

PROBLEMS COMMON TO FRESHMEN WOMEN  
IN THE HOME LIFE SECTIONS  
OF THE BASIC COURSE IN HOME ECONOMICS

A Study of  
The Freshmen Women's Problems in the School of Home Economics  
at Oklahoma Agricultural and Mechanical College

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at Oklahoma Agricultural and Mechanical College

by

BETTY JO WARD BICKEL

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

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Elsa B. Bate

Chairman, Thesis Committee

Ruth C. Taylor

Member of the Thesis Committee

Viginius Messenger

Head of the Department

W. C. McFite

Dean of the Graduate School

245277

DEDICATED TO  
My Foster Mother  
ELIZABETH LUCILLE CALDWELL  
and To  
My Husband  
GLENN DWIGHT BICKEL, JR.

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CHAPTER I  
INTRODUCTION

The situations in which many college freshmen find themselves are frequently quite different from the situations in which they lived as high school students. For example, relatively few of them have made decisions without at least some family guidance. Some of them have never had the experience of living away from their families or of rooming with another girl; others have never learned to budget either their time or their money. Still others have never been expected to eat the food set before them without some individual choice, as is the case in many dormitories. Many other examples of changed situations could be mentioned.

Because freshmen women are faced with many situations which are new to them, it can be expected that they will have a great deal to learn.

It is commonly accepted among psychologists that adjustment to new situations is accompanied by emotional disturbance, varying in degree with the seriousness of the problem.

Out of this disturbance stems the motive for learning. It appears to be desirable, then, that people be not too satisfied, nor too successful, because as Miller and Dollard<sup>1</sup> point out, "Any teacher who has tried to teach unmotivated students is aware of the relationship between drive and learning. Completely self-satisfied people are poor learners."

Therefore, if freshmen students are to be helped to deal with these new situations effectively, it would appear to be important for their teachers to know what common problems exist among them.

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<sup>1</sup> Miller, Neal E. and Dollard, John. "Four Fundamentals in Learning," Chapter 11, Social Learning and Imitation. (1948) New Haven: Yale University Press, p. 21.

Several investigators have attempted to find out what these problems are. Lunger and Page<sup>2</sup> administered a Worry Inventory consisting of 78 items to 100 college freshmen of each sex. They also investigated the relation of the students' worries to intelligence, and to their self-evaluation of general superiority (or lack of it) and to their personality adjustment. The American Council on Education Intelligence Test and a Superiority-Inferiority Self-Rating Scale were used for this purpose with both sexes. In addition the Bell Adjustment Inventory was given to the female group.

From one-tenth to one-fifth of each sex expressed some concern about the possibility of contracting certain diseases, of being injured, of developing familial difficulties and of being considered successful socially.

Approximately one-fifth to one-fourth of the students worried about such factors as social obligations, mental inferiority, being too nervous, inability to get along with other people, what happens after death, insufficient funds and not being as happy as one felt one should be.

About one-half were concerned with their general religious problems, physical defects, being late for appointments, familial obligations, inability to make friends and vocational success.

A significantly higher proportion of women than men were worried about not being popular socially, and the possibility that no one cares for them.

A significantly higher proportion of men than women were worried about future financial security, the possibility that they will have to support their parents in their old age, not being able to support those who are or those who might become dependent upon them, being disinterested in their work, being underweight, and becoming ill.

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<sup>2</sup> Lunger, Ruth and Page, James D. "Worries of College Freshmen." Pedagogical Seminary and Journal of Genetic Psychology, Vol. 54 (1939) pp. 457-460.

In general agreement with similar studies, no relationship was found between the ACE Intelligence Test scores nor the Worry nor the Bell Inventory.

The highest proportion of freshmen were worried about not being as successful in their work as they would like to be (men 94%, women 89%), hurting other people's feelings (men 85%, women 85%), the impression they make on others (men 76%, women 84%), and not working hard enough (men 80%, women 76%).

McKinney<sup>3</sup> studied the problems of freshmen students who came to the College Adjustment Clinic over a period of four years. He compared the students who came with an unselected group. The data concerning these students were collected in the form of case records. These records were analyzed for complaints which clustered around problems which were classified as primarily emotional, motivational, social, familial, academic, sexual, schedule, disciplinary, financial, and health, in that order of frequency. These problems are not essentially unlike the problems of an unselected group of students, except that emotional problems were more frequent in the clinical group. The students in both groups were usually troubled by multiple rather than single problems.

Several of the more recent studies have employed the Mooney Problem Check List, College Form.<sup>4</sup> This Check List is composed of 330 problems believed to be common among college students, applicable to both men and women. The problems are divided equally into eleven areas which are designated as follows:

1. Health and Physical Development (HPD)
2. Finances, Living Conditions and Employment (FLE)
3. Social and Recreational Activities (SRA)
4. Social-Psychological Relations (SPR)

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<sup>3</sup> McKinney, Fred. "Four Years of a College Adjustment Clinic." Journal of Consulting Psychology. Vol. 11 (1945) pp. 207-213.

<sup>4</sup> Mooney, Ross L. Problem Check List, College Form. (1941) Bureau of Educational Research, Ohio State University, Columbus, Ohio. pp. 1-6.

5. Personal-Psychological Relations (PPR)
6. Courtship, Sex and Marriage (CSM)
7. Home and Family (HF)
8. Morals and Religion (MR)
9. Adjustment to College Work (ACW)
10. The Future: Vocational and Educational (FVE)
11. Curriculum and Teaching Procedures (CTP)

The first edition of the Mooney Problem Check List was a mimeographed list which contained 370 items. This edition was administered to 200 students in a small college, the results analyzed, and a second edition prepared using 320 items. The second edition was administered to remedial study classes, and in mental hygiene courses at Ohio State University, and to selected groups of students in other schools. The results again were analyzed in detail, and the third, or present printed edition, was prepared using 330 items.

Three hundred and thirty items seemed to be the optimum number for securing a maximum response from a variety of individuals. Although superficial inspection might lead one to feel that many of the items are "just about alike," use of the Check List in practical situations has shown that a shading of difference in the wording of items is important in getting the reaction of different individuals.

In the directions for filling out the check list the students were asked to read the list slowly, to pause at each item, and to underline the items which were troubling them.

After the first step was completed, they were asked to look back over the items which had been underlined and circle the numbers in front of the items which were of most concern to them.

Marsh<sup>5</sup> reports a study of 370 college women at Stephens College, using an experimental mimeographed form of the Problem Check List, fore-runner to the printed form currently available.

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<sup>5</sup> Marsh, Charles J. "The Worries of the College Woman." The Journal of Social Psychology. Vol. XV (1942) pp. 335-339.

From the data presented it appears that worries with regard to personality problems, academic problems, and social problems are most frequent in college women, in that order.

It was found that the number of items underlined and circled by these students totaled 5,683. Of this number, 52.5 per cent fell into these areas.

The five categories including social, physical, sex and marriage, vocational, personality-social and philosophical problems involved 2,142 of the 5,683 checkings, or 37.7 per cent.

The three categories least frequently checked were home, physical, and financial. Only 9.8 per cent fell into these areas.

Congdon<sup>6</sup> used the Mooney Problem Check List, College Form, in the orientation classes for freshmen girls at Colorado State College in an attempt to locate the areas of problems with which they were concerned. She found the problems most frequently checked were those having to do with adjustment to College work. Those troubling the students least often were those concerned with morals and religion and curriculum and Teaching Procedures. There were four items which were checked by at least one-fourth of the students. These were "Wanting a More Pleasing Personality," "Worried About Examinations," "Slow in Mathematics," and "Don't Know How To Study Effectively."

The College Form of Mooney's Problem Check List was administered to 204 upperclassmen at Illinois State Normal University by Hibler and Larsen.<sup>7</sup> They found that underlined problems tended to reflect minor problems whereas the circled items tended to be diagnostic of major conflicts. Their data indicated

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<sup>6</sup> Congdon, Nora A. "The Perplexities of College Freshmen." Educational and Psychological Measurement. Vol. III (1943) pp. 367-376.

<sup>7</sup> Hibler, F. W., and Larsen, A. H. "Problems of Upperclass Students In A Teachers' College." Journal of Applied Psychology. Vol. 28 (1944) pp. 246-253.

that a relatively large number of their students did not have enough time to read, sleep, and play; and that they experienced a dislike for financial dependence on their families. Their data also indicated that "lack of self-confidence" was felt most deeply by their students. Other items about which students felt concerned were problems relating to the distribution of time in the accomplishment of assigned tasks, recreational activity, and the gaining of skill in personal relationships.

These data were presented in the rank order of the items underlined and circled. No distinction was made between the two methods of checking in the reporting of the data.

The data from these studies yield valuable information about the problems experienced by freshmen students. However, the percentages of students disturbed by certain items were not reported in every case and no study made comparing their findings with the findings in colleges of somewhat similar organization.

Inasmuch as it is possible that the problems of college freshmen women may vary considerably from one institution to another, it seemed advisable to survey the problems of the students in the institution in which the investigator had an immediate interest.

It also seemed desirable to make a comparison of similar institutions in order to determine whether or not their findings revealed certain problem areas or items in common.

## CHAPTER II

## PURPOSE

While the overall purpose of this study is to collect data concerning problems which are common to Home Economics freshmen in Oklahoma Agricultural and Mechanical College, there are several secondary purposes. These are listed below.

1. To determine what per cent of the problems in the areas, as they are set up in the Mooney Problem Check List, are of general concern and which ones are of major concern to the students.
2. To determine how the problems of the Home Economics freshmen women on this campus compare with freshmen women's problems on similar college campuses.
3. To determine how the problems of the Home Economics freshmen on this campus compare with a college which is organized differently and which may attract a different type of student.
4. To determine the specific problems that are of concern to ten per cent, twenty per cent, forty per cent, and fifty per cent of the freshmen Home Economics students on this campus.
5. To determine the rank order of these areas as they are set up in the Mooney Problem Check List.

## CHAPTER III

## PROCEDURE

In order to achieve the purpose set up for this study the following steps were taken:

1. A study was made of research studies related to the problems of college freshmen.
2. A preliminary study was made to check the interests and cooperation of the students in which the investigator set up a short questionnaire and presented it to the entering freshmen women in Home Economics the second month after the opening of the fall term. The response from the students indicated a great deal of interest. However, the investigator found that it was very difficult to analyze the findings in an organized manner inasmuch as the questions were answered in sentence form. Following this experience, the investigator chose to use the Mooney Problem Check List. This check list has been used in many studies over a period of years during which time its validity and reliability have been calculated.
3. A copy of the Mooney Problem Check List (see appendix) was presented to, and checked by, each freshman who was enrolled in one of the Home Life sections of the Home Economics Basic Course.
4. The data yielded by the check lists were analyzed in view of carrying out the purposes set up in Chapter II.



The Mooney Problem Check List

The immediate function of the Check List is, as viewed by its author, "To help students in the expression of their personal problems." In administering it, the students are requested to read through the items and underline the problems which are of concern to them. After a second reading, they are asked to circle the ones of most concern to them. The author suggests that the information which has been obtained in this way be used as follows:

A. To make group surveys

1. To find out what youth are thinking about in their personal lives.
2. To help locate students who want and need counseling or other personal aid (on health, school, home, social, psychological or other personal problems).
3. To help locate the most prevalent problems expressed within a student body as a basis for new developments and revisions in the curricular, extra-curricular, and guidance programs of a school.

