

**PROBLEMS OF UNIVERSITY STUDENTS
AS REFLECTED BY MOONEY PROBLEM CHECK LIST**

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BY

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PREFACE

It was partly in the spirit of scientific curiosity and partly for the practical purpose of supplying the University of Wichita committee on student services with data it was seeking that I undertook this study of student problems. These two attitudes worked well together, each augmenting the other.

Several acknowledgments are due here. I am particularly indebted to Dr. David T. Herman, who supervised the study, and to Dr. Robert V. Hamilton, who advised on statistical treatment of the data. I appreciate the cooperation of the Office of Student Services and the administrative staff of the University in allowing the administration of the problem check list to be a University project, thus assuring the student cooperation necessary to the success of the study. I am grateful to the English department for so graciously sending their freshman English classes to fill out the check lists in place of regular class work for the hour. Lastly, but not least, I do appreciate the splendid cooperation of the students who participated in the project.

Jessie Watson Bing

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I. INTRODUCTION

Plan of the Study

The plan of the study was to obtain data on the problems of college students for these purposes: (a) To execute the major research project of relating problems to other variables; (b) to make available to administrative, counseling and teaching staffs an organized mass of data that might point to needs in curriculum, teaching procedures and student services, and (c) to point out specific problems that would lend themselves to further research.

A number of similar studies have been made in recent years, using the Mooney Problem Check List. It is the only standardized instrument in the field giving such a comprehensive coverage of problems.

Description of the Mooney Problem Check List

The Mooney Problem Check List was developed at Ohio State University by Ross L. Mooney in collaboration with Leonard V. Gordon and other associates. For use in schools there are three forms, College, High School and Junior High School. Mooney also produced an Adult form, and adaptations of his check list have been made in a Rural Youth form and a School of Nursing form.

The College form, which was used in the present study, is a list of 330 items frequently found to be problems of college students. There are 30 items in each of these 11 areas:

- Health and Physical Development (HPD)
- Finances, Living Conditions and Employment (FLE)
- Social and Recreational Activities (SRA)
- Social-Psychological Relations (SPR)
- Personal-Psychological Relations (PPR)
- Courtship, Sex and Marriage (CSM)
- Home and Family (HF)
- Morals and Religion (MR)
- Adjustment to College Work (ACW)
- The Future: Vocational and Educational (FVE)
- Curriculum and Teaching Procedure (CTP)

Instructions printed on the first page of the check list booklet direct the student to read the list and underline items that suggest troubles, difficulties, worries of concern to him. Then he is instructed to read over the items he has underlined and check those of most concern to him. As a third step he is to write out answers to some questions on the back of the sheet, giving his reactions to the check list, summarizing his problems, and stating whether he would like to talk over his problems with someone.

The Mooney Problem Check List is not a test. It is not intended to yield a score of any sort. Nor is it an indirect way of getting at hidden problems. It deals wholly with what students recognize and admit to be their problems.

As an administrator and educational and psychological counselor, Mooney felt the need for more efficient group methods of identifying problems and began exploring the possibilities of a check list approach in surveys of students in school and young people in communities. His earlier exploratory work was done with high school groups. Publication of the various forms began early in the 1940's, and research on the validity and reliability of these lists was carried on and revisions made through that decade. These and additional studies resulted in the publication in 1950 of revised College, High School and Junior High School forms now in use.

The items for the pre-1950 editions of the various forms were selected and developed from a master list of more than 5,000 items from the following sources (15).

1. Experience of the author as counselor and administrator
2. Analysis of case records and counseling interviews with school and college students.

3. Review of the literature on student problems
4. Analysis of paragraphs written by 4,000 high school students describing their personal problems
5. Intensive analyses of expressed problems of 250 students in grades 7 through 12
6. Review of 5,000 cards itemizing the "personal-educational" needs expressed by 950 students in grades 6, 9, 12
7. Other miscellaneous sources

Selection and phrasing of the items in the problem check lists were based on these criteria (15). The items were to be:

1. In the language of the students;
2. Short enough for rapid reading;
3. Self-sufficient as individual phrases;
4. Common enough to be checked frequently in large groups of students, or serious enough to be important in an individual case;
5. Graduated in seriousness from relatively minor difficulties to major concerns;
6. 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;
7. Centered within the student's own personal orientation rather than in general social orientation;
8. So stated that, whenever possible, they would elicit a naive, rapid feeling response.

Pages 2, 3 and 4 of the College form booklet, 1950 revision, are given here as Figure 1. These pages contain the complete list of items. In the booklet these three pages are on one side of a continuous sheet of paper. The reader will observe that the items are arranged in groups of five, but numbered individually in their vertical arrangement. The horizontal arrangement groups the items into areas, as indicated on the right side of page 4 of the booklet. By considering the groups horizontally a count of the items checked in each area can be made. Also the area grouping facilitates the counselor's use of the list. But the student filling out the list reads the items in their vertical order and is expected to be unaware of their grouping into areas. This approach for the student was planned to give maximum motivation (5) to consider each item individually.

1. Feeling tired much of the time
 2. Being underweight
 3. Being overweight
 4. Not getting enough exercise
 5. Not getting enough sleep
6. Too little money for clothes
 7. Receiving too little help from home
 8. Having less money than my friends
 9. Managing my finances poorly
 10. Needing a part-time job now
11. Not enough time for recreation
 12. Too little chance to get into sports
 13. Too little chance to enjoy art or music
 14. Too little chance to enjoy radio or television
 15. Too little time to myself
16. Being timid or shy
 17. Being too easily embarrassed
 18. Being ill at ease with other people
 19. Having no close friends in college
 20. Missing someone back home
21. Taking things too seriously
 22. Worrying about unimportant things
 23. Nervousness
 24. Getting excited too easily
 25. Finding it difficult to relax
26. Too few dates
 27. Not meeting anyone I like to date
 28. No suitable places to go on dates
 29. Deciding whether to go steady
 30. Going with someone my family won't accept
31. Being criticized by my parents
 32. Mother
 33. Father
 34. Sickness in the family
 35. Parents sacrificing too much for me
36. Not going to church often enough
 37. Dissatisfied with church services
 38. Having beliefs that differ from my church
 39. Losing my earlier religious faith
 40. Doubting the value of worship and prayer
41. Not knowing how to study effectively
 42. Easily distracted from my work
 43. Not planning my work ahead
 44. Having a poor background for some subjects
 45. Inadequate high school training
46. Restless at delay in starting life work
 47. Doubting wisdom of my vocational choice
 48. Family opposing my choice of vocation
 49. Purpose in going to college not clear
 50. Doubting the value of a college degree
51. Hard to study in living quarters
 52. No suitable place to study on campus
 53. Teachers too hard to understand
 54. Textbooks too hard to understand
 55. Difficulty in getting required books
56. Not as strong and healthy as I should be
 57. Allergies (hay fever, asthma, hives, etc.)
 58. Occasional pressure and pain in my head
 59. Gradually losing weight
 60. Not getting enough outdoor air and sunshine
61. Going in debt for college expenses
 62. Going through school on too little money
 63. Graduation threatened by lack of funds
 64. Needing money for graduate training
 65. Too many financial problems
66. Not living a well-rounded life
 67. Not using my leisure time well
 68. Wanting to improve myself culturally
 69. Wanting to improve my mind
 70. Wanting more chance for self-expression
71. Wanting a more pleasing personality
 72. Losing friends
 73. Wanting to be more popular
 74. Being left out of things
 75. Having feelings of extreme loneliness
76. Moodiness, "having the blues"
 77. Failing in so many things I try to do
 78. Too easily discouraged
 79. Having bad luck
 80. Sometimes wishing I'd never been born
81. Afraid of losing the one I love
 82. Loving someone who doesn't love me
 83. Too inhibited in sex matters
 84. Afraid of close contact with the opposite sex
 85. Wondering if I'll ever find a suitable mate
86. Parents separated or divorced
 87. Parents having a hard time of it
 88. Worried about a member of my family
 89. Father or mother not living
 90. Feeling I don't really have a home
91. Differing from my family in religious beliefs
 92. Failing to see the relation of religion to life
 93. Don't know what to believe about God
 94. Science conflicting with my religion
 95. Needing a philosophy of life
96. Forgetting things I've learned in school
 97. Getting low grades
 98. Weak in writing
 99. Weak in spelling or grammar
 100. Slow in reading
101. Unable to enter desired vocation
 102. Enrolled in the wrong curriculum
 103. Wanting to change to another college
 104. Wanting part-time experience in my field
 105. Doubting college prepares me for working
106. College too indifferent to student needs
 107. Dull classes
 108. Too many poor teachers
 109. Teachers lacking grasp of subject matter
 110. Teachers lacking personality

