students

is such that little medical care is necessary. Thirty students, or 9.0 ± 1.1 per cent of the group, named problems other than those in the list of 20; these have been recorded as item #16, "miscellaneous problems", and have been treated in the same manner, as have the other items of the list. Between the first item and the last item in rank order there is a difference of 47.7 ± 1.8 per cent. These differences in individual items are strongly indicative of the fact that all students are not confronted with the same problems when making the adjustments necessary to college life, and that there is a great need, therefore, of more careful and individual treatment.

The percentage of students designating each item as a problem of major importance is recorded in the column headed "major", while the percentage mentioning the problem at all is recorded in the column headed "minor". We find a great difference in the importance attached to specific problems, and again "the inability to budget time" ranks first with 17.7 ± 1.4 per cent of the students naming it as a major problem. "Insufficient funds" which ranked fourth in order of frequency of mention, ranks second in this classification with 7.8 ± 1.0 per cent of the students naming this as a major problem. Between these items of first and second rank there is a difference of 11.8 ± 1.7 which is statistically significant. "Slow reading habits", which ranked third in order of frequency, is also third in rank

in this classification of major problems of adjustment for the experimental group. "Higher standards of work", which was second in order of frequency, drops to fourth place in the problems of major importance. "Time taken for self-support", and "general background inadequate" follow in order with little difference noted in the percentages between them and the preceding item. The remaining problems in the list drop into insignificance as major problems of adjustment, each one being noted by less than 4 per cent of the group. It is interesting to note that every item, with the exception of one, "lack of medical care", was named as the most difficult problem by at least one student, and eleven other problems not included in the list were mentioned by 3.3 ± 0.7 per cent of the students replying to that question. These findings emphasize the fact that the students are confronted with different problems, and also that the degree of seriousness of the problem differs widely with individual students, again showing evidence of the need of careful personnel procedure.

The percentage of students naming the individual items as problems of minor difficulty differs considerably from the list of major problems. We find smaller differences between the individual items with no one problem standing out as significantly greater than the next consecutive one. "The inability to budget time", which ranked first in frequency and first as a major problem, is likewise noted by the largest number of students, or 31.2 ± 1.2 per cent of the group,

as a troublesome element in the matter of adjustment.

"Higher standards of work", and "slow reading habits" rank second and third in order of minor significance following the same order of rank as the frequency classification. Two items, "failure to make friends", and "lack of medical care", drop into insignificance, with only 1.2 ± 0.4 per cent of the students naming each problem as a factor contributing to adjustment difficulties. Between the first and last items in rank we find a difference of 30.0 ± 1.3 per cent. The fact that a significantly larger proportion of students named the problems to be of minor difficulty rather than of major importance is attributable to the fact that the instructions designated only one problem to be named as major in importance while any number of problems might be named as minor obstacles.

When each problem named as one of major importance is studied in comparison with the total number of mentions of that problem, we get a more accurate estimate of its real importance. In the light of this comparison we find that of the 163 students who named inability to budget time as an adjustment problem, 59 or 36.2 per cent considered it the most difficult of all; of the 80 students who named insufficient funds as a problem, 26 or 32.5 per cent considered it to be the most serious. When studied in the light of this comparison the rank of the individual items is somewhat changed. By a continuation of this analysis we find the following to

stand out as significant problems of major difficulty:
"inability to budget time"; "insufficient funds"; "higher standards of work"; "general background inadequate"; "slow reading habits"; "time taken for self-support"; and "confusion in the selection of a major".

C. COMPARISON OF ADJUSTMENT PROBLEMS OF FRESHMEN MEN AND WOMEN

The way in which the various adjustment problems are met by the men as compared with the women gives rise to a separate classification which reveals many interesting facts. Table VII gives the percentages of the freshmen men confronted with each problem and compares these with the corresponding percentages of freshmen women. The sex differences are recorded in percentages, the plus sign indicating a larger proportion of the men naming the item as a difficulty; while the minus sign indicates a larger proportion of the women. It is interesting to note, for example, that 9 of the 20 problems are confronted more frequently by the men than by the women, while 11 of the problems are named more frequently by the women.

Three items, "insufficient funds", "too many required subjects", and "time taken for self-support" show differences which are statistically significant, indicating that the freshmen men are more frequently confronted with these difficulties than are the freshmen women. Of the three problems, the one showing the greatest sex difference is that of "insufficient funds"; 13.9±3.0 per cent more men than women noting this as a difficulty.

While a significantly larger percentage of the men have financial worries, we find that there is quite a difference in the type of problem confronting the women students.

Table VII

Comparison of Adjustment Problems of Freshmen Men and Women

Problems	<u>MEN</u>		<u>WOMEN</u>		<u>DIFF.</u>
	No.	%	No.	%	
Insufficient funds	57	30.0±2.2	23	16.1±2.1	+ 13.9±3.0
Too many required subjects	33	17.4±1.8	13	9.1±1.6	+ 8.3±2.4
Time taken for self-support	36	18.9±1.9	16	11.2±1.8	+ 7.7±2.6
Slow reading habits	60	31.6±2.3	37	25.9±2.5	+ 5.7±3.4
Indifference of instructors	33	17.4±1.8	21	14.7±2.0	+ 2.7±2.7
General background inadequate	35	18.4±1.9	23	16.1±2.1	+ 2.3±2.8
Miscellaneous	19	10.0±1.5	11	7.7±1.5	+ 2.3±2.1
Living arrangements	21	11.0±1.6	13	9.1±1.6	+ 1.9±2.3
Impersonal nature of classes	24	12.6±1.6	16	11.2±1.8	+ 1.4±2.4
Use of library	27	14.2±1.7	20	14.0±1.9	- 0.2±2.5
No response	11	5.8±1.1	8	5.6±1.1	- 0.2±1.6
Higher standards or work	65	34.2±2.3	49	34.3±2.7	- 0.1±3.5
New independence	22	11.5±1.6	18	12.6±1.9	- 1.1±2.5
Worry over home or family	11	5.8±1.1	11	7.7±1.5	- 1.9±1.9
Confusion in selecting major	38	20.0±2.0	22	22.3±2.4	- 2.3±3.1
Failure to make friends	2	1.1±0.5	5	3.5±1.0	- 2.4±1.1
Lack of medical care	0	0.0	4	2.8±0.9	- 2.8±0.9
Inability to budget time	89	46.8±2.4	74	51.7±2.8	- 4.9±3.7
Fraternalities or sororities	10	5.3±1.1	16	11.2±1.8	- 5.9±2.1
Lack of student activities	8	4.2±1.0	15	10.5±1.8	- 6.3±2.1
Social conflict with studies	13	6.8±1.2	20	14.0±1.9	- 7.2±2.2
New associates	20	10.5±1.5	31	21.7±2.3	- 11.2±2.7

The difficulties of the women seem to center on matters other than curricular, with the problems of social adjustment, such as "new associates", "the social conflict with studies", "the lack of student activities" and "fraternities and sororities" showing differences which are statistically significant as being more frequently confronted by the women.

When these problems are classified on the basis of sex the differences in a number of items are insignificant. We find that "higher standards of work", "slow reading habits", "inability to budget time", "new independence", "confusion in the selection of a major", "use of the library", and the "impersonal nature of classes", are among those problems common to both men and women to practically the same degree. Notable in its insignificance is the item, "lack of medical care", which is not mentioned as either a major or a minor difficulty by any of the men, while only 4, or 2.8 ± 0.9 per cent of the women include it as troublesome.

Consistent with the classifications based on the total number of mentions, and problems of major and minor difficulty of the entire group, we find that "the inability to budget time" stands significantly higher than any other problem for both men and women. Both groups place "higher standards of work" second in rank of frequency, with "slow reading habits" ranked third for both groups. Fourth place in order of frequency for the men is the item "insufficient funds", while "confusion in the selection of a major" holds fourth place

for the women. These findings indicate that the matter of sex is a causative factor in the way in which various adjustment problems are encountered by the individual students.

D. COMPARISON OF ADJUSTMENT PROBLEMS OF IDENTIFIED AND UN-IDENTIFIED GROUPS.

When the questionnaires were given out the students were told that personal identification was not necessary. It was believed advisable, however, to give them an opportunity to consult with members of the faculty concerning the problems confronting them should they so desire. In order, then, to make such help possible, those who felt in need of it were asked to sign their names. One hundred thirty-four students, or 40.2 per cent of the group, indicated that they desired assistance in solving their problems, but only 109 or 81.3 per cent of this number made such assistance possible by signing their names. Sixty, or 31.8 per cent, of the freshmen men and 49, or 34.3 per cent of the freshmen women studied were included in the identified group.

Had the study been made earlier in the year, a much larger group would probably have indicated their desire for assistance since a considerable number of students noted that they had received or were now receiving the necessary help. The names of the students who desired assistance and a list of the problems were turned over to the proper authorities so that as much help as possible might be given in meeting these adjustment problems.