B. As a basis for group guidance, orientation, and personnel programs

1. To stimulate the student to quicker recognition and analysis of his needs.
2. To indicate discussion topics and group activities which are related to the personal interests and needs of students in any given group.

C. To increase teacher understanding in regular classroom teaching

1. To provide an opening by which a teacher can establish an individual and personal relation with each of his students.
2. To enable special analysis of students who are hard to "reach" or understand.

D. To conduct research on the problems of youth

1. To show changes and differences in problems in relation to age, sex, social background, school ability, interests, patterns, and the like.
2. To discover clusters of problems which tend to be associated with particular problems.

The selection and phrasing of the particular items used in the Check List were based on the following criteria. The items should be:

1. In the language of the students.
2. Short enough for rapid reading.
3. Self-sufficient as individual phrases.
4. Consistent in style of expression.
5. Common enough to appear frequently in large groups of students or serious enough to be important in an individual case.
6. Graduated in seriousness from minor difficulties to major concerns.
7. Vague enough in "touchy" spots to enable the student to check the item and still feel that he can hide his specific problems in later conferences if he chooses to do so.
8. Centered within the student's own personal orientation rather than in general social orientation.

An additional aim was to select items which would secure a naive, rapid "feeling" response from the student. Spontaneous rather than deliberate reactions were sought.

The items for the College Form were selected and developed from a master list of over 5,000 items. The master list was accumulated from:

1. Past experience of the author.
2. Direct interview with college students.
3. Analysis of case records on college students.

4. Review of literature on student problems.
5. Analysis of paragraphs written by 4,000 high school students.
6. Detailed report on personal and social problems expressed by 250 students in Grades 7 through 12.
7. Review of 5,000 cards itemizing the "personal educational" needs expressed by 950 students in Grades 6, 9, and 12.
8. Other miscellaneous sources.

Items and areas incorporated in the final Check List were selected on the basis of whether or not they in toto:

1. Covered the range of problems collected.
2. Allowed for a relatively equal distribution of the problems among the areas.
3. Were few enough in number for convenience in summarization.
4. Were pragmatic in pointing the data as much as possible in directions which would suggest programs of action related to the kinds of services which tend to be available in schools.

#### Reliability

The reliability of the Check List is described in the Manual<sup>8</sup> as follows:

"If the Check List were a personality test designed to predict relatively stable patterns of behavior, the determination of its reliability would be simplified to the extent of testing the degree to which responses to items and areas remain stable from one administration to the next. Stability of response, in this case, would be the particular characteristic which makes the test a dependable instrument for the purpose for which it is to be used. The function of the Check List, however, is not one of predicting specific patterns of behavior; and stability of response is not an adequate criterion of its dependability.

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<sup>8</sup> Mooney, Ross L. and Price, Mary Alice. Manual to Accompany the Problem Check List, College Form. (1948) The Bureau of Educational Research, Ohio State University, Columbus, Ohio, p. 5.

"The Check List is designed to reflect problems which a student senses and is willing to express at a given time. Since the problem of any individual is a dynamic interrelation of changing situations and experiences, one would expect the number of items and the specific items marked to be somewhat different at each administration of the Check List, if the instrument does what it has been designed to do. The question of dependability then must be resolved by determining the degree to which shifts in items facilitate or render impractical the use of data for specific purposes.

"If the data are to be used to implement understanding of the individual case, they must be capable of reflecting changes in the circumstances surrounding the individual or changes in his feeling toward those circumstances. Shifts in item responses which reflect these changes do not invalidate the data, and may well facilitate the purpose for which the data are used.

"If, however, the data are to be used for survey purposes, there must be some assurance that they reflect concerns of the group which remain reasonably stable over a period of time. Evidence that the Check List does reflect relatively stable concerns of the group comes from studies made with college and high school groups. For example, the rank order correlation for the average number of problems marked in each area on the first and second administration was  $.90 \pm .04$  for a group of 30 college students after one week;  $.95 \pm .01$  for a group of 69 college students after six weeks;  $.97 \pm .01$  for a group of 190 college students after ten weeks; and  $.98 \pm .001$  for a group of junior high school students after one month. This is sufficient stability to warrant general program planning when data on rank order of problem areas are used."

### Validity

The validity of the Check List is also described in the Manual.<sup>9</sup>

"Since the Problem Check List is designed to reflect the problems which a student is willing and able to identify at a given time, its validity depends upon the degree to which it serves this purpose. Three approaches thus far have been made to the problem of validity.

"One approach is in terms of responses to the first summarizing question on page 5 of the Check List: 'Do you feel that the items you have marked on the list give a well-rounded picture of your problems?' In Gordon's<sup>10</sup> study, 92 per cent of those who responded to the question felt that the items they had marked gave a well-rounded picture of their problems. The results of this study have been supported by the results of other studies at the college, high school and junior high school level.

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<sup>9</sup> Ibid., p. 6.

<sup>10</sup> Gordon, Leonard V., Unpublished study. Ohio State University. (1948)

"The second approach is to determine the degree to which the Check List reflects statements of problem changes from one administration to the other, the statements of problem changes being determined by an independent measure. Using this method with college students, Gordon<sup>11</sup> administered the Check List twice to a group of 70 men and 46 women at a nine-day interval. After the second administration, the students were asked to indicate on a special mimeographed form whether any of their problems had been solved, or whether new problems had arisen during the previous nine-day period, and, if so, what these problems were. Analysis of results indicated that the Check List reflected about 35 per cent of the changes reported on the mimeographed form.

"The third approach is in terms of the degree to which the responses of selected groups known by other criteria to have specific problems show evidence that these problems are reflected by the Check List data. Stogdell and Denton<sup>12</sup> compare a remedial-study-skills class with a mental hygiene class, composed of 35 graduates, matched with respect to age, sex, Ohio State Psychological Examination percentile, veteran status, college and class year. Analysis of the data indicated that a significantly greater proportion of the remedial study group than the mental hygiene group marked such items as 'Don't know how to study effectively,' 'Fearing failure in college,' and the like. The mental-hygiene class, on the other hand, marked a significantly greater proportion of items such as 'Going into debt for college,' 'Feeling inferior,' 'Not enough time to myself,' and the like. The trends shown by this study indicate that problems one would expect to be characteristic of the two groups are reflected by the Check List.

"The three studies reported above are consistent in their indication that the Check List reflects problems with which students are concerned and about which they are able and willing to verbalize."

### Presentation of the Check List

#### Subjects

The students who participated in this study by checking the Mooney Problem Check List were 168 second-semester freshmen women enrolled in the Home Life Section of the Basic Course of Home Economics in Oklahoma Agricultural and Mechanical College. These students were enrolled in nine different sections, ranging in number from 17 to 24 students per section.

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<sup>11</sup> Ibid, p. 12.

<sup>12</sup> Stogdill, Emily L. and Denton, Jr., Jack E. Unpublished study entitled "Differences in Responses of Selected College Groups to Items on the Mooney Problem Check Lists." Ohio State University.

### Method of Presentation

A Mooney Problem Check List, College Form, was presented to each of the students by the investigator in order that the directions for checking could be given uniformly.

The students were told that through their cooperation and honesty in checking the Check Lists that the findings from the study would probably reveal data which would be of value to the teachers of the Home Life Sections of the Home Economics Basic Course for freshmen women.

A brief explanation of the Check List was reviewed with them, and interest was stimulated by reporting to them some of the findings revealed by similar studies made on other campuses.

The students were asked to not sign the Check Lists for two reasons. One reason was that one of the purposes of the study was to locate problems and areas of problems which might serve as bases for group discussion, rather than to discover the problems of any one individual student. The other was that Fischer<sup>13</sup> found in his study that when signatures were withheld that the mean number of problems circled (serious problems) tended to be significantly greater.

The students were instructed to "read the list slowly, pause at each item, and if it suggests something that is troubling you underline it." After they had completed this step they were further instructed to "look back over the items you underlined and circle the numbers in front of the items which are of most concern to you."

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<sup>13</sup> Fischer, Robert P., "Signed Versus Unsigned Personal Questionnaires." Journal of Applied Psychology, Vol. 30 (1946) pp. 220-225.

In the Manual,<sup>14</sup> which accompanies the Problem Check List, College Form, it is stated:

"From research findings, three hundred thirty items proves to be a practical number since most students can finish with the Check List within one class period. Two-thirds finish in 35 minutes and 90 per cent can finish in 50 minutes."

Therefore, the present Check Lists were given during a two-hour period which allowed ample time for every student to finish.

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<sup>14</sup> Mooney, op. cit., p. 2.

The data revealed by the Check Lists which were checked by 168 students who served as subjects in this study have been analyzed and set forth in Chapter IV.

#### CHAPTER IV

##### ANALYSIS OF THE DATA

The data obtained in this study have been analyzed in several ways. An analysis was first made of the items underlined by the students.

The per cent of students was calculated for each item underlined and each item circled. The data are set forth in detail in the appendix.

Inasmuch as each Check List incorporated 330 items, and as 168 students marked this Check List, it was possible that 55,440 items could have been underlined and/or circled. However, in this study it was found that 8,874 items were underlined, which is 16% of the total number of items; 2,074 items, or 4% of the total number, were circled.

The mean number of items underlined was 52.8 per student, ranging from 11 to 122 items per student. In contrast, the mean number underlined and circled was 13.5 per student, ranging from 0 to 58 items per student. It is interesting to note that of the problems recognized by the students, approximately one-fourth were of major concern to them.

The items reported by individual students varied considerably from student to student; however, with the exceptions of "Insanity," "Having Financial Dependence," "Living Outside The Stream Of Life," "Being Forced To Go To Church," and "Belonging to a Minority Racial Group," each of the 330 items was checked by some student.

From the literature surveyed, it was found that the average number of problems increased as the students advanced in school. Mooney<sup>15</sup> found from a

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<sup>15</sup> Mooney, Ross L., and Arnold, Dwight L. "A Student's Problem Check List For Junior High School." Educational Research Bulletin, Vol. 22 (1943) pp. 1-6.



survey of three junior high schools that the average number of problems was 18 per student. In a different study of 425 students in five senior high schools, Mooney<sup>16</sup> also found the average number of problems per student to be 28; and the present study found 52.8 to be the average for a group of college freshmen.

These data have been further analyzed to show which individual items were checked by 50%, 40%, 20%, and 10% or more of the students, respectively, and ranked in order of frequency. These data are set forth in Table I. It will be noted from this table that 8 items were underlined by 50% or more of the students. These items--"Don't Know How To Study Effectively," "Hard To Study In Living Quarters," "Worry About Examinations," "Unable to Concentrate Well," and "Forced To Take Courses I Don't Like"--are somewhat similar in nature in that they relate to the students' academic work. The other three items--"Not Enough Sleep," "Wanting A More Pleasing Personality," and "'Moodiness,' Having The Blues,"--are of more personal concern.

It was found that 11 items were underlined by 40% or more of the students. Of these items, ten of them--"Worrying About Unimportant Things," "Lacking Self-Confidence," "Afraid to Speak Up In Class Discussion," "Not Enough Time For Study," "Nervousness," "Wondering If I'll Be Successful In Life," "Afraid Of Making Mistakes," "Day Dreaming," "Tiring Very Easily," and "Unable To Express Myself In Words"--are conceivably related to the feeling of inferiority. It is even conceivable that the eleventh item relating to "Dull Classes" may also be related to this feeling.