- 5
111. Poor posture
 112. Poor complexion or skin trouble
 113. Too short
 114. Too tall
 115. Not very attractive physically
116. Needing money for better health care
 117. Needing to watch every penny I spend
 118. Family worried about finances
 119. Disliking financial dependence on others
 120. Financially unable to get married
121. Awkward in meeting people
 122. Awkward in making a date
 123. Slow in getting acquainted with people
 124. In too few student activities
 125. Boring week ends
126. Feelings too easily hurt
 127. Being talked about
 128. Being watched by other people
 129. Worrying how I impress people
 130. Feeling inferior
131. Unhappy too much of the time
 132. Having memories of an unhappy childhood
 133. Daydreaming
 134. Forgetting things
 135. Having a certain nervous habit
136. Being in love
 137. Deciding whether I'm in love
 138. Deciding whether to become engaged
 139. Wondering if I really know my prospective mate
 140. Being in love with someone I can't marry
141. Friends not welcomed at home
 142. Home life unhappy
 143. Family quarrels
 144. Not getting along with a member of my family
 145. Irritated by habits of a member of my family
146. Parents old-fashioned in their ideas
 147. Missing spiritual elements in college life
 148. Troubled by lack of religion in others
 149. Affected by racial or religious prejudice
 150. In love with someone of a different race or religion
151. Not spending enough time in study
 152. Having too many outside interests
 153. Trouble organizing term papers
 154. Trouble in outlining or note-taking
 155. Trouble with oral reports
156. Wondering if I'll be successful in life
 157. Needing to plan ahead for the future
 158. Not knowing what I really want
 159. Trying to combine marriage and a career
 160. Concerned about military service
161. Not having a good college adviser
 162. Not getting individual help from teachers
 163. Not enough chances to talk to teachers
 164. Teachers lacking interest in students
 165. Teachers not considerate of students' feelings
166. Frequent sore throat
 167. Frequent colds
 168. Nose or sinus trouble
 169. Speech handicap (stuttering, etc.)
 170. Weak eyes
171. Working late at night on a job
 172. Living in an inconvenient location
 173. Transportation or commuting difficulty
 174. Lacking privacy in living quarters
 175. Having no place to entertain friends
176. Wanting to learn how to dance
 177. Wanting to learn how to entertain
 178. Wanting to improve my appearance
 179. Wanting to improve my manners or etiquette
 180. Trouble in keeping a conversation going
181. Being too envious or jealous
 182. Being stubborn or obstinate
 183. Getting into arguments
 184. Speaking or acting without thinking
 185. Sometimes acting childish or immature
186. Losing my temper
 187. Being careless
 188. Being lazy
 189. Tending to exaggerate too much
 190. Not taking things seriously enough
191. Embarrassed by talk about sex
 192. Disturbed by ideas of sexual acts
 193. Needing information about sex matters
 194. Sexual needs unsatisfied
 195. Wondering how far to go with the opposite sex
196. Unable to discuss certain problems at home
 197. Clash of opinion between me and parents
 198. Talking back to my parents
 199. Parents expecting too much of me
 200. Carrying heavy home responsibilities
201. Wanting more chances for religious worship
 202. Wanting to understand more about the Bible
 203. Wanting to feel close to God
 204. Confused in some of my religious beliefs
 205. Confused on some moral questions
206. Not getting studies done on time
 207. Unable to concentrate well
 208. Unable to express myself well in words
 209. Vocabulary too limited
 210. Afraid to speak up in class discussions
211. Wondering whether further education is worthwhile
 212. Not knowing where I belong in the world
 213. Needing to decide on an occupation
 214. Needing information about occupations
 215. Needing to know my vocational abilities
216. Classes too large
 217. Not enough class discussion
 218. Classes run too much like high school
 219. Too much work required in some courses
 220. Teachers too theoretical

221. Frequent headaches
 222. Menstrual or female disorders
 223. Sometimes feeling faint or dizzy
 224. Trouble with digestion or elimination
 225. Glandular disorders (thyroid, lymph, etc.)
226. Not getting satisfactory diet
 227. Tiring of the same meals all the time
 228. Too little money for recreation
 229. No steady income
 230. Unsure of my future financial support
231. Lacking skill in sports and games
 232. Too little chance to enjoy nature
 233. Too little chance to pursue a hobby
 234. Too little chance to read what I like
 235. Wanting more worthwhile discussions with people
236. Disliking someone
 237. Being disliked by someone
 238. Feeling that no one understands me
 239. Having no one to tell my troubles to
 240. Finding it hard to talk about my troubles
241. Afraid of making mistakes
 242. Can't make up my mind about things
 243. Lacking self-confidence
 244. Can't forget an unpleasant experience
 245. Feeling life has given me a "raw deal"
246. Disappointment in a love affair
 247. Girl friend
 248. Boy friend
 249. Breaking up a love affair
 250. Wondering if I'll ever get married
251. Not telling parents everything
 252. Being treated like a child at home
 253. Being an only child
 254. Parents making too many decisions for me
 255. Wanting more freedom at home
256. Sometimes lying without meaning to
 257. Pretending to be something I'm not
 258. Having a certain bad habit
 259. Unable to break a bad habit
 260. Getting into serious trouble
261. Worrying about examinations
 262. Slow with theories and abstractions
 263. Weak in logical reasoning
 264. Not smart enough in scholastic ways
 265. Fearing failure in college
266. Deciding whether to leave college for a job
 267. Doubting I can get a job in my chosen vocation
 268. Wanting advice on next steps after college
 269. Choosing course to take next term
 270. Choosing best courses to prepare for a job
271. Some courses poorly organized
 272. Courses too unrelated to each other
 273. Too many rules and regulations
 274. Unable to take courses I want
 275. Forced to take courses I don't like

276. Having considerable trouble with my teeth
 277. Trouble with my hearing
 278. Trouble with my feet
 279. Bothered by a physical handicap
 280. Needing medical advice
281. Needing a job during vacations
 282. Working for all my expenses
 283. Doing more outside work than is good for me
 284. Getting low wages
 285. Dissatisfied with my present job
286. Too little chance to do what I want to do
 287. Too little social life
 288. Too much social life
 289. Nothing interesting to do in vacations
 290. Wanting very much to travel
291. Too self-centered
 292. Hurting other people's feelings
 293. Avoiding someone I don't like
 294. Too easily led by other people
 295. Lacking leadership ability
296. Too many personal problems
 297. Too easily moved to tears
 298. Bothered by bad dreams
 299. Sometimes bothered by thoughts of insanity
 300. Thoughts of suicide
301. Thinking too much about sex matters
 302. Too easily aroused sexually
 303. Having to wait too long to get married
 304. Needing advice about marriage
 305. Wondering if my marriage will succeed
306. Wanting love and affection
 307. Getting home too seldom
 308. Living at home, or too close to home
 309. Relatives interfering with family affairs
 310. Wishing I had a different family background
311. Sometimes not being as honest as I should be
 312. Having a troubled or guilty conscience
 313. Can't forget some mistakes I've made
 314. Giving in to temptations
 315. Lacking self-control
316. Not having a well-planned college program
 317. Not really interested in books
 318. Poor memory
 319. Slow in mathematics
 320. Needing a vacation from school
321. Afraid of unemployment after graduation
 322. Not knowing how to look for a job
 323. Lacking necessary experience for a job
 324. Not reaching the goal I've set for myself
 325. Wanting to quit college
326. Grades unfair as measures of ability
 327. Unfair tests
 328. Campus activities poorly co-ordinated
 329. Campus lacking in school spirit
 330. Campus lacking in recreational facilities

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

Page 1 of the booklet contains a form for the student to give identifying information about himself, and directions for filling out the check list. The other two pages of the booklet contain the following questions, with spaces for answering them.

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

Related Studies

Another attempt, still in the experimental stage, to set up a comprehensive inventory of student problems is that of Benjamin Shimberg (17) of the U.S. Public Health Service. He based his inventory on a study of 12,000 high school students. He has developed a "basic difficulty" key for experimental use. But no college form has been reported.