Table VIII gives the data concerning the comparison of the adjustment problems as recorded by the identified and

Table VIII

Comparison of Adjustment Problems of Identified and Unidentified Groups

Problems	Identified Group		Unidentified Group		Diff.
	No.	%	No.	%	
Inability to budget time	69	63.6±3.1	94	41.9±2.2	+ 21.4±3.8
Slow reading habits	44	40.4±3.2	53	23.6±1.9	+ 16.8±3.7
Living arrangements	21	19.3±2.6	13	5.8±1.1	+ 13.5±2.8
Higher standards of work	44	40.4±3.2	70	31.3±2.1	+ 9.1±3.8
Miscellaneous	16	14.7±2.3	14	6.3±1.1	+ 8.4±2.6
Impersonal nature of classes	19	17.4±2.4	21	9.4±1.3	+ 8.0±2.7
General background inadequate	24	22.0±2.7	35	15.2±1.6	+ 6.8±3.1
Social conflict with studies	15	13.8±2.2	18	8.0±1.2	+ 5.8±2.5
Confusion in selecting major	27	24.8±2.8	43	19.2±1.8	+ 5.6±3.3
Worry over home or family	11	10.1±2.0	11	4.9±1.0	+ 5.2±2.2
Lack of student activities	11	10.1±2.0	12	5.4±1.0	+ 4.7±2.2
New independence	16	14.7±2.3	24	10.7±1.4	+ 4.0±2.7
Fraternities or sororities	11	10.1±2.0	15	6.8±1.1	+ 3.3±2.3
New associates	19	17.4±2.4	32	14.3±1.6	+ 3.1±2.9
Indifference of instructors	20	18.3±2.5	34	15.2±1.6	+ 3.1±3.0
Failure to make friends	4	3.7±1.2	3	1.3±0.5	+ 2.4±1.3
Too many required subjects	16	14.7±2.3	30	13.4±1.6	+ 1.3±2.8
Lack of medical care	2	1.9±2.1	2	0.9±0.4	+ 1.0±1.0
Time taken for self-support	17	15.6±2.4	35	15.6±1.6	+ 0.0±2.9
Insufficient funds	25	22.9±2.7	55	24.6±2.0	- 1.7±3.4
Use of library	13	11.9±2.1	34	15.2±1.6	- 3.3±2.6

unidentified groups. The items are arranged in rank order of the differences; the ones marked + indicate a larger percentage of the identified group naming the item as a difficulty, and those marked - indicate a larger percentage of the unidentified group.

It is interesting to note that with the exception of the two items, "insufficient funds"; and "the use of the library", all of the differences show that a larger per cent of the identified group was confronted with each particular problem. This fact seems to indicate that those students who asked for help were actually in greater need of it. The problems showing the greatest differences, and those which are statistically significant are the following: "inability to budget time", "slow reading habits", "living arrangements", and "the impersonal nature of classes". Other problems showing a fairly high difference are: "social conflict with studies", and "worry over home and family". These findings all strengthen the assumption that those students who indicated their desire for help were the ones in greatest need.

For the identified group the proportions naming the various items as problems range from 63.3 ± 3.1 per cent to 1.9 ± 0.9 per cent giving a difference of 61.4 ± 3.2 per cent, while the items named by the unidentified group range from 41.9 ± 2.2 per cent to 0.9 ± 0.4 per cent with a difference of only 41.0 ± 2.2 per cent. The 109 students who signed their papers named 444 problems, giving an average of 4.1 prob-

lems per student as compared to 224 unidentified students who named 648 problems with an average of 2.8 problems per student. This finding again indicates that the identified group was more aware of their need of assistance.

Consistent with each of the classifications thus far considered, we find that the inability to budget time exceeds all other problems in frequency of mention, with 63.3 ± 3.1 per cent of the identified group and 41.8 ± 2.2 per cent of the unidentified group naming this as a real problem of adjustment.

E. COMPARISON OF ADJUSTMENT PROBLEMS ON BASIS OF LAPSE OF TIME BETWEEN HIGH SCHOOL GRADUATION AND COLLEGE ENTRANCE

An element which suggests itself as a possible cause of difficulty in the matter of adjustment to college life is the number of years elapsing between graduation from high-school and registration in college. It is logical to assume that those students whose education was interrupted would meet with somewhat different problems than would those students who continued their formal education immediately upon graduation from high-school.

It has been stated previously in this study that 126 students, or 37.8 per cent of the group studied, postponed their entrance to college from six months to nine years after their graduation from high-school. Table IX gives the percentages of this group responding to each of the 20 items in comparison with the group that came directly to college after high-school graduation. The differences are recorded in the same manner as in the previous tables; those differences marked + indicate that the problem is named by a larger percent of the group whose formal education was interrupted, while those differences marked - indicate that a larger percent of the other group named the problem as a difficulty.

In studying the table we find a number of significant differences, although not so great as those found in the previous classifications. For those students who have remained out of school for a period of time, the problems of slow

Table IX

Comparison of Adjustment Problems Based on Lapse of Time Between High School Graduation and College Entrance

Problems	Group Postponing :		Group coming di-		Diff.
	No.	%	No.	%	
Slow reading habits	44	34.0±2.8	53	25.6±2.0	+9.3±3.4
Insufficient funds	36	28.6±2.7	44	21.3±1.9	+7.3±3.3
Confusion in selecting major	31	24.6±2.7	39	18.8±1.8	+5.8±3.2
Time taken for self-support	23	18.3±2.3	29	14.0±1.6	+4.3±2.8
Too many required subjects	20	15.9±2.2	25	12.1±1.6	+3.8±2.7
General background	24	19.0±2.4	34	16.4±1.8	+2.6±3.0
Social conflict with studies	14	11.1±1.9	19	9.2±1.3	+1.9±2.3
Worry over home and family	9	7.1±1.6	13	6.3±1.1	+0.8±1.9
Fraternities or sororities	10	7.9±1.6	16	7.7±1.3	+0.2±2.1
Higher standards of work	43	34.1±2.8	71	34.3±2.2	-0.2±3.6
Lack of medical care	1	0.8±0.5	3	1.5±0.5	-0.7±2.2
Failure to make friends	2	1.6±0.7	5	2.4±0.7	-0.8±3.1
Lack of student activities	8	6.3±1.5	15	7.2±1.2	-0.9±1.9
Inability to budget time	61	48.4±3.0	102	49.3±2.4	-0.9±4.1
Use of library	17	13.5±2.0	30	14.5±1.7	-1.0±2.6
Indifference of instructors	18	14.3±2.1	36	17.4±1.8	-3.1±2.8
Living conditions	10	7.9±1.6	24	11.1±1.5	-3.2±2.2
Impersonal nature of classes	12	9.5±1.8	28	13.5±1.6	-4.0±2.4
New independence	12	9.5±1.8	28	13.5±1.6	-4.0±2.4
New associates	14	11.1±1.9	37	17.9±1.8	-6.8±2.6

reading habits, and insufficient funds present greater difficulty than they do for those students who have continued their education without interruption. In keeping with the difficulty resulting from insufficient funds, the time taken for self-support also presents a somewhat more acute problem to those students whose formal education was interrupted.

In contrast to the type of difficulty confronted by the group just mentioned, the findings show that those students who have come directly to college following their graduation from high-school have greater difficulty in adjusting themselves to the new associates of the college environment than does the other group. This might be explained by the fact that the majority of those students who delayed their formal education were employed in various business fields and were accustomed to making new contacts and adjusting themselves accordingly, while those students who had not had these experiences had been more sheltered and consequently found the social change more perplexing. Consistent with this problem of adjusting themselves to the many new associates we find that to this group whose education was not interrupted, the new independence of college life was also a somewhat greater problem than it seemed to the other group. While this problem gives a ratio of only 1.7 of the probable error to the difference, it still presents 87 chances out of 100 of reliability and to that degree is significant.

A number of the problems which occur with greater frequency for both groups present differences which are insignificant, indicating that the lapse of time between high-school graduation and college entrance is probably not a potent factor in these adjustment problems. Among the items which seem to be the least influenced by this factor are: "general background inadequate"; "higher standards of work"; "inability to budget time"; "use of the library"; "social conflict with studies"; and "fraternities or sororities".

SUCCESS BOND



F. PROBLEMS ASSOCIATED WITH ACADEMIC WORK AND CAUSAL FACTORS

In section III of the questionnaire the following question was asked: "What college course caused you the greatest difficulty during any or all of your first three quarters' work?" The answers to this question present a great diversity of opinions which do not lend themselves well to definite classifications. A number of generalizations can be made, however, which may aid in the interpretation of these data.

The students who replied to this question designated 48 different subjects as the ones in which they experienced the greatest difficulty. Of this number the men designated 37 different subjects and the women 32 different ones. Twenty of the subjects were mentioned once, while 9 subjects were mentioned twice. Seven subjects, physics, botany, zoology, history, mathematics, chemistry, and English were each mentioned 10 or more times. Three subjects, chemistry, English, and mathematics stand out significantly higher than any others with chemistry and English each being named by 63 students, or 18.9 per cent of the group, as the most difficult subject, while mathematics was named by 39 students, or 11.7 per cent of the group, as the most difficult subject studied during their freshman year. The fact that these three subjects were mentioned by a larger percentage of the students than other subjects may perhaps be attributed not only to the greater difficulty of the subject but also to the fact

that such a large percentage of the students are enrolled in these fields. Oregon State College, offering as it does technical courses in Science, Agriculture, Home Economics, and other special fields, requires foundation courses in chemistry and mathematics, while all freshmen are required to take English.

Classification of the subjects under somewhat more inclusive headings shows that 82 students, or 24.6 per cent of the group, found their most difficult subjects in the Physical Science field; Arts and Letters, with 73, or 21.9 per cent of the group, rank second in the subject fields, while the Social Sciences with 47, or 14.1 per cent of the group, are third in order of mention. These figures are presented in Table X.