Items related to personality problems ranked the highest in the items underlined by 30% or more of the group. These items were: "Wondering If I'll

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<sup>16</sup> Mooney, Ross L. "Community Differences In the Problems Of High-School Students: A Survey Of Five Communities By Means Of A Problem Check List." Educational And Psychological Measurement, Vol. 3 (1943) pp. 127-142.

Find A Suitable Mate," "Wanting Love and Affection," "Not Knowing What I Really Want," "Deciding Whether I'm In Love," "Can't Forget Some Mistakes I've Made," "Taking Things Too Seriously," "Feeling Inferior," "Petting and Necking," "Parents' Sacrificing Too Much For Me," "Being Ill At Ease At Social Affairs," "Too Easily Hurt," "Boy Friend," "Stubbornness," and "Can't Make Up My Mind About Things."

Academic items ranked second by the underlining of the following items: "Too Much Work Required In Some Courses," "Unskilled In Conversation," "Doubting Wisdom Of My Vocational Choice," "Inadequate High School Training," "Vocabulary Too Limited," "Getting Low Grades," "Weak In Spelling Or Grammar," "Slow In Mathematics," "Being Without A Good College Adviser," and "Feeling To Know My Vocational Abilities."

The time element seemed to be of concern to the students, since more than 30% underlined "Too Little Chance To Read What I Like," "Too Little Time For Sports," "Failing To Go To Church," "Too Little Chance To Listen To the Radio," "Not Enough Time For Recreation" and "Not Getting Studies Done On Time."

The two items relating to food, "Tiring Of Same Meals All The Time" and "Being Overweight," and the item "Menstrual Disorders," which relates to health, might relate to the students' attitudes and understandings of the items.

From 15% to 23% of the students underlined and circled "Don't Know How To Study Effectively," "Not Knowing What I Really Want," "Worrying About Examinations," "Hard To Study In Living Quarters," "Lacking Self-Confidence," "Afraid To Speak Up In Class Discussion," "Wanting A More Pleasing Personality," "Deciding Whether I'm In Love," "Unable To Express Myself In Words," "Forced To Take Courses I Don't Like," "Getting Low Grades," and "Not Enough Sleep."

It is interesting to note that the items which are of general concern are also of major concern to the students.

TABLE I

THE FOLLOWING INDIVIDUAL ITEMS WERE CHECKED BY 10% OR MORE OF THE STUDENTS.

Number Of the Item	Item	Students Who Underlined Items		Students Who Circled Underlined Items		Rank Order Of Circled Items <sup>17</sup>
		Number	Per Cent	Number	Per Cent	
44	Don't know how to study effectively	99	59	39	23	1
106	Hard to study in living quarters	98	58	31	18	5
5	Not enough sleep	97	58	26	15	11.5
261	Worrying about examinations	95	57	33	20	2
263	Unable to concentrate well	92	55	24	14	14
236	Wanting a more pleasing personality	87	52	28	17	7
76	"Moodiness," having the blues	86	51	21	12	17.5
327	Forced to take courses I don't like	85	50	27	16	9
52	Dull Classes	80	48	5		
132	Worrying about unimportant things	78	46	10		
243	Lacking self-confidence	77	46	31	18	5
316	Afraid to speak up in class discussion	75	45	31	18	5
210	Unable to express myself in words	75	44	27	16	9
153	Not enough time for study	73	43	24	14	14
23	Nervousness	73	43	17	10	28
156	Wondering if I'll be successful in life	72	42	15		
241	Afraid of making mistakes	70	42	20	12	17.5
133	Day Dreaming	69	41	14		
1	Tiring very easily	67	40	12		
328	Too much work required in some courses	66	39	14		
140	Wondering if I'll find a suitable mate	65	39	16	10	28

<sup>17</sup> Garrett, Henry E., Ph. D. "Further Methods of Correlation" Ch. XI, Statistics in Psychology and Education. (1947) New York: Longmans, Green and Co. pp. 344-345.

TABLE I (Continued)

Number Of the Item	Item	Students Who Underlined Items		Students Who Circled Underlined Items		Rank Order Of Circled Items
		Number	Per Cent	Number	Per Cent	
290	Too little chance to read what I like	65	39	11		
70	Unskilled in conversation	63	37	17	10	23
305	Wanting love and affection	63	38	20	12	17.5
158	Not knowing what I really want	63	37	32	19	3
47	Doubting wisdom of my vocational choice	62	37	15		
85	Wondering if I'll ever get married	62	37	15		
193	Deciding whether I'm in love	61	36	27	16	9
259	Can't forget some mistakes I've made	61	36	14		
22	Taking things too seriously	59	36	16		
110	Inadequate high school training	59	36	16	10	25
317	Vocabulary too limited	58	34	18	11	22
226	Firing of same meals all the time	58	34	11		
75	Feeling inferior	58	34	20	12	17.5
303	Petting and necking	57	34	18	11	22
3	Being overweight	58	34	24	14	14
96	Getting low grades	57	34	26	15	11.5
35	Parents sacrificing too much for me	56	33	15		
319	Weak in spelling or grammar	55	33	18	11	22
262	Not getting studies done on time	54	32	16	10	25
206	Slow in mathematics	53	32	10		
15	Being ill at ease at social affairs	53	31	15		
232	Too little time for sports	53	31	6		
79	Too easily discouraged	53	31	8		
161	Being without a good college adviser	53	31	33		
146	Failing to go to church	52	31	13		
234	Too little chance to listen to the radio	52	31	4		
20	Feelings too easily hurt	52	31	19	11	22
247	Boy friend	51	30	13		
215	Needing to know my vocational abilities	50	30	9		
222	Menstrual disorders	50	30	12		
11	Not enough time for recreation	50	30	7		
185	Stubbornness	50	30	15		

TABLE I (Continued)

Number Of the Item	Item	Students Who Underlined Items		Students Who Circled Underlined Items		Rank Order Of Circled Items
		Number	Per Cent	Number	Per Cent	
242	Can't make up my mind about things	50	30	15		
176	Unsure of my social etiquette	48	29	11		
238	Too easily led by other people	47	28	14		
264	Trouble in outlining or note taking	47	28	7		
237	Lacking leadership ability	46	27	8		
185	Being jealous	45	27	15		
251	Not telling parents everything	45	27	7		
120	Disliking financial dependence on family	44	26	10		
134	Forgetting things	44	26	14		
186	Losing my temper	44	26	11		
55	Teachers lacking personality	44	26	3		
94	Confused in my religious beliefs	44	26	12		
192	Being in love	44	26	16	10	28
269	Choosing courses to take next term	44	26	3		
207	Slow with theories and abstractions	44	26	5		
57	Not enough outdoor air and sunshine	43	26	6		
231	Not enough time to myself	43	26	6		
233	Too little chance to enjoy art or music	43	26	5		
69	Slow in getting acquainted with people	42	25	7		
112	Poor complexion	42	25	15		
287	Too little chance to do what I want to do	41	24	7		
6	Not enough suitable clothes	41	24	17	10	28
172	Lacking privacy in living quarters	40	24	8		
329	Grades unfair as a measure of ability	40	24	4		
91	Wanting communion with God	40	24	6		
320	Slow in reading	40	24	11		
39	Missing spiritual elements in college life	39	23	5		
16	Shyness	39	23	16	10	28
170	Weak eyes	39	23	13		
12	In too few student activities	39	23	3		

TABLE I (Continued)

Number Of the Item	Items	Students Who Underlined Items		Students Who Circled Underlined Items		Rank Order Of Circled Items
		Number	Per Cent	Number	Per Cent	
14	Wanting to learn how to entertain	38	23	5		
53	Too many poor teachers	38	22	3		
163	Teachers lacking interest in students	38	23	5		
17	Being slow in making friends	38	23	2		
155	Not fundamentally interested in books	38	23	2		
119	Family worried about finances	38	23	13		
229	Needing a job in vacations	38	22	10		
217	Classes too large	37	22	2		
154	Poor memory	37	22	6		
9	Managing my finances poorly	37	22	13		
78	Not doing anything well	36	21	5		
301	Disappointment in a love affair	36	21	14		
46	Nestless at delay in starting life work	36	21	10		
212	Not knowing where I belong in the world	36	21	3		
95	Confused on some moral questions	36	21	5		
42	Purposes in going to college not clear	36	21	5		
97	Fearing failure in college	35	21	12		
137	Insufficient knowledge about sex matters	35	21	7		
322	Don't know how to look for a job	35	21	5		
213	Needing to decide on an occupation	34	20	12		
125	Wanting to learn how to dance	34	20	6		
40	Bothered by vulgarity in college talk	34	20	3		
117	Having to watch every penny I spend	33	20	5		
7	Too little money for clothes	32	19	8		
318	Weak in writing	32	19	9		
216	Not enough chances to talk to teachers	32	19	4		
330	Having unfair tests	32	19	6		
324	Lacking work experience to get a job	32	19	4		
68	Awkward in meeting people	31	18	4		
80	Sometimes wishing I'd never been born	31	18	3		

TABLE I (Continued)

Number Of the Items	Item	Students Who Underlined Items		Students Who Circled Underlined Items		Rank Order Of Circled Items
		Number	Per Cent	Number	Per Cent	
219	Teachers too theoretical	31	18	6		
27	Not mixing well with the opposite sex	31	18	11		
30	Being in love with someone I can't marry	31	18	13		
235	Too little chance to go to shows	30	18	1		
272	Wanting courses I'm not allowed to take	30	18	7		
325	Doubting ability to handle a good job	30	18	4		
270	Choosing best courses to prepare for a job	29	17	4		
26	Too few dates	29	17	9		
54	Teachers lacking grasp of subject matter	29	17	1		
51	College too indifferent to students needs	28	17	3		
294	Having no one to tell my troubles to	28	17	7		
115	Not very attractive physically	28	17	7		
168	Nose or sinus trouble	28	17	5		
178	Not knowing what to do on a date	28	17	3		
190	Not taking things seriously enough	28	17	6		
189	Laziness	27	16	1		
13	Lacking a place to entertain friends	27	16	6		
111	Poor posture	27	16	5		
157	Needing to plan ahead for the future	27	16	5		
258	Yielding to temptations	26	15	5		
197	Parents expecting too much of me	26	16	7		
209	Not smart enough in scholastic ways	26	16	12		
84	Disturbed by ideas of sexual act	26	16	4		
293	Feeling that nobody understands me	26	16	9		
126	Being left out of things	25	15	4		
109	Text books hard to understand	25	15	2		
250	Putting off marriage	25	15	18	11	22
208	Weak in logical reasoning	25	15	6		
312	Trying to break off a bad habit	25	15	8		
211	Not knowing the kind of person I want to be	25	15	7		
93	Wanting more chances for religious worship	24	14	3		
306	Getting home too seldom	24	14	5		

TABLE I (Continued)

Number Of the Items	Item	Students Who Underlined Items		Students Who Circled Underlined Items		Rank Order Of Circled Items
		Number	Per Cent	Number	Per Cent	
296	Too many personal problems	24	14	3		
276	Poor teeth	24	14	6		
194	Thinking too much about sex matters	24	14	3		
274	Having an unfair teacher	24	14	4		
64	Going through school on too little money	23	14	5		
34	Sickness in family	23	14	11		
24	Getting too excited	23	14	3		
195	Finding it hard to control sex urges	23	14	8		
129	Hurting people's feelings	23	14	9		
218	Teachers doing too much of the talking	23	14	2		
302	Breaking up a love affair	22	13	8		
159	Trying to combine marriage and career	22	13	5		
295	Dislike talking about personal affairs	21	13	2		
10	Needing a part-time job now	21	13	6		
257	Having a guilty conscience	21	12	1		
21	Too self-centered	21	13	3		
221	Frequent headaches	21	13	3		
183	Being disliked by certain persons	20	12	5		
188	Carelessness	20	12	6		
265	Trouble in using the library	20	12	5		
248	Engagement	20	12	8		
267	Doubting I can get a job in chosen vocation	20	12	2		
184	Getting into arguments	19	11	5		
8	Having less money than friends have	19	11	4		
92	Too little chance to develop my own religion	19	11	6		
31	Being criticized by my parents	19	11	5		
253	Being treated like a child at home	19	11	4		
131	Unhappy too much of the time	19	11	3		
50	Doubting economic value of college degree	19	11	1		
191	Going with a person my family won't accept	19	11	5		
67	Too little social life	19	11	2		
315	Cheating in classes	19	11	3		



TABLE I (Continued)

Number Of the Items	Item	Students Who Underlined Items		Students Who Circled Underlined Items		Rank Order Of Circled Items
		Number	Per Cent	Number	Per Cent	
66	Boring week ends	18	11	5		
220	Teachers not practicing what they preach	18	11	0		
41	Feeling lost in college	18	11	4		
100	Wanting to leave college	18	11	1		
103	Not interested in any vocation	18	11	5		
254	Being an only child	18	11	8		
228	No regular source of income	18	11	3		
268	Wanting advice on next steps after college	18	11	1		
28	Lack of sex attractiveness	17	10	7		
29	"Going Steady"	17	10	4		
288	Too much social life	17	10	4		
73	Being talked about	17	10	4		
214	Needing information about occupations	17	10	3		

Note: The per cent and rank order were figured only for 10% and above.