A number of studies have been based on the Mooney Problem Check List in its several forms. Some of those based on the College form will be discussed here. Those that pre-dated Mooney's 1950 revision used an earlier edition.

H.G. Entwistle (3) worked out a slight modification of Mooney's College form to adapt it to a population of male veterans who were Ohio State University students and were living in the "G.I. Village" there in 1948. He compared the problems of 100 single and 100 married veterans. Of the 330 items the average number considered problems by the single veterans was 25.75; serious problems, 7.50; range in number of problems, 2 to 111; range for serious problems, 0 to 46. Married veterans: Average

number of problems, 19.99; serious, 5.44; range, 0 to 56 problems; range for serious, 0 to 23, with 12 per cent having no serious problems. It would appear that the married men had fewer problems than the single men. However, some of the married veterans made the criticism that not enough of the items were applicable to men with families of their own.

As one of the projects in the course of developing his problem check list Mooney (14) administered it to 171 freshman women students in dormitories at Ohio State University. The dean of women used the results to help the students contact services needed. Most of these services were already provided by the University. Thus the check list served as an instrument in making the contacts.

As a study of the validity of the Mooney Problem Check List Gordon (4) administered it twice to the same group, with a nine-day interval, and compared the difference in individual results with an independent measure of changes in problems during that time. His subjects were members of five sections of a course in beginning psychology at Ohio State University, which he considered a good cross-section of undergraduate students. After the check lists had been filled out the second time and collected he distributed a form on which they were asked to indicate whether any of their problems had been solved in the past nine days and whether any new problems had arisen during that time; if so, to state them. The change of problems independently stated was indicated on the check list 97.8 per cent of the time. The author concluded, "The Mooney Problem Check List, College Form, is highly successful in reflecting problem changes that the individual is willing to admit."

Nora A. Congdon (2) used the Mooney Problem Check List to obtain data on the extent to which the freshman orientation program was meeting

problems of first-year students at Colorado State College. She administered the check list to 190 freshmen in the five orientation classes ten days after the beginning of the fall quarter in October, 1942, and to the same group a second time ten weeks later, in December. Twenty-four per cent fewer problems were reported in December than in October. The only area to show an increase was Curriculum and Teaching Procedures, with a 41 per cent jump upward. Adjustment to College Work had the greatest decrease, 36 per cent; Finances, Living Conditions, and Employment, the smallest, 12 per cent.

The study included a comparison of the problems of men and of women. In October the women checked, on the average, 20.8 problems each, in December 15.8 problems, a decrease of 5.0 problems. The corresponding figures for the men are 15.4, 11.6 and 3.8. Six problems were checked by over 20 per cent of the women both in October and in December. Except for one or two, these had to do with personal adjustment. Only one problem dealt specifically with the educational side of college life, "Worrying about examinations." "Concerned about military service" was the only problem checked by more than 20 per cent of the men both in October and in December.

Congdon concluded: These data would indicate that, if student needs are to be adequately met, it might be wise to have a different orientation course for men and women or at least to give special help to girls in personal and social adjustment.

She correlated number of problems in the Adjustment to College Work area with grades for the fall quarter and with intelligence (using percentile rating in A.C.E. Psychological examinations as the intelligence score). The findings were: No relationship between number of

problems in this area and intelligence; low negative correlation between number of problems and grades.

A student personnel committee at Illinois State Normal University administered the Mooney Problem Check List to 404 freshmen in the autumn of 1942 as the basis of a very thorough study of student problems and a critical appraisal of how the University was meeting them. It was reported by V.M. Houston and S.S. Marzolf (9), who directed the study.

They found the average number of items considered problems by a student was 18.7 and the average number of serious problems, 5.8. There were no sex differences in number of problems. Items ranking highest in frequency for both categories were concerned with academic success, personality improvement and military service. Adjustment to College Work was the area ranking highest, and Morals and Religion was lowest.

Forty students in need of immediate help were identified and counseled. Presentation of the findings before the faculty resulted in many profitable generalizations on teaching procedures. The check lists were filed in the registrar's office and made available to all faculty members.

Some prevalent problems were handled by group approach--as budgeting time, choice of extra-curricular activities and professional attitudes. Students with weak backgrounds in grammar, spelling, writing, and mathematics were contacted for non-credit remedial work.

A large faculty committee was appointed to make a survey to determine steps to be taken to effect maximum personal growth and development of the students. They made an exhaustive analysis of the check lists. In the area of Health and Physical Development they checked against findings of the physical examinations and had the joint findings scrutinized

by consulting psychologists.

Finally the student personnel committee made two lists:

1. Changes desirable to effect in students (from the standpoint of making them good teachers);
2. Changes which should be made in teaching procedures and administrative practices. Examples:
 - (a) The need to make clear the purpose of each course and how it will contribute professionally;
 - (b) Emphasis on special study methods for different fields;
 - (c) Individual counseling by proper administrative authorities of teachers who are sarcastic or intimidating.

It was noted that the most significant findings were individual patterns of problems. About three years later Marzolf pursued the angle of individual patterns further, this time in conjunction with Arthur H. Larsen (11). They administered the check list to 205 upperclassmen in Illinois State Normal University. They studied the results statistically to illustrate how syndromes may be conceived in terms of factor analysis.

Extensive data were compiled and interpreted in still another study at Illinois State Normal University, made by F.W. Hibler and A.H. Larsen (8). They administered the Mooney Problem Check List to 110 juniors and 94 seniors and compared their results with those obtained from freshmen in the same university the previous autumn, in the student personnel committee project discussed previously.

Recognizing a difference between a stated problem and the actual conflict in the life of the individual, they found evidence that freshmen showed more generalized feeling of difficulty in adjusting to college environment, while juniors and seniors showed more specific identification of problems to be solved.

To determine the relative merit of problems that were merely underlined and those that were circled (the recheck for items of most concern)

they compared the data from a large number of these students individually with information obtained from counseling and other clinical methods.

One of the authors had a large number of the subjects of this study in his mental hygiene classes. He required them to write careful analytical autobiographies. Later he discussed these autobiographies with many of the students individually. As director of the student mental health service he had opportunity to study the most serious deviates in terms of their stated problems and actual conflicts. One part of their study was to combine the frequencies of the underlined and of the circled items into a Z-score. A summary of their conclusions follows.

1. Underlined items tend to be irritations more than major problems.
2. Circled items have been more diagnostic, both in screening and in indicating areas.
3. Combination of items by Z-score technique does not appear to offer any advantages over consideration of serious problems by themselves.
4. No particular pattern was discovered which is typical of cases that may prove serious.

Even though not statistical, the foregoing study seems to be one of the most convincing checks on the validity of the Mooney Problem Check List. The authors stated that their method was not statistical, but defended it by saying that application of statistics would confuse the issue, that each student must be studied individually, the data on his list being checked by a study of his problems by other clinical methods.

Purdue University's committee on student guidance and selection conducted a study (16) in the spring of 1950 to determine the value of Mooney's check list as an aid to "spotting" students in need of guidance. Chairwoman by R.R. Ryder, this committee gave the check list to 279 students in educational psychology classes, including 126 women and 153 men, for the most part in sophomore or junior year, the majority of them

prospective teachers. They used these criteria in selecting students for guidance: (a) Response to Question 5; (b) number of problems marked; (c) number of problems marked in areas; (d) responses to particular problems. They considered that students whose total number of problems fall in either the upper or the lower quarter of distribution may need counseling. They theorized that "among students in the lower quarter there are likely to be some who 'clamp the lid on too tight' and need help in learning how to express themselves and help themselves."

In a more recent study (1), made at the University of Wisconsin, night students were compared with day students in the matter of problem frequency. L.P. Blum, B.A. Sullivan and J.D. O'Dea conducted the study. They administered the Mooney Problem Check List to 85 day students and to 85 night students. The night students underlined a total of 1,695 items and marked 682 of these as serious concerns. Comparable figures for the day students are 2,149 and 743. The median age of the day students used was 18 years, while the median age of the night students was between 26 and 30 years. It was concluded that the night students had a lesser number of problems because of greater maturity.

II. COLLECTING THE DATA

The general nature of the problem was described in the introduction.

A more detailed statement will be given here.