Table X
The Most Difficult Courses Taken by Freshmen

Subjects	No.	Per cent	Rank
Arts and Letters	73	21.9±1.6	2
English	63	18.9±1.4	
Harmony	1	0.3±0.3	
Modern Languages	2	0.6±0.3	
Speech	7	2.1±0.5	
Biological Sciences	28	8.4±1.0	5
Bacteriology	1	0.3±0.3	
Botany	12	3.6±0.7	
Bio. Sci. Survey	1	0.3±0.3	
Zoology	14	4.2±0.7	
Commerce	24	7.2±0.9	6
Engineering	5	1.5±0.5	9
Home Economics	8	2.4±0.5	8
Mathematics	39	11.7±1.2	4
Physical Education	9	2.7±0.5	7
Physical Sciences	82	24.6±1.6	1
Chemistry	63	18.9±1.4	
Geology	1	0.3±0.3	
Physics	15	4.5±0.7	
Phy. Sci. Survey	3	0.9±0.3	
Social Sciences	47	14.1±1.3	3
Bkg. Soc. Sci.	7	2.1±0.5	
Economics	1	0.3±0.3	
Education	10	3.0±0.6	
History	22	6.6±0.9	
Journalism	3	0.9±0.3	
Mental Hygiene	3	9.9±0.3	
Psychology	1	0.3±0.3	

It is noticeable that in contrast to the many subjects listed as most difficult, 25 students, or 7.5 per cent of the group, replied that they had no particular difficulty with any of the subjects studied during their freshman year. This statement seems to indicate that these students have adjusted themselves satisfactorily to the academic requirements of college life. Furthermore, it appears that the difficulties which freshmen experience in meeting the academic requirements set for them, cannot be attributed to any one or two particular courses. It would seem, rather, that difficulty with particular subjects results from the fact that students have difficulty in meeting academic requirements generally.

An attempt was also made in the questionnaire to determine some of the factors to which the academic difficulties might be attributed. A list of 10 possible causal factors was included with space for the students to make other additions which they might desire. These factors were to be checked according to major and minor degree of seriousness as was done in the previous section of the questionnaire. Table XI which gives the data relative to this section of the study, shows that two factors, "inadequate subject background", and "no interest in the course" stand out significantly higher than all others as causes for difficulty in meeting the academic requirements. The first factor, "inadequate subject background", which was named by 137, or 41.4-1.8 per cent, of the students gives rise to a number of

Table XI

Reasons For Difficulty With Courses as Given by Freshmen

Reasons	Major		Minor		Total	
	No.	%	No.	%	No.	%
Inadequate subject bkg.	51	15.3±1.3	86	25.8±1.6	137	41.1±1.8
No interest in course	38	11.4±1.1	83	24.9±1.6	121	36.3±1.8
Neglect of assigned work	13	3.9±0.7	70	21.1±1.5	83	24.9±1.6
Personality of instructor	19	5.7±0.9	59	17.7±1.4	78	23.4±1.6
Could not follow lecture	14	4.2±0.7	45	13.5±1.2	59	17.7±1.4
Miscellaneous	11	3.3±0.7	46	13.8±1.3	57	17.7±1.4
Lack of time for assignments	12	3.6±0.7	41	12.3±1.2	52	12.6±1.2
Faulty methods of note taking	2	0.6±0.3	39	11.7±1.2	41	12.3±1.2
Poor text	8	2.4±0.5	27	8.1±1.0	35	10.5±1.1
Unfair grading	2	0.6±0.3	12	3.6±0.7	14	4.2±0.9
Cheating of classmates	1	0.3±0.2	6	1.8±0.5	7	2.1±0.5

questions. Have these students had such inadequate preparation in their high-school training that the inadequacy may be said to be in large degree responsible for their difficulties with their college work? Are the survey and foundation courses required of freshmen so technical and advanced that the comparatively elementary preparation provided by high-school courses is not an adequate foundation? Have the standards set for high-school graduation and college entrance been so lowered that the factor of selection no longer functions, resulting in the fact that the majority of our present college students are not "college material"? These and other pertinent questions arise when we attempt to analyse the situation underlying the fact that the inadequacy of subject background is responsible for so much of the difficulty experienced by freshmen in their college work. The matter is one well worth the careful and immediate consideration of both high-school and college authorities.

The second item in rank order, "no interest in the course" named by 121 or 36.3±1.8 per cent of the students, also gives rise to a number of related questions. For the most part the curriculum followed by a student during his first year in college is one prescribed by the various schools and one in which the student has little choice. Frequently these students have come to college without a well defined purpose in mind; they enter a particular curriculum or school on the advice of parents or instructors and not thru their own interest. They are unable to appreciate the entire pro-

gram set up for them and consequently cannot realize the significance of the required foundation courses which they are studying. This indefiniteness results in lack of interest in the work at hand, followed by lack of application. Difficulty of accomplishment is the result. It seems that this situation is evidence of the need of more careful counsel and guidance both in the high-school and college regarding the vocational interest of the students and their selection of curricula. It seems to the writer, also, that there is great need of more careful selection of students in both high-school and college.

The findings indicate that Oregon State College freshmen have little complaint to make relative to the grades which they have received, for only 14 students or 4.2 ± 0.7 per cent of the group felt that they had been treated unfairly in this respect. It might be expected that as a means of self-defence, those students who have considerable difficulty with their work should attempt to shift the blame to the instructors by saying that their methods of grading were unfair. However that this is not the case seems to indicate that the students have attempted to view the situation fairly and have attempted to analyse, to the best of their ability, their own difficulties. Similarly, only 7 students or 2.1 ± 0.5 per cent of the group attribute their difficulty to the fact that competition has been unfair because their classmates have cheated and have done unfair work. The response to these two items indicates a commendable attitude on the

part of the students and strengthens the belief that students, if given the opportunity, are capable of making wise judgments concerning their own difficulties.

There is little difference in the rank order of the items when considered in the light of the major and minor importance, "inadequate subject background" and "no interest in the course" being first and second in order in both major and minor classifications. Of the 137 students who named "inadequate subject background" as a reason for their difficulty, 51 students, or 37.2 per cent of them, named it as the major cause, while of the 121 students who attribute their difficulties to lack of interest in the course, 38 or 31.4 per cent of them believed it to be the major cause.

In addition to the ten causes listed in the questionnaire, 57 students, or 17.1 ± 1.4 per cent of the group, gave other factors which contributed to their difficulties, eleven of which were given as major causes for difficulty, while 46 named other factors as minor causes.

In order to interpret more definitely the data recorded in this section of the questionnaire the six departments--Arts and Letters, Biological Science, Commerce, Mathematics, Physical Science, and Social Science--represented by the largest number of students are each considered separately. Table XII gives the percentages of students naming the various causes contributing to their difficulty. The number

Table XII

Reasons for Difficulty of Freshmen in Different Courses

	Arts and Letters		Bio. Sci.		Commerce		Math		Phy.Sci.		Soc.Sci.	
	(73)		(28)		(24)		(39)		(82)		(47)	
	No	%	NO	%	NO	%	No	%	No	%	No	%
No interest in course	37	50.6	19	67.9	12	50.0	11	28.2	22	26.8	17	36.1
Neglect of work	20	27.4	12	42.9	7	29.2	8	20.5	25	30.5	13	27.7
Faulty note taking	6	8.2	4	14.3	0	0.0	0	0.0	19	23.1	12	25.5
Unfair grading	4	5.5	2	7.2	0	0.0	1	2.5	4	5.0	3	6.4
Lack of time	12	16.4	3	10.7	6	25.0	12	30.8	9	10.9	6	12.8
Personality of instructor	17	23.3	12	42.9	2	8.3	9	23.0	23	28.1	16	34.0
Inadequate background	33	45.2	15	53.6	9	37.5	18	46.2	53	64.6	10	21.3
Could not follow lectures	6	8.2	7	25.0	7	29.2	10	25.6	17	20.7	12	25.5
Poor text	4	5.5	2	7.2	3	12.5	13	33.3	6	7.3	4	8.5
Cheating of classmates	4	5.5	2	7.2	0	0.0	0	0.0	1	1.2	0	0.0
Others	10	13.7	2	7.2	5	20.8	3	7.7	14	17.1	9	19.2
None	7	9.6	0	0.0	1	4.2	2	5.1	2	2.4	0	0.0

in parentheses at the top of each column refers to the total number of freshmen whose greatest difficulty was in that subject or subject field. The percentages for each causal factor are based on this number in the caption as 100 per cent.

The attention of the writer was called to the fact that in four of the departments; Arts and Letters, Biological Science, Commerce, and Social Science the one reason exceeding all others is "no interest in the course". In mathematics and the Physical Sciences the greatest handicap is considered to be inadequacy of subject background, while this handicap ranks second in Arts and Letters, Biological Science, and Commerce. Faulty methods of note taking is not considered to be a greater handicap except in the Physical and Social Sciences, where 23.1 and 25.5 per cent of the students respectively name it as a difficulty. Lack of time for assignments is most noticeable in mathematics, where 30.8 per cent of the group find it to be a handicap. Neglect of assigned work is admitted to be the cause of difficulty by more than 25 per cent of the students in every department except mathematics, where 20.5 per cent assign their difficulty to this cause. Unfair grading and cheating on the part of other students are negligible as causes of difficulty in all departments. Criticism of the text book is greatest in mathematics, where 33.3 per cent of the students felt that the poor text book contributed considerably to their difficulty with the

subject.