These data have been analyzed further by listing the items in the specific areas which were underlined by 10 per cent or more of the students. Tables II through XII reveal this information.

TABLE II

ITEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
5	Not enough sleep	97	58	15
1	Tiring very easily	67	40	
3	Being overweight	58	34	14
222	Menstrual disorders	50	30	
57	Not enough outdoor air and sunshine	43	26	
112	Poor complexion	42	25	
170	Weak eyes	39	23	
115	Not very attractive physically	28	17	
168	Nose or sinus trouble	28	17	
111	Poor posture	27	16	
276	Poor teeth	24	14	
221	Frequent headaches	21	13	

TABLE III

ITEMS IN THE AREA OF FINANCES, LIVING CONDITIONS AND EMPLOYMENT WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
226	Tiring of same meals all the time	58	34	
120	Disliking financial dependence on family	44	26	
6	Not enough suitable clothes	41	24	10
172	Lacking privacy in living quarters	40	24	
119	Family worried about finances	38	23	
229	Needing a job in vacations	38	22	
9	Managing my finances poorly	37	22	
117	Having to watch every penny I spend	33	20	
7	Too little money for clothes	32	19	
64	Going through school on too little money	23	14	
10	Needing a part-time job now	21	13	
8	Having less money than friends have	19	11	
228	No regular source of income	18	11	

TABLE IV

ITEMS IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
290	Too little chance to read what I like	65	39	
70	Unskilled in conversation	63	37	10
15	Being ill at ease at social affairs	53	31	
232	Too little time for sports	53	31	
234	Too little chance to listen to the radio	52	31	
11	Not enough time for recreation	50	30	
176	Unsure of my social etiquette	48	29	
231	Not enough time to myself	43	26	
233	Too little chance to enjoy art or music	43	26	
69	Slow in getting acquainted with people	42	25	
287	Too little chance to do what I want to do	41	24	
12	In too few student activities	39	23	
14	Wanting to learn how to entertain	38	23	
125	Wanting to learn how to dance	34	20	
68	Awkward in meeting people	31	18	
235	Too little chance to go to shows	30	18	
178	Not knowing what to do on a date	28	17	
13	Lacking a place to entertain friends	27	16	
67	Too little social life	19	11	
66	Boring week ends	18	11	
288	Too much social life	17	10	

TABLE V

ITEMS IN THE AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
236	Wanting a more pleasing personality	87	52	17
75	Feeling inferior	58	34	12
20	Feelings too easily hurt	52	31	11
236	Too easily led by other people	47	28	
237	Lacking leadership ability	46	27	
185	Being jealous	45	27	
16	Shyness	39	23	10
17	Being slow in making friends	38	23	
294	Having no one to tell my troubles to	28	17	
293	Feeling that nobody understands me	26	16	
126	Being left out of things	25	15	
129	Hurting people's feelings	23	14	
295	Dislike talking about personal affairs	21	13	
183	Being disliked by certain persons	20	12	
184	Getting into arguments	19	11	
73	Being talked about	17	10	

TABLE VI

ITEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Under- lined Items	Per Cent Of Students Who Circled and Underlined Items
76	"Moodiness," having the blues	86	51	12
132	Worrying about unimportant things	78	46	
243	Lacking self-confidence	77	46	18
23	Nervousness	73	43	10
241	Afraid of making mistakes	70	42	12
133	Day dreaming	69	41	
22	Taking things too seriously	59	36	
79	Too easily discouraged	53	31	
187	Stubbornness	50	30	
242	Can't make up my mind about things	50	30	
134	Forgetting things	44	26	
186	Losing my temper	44	26	
78	Not doing anything well	36	21	
80	Sometimes wishing I'd never been born	31	18	
190	Not taking things seriously enough	28	17	
189	Laziness	37	16	
296	Too many personal problems	24	14	
24	Getting too excited	23	14	
21	Too self-centered	21	13	
188	Carelessness	20	12	
131	Unhappy too much of the time	19	11	

TABLE VII

ITEMS IN THE AREA OF COURTSHIP, SEX, AND MARRIAGE WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
140	Wondering if I'll find a suitable mate	65	39	10
305	Wanting love and affection	63	38	12
85	Wondering if I'll ever get married	62	37	
193	Deciding whether I'm in love	61	36	16
303	Petting and necking	57	34	11
247	Boy friend	51	30	
192	Being in love	44	26	10
137	Insufficient knowledge about sex matters	35	21	
301	Disappointment in a love affair	36	21	
27	Not mixing well with the opposite sex	31	18	
30	Being in love with someone I can't marry	31	18	
26	Too few dates	29	17	
84	Disturbed by ideas of sexual act	26	16	
250	Putting off marriage	25	15	11
194	Thinking too much about sex matters	24	14	
195	Finding it hard to control sex urges	23	14	
302	Breaking up a love affair	22	13	
248	Engagement	20	12	
191	Going with a person my family won't accept	19	11	
28	Lack of Sex attractiveness	17	10	
29	"Going steady"	17	10	

TABLE VIII

ITEMS IN THE AREA OF HOME AND FAMILY WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
35	Parents sacrificing too much for me	56	33	
251	Not telling parents everything	45	27	
197	Parents expecting too much of me	26	16	
34	Sickness in family	23	14	
306	Getting home too seldom	24	14	
31	Being criticized by my parents	19	11	
253	Being treated like a child at home	19	11	
254	Being an only child	18	11	



TABLE IX

ITEMS IN THE AREA OF MORALS AND RELIGION WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
259	Can't forget some mistakes I've made	61	36	
146	Failing to go to church	52	31	
94	Confused in my religious beliefs	44	26	
91	Wanting communion with God	40	24	
39	Missing spiritual elements in college life	39	23	
95	Confused on some moral questions	36	21	
40	Bothered by vulgarity in college talk	34	20	
258	Yielding to temptations	26	15	
312	Trying to break off a bad habit	25	15	
93	Wanting more chances for religious worship	24	14	
257	Having a guilty conscience	21	12	
92	Too little chance to develop my own religion	19	11	
315	Cheating in classes	19	11	

TABLE X

ITEMS IN THE AREA OF ADJUSTMENT TO COLLEGE WORK WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
44	Don't know how to study effectively	99	59	23
261	Worrying about examinations	95	57	20
263	Unable to concentrate well	92	55	14
316	Afraid to speak up in class discussion	75	45	18
210	Unable to express myself in words	75	44	16
153	Not enough time for study	73	43	14
317	Vocabulary too limited	58	34	11
319	Weak in spelling or grammar	55	33	11
96	Getting low grades	57	34	15
262	Not getting studies done on time	54	32	10
206	Slow in mathematics	53	32	
264	Trouble in outlining or note taking	47	28	
207	Slow with theories and abstractions	44	26	
320	Slow in reading	40	24	
155	Not fundamentally interested in books	38	23	
154	Poor memory	37	22	
42	Purpose in going to college not clear	36	21	
97	Fearing failure in college	35	21	
318	Weak in writing	32	19	
209	Not smart enough in scholastic ways	26	16	
208	Weak in logical reasoning	25	15	
265	Trouble in using the library	20	12	
41	Feeling lost in college	18	11	
100	Wanting to leave college	18	11	

TABLE XI

ITEMS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent. Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
156	Wondering if I'll be successful in life	72	42	
47	Doubting wisdom of my vocational choice	62	37	
158	Not knowing what I really want	63	37	19
215	Needing to know my vocational abilities	50	30	
269	Choosing courses to take next term	44	26	
46	Restless at delay in starting life work	36	21	
212	Not knowing where I belong in the world	36	21	
322	Don't know how to look for a job	35	21	
213	Needing to decide on an occupation	34	20	
324	Lacking work experience to get a job	32	19	
325	Doubting ability to handle a good job	30	18	
270	Choosing best courses to prepare for a job	29	17	
157	Needing to plan ahead for the future	27	16	
211	Not knowing the kind of person I want to be	25	15	
159	Trying to combine marriage and career	22	13	
267	Doubting I can get a job in chosen vocation	20	12	
268	Wanting advice on next steps after college	18	11	
50	Doubting economic value of college degree	19	11	
103	Not interested in any vocation	18	11	
214	Needing information about occupations	17	10	

TABLE XII

ITEMS IN THE AREA OF CURRICULUM AND TEACHING PROCEDURES WHICH WERE UNDERLINED AND THOSE UNDERLINED AND CIRCLED BY OVER 10% OF THE STUDENTS AND RANKED IN ORDER OF FREQUENCY

Number Of The Item	Item	Number Of Students	Per Cent Of Students Who Underlined Items	Per Cent Of Students Who Circled and Underlined Items
106	Hard to study in living quarters	98	58	18
327	Forced to take courses I don't like	85	50	16
52	Dull classes	80	48	
328	Too much work required in some courses	66	39	
110	Inadequate high school training	59	36	10
161	Being without a good college adviser	53	31	
55	Teachers lacking personality	44	26	
329	Grades unfair as a measure of ability	40	24	
163	Teachers lacking interest in students	38	23	
53	Too many poor teachers	38	22	
217	Classes too large	37	22	
216	Not enough chances to talk to teachers	32	19	
330	Having unfair tests	32	19	
219	Teachers too theoretical	31	18	
272	Wanting courses I'm not allowed to take	30	18	
51	College too indifferent to students' needs	28	17	
54	Teachers lacking grasp of subject matter	29	17	
109	Text books hard to understand	25	15	
218	Teachers doing too much of the talking	23	14	
274	Having an unfair teacher	24	14	
220	Teachers not practicing what they preach	18	11	

The items underlined and those underlined and circled were also analyzed by areas. These data are summarized in Table XIII. From this table, it will be seen that the area of "Adjustment To College Work" ranked first in general concern and major concern of the students. The area of "Personal-Psychological Relations" also ranked high in both general and major concern, ranking second and third respectively.