Statement of the Problem

Within the framework provided by the Mooney Problem Check List and certain additional data we have sought to determine by grouped data obtained from a sampling of University of Wichita students:

1. The comparative frequency with which "major" and "minor" concerns are indicated by men and women students in the various problem areas.
2. A comparison of the apparent relative importance of specific problem areas.
3. An analysis of the specific items that the male and the female students indicate within each problem area.
4. Analysis and limited consideration of certain other variables which appear within the data, including:
 - (a) Comparison of class frequencies;
 - (b) Comparison of students of college parentage with students of non-college parentage;
 - (c) Comparison of number of problems of Negroes with problem frequencies in the main sample.
5. Summary of comments written by students about the check list and their own problems.

Procedure

The study was initiated in the spring of 1952 at the University of Wichita. It was decided to administer the Mooney Problem Check List, College Form, before the close of the spring semester to as large a

sample of freshmen as could be obtained, and in the fall to the entering class of freshmen. A beginning-of-year and an end-of-year freshman sample were the objective. That the two samples would be taken from different classes would not detract from their value since the number would be great enough to give results of statistical significance; i.e., reliable for prediction in similar groups. As a secondary project it was decided to give the check list to smaller samples of sophomore, junior, senior, and graduate students.

Through the cooperation of University administrative authorities it was arranged to have the freshman English classes report at the auditorium and fill out the check list in lieu of regular class work on an appointed day in May. At the same time students included in the samples from the other classes were to fill out the check list. To obtain these samples names were selected by a random procedure from the class rolls in the various colleges of the University. Postcards were mailed to these students explaining the University's interest in the project and requesting them to cooperate by coming to the auditorium and participating during any free period from 8 to 1 o'clock on the appointed day. The cards bore the stamped signature of the president of the University.

David T. Herman, associate professor of psychology, under whose supervision the study was being made, presented the project to the students and gave the instructions at the beginning of each period. A professor was used because it was felt that this would add a prestige dimension to the study.

The instructor's presentation of the project to the students is given verbatim, as follows:

The University is interested in expanding the services that it makes available to its students. For this purpose it has asked us to sample a random number of freshmen, sophomores, juniors, seniors, and graduates to take part in a study. We would like to ask you to please cooperate with the study by following the instructions as fully as you can. You can do this with complete assurances. In no place in the results of this study will your name appear. We will, however, have a way in which, in return for your cooperation, we will be able, individually, in complete privacy and confidence, to talk with you about the results of what you do today if you should wish to know them. It will take us time to tabulate our results and we will be ready to meet with you only after the summer term begins or any time next fall.

The proctors passed out the materials. Just before the signal to start the additional instructions were:

This is a serious study, the results of which can be helpful to the University and its student body and to you personally. Please take it seriously. Please do not be concerned for fear that personal information about you will be revealed to anyone. No one will know whose sheet is whose without your permission. I promise you that, and I will be held accountable for this promise. You can be completely full and frank.

Observers felt that the instructor's earnestness and sincerity even more than his words, created a setting of confidence.

The Materials

In addition to the check list booklet each student was given an IBM answer sheet, a data sheet and a card, all bearing the same serial number. He was instructed to write his name on the card and nowhere else. These cards were to be separated from the other material immediately after collection and placed alphabetically in a file for use in identifying answer sheets only upon request of the individual concerned.

The data sheet is reproduced here as Figure 2. It was not the intention that all these data would be used in the present study, but rather that they would be available for this or future studies.

DATA SHEET

Please fill or make checks in the appropriate blanks.

Serial number _____ Sex _____ Race _____ Age _____

Major _____ Vocational aim, if decided _____

Are you a veteran? Yes _____ No _____ College _____ Class _____

If you are a Negro, have you attended a segregated school? Yes _____ No _____
If so, for what period of schooling? _____

Church preference _____

Are you an active church participant? Yes _____ No _____

Are you happy in your church relationship? Yes _____ No _____

Are you a member of a campus social organization? If so, what? _____

Father's occupation _____

Is your father living? Yes _____ No _____ Your mother? Yes _____ No _____
If not, state your age at the time of the death _____

Have your parents been separated? Yes _____ No _____ Divorced? Yes _____ No _____

How many children did your parents have? Boys _____ Girls _____

Which child were you? First, second, third, etc. _____

Was your father born in the United States? Yes _____ No _____ Your mother?

Yes _____ No _____

Did your father: Graduate from high school? Yes _____ No _____ Have some
additional schooling? _____ Graduate from college? _____

Regarding your housing, check the one most appropriate for you.

_____ Living with my father and/or mother in Wichita

_____ Living with my husband or wife in Wichita

_____ Living with other relatives in Wichita

_____ Family lives out of town and I room in Wichita

_____ Other (please describe) _____

If you are married, do you have children (one or more)? Yes _____ No _____

Figure 2

The same procedure was repeated the following October, about four weeks after the beginning of the fall semester. This particular time was selected because it would give beginning students time to become aware of problems in college and yet be early enough in the semester to give a good picture of beginning-of-year problems. Again the freshman English classes were used. Original plans did not call for using any students above freshman level at this time. But the samples obtained the previous spring were disappointingly small. Therefore, the psychology classes were used in October to augment these samples.

Description of Sample

The sample finally used in the main study numbered 1,182 students, comprising 593 beginning-of-year freshmen, 342 end-of-year freshmen, 116 sophomores, 74 juniors and 57 seniors. It roughly approximated 75 per cent of the beginning freshmen, 50 per cent of the end-of-year freshmen, 20 per cent of the sophomores, 20 per cent of the juniors, and 14 per cent of the seniors. Males and females were randomly selected and approximated the ratio in the student body.

Counseling experiences had led to the opinion that students of non-white races might have problems atypical of the student body, hence should be studied separately. The term "white," as used in this study, includes all students who described their race as "white" or "Caucasian." Check lists were filled out by 44 non-whites. One gave his race as Mexican, one as "Brown" and 42 as Negro. Obviously the one Mexican and one "Brown" student could not constitute a sample; hence had to be dropped from the study. Original plans had considered a study of Negro problems, but the group was too small for statistical treatment. However, the

group as a unit (without division by sex and class) was compared with the main sample, considered as a unit.

Ninety additional check lists were filled out which could not be used for various reasons. These included 18 improperly filled out, 44 repeats, 4 by students classified as special, 2 by second-semester freshmen in October, and 22 by graduate students. The graduate students and specials constituted samples too small to be used. The second-semester freshmen in October were neither beginning nor end-of-year freshmen. In the cases of the 44 repeats the check lists filled out in May were used and the October lists discarded. Of the 18 improperly filled out some lacked data necessary to classify them; others showed such a complete misunderstanding of instructions that it was impossible to make a count on them. They might have significance if the students wished counseling, but could not be used for research purposes.

III. THE DATA

Organization of the Data

For tabulation of scores and item count the IBM sheets were divided into groups separating the sexes, within each sex separating the classes --beginning-of-year freshmen, end-of-year freshmen, sophomores, juniors, seniors--and within each of these sub-groups separating as to college or non-college parentage. College parentage was defined as having at least one parent a college graduate. Students who did not meet this criterion were classed as of non-college parentage.

The Mooney Problem Check List is so set up that the score gives a count of all the items checked and a count of those double-checked as major problems. By subtraction a count of minor problems was obtained. Major problems and minor problems were kept separate throughout the study, and in no table was a combined major and minor problems score used.

Data tabulated included, for the major problems and for the minor problems, in each of the groups and sub-groups described above, (a) the total number of item checks in each of the 11 areas, and (b) the number of students marking each of the 330 items. A system was worked out whereby every count was arrived at in two ways, and these results were checked against each other. Errors were traced and eliminated. Whenever a new set of totals was made the double system was used, thus assuring the same accuracy as in bookkeeping, where books are balanced.

Study of Male and Female Area Frequencies

Table I is a summary of the number of times items in each area were checked by the males and by the females. For each area the proportion of the total possible checks, made by males and by females, is given.