It is noticeable that the item, "personality of instructor" ranges from 8.3 per cent in commerce to 42.9 in Biological Science. It is well known that young students are highly sensitive to the different personalities of their instructors and therefore many schools are advocating that their most experienced and most capable professors be put in charge of the freshmen work. However, in actual practice it has been noted that in most large institutions the freshmen classes are taught by graduate assistants, teaching fellows, and other men of less experience. It is frequently true that a man who is highly successful when working with upper division and graduate students is ineffectual when attempting to direct lower division and freshmen work. Whatever the cause, the fact that a considerable number of students feel that the personality of the instructor is a factor contributing to the difficulty which they experience in their academic work is a matter worthy of consideration.

G. STUDENT EVALUATION OF PROJECTS AND AIDS

In an effort to enable freshmen to adjust themselves most satisfactorily to the new environment of college, a number of projects are carried on by the college and other interested agencies. A class in social ethics given by the dean of women, and the plan of using freshmen counselors, more familiarly known as the "big sisters" are projects which are restricted to the freshmen girls. All of the other projects however, involve both men and women. A number of these projects are carried out at great expense of time and effort on the part of college authorities and student committees. A list of eleven helpful projects was presented to the students in section IV of the questionnaire and space was provided for them to make any other additions. Table XIII records the responses of the students to the question: "Which of the following projects carried out on this campus have helped you in making your adjustment to college life?"

The findings reveal that the freshmen-week program, which functions at Oregon State College in much the same manner as at other representative colleges and universities throughout the country, is considered by 210 or 63.1±1.8 per cent of the freshmen to be the most helpful project in the matter of their adjustment to college life. Of these 210 students 62 or 29.5 per cent consider it to be the major factor in enabling them to make a satisfactory adjust-

Table XIII
STUDENT EVALUATION OF PROJECTS AND AIDS

Projects	Major		Minor		Total	
	No.:	%	No.:	%	No.:	%
Freshman week program	:62	: 18.6±1.4	: 148	: 44.4±1.8	: 210	: 63.1±1.8
Institutional life (Fraternity, sorority, dormitory)	:89	: 26.7±1.6	: 118	: 35.4±1.8	: 207	: 62.2±1.8
Faculty adviser	:29	: 8.7±1.0	: 115	: 34.5±1.8	: 144	: 43.2±1.8
Freshman counselor*	: 1	: 0.7±0.5	: 26	: 18.8±2.2	: 27	: 18.9±2.2
Social ethics class*	: 1	: 0.7±0.5	: 20	: 14.0±1.0	: 21	: 14.7±2.0
Health service	: 4	: 1.2±0.4	: 40	: 12.0±1.2	: 44	: 13.2±1.3
Church affiliations	: 7	: 2.1±0.5	: 32	: 9.6±1.1	: 39	: 11.7±1.2
Conferences with dean	: 4	: 1.2±0.4	: 33	: 9.9±1.1	: 37	: 11.1±1.1
Orientation courses	: 3	: 0.9±0.3	: 19	: 5.7±0.9	: 22	: 6.7±0.9
Student employment office	: 6	: 1.8±0.5	: 11	: 3.3±0.8	: 17	: 5.1±0.8
Y.M.C.A. or Y.W.C.A.	: 0	: 0.0	: 11	: 3.3±0.8	: 11	: 3.3±0.8
Miscellaneous	: 3	: 0.9±0.3	: 4	: 0.9±0.3	: 7	: 2.1±0.5
No answer	:	:	:	:	: 24	: 7.2±0.9

*These projects include only girls

ment.

Institutional life, as experienced in sororities, fraternities, and dormitories is ranked second among the aids; with 207 students or 62.2 ± 1.8 per cent of the group noting it while of this number, 89 students, or 42.9 per cent consider it of major importance.

The plan of faculty advisership, whereby each student is assigned to some particular faculty member to whom he may go for advice and assistance, evidently functions quite successfully at Oregon State College. The findings indicate that 144 students, or 43.2 ± 1.8 per cent of the group, noted that their faculty adviser helped them in making their adjustment to college life, while of this number, 29 or 20.1 per cent of the group, attribute the greatest amount of help they have received to their faculty advisers.

In addition to the projects named in the questionnaire, 7 students, or 2.1 ± 0.5 per cent of the group, named other aids to their adjustment. These items have been tabulated under the heading "miscellaneous" and are recorded in Table XI in the same manner as are the others.

Some interesting differences are noted between the men and the women in their evaluation of these different projects. We find little difference in the rank order of the items with these three items - the freshmen week program; the Y.M.-Y.W. programs, and church affiliations showing significant differences in favor of the women, while the item of student employment shows a significant difference in favor of the men.

The data for these comparisons are presented in Table XIV in which the items have been arranged in order of differences with those items marked + indicating a greater per cent of the men naming the item while those items marked - indicate that a greater per cent of the women have indicated the item as helpful.

Table XIV

Project Considered Most Helpful by the Men and by Women

Projects	Men		Women		Diff.
	No.	%	No.	%	
Student employment office	16	8.4±1.3	1	0.7±0.5	+ 7.7±1.4
Health service	15	7.9±1.3	29	20.3±2.3	- 12.4±3.0
Miscellaneous	5	2.6±0.8	2	1.4±0.9	+ 1.2±1.2
Institutional life	119	62.6±2.4	88	61.5±2.6	+ 1.1±3.5
Conferences with dean	21	11.1±1.6	16	11.2±1.8	- 0.1±2.4
No answer	14	7.4±1.3	10	7.0±1.4	+ 0.4±1.9
Orientation courses	8	4.2±1.0	14	9.9±1.7	- 5.7±2.0
Faculty advisers	78	41.1±2.4	66	46.2±2.6	- 5.1±3.5
Y.M.C.A.-Y.W.C.A.	1	0.5±0.3	10	7.0±1.4	- 6.5±1.7
Church affiliations	16	8.4±1.3	23	16.1±2.1	- 7.7±2.5
Freshman week program	109	57.3±2.4	101	70.6±2.6	- 13.3±3.5

H. STUDENT CRITICISM OF PREVIOUS ACADEMIC TRAINING.

In section V of the questionnaire an attempt was made to have the student look back over his period of high-school preparation for the purpose of evaluating it in the light of his first year's experience in college. It was assumed that he should be able to evaluate to some degree the more outstanding factors of his high-school training which have or have not contributed to his college success.

After consultation with a number of high-school superintendents, principals, deans, and teachers, as well as those who have the college viewpoint, fifteen items were selected which seemed to be possible factors of success or failure and which to a large degree fell within the realm of the high-school preparatory period. These items were presented to the students with space provided for further additions and the following question was asked: "In which of the following ways do you feel that more adequate training or experience in high-school would better have prepared you for your adjustment to college life?" These were checked in the same manner as were all other sections of the questionnaire, being noted as items of major and minor importance.

Table XV which gives the results tabulated in answer to this question, shows that three items, "how to study"; "how to budget time", and "how to take notes" stand out significantly higher than all others. Two hundred thirty-five stu-

Table XV

Student Criticism of Previous Academic Training.

	Major :No.:	Minor :No.:	Total :No.:
How to study	102:30.6±1.7:	133:39.9±1.8:	235:70.6±1.7:
How to budget time	41:12.3±1.2:	147:44.1±1.8:	188:56.5±1.8:
How to take notes	20: 6.0±0.9:	150:45.0±1.8:	170:51.0±1.8:
How to outline	11: 3.3±0.7:	107:32.1±1.8:	188:35.4±1.8:
Use of library	13: 3.9±0.7:	102:30.6±1.7:	115:34.5±1.8:
Remedial reading	14: 4.2±0.7:	52:15.6±1.3:	66:19.8±1.5:
Social etiquette	13: 3.9±0.7:	53:16.0±1.3:	66:19.8±1.5:
More independence of work:	10: 3.0±0.6:	53:16.0±1.3:	63:18.9±1.4:
Greater participation in activities	7: 2.1±0.5:	55:16.5±1.3:	62:18.6±1.4:
More specialized course of study	13: 3.9±0.7:	44:13.3±1.3:	57:17.1±1.4:
Vocational counseling	11: 3.3±0.7:	40:12.0±1.2:	51:15.0±1.3:
More general course of study	4: 1.2±0.4:	31: 9.0±1.1:	35:10.5±1.1:
Educational counseling	5: 1.5±0.5:	20: 6.0±0.9:	25: 7.5±0.9:
Compulsory examinations	1: 0.3±0.2:	18: 5.3±0.8:	19: 5.7±0.9:
Limited participation in activities	5: 1.5±0.5:	12: 3.6±0.7:	17: 5.1±0.8:

dents, or 70.6 ± 1.7 per cent of the group, feel that they need more adequate training in how to study before they are fully prepared to begin their college work. Of this number 102, or 43.4 per cent, feel that it is the thing most needed in their high-school preparation. How to budget time, which stood significantly higher than all other problems in the matter of the adjustment of freshmen to college life, ranks second when viewed from the standpoint of high-school training. One hundred eighty-eight students, or 56.5 ± 1.8 per cent of the group, feel that the training they received in high-school relative to this factor was not sufficiently adequate, while 41 of these, or 21.8 per cent, feel that this training is the thing most needed in order to fit them adequately for college work. Following closely in third position is the item, "how to take notes", being noted by 170 students, or 51.0 ± 1.8 per cent of the group, with 20, or 11.8 per cent noting it as the factor most lacking in their preparation for college work. We find that the items decrease gradually in percentage of mentions, and also we find little difference in order when considered in the light of factors of major and minor importance.