"Curriculum and Teaching Procedures" ranked third as the area of general concern of the students whereas it ranked sixth as the major concern. The area of "Social and Recreational Activities" ranked fourth in general concern and ninth in major concern. These data revealed that the two preceding areas ranked third and fourth respectively in general concern; however, they were not areas which ranked high as major concern.

"Courtship, Sex and Marriage" ranked fifth in general concern whereas it ranked second in major concern. Approximately one-third of the problems in this area were of major concern to the students.

"The Future: Vocational and Educational" ranked sixth and seventh in general and major concerns, respectively.

"Health and Physical Development" ranked eighth in general concern and fifth in major concern.

The area of "Social-Psychological Relations" ranked seventh in the general concern, inasmuch as it ranked fourth as the major concern. Approximately one-fourth of the items were of major concern to the students.

Of the three areas which ranked lowest, "Finances, Living Conditions and Employment" ranked ninth and eighth, respectively, in general and major concern.

"Morals and Religion" ranked tenth and eleventh, respectively, in general and major concern. "Home and Family" ranked last in general concern and tenth in major concern.

Fewer problems in the area of "Home and Family" were underlined than in any other area. This was true in all of the studies. From this finding it would appear that problems relating to home and family are of little importance. However, it is possible that because of the students' great concern at this age for problems of a specifically personal nature they did not realize that many of these latter problems may have stemmed from situations and experiences within their homes and families; and, therefore, did not recognize the problems in the area of "Home and Family" as being of immediate concern to them.

TABLE XIII

RANK ORDER OF THE PER CENTS IN THE AREAS OF THE ITEMS UNDERLINED AND THE ITEMS UNDERLINED AND CIRCLED

Area	Actual Number Underlined	Per Cent Underlined	Actual Number Underlined & Circled	Per Cent Underlined & Circled
Adjustment to College Work	1,282	14.50	365	4.1
Personal-Psychological Relations	1,058	11.90	241	2.7
Curriculum and Teaching Procedures	990	11.10	166	1.9
Social and Recreational Activities	921	10.40	146	1.6
Courtship, Sex and Marriage	826	9.30	260	2.9
Future: Vocational and Educational	764	8.60	153	1.72
Social-Psychological Relations	754	8.50	195	2.1
Health and Physical Development	739	8.34	181	2.0
Finances, Living Conditions and Employment	580	6.54	151	1.7
Morals and Religion	530	5.97	101	1.1
Home and Family	430	4.85	115	1.2

RANK ORDER OF THE ITEMS UNDERLINED AND THE ITEMS BOTH UNDERLINED AND CIRCLED:

	Per Cent Underlined	Per Cent Underlined and Circled
Adjustment to College Work	1	1
Personal-Psychological Relations	2	3
Curriculum and Teaching Procedures	3	6
Social and Recreational Activities	4	9
Courtship, Sex and Marriage	5	2
Future: Vocational and Educational	6	7
Social-Psychological Relations	7	4
Health and Physical Development	8	5
Finances, Living Conditions and Employment	9	8
Morals and Religion	10	11
Home and Family	11	10

Inasmuch as only a relatively small number of students participated in this study, a comparison was made with the findings reported in a study<sup>18</sup> made under almost identical conditions at Colorado State College of Education. The comparison of these findings is set forth in Table XIV.

From this table it will be noted that there is only a slight variation in the numbers and ranks of problems reported in corresponding areas. The areas of "Adjustment To College Work" and "Personal-Psychological Relations" ranked the same, first and second, respectively. The other areas were of similar rank with the exceptions of "Curriculum and Teaching Procedures" and "Courtship, Sex and Marriage." Almost four times as many women in this study were concerned about "Curriculum and Teaching Procedures" than at Colorado State College of Education. Almost twice as many were concerned about "Courtship, Sex and Marriage."

However, when similar areas such as "Adjustment To College Work," "Curriculum and Teaching Procedures," and "The Future: Vocational and Educational" were grouped, a difference of less than one per cent was found between the findings of the two studies. Similarly when "Personal-Psychological Relations," "Social and Recreational Activities," "Courtship, Sex and Marriage," and "Social-Psychological Relations" were grouped a difference of less than two per cent was found. These comparisons are shown in Table XV.

A comparison was made between the present findings and those reported in a college of somewhat different organization. Stephens College<sup>19</sup> was chosen to use in making this comparison.

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<sup>18</sup> Congdon, *op. cit.*, Vol. III, pp. 367-376.

<sup>19</sup> Marsh, *op. cit.*, Vol. XV, pp. 335-339.

TABLE XIV

## A COMPARISON OF AREAS OF PROBLEMS RECOGNIZED BY FRESHMEN WOMEN IN TWO COLLEGES OF SIMILAR ORGANIZATION

Oklahoma Agricultural And Mechanical College			Colorado State College Of Education <sup>20</sup>		
Area	(N=168)	Per Cent	Area	(N=190)	Per Cent
Adjustment To College Work		14.15	Adjustment To College Work		20.62
Personal-Psychological Relations		11.90	Personal-Psychological Relations		14.74
Curriculum and Teaching Procedures		11.10	Social and Recreational Activities		11.98
Social and Recreational Activities		10.40	Social-Psychological Relations		10.72
Courtship, Sex and Marriage		9.30	Health and Physical Development		9.76
Future: Vocational and Educational		8.60	Future: Vocational and Educational		9.18
Social-Psychological Relations		8.50	Finances, Living Conditions and Employment		7.45
Health and Physical Development		8.34	Courtship, Sex and Marriage		4.83
Finances, Living Conditions and Employment		6.54	Home and Family		4.19
Morals and Religion		5.97	Curriculum and Teaching Procedures		3.28
Home and Family		4.85	Morals and Religion		3.25

<sup>20</sup> Congdon, *op. cit.*, Vol. III, pp. 367-376.



TABLE XV

A COMPARISON OF GROUPS OF AREAS OF PROBLEMS RECOGNIZED BY FRESHMEN WOMEN IN TWO COLLEGES OF SIMILAR ORGANIZATION

Area	Oklahoma Agricultural And Mechanical College Per Cent	Colorado State College of Education <sup>21</sup> Per Cent
Adjustment To College Work	14.50	20.62
Curriculum and Teaching Procedures	11.10	3.28
Future: Vocational and Educational	<u>8.60</u>	<u>9.18</u>
	34.20	33.08
Personal-Psychological Relations	11.90	14.74
Social and Recreational Activities	10.40	11.98
Courtship, Sex and Marriage	9.30	4.83
Social-Psychological Relations	<u>8.50</u>	<u>10.72</u>
	40.10	42.27
Health and Physical Development	8.34	9.76
Finances, Living Conditions and Employment	6.54	7.45
Morals and Religion	5.97	3.25
Home and Family	4.85	4.19

<sup>21</sup> Ibid., pp. 367-376.

In this study, direct comparison was not possible because the form of the Check List used in the Stephens study was not exactly the same as that used in the present study. However, it was found that the items relating to personality, academic and social problems ranked high for both groups. Morals and religion, finances, health and family ranked lowest in both groups. Table XVI reveals this information.

TABLE XVI

## A COMPARISON OF AREAS OF PROBLEMS RECOGNIZED BY FRESHMEN WOMEN IN TWO COLLEGES OF DIFFERENT ORGANIZATION

Oklahoma Agricultural And Mechanical College			Stephens College <sup>22</sup>		
Area	(N=168)	Per Cent	Area	(N=370)	Per Cent
Adjustment To College Work		14.50	Personality		21.6
Personal-Psychological Relations		11.90	Academic		17.2
Curriculum and Teaching Procedures		11.10	Social		13.7
Social and Recreational Activities		10.40	Social-Physical		8.1
Courtship, Sex and Marriage		9.30	Sex and Marriage		7.8
The Future: Vocational and Educational		8.60	Vocational		7.7
Social-Psychological Relations		8.50	Personality-Social		7.7
Health and Physical Development		8.34	Philosophical		6.4
Finances, Living Conditions, and Employment		6.54	Home		4.4
Morals and Religion		5.97	Physical		3.9
Home and Family		4.85	Financial		1.5

<sup>22</sup> Marsh, op. cit., Vol. XV, pp. 335-339.

## CHAPTER V

## FINDINGS

The findings revealed by the Check Lists are reported below.

1. Every student underlined at least 11 problems. The number for the group ranged from 11 to 122 problems per student.
2. A few students did not circle any problem. Circled problems ranged from 0 to 58.
3. The mean number of items underlined was 52.8 per student, and the mean number circled was 13.5 per student which indicated that approximately one-fourth of the problems were of major concern to the students.
4. Each of the 330 items was underlined by some student with the exceptions of "Insanity," "Having Financial Dependence," "Living Outside The Stream Of Life," "Being Forced To Go To Church," and "Belonging To A Minority Racial Group."
5. Eight items were underlined by 50% or more of the students. These were "Don't Know How To Study Effectively," "Hard To Study In Living Quarters," "Not Enough Sleep," "Worrying About Examinations," "Unable To Concentrate Well," "Wanting A More Pleasing Personality," "Moodiness, Having The Blues" and "Forced To Take Courses I Don't Like."
6. It was found that eleven additional items were underlined by 40% or more of the students. (See Table I.)
7. From 15% to 23% underlined and circled eleven of the items. (See Table I.)
8. The items which ranked highest in general concern also ranked highest in major concern to the students.
9. The area "Adjustment To College Work" ranked first in general and major concern to the students.

10. The area of "Personal-Psychological Relations" ranked second and third, respectively, in general and major concern to the students.
11. "Curriculum and Teaching Procedures" ranked third in general concern, and sixth in major concern to the students.
12. "Courtship, Sex and Marriage" ranked fifth in general concern and second in major concern of the students.
13. "The Future: Vocational and Educational" ranked sixth and seventh in general and major concern, respectively.
14. "Health and Physical Development" ranked eighth in general concern and fifth in major concern.
15. The area of "Social-Psychological Relations" ranked seventh in general concern and fourth in major concern to the students.
16. "Finances, Living Conditions and Employment" ranked ninth and eighth, respectively, in general and major concern.
17. "Morals and Religion" ranked tenth and eleventh, respectively, in general and major concern to the students.
18. "Home and Family" ranked last in general concern, and tenth in major concern to the students.
19. It was found that in comparing the present findings with a college of similar organization that there was a slight variation from area to area. However, when similar areas were grouped, only slight differences were found.
20. It was found in comparing the present findings with a college of somewhat different organization that "Personality," "Academic" and "Social" problems ranked highest, and "Morals and Religion," "Finances," "Health," "Home and Family" ranked lowest in both cases.
21. Over 40% of the problems were in the areas of "Personal-Psychological

Relations," "Social and Recreational Activities," "Courtship, Sex and Marriage," and "Social-Psychological Relations." There were 34% in the areas of "Adjustment To College Work," "Curriculum and Teaching Procedures," and "The Future: Vocational and Educational.

## CHAPTER VI

## SUMMARY

The purpose of this study was to collect data concerning the problems which were common to Home Economics freshmen women in Oklahoma Agricultural and Mechanical College. The data were obtained by administering a check list of possible worries containing 330 items, to 168 freshmen women in the Home Life Sections of the Basic Home Economics Course, 124. The data were analyzed in the following ways: (1) To determine the specific areas and items in their rank order; (2) To determine the items which were of general and major concern to 10%, 20%, 40% and 50% of the students; (3) To make a comparison of the findings in this study with a college of somewhat similar organization, and also with a college of somewhat different organization.