TABLE I

Report by Areas in the Mooney Problem Check List of Responses of 759 Male Students and 423 Female Students in Checking Items as Major Problems and as Minor Problems

	Area	Number of Times Items Checked by Males	Proportion of Total Possible Checks by Males	Number of Times Items Checked by Females	Proportion of Total Possible Checks by Females
Major Problems	HPD	586	.026	361	.028
	FLE	661	.029	252	.020
	SRA	955	.042	475	.037
	SPR	742	.033	580	.046
	PPR	705	.031	707	.058
	CSM	679	.030	447	.035
	HF	391	.017	420	.033
	MR	515	.023	387	.030
	ACW	1610	.071	687	.054
	FVE	830	.036	311	.024
Total	CTP	600	.026	242	.019
		8274	.033	4869	.035
Minor Problems	HPD	1748	.077	1157	.091
	FLE	1786	.078	709	.056
	SRA	2968	.130	1645	.130
	SPR	2125	.093	1496	.118
	PPR	2206	.097	1603	.126
	CSM	1648	.072	902	.071
	HF	1175	.052	865	.068
	MR	1744	.077	993	.078
	ACW	3692	.162	1920	.151
	FVE	1852	.081	953	.075
Total	CTP	2204	.097	1252	.099
		23148	.092	13495	.097

The table also shows total frequencies for each sex, for major and minor problems, with the proportions for the totals.

Out of the 330 items in the check list the average male student in this study checked 10.9 items as major problems and 30.5 as minor problems. The average female student checked 11.5 items as major problems and 31.9 as minor problems.

Table I shows that men students have their largest number of major problems in the area of Adjustment to College Work (ACW). The women students appear to have a better adjustment in this area, although they reported a higher proportion of problems than the men in a number of other areas. Their greatest number of major problems is in the area of Personal-Psychological Relations (PPR) where they made 5.8 per cent of the total number of checks possible for them to make, while the corresponding figure for the men is 3.1 per cent. From another point of view these figures mean that the average item in the area of Personal-Psychological Relations was checked as a major problem by 5.8 per cent of the women and by 3.1 per cent of the men. The area of Adjustment to College Work is a close second for the women, with a percentage of 5.4. The men showed 7.1 in this area.

The only significant difference between males and females revealed by Table I is to be found in major problems in the area of Personal-Psychological Relations. The difference here was shown by the t test (6) to be 2.25, which is significant at the 5 per cent level.

The t test is used repeatedly in this study to determine whether differences in proportions are significant.

For all the areas combined the women students reported proportionately more major problems and proportionately more minor problems than

the men. The proportions of the total possible checks are: Major problems--male .033, female .035; minor problems--male .092, female .097. Interpreted another way, this means that the average item in the entire check list was marked as a major problem by 3.3 per cent of the men students and by 3.5 per cent of the women students, and that the average item was marked as a minor problem by 9.2 per cent of the men students and by 9.7 per cent of the women students.

A study of the rank order of the areas, by major problem frequencies for males and by major problem frequencies for females, resulted in a correlation coefficient (Spearman rho (6)) of .49, which is not significant for 10 degrees of freedom. A similar male-female comparison on minor problem area frequencies yielded a correlation coefficient of .85, which is significant at the .01 level for 10 d.f. (6)

Comparing the rank order of the areas by major problem frequencies for males and by minor problem frequencies for males, rho equals .78, which is significant at the .01 level for 10 d.f. The major problems and minor problems of females correlate by areas with a rho of .61, significant at the .05 level for 10 d.f.*

Total Male-Female Comparison Within Each Area

A series of tables that proved to be particularly revealing includes Tables II to XXIII. The 11 areas are represented, each by a table of major problems and a table of minor problems. Information on males and on females appears side-by-side on each page to facilitate comparison of the sexes. Items are arranged in rank order of their frequency for each

*The coefficients were considerably above minimum requirement in each instance, thus allowing for any error in using a Pearsonian table to interpret the Spearman rho.

sex, the frequency being the number of male students, or female students, who marked that item a problem, major or minor according to the table. The proportion is given with each frequency.

To interpret these tables it is necessary to refer to Figure 1, pages 4-6, to find the items represented by the problem numbers listed.

In the area of Health and Physical Development (Tables II and III), No. 5 "Not getting enough sleep" and No. 1 "Feeling tired much of the time" are the most frequent major problems and the most frequent minor problems for both men and women. Combining proportions for major and minor problems we find that 41 per cent of the men in the sample and 43.5 per cent of the women in the sample are concerned about not getting enough sleep. Combining major and minor problem proportions for problem No. 1 we find that 29.3 per cent of the men and 33.6 per cent of the women are concerned about feeling tired much of the time.

In the area of Social and Recreational Activities (Tables VI and VII), No. 289 "Nothing interesting to do in vacations" is the item of concern to the smallest number of both men and women either as a major or a minor problem.

"Wanting a more pleasing personality" (No. 71) has highest rank both as a major and as a minor problem for both males and females, in the area of Social-Psychological Relations. No. 72 "Losing friends" is the item selected by the smallest number of both sexes as a matter of concern.

Tables X and XI reveal that 4.1 per cent of the men (major and minor proportions combined) and 3.6 per cent of the women are "sometimes bothered by thoughts of insanity" (No. 299). This is considered a major problem by 0.9 per cent of the men and by 1.2 per cent of the women. "Thoughts of suicide" (No. 300) are a concern to 3.2 per cent of the men

(Continue on page 47)

TABLE II

Items in the Health and Physical Development Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
5	99	.130	5	47	.111
1	72	.095	1	44	.104
112	48	.063	3	30	.071
2	30	.040	112	26	.061
57	28	.037	57	20	.047
168	27	.036	221	20	.047
170	26	.034	222	17	.040
115	24	.032	168	16	.038
4	22	.029	170	16	.038
60	22	.029	58	13	.031
3	21	.027	2	11	.026
221	20	.026	167	11	.026
56	19	.025	111	10	.024
276	19	.025	276	9	.021
113	14	.018	114	9	.021
279	14	.018	115	9	.021
58	12	.016	60	8	.019
111	12	.016	223	8	.019
166	9	.012	113	7	.017
167	8	.011	56	5	.012
278	8	.011	166	5	.012
224	7	.009	59	4	.009
223	6	.008	224	4	.009
59	5	.007	279	3	.007
169	5	.007	4	3	.007
225	3	.004	169	2	.005
277	3	.004	280	2	.005
280	2	.003	225	1	.002
114	1	.001	278	1	.002
222	0	.000	277	0	.000

TABLE III

Items in the Health and Physical Development Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Frequency	Proportion	Problem No.	Frequency	Proportion
5	213	.280	5	137	.324
1	150	.198	1	98	.232
112	106	.140	112	68	.161
168	100	.132	60	62	.147
2	98	.129	168	57	.135
60	98	.129	170	57	.135
115	88	.116	167	55	.130
4	81	.107	57	53	.125
170	81	.107	222	51	.121
111	73	.096	223	46	.109
57	71	.094	3	46	.109
167	71	.094	58	45	.106
56	53	.070	111	44	.104
276	53	.070	4	39	.092
113	49	.065	115	37	.087
3	48	.063	2	36	.085
58	48	.063	221	36	.085
221	41	.054	276	27	.064
223	38	.050	224	26	.061
278	28	.037	166	23	.054
59	27	.036	114	21	.050
166	26	.034	56	19	.045
224	25	.033	225	17	.040
277	20	.026	113	13	.031
279	14	.018	278	11	.026
169	13	.017	59	10	.024
280	12	.016	277	8	.019
114	11	.014	279	6	.014
225	8	.011	280	5	.012
222	4	.005	169	4	.009

TABLE IV

Items in the Finances, Living Conditions and Employment Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Fre-quency	Proportion	Problem No.	Fre-quency	Proportion
65	62	.082	9	20	.047
9	50	.066	281	17	.040
171	49	.065	118	15	.035
10	42	.055	119	14	.033
62	37	.049	120	13	.031
283	36	.047	10	13	.031
282	34	.045	117	11	.026
117	33	.043	175	11	.026
119	32	.042	230	11	.026
6	31	.041	283	11	.026
230	29	.039	6	10	.024
228	27	.036	65	10	.024
120	23	.030	282	10	.024
61	22	.029	171	9	.021
118	20	.026	62	9	.021
226	14	.018	173	8	.019
285	14	.018	229	8	.019
229	13	.017	172	7	.017
175	12	.016	174	7	.017
281	12	.016	226	7	.017
173	12	.016	285	7	.017
284	10	.013	284	5	.012
227	9	.012	7	4	.009
63	9	.012	61	4	.009
174	8	.011	227	3	.007
64	6	.008	63	2	.005
172	5	.007	228	2	.005
8	4	.005	116	2	.005
7	4	.005	8	2	.005
116	2	.003	64	0	.000