The students seem to feel that they would be more greatly benefited by wider participation in activities than they would by having their participation limited. This is in keeping with a criticism so generally directed towards the high-school which is that too few students are included in the extra-curricular activities program, while too many are ex-

cluded from active participation.

It is interesting to note that practically all of these items, particularly the first three in rank order, are matters towards which considerable attention could be directed thruout the high-school course. The fact that these three, as well as a number of others, are necessary techniques underlying any successful accomplishment of a scholastic nature, and also the fact that students recognize that these abilities are ones which should be to a large degree perfected during their high school training are factors which should be considered seriously by high-school instructors and administrators. Definite plans of training students in these techniques can and should be incorporated into the high-school program. Such training would benefit those students who continue their formal education thru the college years and would be an asset to all students in any life endeavor.

CHAPTER V

A COMPARISON OF THE OREGON STATE COLLEGE AND STANFORD SURVEYS

In chapter II of this study a review was given of the survey made by Mildred Garrett (37) at Stanford University in 1933. The suggestion of the need and importance of the present study at Oregon State College grew out of the writer's interest in Miss Garrett's study. Stanford University represents the highest type of privately endowed institution and is a school quite different in type from Oregon State College, representative of the many public, state-supported schools in the country. This difference in type justifies the assumption that students attending these two schools encounter different adjustment problems, possibly characteristic of the schools which these students represent. The questionnaires used for the two studies were, for the most part, identical and consequently, the results secured at each school furnish a basis for an accurate comparison of the existing conditions relative to freshmen adjustment at Stanford University and at Oregon State College. Such a comparison should enable each institution to evaluate more accurately its own problems when viewed in the light of the same problems as they exist at the other school.

A. COMPARISON OF THE COMPOSITION OF THE TWO CONTRIBUTING GROUPS

In the winter of 1933, when the Stanford study was made, 420 freshmen were registered at that institution. Of this

number 331, or 78.8 ± 1.3 per cent, were men, while 89, or 21.2 ± 1.3 per cent, were women. In contrast to these numbers, the freshman class at Oregon State College in the spring of 1934, when the present study was made, numbered 461 students of which 271, 58.8 ± 1.6 per cent, were men, while 190, or 41.2 ± 1.6 per cent, were women. Between the two groups of women, these proportions present a significant difference of 20.0 ± 2.5 per cent in the direction of the Oregon State College group. This difference may be accounted for by the fact that the enrollment of women at Stanford University at the time the study was made was limited to 500 for the entire institution (37:27) with an average of 105 undergraduate women admitted each year. This results in a very much larger proportion of men than women in each entering class at that institution. No such restriction is in effect at Oregon State College; consequently there is a more equal division of men and women in the various classes.

When the proportions of the two groups contributing to the study are compared, we find slightly larger percentages included in the Oregon State College study with the greatest difference being in the two groups of women. In the Oregon State College study 75.3 ± 2.1 per cent of the women are represented while the Stanford study represents only 60.7 ± 3.5 per cent of the women. The groups, however, on which the two studies were based may be considered as sufficiently similar for all comparative purposes, and both are presented as being

entirely representative of the freshmen classes of the two institutions at the time the studies were made. The figures representing these comparisons are presented in Table XVI.

Little difference appears in the ages of the two groups, the mean age of the Stanford group being 18.2 years, the mean age of the women being 17.8, and the men, 18.3. The Oregon State College group is found to be slightly older with a mean age of 18.5 the women having a mean age of 18.3 and the men 18.7.

TABLE XVI

Comparison of Number and Percentage of Freshmen at Stanford University and Oregon State College

		Stanford University				Oregon State College			
		Freshmen enrolled winter 1933		Freshmen contributing to study.		Freshmen enrolled spring 1934.		Freshmen contributing to study.	
		No.	%	No.	%	No.	%	No.	%
Men	331	78.8±1.3	230	67.5±1.7	271	58.8±1.6	190	70.1±1.9	
Women	89	21.2±1.3	54	60.7±3.5	190	41.2±1.6	143	75.3±2.1	
Total	420	100	284	67.6±1.5	461	100	333	72.3±1.4	

B. COMPARISON OF FRESHMEN ADJUSTMENT PROBLEMS AT STANFORD UNIVERSITY AND OREGON STATE COLLEGE

The section of the questionnaire relative to the nature and extent of the freshmen adjustment problems in this survey contained 19 items that were used in the Stanford study. The responses made by the students of the two institutions to these items, which constituted the major aspect of each of the two studies, furnish a basis for comparison for this division. Table XVII presents the percentages of students of each school who named each item as a difficulty confronted in making their adjustment to college life. The differences are recorded and the items are arranged in descending order of these differences; those items marked + indicate a larger percentage of Stanford students designating the particular problem as a difficulty, while those marked - indicate a larger percentage of the Oregon State College students making such a response.

By a comparison of the differences with their probable errors we find six items which are statistically significant; i.e. the difference is equal to approximately four or more times its probable error. Standing out above all others are the two items, "time taken for self-support", and "insufficient funds", which indicate that Oregon State College freshmen are more frequently confronted with financial problems than are the Stanford freshmen. The number of subjects required of freshmen presents more of a handicap to Stanford students

Table XVII

Comparison of Adjustment Problems Confronted by Freshmen
at Stanford University and Oregon State College

Problems	Rank		%		Diff.
	S.U.	O.S.C.	S.U.	O.S.C.	
Too many required subjects	: 5 :	10 :	23.2±1.7:	13.5±1.3:+	9.7±2.1
Social conflict with studies	: 6 :	14 :	18.3±1.5:	9.0±1.1:+	9.3±1.9
Fraternities or sororities	: 7 :	15 :	15.1±1.4:	7.8±1.0:+	7.3±1.7
Slow reading habits	: 3 :	3 :	36.3±1.9:	29.1±1.7:+	7.2±2.6
Higher standards of work	: 2 :	2 :	41.2±2.0:	34.3±1.8:+	6.8±2.7
Confusion in selecting major	: 4 :	5 :	27.1±1.8:	21.0±1.6:+	6.1±2.4
Failure to make friends	:16 :	18 :	6.7±1.0:	2.1±0.5:+	4.6±1.1
Impersonal nature of classes	: 8 :	11 :	14.4±1.4:	12.0±1.2:+	2.4±1.8
Living arrangements	:12 :	13 :	11.6±1.3:	10.2±1.1:+	1.4±1.9
New independence	:10 :	12 :	12.7±1.3:	12.0±1.2:+	0.7±1.8
Worry over home or family	:15 :	17 :	7.0±1.0:	6.6±0.9:-	0.4±1.3
Lack of medical care	:19 :	19 :	1.0±1.4:	1.2±0.4:-	0.2±0.6
Lack of student activities	:17 :	16 :	6.0±1.0:	6.9±0.9:-	0.9±1.3
Indifference of instructor	: 9 :	6 :	13.0±1.3:	16.2±1.3:-	3.2±1.8
Use of library	:14 :	9 :	9.2±1.2:	14.1±1.3:-	4.9±1.8
New associates	:13 :	8 :	9.5±1.2:	15.3±1.3:-	5.8±1.8
Inability to budget time	: 1 :	1 :	42.6±2.0:	48.9±1.8:-	6.3±2.7
Time taken for self-support	:18 :	7 :	5.6±0.9:	15.6±1.3:-	10.0±1.5
Insufficient funds	:11 :	4 :	12.3±1.3:	24.0±1.6:-	11.7±2.1

than to the same group at Oregon State College, this problem showing a difference in percentage of 9.7 ± 2.1 . The problems of social adjustment are greater disturbing factors for Stanford freshmen than for the Oregon State College students, as the items, "social conflict with studies", "failure to make friends", and "fraternities" indicate. Although not so highly significant, the facts show that Oregon State College freshmen recognize more frequently than do Stanford freshmen the factors of "inability to budget time", "use of the library", and "new associates" as handicaps in their adjustment to college life. In the same manner the Stanford freshmen are more frequently handicapped by "slow reading habits", "confusion in selecting a major", and "higher standards of work" than are the Oregon State College freshmen. The remaining items present differences which are not significant. It is interesting to note that the freshmen of both institutions give first, second, and third place to the same three items, "inability to budget time," "higher standards of work", and "slow reading habits"; likewise, the item, "lack of medical care" is last in rank order at both schools and is consistently insignificant as a problem in freshmen adjustment.

C. COMPARISON OF ADJUSTMENT PROBLEMS OF FRESHMEN MEN AND WOMEN AT STANFORD UNIVERSITY AND OREGON STATE COLLEGE

The responses of the freshmen men at Stanford compared with those of the freshmen men at Oregon State College reveal five significant differences between the two groups. The data relative to this comparison are presented in Table XVIII. The items are arranged in the same manner as in the other tables; i.e., those items marked + indicate that the differences are in the direction of the Stanford group, while those marked - favor the Oregon State College freshmen. Comparing the differences with the probable errors we find that the "social conflict with studies", "fraternities", and "failure to make friends" are considered the most serious handicaps to the freshmen men at Stanford while "time taken for self-support" and the problem of "insufficient funds" are noted as problems by a significantly larger percent of the freshmen men at Oregon State College. Although not quite as significant, the data indicate that the freshmen men at Stanford are more liable to be confronted with difficulties due to the higher standards of work, slow reading habits, confusion in selecting a major, and too many required subjects, than are the freshmen men at Oregon State College. The inability to budget time and the use of the library are problems, which in terms of chance, are more liable to be experienced by freshmen men at Oregon State College than by the same group at Stanford.