It was found that every student had some problems, with a mean number of 52.8 per student, of which approximately one-fourth were of major concern to them.

Eight items were underlined by 50% or more of the students. Five of these related to the students' academic work, and the other three were of more personal nature. There were eleven additional items, all of which were conceivably related to the feeling of inferiority, underlined by 40% or more of the students.

The findings revealed that "Adjustment To College Work" ranked first in general and major concern to the students. The area of "Personal-Psychological Relations" ranked second and third, respectively, in general and major concern. "Curriculum and Teaching Procedures" ranked third in general concern and sixth in major concern. "Courtship, Sex and Marriage" ranked fifth in general and second in major concern to the students. "The Future: Vocational and Educational" ranked sixth and seventh in general and major concern, respectively.

"Health and Physical Development" ranked eighth in general concern and fifth in major concern. The area of "Social-Psychological Relations" ranked seventh in general concern and fourth in major concern. "Finances, Living Conditions and Employment" ranked ninth and eighth, respectively, in general and major concern. "Morals and Religion" ranked tenth and eleventh, respectively, in general and major concern to the students. "Home and Family" ranked last in general concern, and tenth in major concern to the students.

It was found in comparing the findings of the present study with a college of somewhat similar organization that when the areas such as "Adjustment To College Work," "Curriculum and Teaching Procedures," and "The Future: Vocational and Educational" were grouped, a difference of less than one per cent was found between the findings of the two studies. Similarly when "Personal-Psychological Relations," "Social and Recreational Activities," "Courtship, Sex and Marriage" and "Social-Psychological Relations" were grouped a difference of less than two per cent was found.

It was also found in comparing the findings of the present study with a college of somewhat different organization that "Personality," "Academic" and "Social" problems ranked high for both groups. "Morals and Religion," "Finances," "Health," "Home and Family" ranked lowest in both groups.



## CHAPTER VII

## CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

1. That on the basis of the available information it appears likely that problems recognized by students increase in number as the student progresses in formal education.
2. Problems relating to the feelings of inadequacy concern college freshmen women greatly.
3. It is probable that education directed toward helping students understand possible ways of dealing with certain specific problems will help them to understand themselves.
4. It is probable that education directed toward helping students develop a process whereby they may deal with their inadequacies will lessen the number of problems about which they are concerned.

## OTHER SUGGESTIONS FOR FURTHER STUDY ARE:

1. That this same type of study be repeated in other colleges similar in organization to the two colleges compared in this study.
2. That the same study be repeated with freshmen women over a period of years in this same college.
3. That it be repeated on different levels within the college in order to compare the problems common to freshmen with higher college rank.
4. To repeat the study with the same group of students in subsequent years, in order to find out whether or not a reduction of problems or change in emphasis on problems had come about.

**APPENDIX**

## PERCENT OF STUDENTS (168) MARKING EACH ITEM

## I. Area: HEALTH AND PHYSICAL DEVELOPMENT

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled the Item	Per Cent Of The Students Who Under- lined Item
1	Tiring very easily	7.2	39.8
2	Being underweight	1.8	8.4
3	Being overweight	14.2	34.4
4	Not enough exercise	2.5	14.3
5	Not enough sleep	15.4	57.7
56	Not as robust as I should be	1.8	8.4
57	Not enough outdoor air and sunshine	3.6	25.8
58	Frequent illnesses	1.8	5.4
59	Threatened with a serious ailment	2.5	5.5
60	Afraid I may need an operation	.6	1.2
111	Poor posture	3.0	16.0
112	Poor complexion	8.9	24.8
113	Too short	1.3	6.7
114	Too tall	3.0	9.6
115	Not very attractive physically	4.2	16.6
166	Frequent sore throats	.6	7.2
167	Frequent colds	1.3	13.0
168	Nose or sinus trouble	3.0	16.6
169	Speech handicap (stammering, etc.)	1.3	4.9
170	Weak eyes	7.7	23.1
221	Frequent headaches	1.8	12.5
222	Menstrual disorders	7.2	29.7
223	Lack of appetite	0	8.4
224	Digestive troubles	1.3	9.7
225	Not getting proper diet	2.5	9.1
276	Poor teeth	3.6	14.3
277	Poor hearing	.6	3.6
278	Tired feet	2.5	7.3
279	Physical handicap	.6	1.9
280	Being clumsy and awkward	3.0	4.8

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## II. Area: FINANCES, LIVING CONDITIONS AND EMPLOYMENT

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
6	Not enough suitable clothes	10.1	24.3
7	Too little money for clothes	4.8	19.0
8	Having less money than friends have	2.5	11.4
9	Managing my finances poorly	7.7	21.9
10	Needing a part-time job now	3.6	12.5
61	Going in debt for college expenses	3.6	9.0
62	Graduation threatened by lack of funds	2.5	6.7
63	Needing money for education beyond college	0	3.0
64	Going through school on too little money	3.0	13.7
65	Doubting college is worthmy financial struggle	2.5	8.4
116	Needing money for better health care	.6	1.2
117	Having to watch every penny I spend	3.0	19.5
118	Poor living quarters	0	3.0
119	Family worried about finances	7.7	22.5
120	Disliking financial dependence on family	5.9	26.0
171	Living in an inconvenient location	1.3	3.8
172	Lacking privacy in living quarters	4.8	23.6
173	Too little money for room rent	0	3.0
174	Having financial dependents	0	0
175	Too many financial problems	3.6	9.0
226	Tiring of same meals all the time	6.6	34.4
227	Too little money for board	1.3	2.6
228	No regular source of income	1.8	10.7
229	Needing a job in vacations	5.9	22.4
230	Too little money for recreation	1.3	9.7
281	Doing more outside work than is good for me	2.5	7.3
282	Working late at night on a job	1.3	4.9
283	Working for all my expenses	.6	2.4
284	Getting low wages	1.8	6.0
285	Dissatisfied with my present job	.6	3.6

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## III. Area: SOCIAL AND RECREATIONAL ACTIVITIES

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
11	Not enough time for recreation	4.2	30.2
12	In too few student activities	1.8	23.1
13	Lacking a place to entertain friends	3.6	16.0
14	Wanting to learn how to entertain	3.0	22.5
15	Being ill at ease at social affairs	8.9	31.4
66	Boring week ends	3.0	10.7
67	Too little social life	1.3	11.4
68	Awkward in meeting people	2.5	18.4
69	Slow in getting acquainted with people	4.2	24.9
70	Unskilled in conversation	10.1	37.4
121	Living outside the stream of life	0	0
122	Nothing interesting to do in spare time	.6	7.2
123	Having no hobby	0	8.9
124	Not enjoying many things other enjoy	1.3	6.1
125	Wanting to learn how to dance	3.6	20.1
176	Unsure of my social etiquette	6.6	23.5
177	Awkward in making a date	0	8.9
178	Not knowing what to do on a date	1.8	16.6
179	Not knowing how to select clothes	.6	4.8
180	Not fitting in the group with which I live	3.0	6.0
231	Not enough time to myself	3.6	25.5
232	Too little time for sports	3.6	31.4
233	Too little chance to enjoy art or music	3.0	25.5
234	Too little chance to listen to the radio	2.5	30.9
235	Too little chance to go to shows	.6	17.8
236	Unable to lead a well-rounded life	1.3	7.9
237	Too little chance to do what I want to do	4.2	24.4
238	Too much social life	2.5	13.2
239	In too many student activities	0	2.5
290	Too little chance to read what I like	6.6	38.6

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## IV. Area: SOCIAL-PSYCHOLOGICAL RELATIONS

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
16	Shyness	9.5	23.1
17	Being slow in making friends	5.4	22.6
18	No real friends in college	1.3	7.2
19	Being called "high-hat"	1.8	3.6
20	Feelings too easily hurt	11.3	30.8
71	Unpopular	0	3.6
72	Being made fun of	.6	4.8
73	Being talked about	2.5	10.2
74	Being watched by other people	.6	9.5
75	Feeling inferior	11.7	34.3
126	Being left out of things	2.5	14.9
127	Being regarded as queer	0	1.3
128	Being criticized by others	.6	3.1
129	Hurting people's feelings	5.4	13.8
130	Losing friends	.6	7.8
181	Not getting along well with other people	.6	1.9
182	Disliking certain persons	3.0	35.0
183	Being disliked by certain persons	3.0	11.9
184	Getting into arguments	3.0	11.4
185	Being jealous	8.9	26.7
236	Wanting a more pleasing personality	16.5	51.5
237	Lacking leadership ability	4.8	27.3
238	Too easily led by other people	8.4	27.9
239	Being a poor judge of people	1.3	6.1
240	Picking the wrong kind of friends	0	.6
291	Failing to get the confidence of people	1.3	7.2
292	Being snubbed	1.3	6.1
293	Feeling that nobody understands us	5.4	15.5
294	Having no one to tell my troubles to	4.2	16.6
295	Dislike talking about personal affairs	1.3	12.6

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## V. Area: PERSONAL-PSYCHOLOGICAL RELATIONS

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
21	Too self-centered	1.8	12.5
22	Taking things too seriously	9.5	35.5
23	Nervousness	10.1	43.3
24	Getting too excited	1.8	13.6
25	Not having any fun	1.3	3.8
76	"Moodiness," having the "blues"	12.4	51.1
77	Failing to get ahead	.6	7.8
78	Not doing anything well	3.0	21.4
79	Too easily discouraged	4.8	31.4
80	Sometimes wishing I'd never been born	1.8	11.3
131	Unhappy too much of the time	1.8	11.3
132	Worrying about unimportant things	5.9	46.4
133	Day dreaming	8.4	41.0
134	Forgetting things	8.4	26.2
135	Afraid when left alone	3.0	6.6
186	Losing my temper	6.6	26.1
187	Stubbornness	5.9	29.6
188	Carelessness	3.6	12.0
189	Leziness	.6	16.0
190	Not taking things seriously enough	3.6	16.6
241	Afraid of making mistakes	11.8	41.5
242	Can't make up my mind about things	8.9	29.6
243	Lacking self-confidence	13.4	45.7
244	Lost--no sense of direction in my life	.6	3.6
245	Can't see the value of daily things I do	.6	4.2
296	Too many personal problems	1.8	14.2
297	Unwilling to face a serious problem now	4.8	9.0
298	Bad dreams	.6	6.5
299	Insanity	0	0
300	Thoughts of suicide	1.3	4.3

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## VI. Area: DATING, SEX, AND MARRIAGE

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
26	Too few dates	5.4	17.2
27	Not mixing well with the opposite sex	6.6	18.4
28	Lack of sex attractiveness	4.2	10.1
29	"Going steady"	2.5	10.2
30	Being in love with someone I can't marry	7.7	18.4
31	Too inhibited in sex relations	1.8	4.8
32	Uninterested in opposite sex	0	2.9
33	Doubting sexual voracity	.6	3.1
34	Disturbed by ideas of sexual acts	2.5	15.9
35	Wondering if I'll ever get married	3.9	36.7
136	Embarrassed in discussion of sex matters	.6	6.5
137	Insufficient knowledge about sex matters	4.2	20.7
138	Veneral disease	0	1.3
139	Afraid of close contact with opposite sex	.6	3.1
140	Wondering if I'll find a suitable mate	9.5	35.6
191	Going with a person my family won't accept	3.0	11.4
192	Being in love	9.5	26.8
193	Deciding whether I'm in love	13.9	35.1
194	Thinking too much about sex matters	1.8	14.2
195	Finding it hard to control sex urges	4.8	13.7
246	Girl friend	.6	3.1
247	Boy friend	7.7	30.2
248	Engagement	4.8	12.0
249	Marriage	2.5	7.9
250	Putting off marriage	10.7	14.9
301	Disappointment in a love affair	3.4	21.4
302	Breaking up a love affair	4.8	13.2
303	Petting and necking	10.7	33.8
304	Going too far in sex relations	3.0	8.9
305	Wanting love and affection	11.8	37.8



## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## VII. Area: HOME AND FAMILY

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
31	Being criticized by my parents	3.0	11.4
32	Mother	3.0	7.2
33	Father	2.5	5.5
34	Sickness in family	6.6	13.8
35	Parents sacrificing too much for me	8.9	33.2
86	Parents separated or divorced	.6	3.6
87	Death in family	0	2.5
88	Father not living	1.3	4.9
89	Mother not living	.6	1.9
90	Feeling I don't really have a home	1.3	4.9
141	Friends not welcomed at home	1.3	3.1
142	Home life unhappy	1.8	5.4
143	Family quarrels	2.5	9.7
144	Not getting along with brother or sister	.6	3.6
145	Not getting along with step-parent	1.8	3.1
196	Heavy home responsibilities	0	4.2
197	Parents expecting too much of me	4.2	15.5
198	Clash of opinions between me and parents	.6	3.3
199	Talking back to my parents	1.8	9.0
200	Parents' drinking	2.5	5.0
251	Not telling parents everything	4.2	26.7
252	Parents not trusting me	1.3	3.1
253	Being treated like a child at home	2.5	11.4
254	Being an only child	4.8	10.7
255	Wanting more freedom at home	1.3	9.7
306	Getting home too seldom	3.0	14.3
307	Living at home, or too close to home	1.8	5.4
308	Wishing I had a better family background	3.0	8.4
309	Relatives interfering with family affairs	2.5	8.4
310	Afraid of someone in the family	.6	4.2

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## VIII. Area: MORALS AND RELIGION

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
36	Belonging to a minority religious group	.6	4.2
37	Belonging to a minority racial group	0	0
38	Affected by religious or racial prejudice	.6	3.6
39	Missing spiritual elements in college life	3.0	23.2
40	Bothered by vulgarity in college talk	1.8	20.2
91	Wanting communion with God	3.6	23.8
92	Too little chance to develop my own religion	3.6	11.3
93	Wanting more chances for religious worship	1.8	14.2
94	Confused in my religious beliefs	7.2	26.2
95	Confused on some moral questions	3.0	21.4
146	Failing to go to church	7.7	30.8
147	Disliking church services	0	3.0
148	Being forced to go to church	0	0
149	Rejecting earlier religious beliefs	0	1.3
150	Doubting value of worship and prayer	.6	3.6
201	Failing to see relation of religion to life	0	3.6
202	Doubting existence of God	.6	1.2
203	Losing faith in religion	.6	3.1
204	Science conflicting with my religion	1.3	2.6
205	Never having had a religion	0	1.8
206	Bothered by ideas of heaven and hell	1.3	7.2
257	Having a guilty conscience	.6	12.4
258	Yielding to temptations	.3	15.4
259	Can't forget some mistakes I've made	8.4	36.2
260	Getting a bad reputation	.6	3.6
311	Moral code weakening	2.5	6.7
312	Trying to break off a bad habit	4.8	14.9
313	Sometimes being dishonest	1.3	7.2
314	Drinking	.6	1.9
315	Cheating in classes	1.8	11.3

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## IX. Area: ADJUSTMENT TO COLLEGE WORK

Number of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
41	Feeling lost in college	2.5	10.9
42	Purpose in going to college not clear	3.0	21.4
43	Disliking college	.6	9.5
44	Don't know how to study effectively	23.1	58.7
45	Attending college on insistence of family	1.8	8.4
96	Getting low grades	15.4	33.8
97	Fearing failure in College	7.2	21.0
98	Enrolled in wrong courses	1.3	9.0
99	Wanting to change to another college	1.8	6.6
100	Wanting to leave college	.6	10.7
151	Carrying too heavy a class load	1.3	7.2
152	Absent from classes too often	1.8	7.2
153	Not enough time for study	14.2	43.3
154	Poor memory	3.6	22.0
155	Not fundamentally interested in books	1.3	22.6
206	Slow in mathematics	5.9	31.9
207	Slow with theories and abstractions	3.0	26.1
208	Weak in logical reasoning	3.6	14.9
209	Not smart enough in scholastic ways	7.2	15.6
210	Unable to express myself in words	15.9	44.3
261	Worrying about examinations	19.5	56.5
262	Not getting studies done on time	9.5	32.0
263	Unable to concentrate well	14.2	54.7
264	Trouble in outlining or note-taking	4.2	27.9
265	Trouble in using the library	3.0	11.9
316	Afraid to speak up in class discussion	18.4	44.6
317	Vocabulary too limited	10.7	34.4
318	Weak in writing	5.4	19.0
319	Weak in spelling or grammar	10.7	32.6
320	Slow in reading	6.6	23.8

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## X. Area: THE FUTURE: VOCATIONAL AND EDUCATIONAL

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
46	Restless at delay in starting life work	5.9	21.3
47	Doubting wisdom of my vocational choice	8.9	36.7
48	Family opposing my choice of vocation	1.3	4.9
49	Being told I will fail in chosen vocation	1.3	3.1
50	Doubting economic value of college degree	.6	11.3
101	Unable to enter desired vocation	0	2.5
102	Not physically fit for desired vocation	0	1.3
103	Not interested in any vocation	3.0	10.7
104	Dreading to think of a life of hard work	1.3	8.5
105	Doubting college prepares me for working	.6	6.5
156	Wondering if I'll be successful in life	8.9	42.7
157	Needing to plan ahead for the future	3.0	16.0
158	Not knowing what I really want	19.0	37.4
159	Trying to combine marriage and career	3.0	13.1
160	Concerned about military service	0	4.8
211	Not knowing the kind of person I want to be	4.2	14.9
212	Not knowing where I belong in the world	1.8	21.3
213	Needing to decide on an occupation	7.2	20.2
214	Needing information about occupations	1.8	10.2
215	Needing to know my vocational abilities	5.4	29.7
266	Needing vocational training beyond college	.6	3.6
267	Doubting I can get a job in chosen vocation	1.3	12.0
268	Wanting advice on next steps after college	.6	10.7
269	Choosing courses to take next term	1.8	26.1
270	Choosing best courses to prepare for a job	2.5	17.3
321	Afraid of unemployment after graduation	0	5.4
322	Don't know how to look for a job	3	4.8
323	College of little help in getting a job	0	4.8
324	Lacking work experience to get a job	2.5	19.0
325	Doubting ability to handle a good job	2.5	17.9

## PER CENT OF STUDENTS (168) MARKING EACH ITEM

## XI. Area: CURRICULUM AND TEACHING PROCEDURES

Number Of The Item	Item	Per Cent Of The Students Who Underlined and Circled The Item	Per Cent Of Students Who Underlined The Item
51	College too indifferent to students needs	1.5	16.6
52	Dull classes	3.0	47.7
53	Too many poor teachers	1.8	22.5
54	Teachers lacking grasp of subject matter	.6	17.1
55	Teachers lacking personality	1.8	26.1
106	Hard to study in living quarters	18.4	58.2
107	No suitable place to study on campus	0	5.9
108	Too few books in the library	0	1.3
109	Textbooks hard to understand	1.3	14.9
110	Inadequate high-school training	9.5	35.5
161	Being without a good college adviser	8.9	31.4
162	Having no friends on the faculty	0	5.9
163	Teachers lacking interest in students	3.0	22.5
164	Teachers lacking understanding of youth	.6	8.3
165	Too little freedom in classes	0	7.2
216	Not enough chances to talk to teachers	2.5	19.0
217	Classes too large	1.3	22.0
218	Teachers doing too much of the talking	1.3	13.7
219	Teachers too theoretical	3.6	18.4
220	Teachers not practicing what they preach	0	10.7
271	Wanting courses not offered by the school	0	4.2
272	Wanting courses I'm not allowed to take	4.2	17.8
273	Courses too unrelated to each other	2.5	8.4
274	Having an unfair teacher	2.5	14.3
275	Not getting along with a teacher	.6	6.0
326	College system too arbitrary	0	.6
327	Forced to take courses I don't like	15.9	50.4
328	Too much work required in some courses	8.4	39.4
329	Grades unfair as a measure of ability	2.5	23.8
330	Having unfair tests	3.6	19.0

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# PROBLEM CHECK LIST

COLLEGE FORM

By ROSS L. MOONEY

Please fill out these blanks:

Date of birth..... Sex.....

Class in college.....  
(Freshman, Sophomore, etc.)

College in which you are enrolled.....  
(Arts, Education, etc.)

Name of the person to whom  
you are to turn in this paper.....

Your name or other identification,  
if desired.....

Date.....

## DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is not a test. It is a list of troublesome problems which often face students in college—problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps:

- (1) Read the list slowly, pause at each item, and if it suggests something which is troubling you, *underline* it, thus "34. Sickness in the family." Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.
- (2) After completing the first step, look back over the items you have underlined and *circle the numbers* in front of the items which are of *most concern* to you, thus, "34. Sickness in the family."
- (3) After completing the first and second steps, answer the summarizing questions on pages 5 and 6.

For Counselors' Reference—Space for Area Totals

Cir.	Tot.
HPD	
FLE	
SRA	
SPR	
PPR	
CSM	
HF	
MR	
ACW	
FVE	
CTP	
TOTAL....	

- 1 Tiring very easily
- 2 Being underweight
- 3 Being overweight
- 4 Not enough exercise
- 5 Not enough sleep
- 6 Not enough suitable clothes to wear
- 7 Too little money for clothes
- 8 Having less money than friends have
- 9 Managing my finances poorly
- 10 Needing a part-time job now
- 11 Not enough time for recreation
- 12 In too few student activities
- 13 Lacking a place to entertain friends
- 14 Wanting to learn how to entertain
- 15 Being ill at ease at social affairs
- 16 Shyness
- 17 Being slow in making friends
- 18 No real friends in college
- 19 Being called "high-hat"
- 20 Feelings too easily hurt
- 21 Too self-centered
- 22 Taking things too seriously
- 23 Nervousness
- 24 Getting too excited
- 25 Not having any fun
- 26 Too few dates
- 27 Not mixing well with the opposite sex
- 28 Lack of sex attractiveness
- 29 "Going steady"
- 30 Being in love with someone I can't marry
- 31 Being criticized by my parents
- 32 Mother
- 33 Father
- 34 Sickness in the family
- 35 Parents sacrificing too much for me
- 36 Belonging to a minority religious group
- 37 Belonging to a minority racial group
- 38 Affected by religious or racial prejudice
- 39 Missing spiritual elements in college life
- 40 Bothered by vulgarity in college talk
- 41 Feeling lost in college
- 42 Purpose in going to college not clear
- 43 Disliking college
- 44 Don't know how to study effectively
- 45 Attending college on insistence of family
- 46 Restless at delay in starting life work
- 47 Doubting wisdom of my vocational choice
- 48 Family opposing my choice of vocation
- 49 Being told I will fail in chosen vocation
- 50 Doubting economic value of college degree
- 51 College too indifferent to students' needs
- 52 Dull classes
- 53 Too many poor teachers
- 54 Teachers lacking grasp of subject matter
- 55 Teachers lacking personality
- 56 Not as robust as I should be
- 57 Not enough outdoor air and sunshine
- 58 Frequent illnesses
- 59 Threatened with a serious ailment
- 60 Afraid I may need an operation
- 61 Going in debt for college expenses
- 62 Graduation threatened by lack of funds
- 63 Needing money for education beyond college
- 64 Going through school on too little money
- 65 Doubting college is worth my financial struggle
- 66 Boring week ends
- 67 Too little social life
- 68 Awkward in meeting people
- 69 Slow in getting acquainted with people
- 70 Unskilled in conversation
- 71 Unpopular
- 72 Being made fun of
- 73 Being talked about
- 74 Being watched by other people
- 75 Feeling inferior
- 76 Moodiness, having the "blues"
- 77 Failing to get ahead
- 78 Not doing anything well
- 79 Too easily discouraged
- 80 Sometimes wishing I'd never been born
- 81 Too inhibited in sex relations
- 82 Uninterested in opposite sex
- 83 Doubting sexual virility
- 84 Disturbed by ideas of sexual acts
- 85 Wondering if I'll ever get married
- 86 Parents separated or divorced
- 87 Death in the family
- 88 Father not living
- 89 Mother not living
- 90 Feeling I don't really have a home
- 91 Wanting communion with God
- 92 Too little chance to develop my own religion
- 93 Wanting more chances for religious worship
- 94 Confused in my religious beliefs
- 95 Confused on some moral questions
- 96 Getting low grades
- 97 Fearing failure in college
- 98 Enrolled in wrong courses
- 99 Wanting to change to another college
- 100 Wanting to leave college
- 101 Unable to enter desired vocation
- 102 Not physically fit for desired vocation
- 103 Not interested in any vocation
- 104 Dreading to think of a life of hard work
- 105 Doubting college prepares me for working
- 106 Hard to study in living quarters
- 107 No suitable place to study on campus
- 108 Too few books in the library
- 109 Textbooks hard to understand
- 110 Inadequate high-school training