TABLE V

Items in the Finances, Living Conditions and Employment Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Fre- quency	Pro- portion		Fre- quency	Pro- portion
6	118	.155	227	51	.121
65	99	.130	119	51	.121
119	98	.129	9	44	.104
9	92	.121	175	42	.099
171	88	.116	6	39	.092
282	88	.116	281	38	.090
117	86	.113	282	34	.080
62	83	.109	173	34	.080
230	76	.100	118	33	.078
228	74	.097	117	30	.071
175	68	.090	230	30	.071
118	67	.088	226	29	.069
227	67	.088	65	24	.057
229	57	.075	62	22	.052
283	57	.075	283	22	.052
61	53	.070	174	20	.047
120	53	.070	10	19	.045
226	50	.066	120	19	.045
285	50	.066	172	19	.045
281	49	.065	229	17	.040
10	48	.063	284	17	.040
173	46	.061	228	13	.031
284	45	.059	171	13	.031
174	41	.054	8	11	.026
8	38	.050	7	10	.024
172	29	.038	63	10	.024
63	25	.033	285	9	.021
7	19	.025	116	4	.009
64	12	.016	61	3	.007
116	10	.013	64	2	.005

TABLE VI

Items in the Social and Recreational Activities Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Frequency	Proportion	Problem No.	Frequency	Proportion
180	67	.088	290	43	.102
287	67	.088	180	39	.092
11	66	.087	15	34	.080
69	66	.087	123	30	.071
290	56	.074	234	30	.071
122	54	.071	69	29	.069
68	42	.055	68	25	.059
121	42	.055	178	22	.052
123	40	.053	67	21	.050
176	37	.049	121	20	.048
178	35	.046	286	20	.048
12	35	.046	287	20	.048
15	31	.041	11	19	.045
179	29	.038	235	17	.040
286	29	.038	70	16	.038
70	28	.037	13	11	.026
66	27	.036	179	11	.026
234	26	.034	66	10	.024
67	24	.032	124	9	.021
235	24	.032	231	9	.021
232	22	.029	233	7	.017
124	21	.028	176	6	.014
233	19	.025	125	5	.012
231	15	.020	177	5	.012
177	13	.017	288	4	.009
13	12	.016	12	3	.007
125	12	.016	14	3	.007
288	9	.012	122	3	.007
14	7	.009	232	3	.007
289	0	.000	289	1	.002

TABLE VII

Items in the Social and Recreational Activities Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Frequency	Proportion	Problem No.	Frequency	Proportion
180	180	.237	234	128	.303
11	173	.228	68	109	.258
290	173	.228	69	109	.258
234	137	.181	290	107	.253
69	136	.179	15	104	.246
15	130	.171	11	73	.173
287	128	.169	235	70	.165
123	128	.169	180	69	.163
68	126	.166	124	64	.151
176	123	.162	178	64	.151
286	120	.158	67	62	.147
122	107	.141	286	62	.147
124	107	.141	231	57	.135
67	106	.140	179	54	.128
179	104	.137	123	50	.118
233	97	.128	232	49	.116
66	94	.124	70	47	.111
178	94	.124	13	44	.104
12	93	.123	121	42	.099
70	88	.116	233	37	.087
121	86	.113	287	33	.078
235	78	.103	66	31	.073
231	73	.096	177	30	.071
232	70	.092	14	29	.069
177	55	.072	176	29	.069
13	51	.067	288	29	.069
14	44	.058	125	24	.057
125	37	.049	12	22	.052
288	20	.026	122	11	.026
289	10	.013	289	6	.014

TABLE VIII

Items in the Social-Psychological Relations Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Frequency	Proportion	Problem No.	Frequency	Proportion
71	74	.097	71	49	.115
18	68	.090	126	43	.102
16	55	.072	130	43	.102
129	47	.062	129	42	.099
73	37	.049	18	33	.078
130	36	.047	184	33	.078
184	36	.047	73	31	.073
17	35	.046	185	27	.064
181	34	.045	182	24	.057
75	31	.041	16	22	.052
19	29	.038	181	21	.050
20	29	.038	17	20	.047
185	29	.038	19	18	.043
291	23	.030	291	18	.043
295	20	.026	75	16	.038
126	18	.024	294	16	.038
292	17	.022	292	15	.035
183	15	.020	240	15	.035
294	15	.020	295	14	.033
74	13	.017	20	13	.031
240	13	.017	74	12	.028
237	11	.014	237	11	.026
239	10	.013	239	11	.026
128	10	.013	183	9	.021
238	9	.012	128	7	.017
182	8	.011	236	6	.014
127	7	.009	238	4	.009
293	6	.008	293	3	.007
236	5	.007	72	2	.004
72	2	.003	127	2	.004

TABLE IX

Items in the Social-Psychological Relations Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Frequency	Proportion	Problem No.	Frequency	Proportion
71	181	.238	71	142	.336
129	155	.204	129	98	.232
185	132	.174	126	92	.217
73	126	.166	185	82	.194
184	109	.144	184	78	.184
130	98	.129	182	77	.182
18	82	.108	73	66	.156
182	81	.107	18	63	.149
295	80	.105	295	57	.135
19	80	.105	181	56	.132
126	79	.104	294	52	.123
181	76	.100	16	51	.121
183	74	.097	130	49	.116
240	70	.092	292	49	.116
16	70	.092	291	47	.111
294	61	.080	293	45	.106
17	58	.076	17	44	.104
75	58	.076	75	42	.099
291	56	.074	183	37	.087
20	51	.067	240	35	.083
74	48	.063	127	33	.078
292	45	.059	236	28	.066
293	45	.059	128	27	.064
237	40	.053	239	27	.064
239	37	.049	20	25	.059
236	37	.049	19	23	.054
127	31	.041	237	22	.052
238	30	.040	74	21	.050
128	25	.033	238	21	.050
72	10	.013	72	7	.017

TABLE X

Items in the Personal-Psychological Relations Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
243	72	.095	243	73	.173
21	51	.067	21	63	.149
23	50	.066	22	61	.144
76	45	.059	76	56	.132
22	41	.054	23	49	.116
133	40	.053	25	40	.095
241	38	.050	297	37	.087
25	33	.043	133	32	.076
134	33	.043	241	32	.076
186	31	.041	242	31	.073
188	29	.038	186	30	.071
78	28	.037	78	29	.069
296	26	.034	134	27	.064
244	22	.029	296	22	.052
187	19	.025	135	18	.043
190	18	.024	24	17	.040
77	17	.022	188	16	.038
131	16	.021	131	13	.031
242	16	.021	244	10	.024
189	15	.020	80	8	.019
24	14	.018	187	6	.014
135	14	.018	189	6	.014
80	7	.009	299	5	.012
299	7	.009	300	5	.012
245	6	.008	132	4	.009
300	6	.008	190	4	.009
132	5	.007	298	4	.009
297	3	.004	77	3	.007
79	2	.003	79	1	.002
298	1	.001	245	0	.000

TABLE XI

Items in the Personal-Psychological Relations Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
133	167	.220	76	132	.312
76	148	.195	23	102	.241
241	131	.173	22	98	.232
22	125	.165	133	97	.229
25	124	.163	241	97	.229
21	118	.155	243	87	.206
23	114	.150	21	87	.206
186	114	.150	186	82	.194
188	107	.141	297	76	.180
243	106	.140	25	74	.175
134	105	.138	78	69	.163
187	84	.111	134	60	.142
135	82	.108	242	59	.139
189	78	.103	188	53	.125
78	77	.101	244	52	.123
190	76	.100	135	51	.121
242	64	.084	187	48	.113
244	53	.070	24	47	.111
77	45	.059	189	35	.082
79	44	.058	190	34	.080
296	44	.058	80	31	.073
131	39	.051	131	29	.069
80	34	.045	296	24	.057
24	34	.045	77	22	.052
299	24	.032	298	13	.031
300	18	.024	132	12	.028
298	15	.020	299	10	.024
245	15	.020	300	10	.024
297	14	.018	79	6	.014
132	13	.017	245	6	.014

TABLE XII

Items in the Courtship, Sex and Marriage Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
26	67	.088	85	40	.095
27	53	.070	137	37	.087
194	40	.053	303	32	.076
195	38	.050	250	31	.073
303	36	.047	27	28	.066
301	33	.043	26	23	.054
81	31	.041	305	21	.050
85	31	.041	195	19	.045
137	29	.038	30	17	.040
302	26	.034	81	17	.040
136	25	.033	82	17	.040
246	25	.033	140	17	.040
250	24	.032	138	14	.033
138	23	.030	248*	13	.031
28	20	.026	136	13	.031
305	20	.026	139	12	.028
82	19	.025	249	12	.028
193	19	.025	29	10	.024
140	16	.021	192	9	.021
247*	15	.020	246	9	.021
304	14	.018	301	9	.021
139	14	.018	302	9	.021
84	14	.018	304	9	.021
249	11	.014	193	8	.019
83	10	.013	84	7	.017
29	9	.012	28	4	.009
30	8	.011	191	4	.009
192	7	.009	83	3	.007
191	2	.003	194	3	.007
248*	0	.000	247*	0	.000

*247 is "Girl friend" and 248 is "Boy friend." In comparing the sexes 247 and 248 were matched, since matching the same numbers would have served no purpose.