Table XVIII

Comparison of Adjustment Problems ofFreshmen Men at Stanford University and Oregon State College

Problems	Stanford	O.S.C.	Diff.
	%	%	%
Fraternities or sororities	15.2±1.6	5.3±1.1	+ 9.9±1.9
Slow reading habits	40.4±2.2	31.6±2.3	+ 8.8±3.2
Social conflict with studies	15.2±1.6	6.8±1.2	+ 8.4±2.0
Higher standards of work	42.5±2.2	34.2±2.3	+ 8.3±3.2
Too many required subjects	23.9±1.9	17.4±1.8	+ 6.5±2.6
Confusion in selecting major	26.5±2.0	20.0±2.0	+ 6.5±2.8
Failure to make friends	6.5±1.1	1.1±0.5	+ 5.4±1.2
Impersonal nature of classes	14.3±1.6	12.6±1.6	+ 1.7±2.3
Lack of medical care	1.3±1.6	0.0	+ 1.3±1.0
New independence	12.2±1.5	11.5±1.6	+ 0.7±1.7
Worry over home or family	6.5±1.1	5.8±1.1	+ 0.7±1.6
Living arrangements	11.3±1.5	11.0±1.6	+ 0.3±2.2
Lack of student activities	3.9±0.9	4.2±1.0	- 0.3±1.4
New associates	8.3±1.2	10.5±1.5	- 2.2±1.9
Indifference of instructors	13.5±1.5	17.4±1.8	- 3.9±2.3
Use of library	9.5±1.3	14.2±1.7	- 4.7±2.1
Inability to budget time	39.9±2.2	46.8±2.4	- 6.9±3.3
Time taken for self-support	6.9±1.1	18.9±1.9	-12.0±2.2
Insufficient funds	13.9±1.5	30.0±2.2	-16.1±2.7

A comparison of the problems confronted by the freshmen women at the two institutions reveals differences which are not so great and only a few of which are significant. It is a well-known fact that due to the high standard of entrance requirements maintained at Stanford University and also the limitation of the number of women admitted each year, the women students at Stanford University are a highly selective group. In view of this fact a comparison of the problems experienced by the freshmen women at Stanford and the freshmen women at Oregon State College presents an interesting study. The responses of the two groups of women to the 19 items of the questionnaire and the differences between them are presented in Table XIX. The plan of listing the items and indicating the differences between the two groups is the same as in Table XVIII. The most highly significant item in the list of differences, "the time taken for self-support", shows that freshmen women at Stanford are entirely free from this problem as indicated by the fact that not one of them have designated it as a difficulty, while 11.2 ± 1.8 per cent of the freshmen women at Oregon State College are handicapped in their adjustment to college life because of their efforts at self-support. Although not so highly significant, the problem of insufficient funds presents a more serious difficulty to the freshmen women at Oregon State College than to those at Stanford. By means of comparing the probable error to the difference, we find a ratio of 3.6 which,

Table XIX

Comparison of Adjustment Problemsof Freshmen Women at Stanford University and Oregon State College

	Stanford:	O.S.C.:	Diff.:
	%	%	%
Social conflict with studies	31.2±4.2	14.0±1.9	+ 17.2±4.6
Too many required subjects	22.0±4.0	9.1±1.6	+ 12.9±4.3
Confusion in selecting major	29.6±4.2	22.3±2.4	+ 7.3±4.8
Lack of student activities	14.8±3.2	10.5±1.8	+ 4.3±3.7
Living arrangements	13.0±3.1	0.1±1.6	+ 3.9±3.5
Failure to make friends	7.4±2.4	3.5±1.0	+ 3.9±2.6
Fraternities or sororities	14.8±3.2	11.2±1.8	+ 3.6±3.7
Impersonal nature of classes	14.8±3.2	11.2±1.8	+ 3.6±3.7
Worry over home or family	11.1±2.9	7.7±1.5	+ 3.4±3.3
Inability to budget time	54.0±4.7	51.7±2.8	+ 2.3±5.5
New independence	14.8±3.2	12.6±1.9	+ 2.2±3.7
Higher standards of work	35.0±4.4	34.3±2.7	+ 0.7±4.1
Lack of medical care	0.0	2.8±0.9	- 2.8±0.9
Indifference of instructors	11.1±2.9	14.7±2.0	- 3.6±3.5
Use of library	7.4±2.4	14.0±1.9	- 6.6±3.1
New associates	14.8±3.2	21.7±2.3	- 6.9±3.9
Slow reading habits	18.5±3.6	25.9±2.5	- 7.4±4.4
Insufficient funds	5.6±2.0	16.1±2.1	- 10.5±2.9
Time taken for self-support	0.0	11.2±1.8	- 11.2±1.8

by interpretation, indicates that there are 99 chances in 100 that this problem is a more frequent one with the freshmen women at Oregon State College than at Stanford. To the same degree of significance the problem of social conflict with studies is realized to be more serious by the freshmen women at Stanford than at Oregon State College, the determining ratio in this case being 3.7.

These findings indicate that problems relative to the financial situation are characteristic to a greater extent of Oregon State College freshmen, while problems of social adjustment characterize the Stanford group. The problems of academic adjustment seem to occur with more nearly the same frequency for the two groups with the Stanford freshmen troubled somewhat more by the higher standards of work required by the University, while the Oregon State College freshmen have somewhat more difficulty in budgeting their time.

D. COMPARISON OF THE MOST DIFFICULT COURSES TAKEN BY THE TWO GROUPS AND THE CAUSAL FACTORS.

The questionnaires given at Stanford and at Oregon State College both asked the students to name the course in which they had experienced the greatest difficulty. Because of the great variation in the data resulting from the answers to this section by the freshmen of the two institutions, accurate comparisons are difficult to make. However, a number of generalizations can be noted which may indicate interesting

trends. The first 7 subjects in order of frequency of mention by Stanford freshmen were: citizenship (a course required of all freshmen at Stanford); English and the Romance languages (each receiving 33 mentions); mathematics; chemistry; zoology; and biology. In like manner the first 7 subjects named by freshmen at Oregon State College were: English (required of all freshmen) and chemistry (the two subjects receiving the same number of mentions); mathematics; history; physics; zoology; and botany. Table XX presents the percentages of students at the two schools who find their difficulties in four subject fields: Arts and Letters, Biological Science, Physical Science; and Social Science. The differences are significant in each field with the Oregon State College students experiencing greater difficulty with the Physical Sciences, while the Stanford students have more trouble with the other three fields.

Table XX

SUBJECT FIELDS DESIGNATED AS MOST DIFFICULT BY FRESHMEN AT STANFORD UNIVERSITY AND OREGON STATE COLLEGE.

Subject Fields	Stanford University %	Oregon State College %	Diff. %
Arts and Letters	29.6 \pm 1.8	21.9 \pm 1.6	+ 7.7 \pm 2.4
Biological Science	16.2 \pm 1.5	8.4 \pm 1.0	+ 7.8 \pm 1.8
Physical Science	22.2 \pm 1.7	36.3 \pm 1.8	-14.1 \pm 2.5
Social Science	25.4 \pm 1.7	14.1 \pm 1.3	+11.3 \pm 2.1

For neither school are these fields all inclusive of the subjects mentioned, as a considerable number of subjects named by students at both schools fall outside of these classifications. In the percentages given in Table XVIII the physical science field included mathematics. When this subject is considered alone we find that 32 Stanford freshmen, or 11.3 ± 1.3 per cent, of the group and 39 of the Oregon State College freshmen, or 11.7 ± 1.2 per cent, of the group considered it their most difficult course.

The list of factors given as causes of difficulty included nine items in each questionnaire which were identical. A comparison of the percentages of students of each school designating the individual items as causes for their difficulty reveals a number of interesting facts. These figures, which are presented in Table XXI, show two items, "the inadequacy of subject background", and "the inability to follow lectures" contribute much more to the difficulty of Oregon State College freshmen than they do to Stanford freshmen. The differences in the entrance requirements set by the two schools may present an explanation of this situation. Stanford University required that all freshmen present 15 credits from an accredited high-school, all of which must have been completed with a grade of B or better. A high rating on the Thorndike Intelligence Test is also a requisite for admission (37:26). Oregon State College on the other hand, being a public, tax-supported school admits its students in accordance with requirements adopted by other higher

Table XXI

Comparison of Reasons for Difficulty of Freshmen
at Stanford University and Oregon State College

	Stanford:	O.S.C.	Diff
	%	%	%
Lack of time for assignments	16.9±1.2	12.6±1.2	+ 4.3±1.7
Faulty methods of note-taking	15.1±1.2	12.3±1.2	+ 2.8±1.7
Unfair grading	6.3±0.8	4.3±0.7	+ 2.1±1.1
Neglect of assigned work	24.0±1.4	24.9±1.6	- 0.9±2.1
Poor text	9.5±1.0	10.5±1.1	- 1.0±1.5
No interest in course	34.2±1.6	36.3±1.8	- 2.1±2.4
Personality of instructor	20.0±1.3	23.4±1.6	- 3.4±2.1
Could not follow lectures	10.2±1.0	17.7±1.4	- 7.5±1.7
Inadequate subject background	29.9±1.5	41.1±1.8	-11.2±2.3

educational institutions of the State of Oregon. These requirements state that the student must have 15 units from a four-year high-school or twelve units from a senior high-school, earned by entrance examinations or evidenced by a certificate from a standard preparatory school. No level of scholastic achievement is set other than the completion of the required number of high school units of credit. As a result, the freshmen who enter Stanford University are very possibly, a much more highly selected group and are, no doubt, much better prepared by way of subject background than are the Oregon State College freshmen.