25 Frequent headaches	276 Poor teeth		
26 Menstrual disorders	277 Poor hearing		
27 Lack of appetite	278 Tired feet		
24 Digestive troubles	279 Physical handicap		
25 Not getting proper diet	280 Being clumsy and awkward		
26 Tiring of same meals all the time	281 Doing more outside work than is good for me		
227 Too little money for board	282 Working late at night on a job		
228 No regular source of income	283 Working for all my expenses		
229 Needing a job in vacations	284 Getting low wages		
230 Too little money for recreation	285 Dissatisfied with my present job		
231 Not enough time to myself	286 Unable to lead a well-rounded life		
232 Too little time for sports	287 Too little chance to do what I want to do		
233 Too little chance to enjoy art or music	288 Too much social life		
234 Too little chance to listen to the radio	289 In too many student activities		
235 Too little chance to go to shows	290 Too little chance to read what I like		
236 Wanting a more pleasing personality	291 Failing to get the confidence of people		
237 Lacking leadership ability	292 Being snubbed		
238 Too easily led by other people	293 Feeling that nobody understands me		
239 Being a poor judge of people	294 Having no one to tell my troubles to		
240 Picking the wrong kind of friends	295 Dislike talking about personal affairs		
241 Afraid of making mistakes	296 Too many personal problems		
242 Can't make up my mind about things	297 Unwilling to face a serious problem now		
243 Lacking self-confidence	298 Bad dreams		
244 Lost—no sense of direction in my life	299 Insanity		
245 Can't see the value of daily things I do	300 Thoughts of suicide		
246 Girl friend	301 Disappointment in a love affair		
247 Boy friend	302 Breaking up a love affair		
248 Engagement	303 Petting and necking		
249 Marriage	304 Going too far in sex relations		
250 Putting off marriage	305 Wanting love and affection		
251 Not telling parents everything	306 Getting home too seldom		
252 Parents not trusting me	307 Living at home, or too close to home		
253 Being treated like a child at home	308 Wishing I had a better family background		
254 Being an only child	309 Relatives interfering with family affairs		
255 Wanting more freedom at home	310 Afraid of someone in the family		
256 Bothered by ideas of heaven and hell	311 Moral code weakening		
257 Having a guilty conscience	312 Trying to break off a bad habit		
258 Yielding to temptations	313 Sometimes being dishonest		
259 Can't forget some mistakes I've made	314 Drinking		
260 Getting a bad reputation	315 Cheating in classes		
261 Worrying about examinations	316 Afraid to speak up in class discussions		
262 Not getting studies done on time	317 Vocabulary too limited		
263 Unable to concentrate well	318 Weak in writing		
264 Trouble in outlining or note-taking	319 Weak in spelling or grammar		
265 Trouble in using the library	320 Slow in reading		
266 Needing vocational training beyond college	321 Afraid of unemployment after graduation		
267 Doubting I can get a job in chosen vocation	322 Don't know how to look for a job		
268 Wanting advice on next steps after college	323 College of little help in getting a job		
269 Choosing courses to take next term	324 Lacking work experience to get a job		
270 Choosing best courses to prepare for a job	325 Doubting ability to handle a good job		
271 Wanting courses not offered by the school	326 College system too arbitrary		
272 Wanting courses I'm not allowed to take	327 Forced to take courses I don't like		
273 Courses too unrelated to each other	328 Too much work required in some courses		
274 Having an unfair teacher	329 Grades unfair as measures of ability		
275 Not getting along with a teacher	330 Having unfair tests		

Cir. | Tot.  
HPD

FLE

SRA

SPR

PPR

CSM

HF

MR

ACW

FVE

CTP

Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? .....Yes. ....No. If any additional items or explanations are desired, please indicate them here.
2. How would you summarize your chief problems in your own words? Write a brief summary.

- |  |   |
|--|---|
| 1 Poor posture                               | 166 Frequent sore throat                        |
| 2 Poor complexion                            | 167 Frequent colds                              |
| 3 Too short                                  | 168 Nose or sinus trouble                       |
| 4 Too tall                                   | 169 Speech handicap (stammering, etc.)          |
| 5 Not very attractive physically             | 170 Weak eyes                                   |
| 6 Needing money for better health care       | 171 Living in an inconvenient location          |
| 7 Having to watch every penny I spend        | 172 Lacking privacy in living quarters          |
| 8 Poor living quarters                       | 173 Too little money for room rent              |
| 9 Family worried about finances              | 174 Having financial dependents                 |
| 10 Disliking financial dependence on family  | 175 Too many financial problems                 |
| 11 Living outside the stream of life         | 176 Unsure of my social etiquette               |
| 12 Nothing interesting to do in spare time   | 177 Awkward in making a date                    |
| 13 Having no hobby                           | 178 Not knowing what to do on a date            |
| 14 Not enjoying many things others enjoy     | 179 Not knowing how to select clothes           |
| 15 Wanting to learn how to dance             | 180 Not fitting in the group with which I live  |
| 16 Being left out of things                  | 181 Not getting along well with other people    |
| 17 Being regarded as queer                   | 182 Disliking certain persons                   |
| 18 Being criticized by others                | 183 Being disliked by certain persons           |
| 19 Hurting people's feelings                 | 184 Getting into arguments                      |
| 20 Losing friends                            | 185 Being jealous                               |
| 21 Unhappy too much of the time              | 186 Losing my temper                            |
| 22 Worrying about unimportant things         | 187 Stubbornness                                |
| 23 Daydreaming                               | 188 Carelessness                                |
| 24 Forgetting things                         | 189 Laziness                                    |
| 25 Afraid when left alone                    | 190 Not taking things seriously enough          |
| 26 Embarrassed in discussions of sex         | 191 Going with a person my family won't accept  |
| 27 Insufficient knowledge about sex matters  | 192 Being in love                               |
| 28 Venereal disease                          | 193 Deciding whether I'm in love                |
| 29 Afraid of close contact with opposite sex | 194 Thinking too much about sex matters         |
| 30 Wondering if I'll find a suitable mate    | 195 Finding it hard to control sex urges        |
| 31 Friends not welcomed at home              | 196 Heavy home responsibilities                 |
| 32 Home life unhappy                         | 197 Parents expecting too much of me            |
| 33 Family quarrels                           | 198 Clash of opinions between me and parents    |
| 34 Not getting along with brother or sister  | 199 Talking back to my parents                  |
| 35 Not getting along with a step-parent      | 200 Parents' drinking                           |
| 36 Failing to go to church                   | 201 Failing to see relation of religion to life |
| 37 Disliking church services                 | 202 Doubting existence of God                   |
| 38 Being forced to go to church              | 203 Losing faith in religion                    |
| 39 Rejecting earlier religious beliefs       | 204 Science conflicting with my religion        |
| 40 Doubting value of worship and prayer      | 205 Never having had a religion                 |
| 41 Carrying too heavy a class load           | 206 Slow in mathematics                         |
| 42 Absent from classes too often             | 207 Slow with theories and abstractions         |
| 43 Not enough time for study                 | 208 Weak in logical reasoning                   |
| 44 Poor memory                               | 209 Not smart enough in scholastic ways         |
| 45 Not fundamentally interested in books     | 210 Unable to express myself in words           |
| 46 Wondering if I'll be successful in life   | 211 Not knowing the kind of person I want to be |
| 47 Needing to plan ahead for the future      | 212 Not knowing where I belong in the world     |
| 48 Not knowing what I really want            | 213 Needing to decide on an occupation          |
| 49 Trying to combine marriage and career     | 214 Needing information about occupations       |
| 50 Concerned about military service          | 215 Needing to know my vocational abilities     |
| 51 Being without a good college adviser      | 216 Not enough chances to talk to teachers      |
| 52 Having no friends on the faculty          | 217 Classes too large                           |
| 53 Teachers lacking interest in students     | 218 Teachers doing too much of the talking      |
| 54 Teachers lacking understanding of youth   | 219 Teachers too theoretical                    |
| 55 Too little freedom in classes             | 220 Teachers not practicing what they preach    |

3. Have you enjoyed filling out the list?.....Yes. ....No.
4. Whether you have or have not enjoyed filling out the list, do you think it has been worth wh doing? .....Yes. ....No. Could you explain your reaction?
5. If the opportunity were offered, would you like to talk over any of these problems with some one on the college staff? .....Yes. ....No. If so, do you know the particular person(s) with whom you would like to have these talks? .....Yes. ....No.

*Note to Counselors:* Normally the statistical summary is to be made by the counselor. In some situations, however, the counselor may want students to make their own summaries. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the check list.

#### *Instructions for Making a Statistical Summary*

For convenience in summarizing results on an individual case or on groups of students, the 330 problems are classified in eleven areas:

- |   |   |
|---|---|
| (1) Health and Physical Development (HPD)             | (6) Courtship, Sex, and Marriage (CSM)            |
| (2) Finances, Living Conditions, and Employment (FLE) | (7) Home and Family (HF)                          |
| (3) Social and Recreational Activities (SRA)          | (8) Morals and Religion (MR)                      |
| (4) Social-Psychological Relations (SPR)              | (9) Adjustment to College Work (ACW)              |
| (5) Personal-Psychological Relations (PPR)            | (10) The Future: Vocational and Educational (FVE) |
|   | (11) Curriculum and Teaching Procedures (CTP)     |

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group, is a box in which to record the count of problems marked in each area. In the left half of the box put the number of items circled as important; in the right half, put the total number marked in the area (including the circled items as well as those underlined only). At the bottom of the page enter the totals for the list. If desired, the area totals can be recopied to the first page for greater convenience in later reference.

Typed by

Lethelle A. McGlamery