TABLE XIII

Items in the Courtship, Sex and Marriage Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
26	132	.174	85	85	.201
85	123	.162	137	74	.175
195	110	.145	27	61	.144
194	109	.144	250	59	.139
27	99	.130	305	39	.092
302	95	.125	26	38	.090
28	85	.112	303	35	.083
250	81	.107	81	35	.083
301	80	.105	28	34	.080
247*	64	.084	136	34	.080
136	64	.084	195	34	.080
137	53	.070	246	29	.069
139	51	.067	29	28	.066
303	51	.067	139	28	.066
305	46	.061	302	26	.061
246	45	.059	30	24	.057
81	44	.058	193	24	.057
193	42	.055	248*	23	.054
83	41	.054	82	23	.054
82	36	.047	249	22	.052
84	31	.041	301	22	.052
304	29	.038	192	20	.047
192	28	.037	304	20	.047
138	25	.033	138	19	.045
29	22	.029	140	18	.043
30	19	.025	84	13	.031
191	19	.025	191	13	.031
140	13	.017	83	11	.026
249	11	.014	194	11	.026
248*	0	.000	247*	0	.000

*247 is "Girl friend" and 248 is "Boy friend." In comparing the sexes 247 and 248 were matched, since matching the same numbers would have served no purpose.

TABLE XIV

Items in the Home and Family Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Female		
	Frequency	Proportion	Problem No.	Frequency	Proportion
306	47	.061	196	31	.073
88	30	.040	31	28	.066
145	22	.029	306	27	.064
197	22	.029	88	25	.059
87	21	.028	197	24	.057
35	18	.024	34	23	.054
143	17	.022	145	21	.050
252	16	.021	255	18	.043
196	15	.020	35	17	.040
307	15	.020	144	17	.040
31	14	.018	198	17	.040
32	13	.017	251	16	.038
34	13	.017	252	16	.038
254	13	.017	32	14	.033
142	11	.014	33	14	.033
144	11	.014	143	14	.033
251	11	.014	253	12	.028
308	11	.014	254	12	.028
198	10	.013	308	10	.024
255	10	.013	142	9	.021
33	9	.012	199	8	.019
199	9	.012	87	7	.017
200	8	.011	309	7	.017
89	7	.009	307	6	.014
90	6	.008	86	5	.012
86	4	.005	90	5	.012
310	4	.005	141	5	.012
309	3	.004	200	5	.012
141	2	.003	89	4	.009
253	1	.001	310	3	.007

TABLE XV

Items in the Home and Family Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
145	93	.123	145	76	.179
306	90	.119	196	66	.156
196	65	.086	306	66	.156
31	63	.083	251	59	.139
251	62	.082	197	49	.116
197	60	.079	198	42	.099
198	57	.075	31	40	.095
35	56	.074	35	38	.090
255	51	.067	88	35	.083
308	46	.061	254	32	.076
87	42	.055	308	29	.069
88	40	.053	255	25	.059
143	39	.051	144	24	.057
144	38	.050	199	24	.057
307	35	.046	143	24	.057
253	33	.043	32	23	.054
252	30	.040	253	22	.052
33	29	.038	89	21	.050
89	29	.038	307	18	.043
200	29	.038	310	17	.040
254	29	.038	34	17	.040
199	27	.036	90	17	.040
32	25	.033	252	16	.038
90	19	.025	200	15	.035
86	18	.024	142	14	.033
142	17	.022	33	13	.031
34	14	.018	86	12	.028
309	14	.018	87	12	.028
310	14	.018	309	10	.024
141	11	.014	141	9	.021

TABLE XVI

Items in the Morals and Religion Area of the Mooney Problem Check List
 Arranged in Rank Order of Their Frequencies When Checked as Major Problems
 by 759 Male Students and 423 Female Students, with the Proportion of the
 Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Female		
	Frequency	Proportion	Problem No.	Frequency	Proportion
36	46	.061	203	57	.135
258	35	.046	36	39	.092
203	34	.045	204	29	.069
259	31	.041	202	25	.059
314	28	.037	205	21	.050
202	25	.033	95	19	.045
313	23	.030	313	16	.038
95	23	.030	148	14	.033
204	22	.029	314	13	.031
39	20	.026	256	12	.028
315	19	.025	93	11	.026
256	17	.022	150	11	.026
257	16	.021	312	11	.026
37	16	.021	315	11	.026
40	15	.020	37	10	.024
311	15	.020	39	9	.021
150	14	.018	40	9	.021
38	13	.017	146	9	.021
93	13	.017	311	9	.021
205	13	.017	38	8	.019
201	13	.017	257	8	.019
146	12	.016	259	8	.019
148	11	.014	201	6	.014
147	10	.013	258	6	.014
94	8	.011	91	5	.012
149	7	.009	147	5	.012
312	5	.007	94	4	.009
91	4	.005	149	1	.002
92	4	.005	260	1	.002
260	3	.004	92	0	.000

TABLE XVII

Items in the Morals and Religion Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Fre- quency	Pro- portion		Fre- quency	Pro- portion
36	184	.242	202	86	.203
313	94	.124	313	78	.184
311	90	.119	36	77	.182
202	86	.113	256	64	.151
314	82	.108	203	63	.150
256	81	.107	311	52	.123
258	80	.105	204	49	.116
204	72	.095	314	43	.102
205	72	.095	205	40	.094
39	68	.090	148	38	.090
203	67	.088	315	34	.080
93	64	.084	258	32	.076
257	63	.083	147	31	.073
37	62	.082	39	30	.071
40	57	.075	201	30	.071
315	57	.075	95	28	.068
95	55	.072	312	23	.054
146	55	.072	37	23	.054
259	54	.071	93	22	.052
38	51	.067	146	22	.052
148	38	.050	259	21	.050
94	38	.050	257	19	.045
91	34	.045	91	19	.045
146	29	.038	38	18	.043
312	29	.038	94	18	.043
92	24	.032	150	12	.028
149	19	.025	149	8	.019
201	19	.025	40	5	.012
150	16	.021	92	5	.012
260	4	.005	260	3	.007

TABLE XVIII

Items in the Adjustment to College Work Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
41	159	.209	41	83	.196
151	145	.191	151	63	.149
42	113	.149	261	60	.142
207	96	.126	42	53	.125
99	95	.125	207	43	.102
97	82	.108	208	35	.083
261	82	.108	210	34	.080
44	72	.095	97	29	.069
100	68	.090	100	27	.064
265	67	.088	209	26	.061
98	53	.070	96	24	.057
208	51	.067	265	23	.054
209	49	.064	44	21	.050
206	48	.063	152	21	.050
154	47	.062	99	19	.045
319	47	.062	319	17	.040
96	37	.049	155	14	.033
45	35	.046	318	11	.026
155	32	.042	43	10	.024
153	31	.041	154	10	.024
210	29	.038	263	10	.024
262	27	.036	316	9	.021
264	24	.032	206	9	.021
43	22	.029	45	8	.019
152	21	.028	98	7	.017
318	21	.028	264	7	.017
316	18	.024	320	6	.014
263	16	.021	262	4	.009
317	13	.017	153	2	.005
320	10	.013	317	2	.005

TABLE XIX

Items in the Adjustment to College Work Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
42	267	.352	42	150	.355
151	249	.328	261	146	.345
41	191	.252	151	131	.310
207	187	.246	207	113	.267
261	174	.229	41	112	.265
99	172	.227	210	88	.208
44	158	.208	96	86	.203
96	143	.188	44	79	.187
154	143	.188	209	77	.182
209	143	.188	208	68	.161
100	142	.187	43	66	.156
210	132	.174	155	65	.154
152	130	.171	152	65	.154
206	124	.163	100	64	.151
43	121	.159	154	62	.147
97	120	.158	319	61	.144
208	112	.148	97	54	.128
98	111	.146	99	53	.125
265	111	.146	265	46	.109
45	104	.137	206	44	.104
155	100	.132	262	35	.083
319	94	.124	263	35	.083
153	79	.104	153	34	.080
262	76	.100	98	33	.078
318	69	.091	318	33	.078
317	60	.079	264	29	.069
264	50	.066	320	27	.064
320	49	.065	317	22	.052
316	43	.057	316	21	.050
263	38	.050	45	21	.050