The findings which are now being discussed strengthen this assumption, for 11.2[±]2.3 per cent more freshmen at Oregon State College are seriously handicapped in meeting the academic requirements because of their inadequacy of subject background. This seems to indicate that, as a group, they are less well prepared in this respect than is the Stanford group. The other significant item is the inability to follow lectures, which also is a greater handicap for the Oregon State College freshmen than for those at Stanford. This difficulty, to some extent, would very possibly tie up with the inadequacy of subject background. Aside from the technique of note taking it is very difficult for freshmen to follow lectures intelligently if their subject background is not adequate for a complete understanding of the material under discussion.

In all of the other items the differences are not signi-

ficant. It is interesting to note, however, that in 6 of the items the differences indicate a larger proportion of Oregon State College freshmen noting them as causes, of difficulty while 3 items are noted more frequently by Stanford freshmen.

The only course required of all freshmen at Stanford University is Citizenship, while at Oregon State College the only course required of all freshmen is English Composition. Sixty-five, or 22.9 ± 1.7 per cent, of the Stanford freshmen named Citizenship as their most difficult course, while at Oregon State College 63, or 18.9 ± 1.0 per cent, of the freshmen named English as their most difficult course. Although in content and possibly in method of presentation, as well as other features, the two courses are very different, they are the only courses which include all of the freshmen contributing to the study at their respective schools, and consequently a comparison of the reasons for difficulty assigned to these required courses should present some interesting points. It is noted in Table XXII that only one significant difference is revealed, "faulty methods of note-taking" proving to be a significantly greater difficulty to the students in Citizenship than to those in English Composition. This might be explained in part by the difference in the nature of the two courses; the subject material in Citizenship being presented more frequently by the lecture method than would the material in English Composition in which much of the time would probably be spent on funda-

Table XXII

Reasons for Difficulty of Stanford Freshmen in Citizenship
Compared with Oregon State Freshmen in English Composition

	Stanford	O.S.C.	Diff.
	%	%	%
Faulty methods of note-taking	35.8±4.0	7.9±2.3	+ 25.9±4.6
Personality of instructor	35.4±4.0	23.8±3.6	+ 11.6±5.6
Lack of time for assignments	20.0±3.3	12.7±2.8	+ 7.3±4.3
Could not follow lectures	10.8±2.6	6.4±2.1	+ 4.4±3.4
Poor text	6.2±2.0	4.8±1.8	+ 1.4±2.7
Unfair grading	6.2±2.0	6.4±2.1	- 0.2±2.9
No interest in course	49.2±4.2	52.4±4.2	- 3.2±5.9
Neglect of assigned work	24.6±3.6	30.2±3.9	- 5.6±5.3
Inadequate subject background	32.3±3.9	42.9±4.2	- 10.6±5.7

mental drills and exercises. Consequently, the ability to take notes satisfactorily would be a greater need in the Citizenship course than it would in English Composition and for this reason the Stanford students noted it as a major problem.

It is interesting to note the rank order of the items as assigned by the two groups. First place in both groups is held by the item "no interest in the course" which stands considerably higher than any other factor. Certainly the fact that these students at both Stanford and Oregon State College attribute their greatest handicap in these required courses to their lack of interest in the course, is a criticism which bears investigation. Considering the fact that the Stanford University freshmen are a more highly selected group than the average group of freshmen, it cannot be said that the lack of interest results from the fact that the students involved are, for the most part, not college material. Such a reason might enter into the situation at Oregon State College but since the difference in the response to the item at the two schools is slight this assumption cannot have much weight. Perhaps the organization of the courses themselves needs to be investigated. Are they, since they are required of all freshmen, designed accurately to meet the needs of the students? Perhaps the method of presentation needs to be investigated; that is the courses may contain the material which meets the

needs of the students, but through faulty methods of presentation this material may not be handled so that the students can profit most by it. Perhaps the qualifications of the instructional staff need to be investigated. Are these required courses in the hands of those professors who are most capable of handling them and most adept in dealing with freshmen students? Any number of possibilities suggest themselves, but whatever the case may be, the criticism is certainly one which cannot be ignored.

Second in rank order in the reasons for difficulty in English Composition is the item "inadequate subject background", while this item is fourth in rank order as a difficulty in Citizenship. The relationship of this factor as a cause for difficulty in English Composition is certainly a matter of concern. The majority of the students involved in the Oregon State College study are graduates of Oregon high-schools. These students, in fulfilling the graduation requirements set by the state for accredited high-schools, have completed four years of work in English, a large part of which was work in English composition and the fundamentals of English grammar. In the face of this preparation the fact that 42.9±4.2 per cent of those students who find their greatest difficulty with English Composition attribute it to the inadequacy of subject background initiates questions not only concerning the college course as it is presented, but also the quality of the high-school preparation.

In addition to these conclusions, however, the writer suggests that this denotes more evident need for not only a more selective policy in the admission of college freshmen, but also a lifting rather than a lowering of the standards set for satisfactory completion of high-school work.

The findings relative to the comparison of these two studies made at Stanford University and at Oregon State College emphasize that freshmen are confronted with a variety of problems when making the adjustment necessitated by the new environment of college; that these problems are experienced in very different ways by individual students and, although students at the different schools respond in very different ways to some of the problems, a considerable number of them are common to freshmen in the two institutions.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The analyses which have been made in Chapter IV and the comparisons made in Chapter V have revealed many facts relative to the problems which confront the freshmen at Oregon State College in making the many adjustments to the new environment of college. It is the purpose of this chapter to summarize the findings which the study has revealed; to draw conclusions based upon the findings; and to make a few recommendations for the guidance of others who are engaged or interested in this type of work.

A. SUMMARY

This study was undertaken because of the writers belief in the need and importance of such an investigation. The fact that ever increasing numbers of students are crowding the colleges and universities each year has made the technique of individual treatment an acute problem. In addition, the constantly increasing rate of student mortality has concentrated the attention of administrators and personnel officials on the problems relative to the adjustment and adaptation of new students. Similar studies made in many of the representative colleges and universities throughout the country, which indicate that institutions consider such problems to be of great importance, further strengthened the belief that such a study as the present one

was needed at Oregon State College.

The purpose of this study, then, has been to investigate the existing situation relative to freshmen adjustment at Oregon State College in order to determine the nature and extent of the specific problems which freshmen at Oregon State College actually encounter. In addition, an attempt has been made to isolate some of the causes underlying these problems of adjustment and also to evaluate from the standpoint of the students those projects designed to aid them in their adaptation to college life. In short, the study attempts to secure definite information concerning the following questions:

1. What is the nature of the adjustment problems with which Oregon State College freshmen are most frequently confronted?
2. What is the extent of these problems and to what degree are they considered of major or minor importance to the student?
3. To what extent are the strictly academic difficulties attributable to particular college courses?
4. What other factors are responsible for the academic problems?
5. What is the attitude of Oregon State College freshmen concerning the value of projects designed to aid them in their adjustment to college life?
6. What is their opinion concerning the most needed reforms in their high-school preparation?

The data were collected by means of a questionnaire administered through the cooperation of the English department and to which the responses were voluntary. The questionnaire consisted of five sections containing, in the form of check lists, from ten to nineteen items per section. Each division of the questionnaire was given separate treatment, all of which is reported in detail in Chapter IV and Chapter V of this study.

The study, which involved 333, or 72.3 per cent of the freshmen class of 1933-34 at Oregon State College, revealed a number of significant findings. Of the 19 possible problems suggested on the questionnaire each one was named by 4 or more students as a difficulty with which they were confronted during the adjustment period of their freshmen year. In addition to these 19 problems, 30 students named problems not included in the list. The problem confronted by the largest number of students was "the inability to budget time"; "higher standards of work"; "slow reading habits" and "insufficient funds", following closely in the order named. Although every problem except one was mentioned by at least one student as the problem of major difficulty to him, seven items were listed more frequently than others as problems of major importance, namely: "the inability to budget time", "higher standards of work", "slow reading habits", "insufficient funds", "general background inadequate", "time taken for self-support", and "confusion in the selection of a

major". The two items causing the least difficulty as problems of adjustment were "failure to make friends" and "lack of medical care".

When the problems of the men were compared with those of the women, a number of interesting differences appeared. The problems confronting the men more frequently than the women were "insufficient funds," "time taken for self-support", and "too many required subjects". The problems of social adjustment proved to be greater handicaps to the women than to the men with "the social conflict with studies", "new associates", and "lack of student activities" showing significant differences in favor of the women.

Differences were also revealed in the responses of those students who identified their papers as compared with those who did not. Larger percentages of the identified groups designated the various items as problems than did the unidentified group with four problems, "the inability to budget time"; "slow reading habits"; "living arrangements"; and "the impersonal nature of classes" showing differences which were statistically significant in favor of the identified group.

In a third classification, based on the lapse of time between graduation from high-school and registration in college, it was found that those students whose entrance to college was postponed were more frequently confronted with such problems as "slow reading habits", "insufficient funds", and "time taken for self-support" than the group whose for-

mal education was not interrupted. On the other hand, the latter group found greater difficulty in adjusting themselves to the new associates of the college environment and the new independence of college life.

The freshmen designated 48 different subjects, spread over a great variety of subject fields, as those subjects which they considered most difficult. The three subjects mentioned the greatest number of times were: English, chemistry, and mathematics. Subjects in the Physical Science field were found to be the most difficult with subjects in the fields of Arts and Letters and the Social Sciences following in order. The great distribution of subjects mentioned indicate that difficulties cannot be attributed to any one or two particular courses. The two factors named the greatest number of times as causes of difficulty in meeting the academic requirements were: "inadequate subject background" and "no interest in the course". Insignificant as causes of difficulty were the factors "unfair grading" and "cheating and unfair work of classmates". Causes to which difficulties were attributed differed somewhat in the different departments. In Arts and Letters, Biological Science, Commerce, and Social Science the one reason for difficulty which exceeded all others was "no interest in the course" while in Mathematics and Physical Science the difficulty was attributed to "inadequate subject background". The personality of the instructor contributed to the difficulty of the students to such a degree

as to warrant consideration.

Of the projects designed as aids to adjustment during the freshman year, the freshmen indicated that the freshman week program, institutional life, and the plan of faculty advisership were the most helpful to them in the order named. A number of significant differences were revealed when the responses of the men were compared to those of the women on this point. The women were aided more by "the freshman week program", "the Y.M.-Y.W. program", and "church affiliations" than were the men, while a larger percentage of the men than women indicated that they had benefited by the student employment office.

The students indicated that in their high-school preparation they most needed more explicit training in the technique of "how to study", in order that they might be adequately prepared for college work. In this work especial attention should be given to such matters as "how to budget time", and "how to take notes", since college work demands such knowledge and skills.

A comparison of this study with a similar one made by Garrett at Stanford University a year earlier revealed a number of significant differences. Items on which comparisons were possible were: the nature and extent of the freshmen adjustment problems; problems determined on the basis of sex; most difficult academic courses and their causal factors; reasons for difficulty with required courses. Differences showed that problems of social adjust-

ment were more frequent among the Stanford freshmen, while Oregon State freshmen found greater difficulty with financial problems; Stanford freshmen found greater difficulty on account of "the higher standards of work", while Oregon State freshmen were more frequently troubled by "the inability to budget time". Differences on the basis of sex were likewise significant; however, the outstanding items did not vary greatly from the aforementioned ones. Freshmen of both institutions considered the required courses to be the most difficult. The three subject fields-Arts and Letters, Biological Science, and Social Science- presented greater difficulty to the Stanford group, while the Physical Sciences presented greater difficulty for the Oregon State freshmen. Chemistry, English, and mathematics received the greatest number of mentions on this point among the subjects which were common to both groups. "Inadequacy of subject background", and "the inability to follow lectures" were given more frequently as causes of difficulty for the Oregon State freshmen while "lack of time for assignments" was mentioned by the largest number of the Stanford group. "No interest in the course" was ascribed by both groups as the most frequent cause of difficulty in the courses required of all freshmen. "Faulty methods of note-taking" and "the personality of the instructor" were more frequent causes of difficulty in these courses for the Stanford freshmen, while "the inadequacy of subject background" was

a greater handicap for the Oregon State group.

B. CONCLUSIONS

On the basis of the findings which this study has revealed the following conclusions are drawn:

1. That freshmen as a group are confronted with many and varied problems which seriously interfere with their adjustment to college life;

2. That all students are not confronted with the same problems, and that those who do have common problems react to them in different ways;

3. That there are significant differences in the types and seriousness of problems met by the two sexes;

4. That the number of years a student is out of high-school before he enters college is a factor which influences the nature and degree of difficulty in making a satisfactory adjustment to college life;

5. That certain college courses contribute more than others to the difficulties of freshmen;

6. That students are seriously handicapped because of their inadequacy of subject background, and because of lack of interest in their work;

7. That problems of social adjustment are as vital as problems of academic adjustment and need the same amount of care and consideration;

8. That freshmen are extremely sensitive to the personalities of their various professors;

9. That students, generally, are aware of the points of weakness in their high-school preparation, and realize the effect of this preparation on their college achievement;

10. That the majority of the problems with which freshmen are confronted are, to a large degree, remediable.

11. That the responsibility for the situations which contribute to adjustment difficulties lies with the preparatory schools as well as with the institutions of higher learning, and that the standards of these preparatory schools cannot be lowered without a corresponding increase in the difficulties experienced by college freshmen;

12. That certain projects particularly freshmen week programs and plans of faculty adviserships, facilitate materially the ease with which freshmen become adapted to the new environment of college;

13. That certain adjustment problems occur with greater frequency than others at different institutions, making it necessary for each institution to determine the nature and extent of its own problems.

C. RECOMMENDATIONS

The findings of this study and the resulting conclusions suggest the need of the following recommendations:

1. That, considering the number and variety of the problems and the difference in degree of intensity with which they are realized by individual students, a more extensive department of personnel administration is needed, providing for the careful guidance and counsel of freshmen throughout the year;
2. That this personnel department include in its program: diagnostic and remedial work in reading; training in proper study habits; assistance in finding employment; assistance in matters of social adjustment; and other necessary projects of a similar nature;
3. That provision be made for more frequent opportunity for faculty contact since such a large proportion of the freshmen feel such a need;
4. That careful attention be given to the courses required of all freshmen in the various curricula, in an effort to justify such requirements and hence increase student interest;
5. That, due to the fact that the greatest handicap to the academic adjustment of the freshmen is the inadequacy of their subject background, an investigation be made concerning the content and quality of the work done in the preparatory schools;

6. That the preparatory schools give more attention in the training of their students to such elements as "how to study", "how to take notes" and "how to budget time";

7. That a more careful examination be made of students who desire to go on to college, and that in so far as possible those students who do not present sufficient evidence of ability to succeed be refused admission;

8. That colleges should exercise the greatest care in assigning instructors to freshmen courses, since some instructors do not know how to motivate freshmen students;

9. That a study similar to the present one be made on the high-school level;

10. That such a study as the present one be repeated periodically at Oregon State College in order to serve as a measure of improvement and to enable the personnel directors to be continually aware of the student's pressing needs.

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APPENDIX

A Survey of Freshman Adjustment Problems

The problems which a student meets during his first year in college are many. At Oregon State College much effort is exerted on the part of both students and faculty to foresee these problems and to minimize in so far as possible the situations in which they arise. Only by actual knowledge of what these problems are can they be dealt with successfully. This survey is an attempt to define the conditions which now exist in order that you who are now students, as well as the students of the future, may find the environment at Oregon State College one which is conducive to the best personal development of each individual student. By reading this carefully and checking it to the best of your ability, you will be making a most necessary contribution to the study, and your cooperation will be greatly appreciated. There is no necessity for personal identification in this survey unless you, yourself, desire to follow-up the results.

I. Sex? _____ Age at entering Oregon State College? _____
In which school or division are you registered? _____
How many years were you out of high-school before entering college? _____
Were you employed? _____ At what? _____
High-school attended prior to O.S.C.
School _____ City _____ State _____

II. With what problems were you confronted in adjusting yourself during any or all of your first three quarters at O.S.C.? (Check once the problems that troubled you at all; check twice the one most troublesome for you.)

New independence	Impersonal nature of classes
Living arrangements	Lack of student activities
Insufficient funds	Slow reading habits
Higher standards of work	Confusion in selecting major
New associates	Failure to make friends
Inability to budget time	Worry about home and family
Too many required subjects	Lack of medical care
Social conflict with studies	Use of library
Indifference of instructors	Time taken for self-support
Fraternities or sororities	Others _____
General background inadequate	_____

III. What college course caused you the greatest difficulty during any or all of your first three quarters? _____
Indicate in which quarter the course was studied. _____

What were your causes for the difficulty with the course (check once all the contributing causes; check twice the chief cause)

No interest in course	Personality of instructor
Neglect of assigned work	Inadequate subject background
Faulty methods of note taking	Could not follow lectures
Unfair grading	Poor text
Lack of time for assignments	Cheating and unfair work of classmates
	Others _____

IV. Which of the following projects carried out on this campus have helped you in making your adjustment to college life? (check once those which have helped you; check twice the one most helpful)

Freshman week program	Orientation courses
Faculty adviser	Fraternity, sorority, or dormitory life
Freshman counselor or Big Sister	Y.W.C.A. or Y.M.C.A.
Social ethics class	Church affiliations
Conferences with Dean of Women or Men	Student employment office
Health service examination	

V. In which of the following ways do you feel that more adequate training or experience in high-school would better have prepared you for your adjustment to college life? (Check once those which you feel you needed; check twice the one you feel you needed most.)

How to study	How to outline
Vocational counseling	More independence of work
Educational counseling	Compulsory examinations
Remedial reading program	Direct training in social etiquette
Greater participation in activities	A more general and inclusive course of study
Limitation of participation in activities	A more specialized course of study
How to budget time	Others _____
How to use library	
How to take notes	

VI. Would you welcome help from some of the college faculty on the problems checked above if you knew whom to see?

Yes _____ No _____

Please write your name and address if your answer to the last question is "yes". _____