TABLE XX

Items in the Area of The Future: Vocational and Educational of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Fre-quency	Proportion	Problem No.	Fre-quency	Proportion
160	146	.192	158	51	.121
156	92	.121	156	32	.076
158	78	.103	47	29	.069
47	45	.059	215	22	.052
213	45	.059	49	17	.040
215	45	.059	46	16	.038
46	44	.058	324	13	.031
104	30	.040	159	11	.026
266	22	.029	213	11	.026
103	21	.028	266	11	.026
49	20	.026	103	10	.023
324	20	.026	270	10	.023
325	19	.025	211	9	.021
270	19	.025	212	8	.019
157	18	.024	104	6	.014
269	18	.024	322	6	.014
159	17	.022	325	6	.014
211	16	.021	50	5	.012
50	15	.020	157	5	.012
212	14	.018	323	5	.012
102	12	.016	48	4	.009
214	11	.014	160	4	.009
101	10	.013	102	3	.007
268	10	.013	105	3	.007
322	10	.013	267	3	.007
105	9	.012	268	3	.007
267	7	.009	269	3	.007
321	7	.009	101	2	.005
48	6	.008	321	2	.005
323	4	.005	214	1	.002

TABLE XXI

Items in the Area of The Future: Vocational and Educational of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Problem No.	Female	
	Frequency	Proportion		Frequency	Proportion
160	206	.271	156	103	.243
156	202	.266	158	76	.180
46	128	.169	49	60	.142
158	112	.148	215	58	.137
47	108	.142	47	55	.130
104	96	.126	46	53	.125
215	90	.119	269	43	.102
213	75	.099	104	35	.083
50	66	.087	211	35	.083
49	64	.084	212	35	.083
269	64	.084	270	33	.078
103	60	.079	159	30	.071
157	59	.077	213	30	.071
270	48	.063	157	30	.071
211	47	.062	322	27	.064
212	47	.062	325	26	.061
214	46	.061	103	26	.061
266	41	.054	50	24	.057
268	35	.046	323	24	.057
322	34	.045	266	19	.045
321	31	.041	324	19	.045
325	31	.041	105	17	.040
105	30	.040	214	16	.038
159	29	.038	267	16	.038
324	29	.038	268	15	.035
323	19	.025	102	14	.033
267	17	.022	48	13	.031
101	16	.021	321	10	.024
102	13	.017	160	6	.014
48	9	.012	101	5	.012

TABLE XXII

Items in the Curriculum and Teaching Procedure Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Major Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Problem No.	Male		Female		
	Frequency	Proportion	Problem No.	Frequency	
275	56	.074	329	29	.068
329	56	.074	51	27	.064
51	38	.050	219	21	.050
326	33	.043	275	19	.045
219	31	.041	107	14	.033
216	26	.034	274	13	.031
53	25	.033	161	10	.024
274	23	.030	220	9	.021
330	22	.029	163	8	.019
54	21	.028	328	8	.019
107	21	.028	54	7	.017
217	20	.026	164	7	.017
108	19	.025	271	7	.017
164	19	.025	165	6	.014
220	19	.025	217	6	.014
163	18	.024	326	6	.014
271	17	.022	110	5	.012
110	16	.021	327	5	.012
161	16	.021	330	5	.012
328	16	.021	218	4	.009
218	13	.017	53	3	.007
106	12	.016	55	3	.007
165	12	.016	108	3	.007
327	11	.014	109	3	.007
109	9	.012	216	3	.007
272	8	.011	272	3	.007
273	7	.009	106	3	.007
55	7	.009	52	2	.005
162	7	.009	162	2	.005
52	2	.003	273	1	.002

TABLE XXIII

Items in the Curriculum and Teaching Procedure Area of the Mooney Problem Check List Arranged in Rank Order of Their Frequencies When Checked as Minor Problems by 759 Male Students and 423 Female Students, with the Proportion of the Total Group of That Sex Represented by Each Frequency

Male			Female		
Problem No.	Frequency	Proportion	Problem No.	Frequency	Proportion
329	172	.226	329	151	.357
275	169	.223	107	87	.205
219	140	.184	275	83	.196
107	130	.171	219	81	.191
330	111	.146	51	63	.149
51	108	.142	163	59	.139
163	103	.136	110	57	.135
110	84	.111	164	53	.125
53	81	.107	330	52	.123
164	80	.105	161	49	.116
326	80	.105	271	46	.109
328	79	.104	328	46	.109
274	72	.095	274	45	.106
54	72	.095	162	40	.095
108	65	.086	106	32	.076
109	58	.076	216	30	.071
216	57	.075	217	29	.069
217	57	.075	54	28	.066
162	56	.074	165	25	.059
271	54	.071	220	24	.057
106	51	.067	326	24	.057
161	51	.067	108	23	.054
220	49	.065	53	22	.052
165	45	.059	55	20	.047
55	42	.055	109	20	.047
327	36	.047	327	18	.043
273	31	.041	272	15	.035
272	30	.040	218	13	.031
218	29	.038	52	10	.024
52	12	.016	273	7	.017

and 3.6 per cent of the women. To 0.8 per cent of the men and 1.2 per cent of the women this problem is a matter of major concern. These are figures which are not brought out in the statistical treatment of the data which appears later. But it is a purpose of the Mooney Problem Check List to bring out not only the problems of concern to many students, but also serious problems of concern to a few students.

In the area of Home and Family (Tables XIV and XV) a problem of concern to relatively few students is No. 310 "Wishing I had a different family background." Yet to 0.5 per cent of the men and to 0.7 per cent of the women it is a major concern.

The foregoing paragraphs are samples showing how Tables II to XXIII may be used by anyone interested in looking up specific items. These tables are presented for this purpose as well as for use in the study about to be described.

Using the proportions listed in Tables II to XXIII, the t test was used to test the significance of the differences between males and females on individual items. The results were compiled in the form of a list of all items on which the males were significantly higher and a list of all items on which the females were significantly higher, for each area. These lists are a part of the data in tables to be described more fully.

But sex differences give an incomplete picture. It is also necessary to know the similarities. For this purpose lists were made of all the items in each area selected as major problems by 4 per cent or more of both men and women and of all the items in each area selected as minor problems by 10 per cent or more of both men and women. Some of the items that had been found to represent significant differences

between the sexes occurred in these high percentage lists. They, of course, were removed from these lists being compiled to show similarity. The remaining items in the high percentage lists thus compiled were considered to show rather high agreement between the sexes.

The 4 per cent and 10 per cent cut-offs were set after careful inspection of the tables. While the frequencies vary from area to area, these percentages occur at just slightly above average percentages for all areas combined, but include considerably less than half the items. They are set high enough to be definitely selective, yet low enough to include a few items from most of the areas.

Thus the items showing high agreement between the sexes are items which do not have significant differences in male and female frequencies and which have high frequency on both male and female lists. These problems constitute a type of sex similarity. They are relatively prevalent among both sexes, and about equally so. Such a list has a positive meaning and requires little interpretation.

It might be possible to obtain an apparently more statistically accurate list of items of agreement by finding the t value of the difference between male and female proportions for every item on the list and selecting items with low t values from the entire frequency range. But the interpretation of such a list would be more complex. The high frequency items of agreement and the low frequency items of agreement would have different meanings. Furthermore, the Mooney Problem Check List was designed to find what problems students have, not to find what problems they do not have. Obviously there are an indefinite number of problems not on the list which male and female students would agree in not having.

For the foregoing reasons it was considered justifiable to limit the items showing high agreement to those with high frequencies.

But the items showing significant difference between the sexes were selected from the entire range of frequencies.

The lists thus compiled, both those showing similarity and those showing significant difference in a comparison of the sexes, are to be the chief probe used in this study, not only for comparing the sexes but for pointing up student problems and student needs.

The lists, comprising Tables XXIV-XXXIV, are presented here.

Check on Applicability of Tables XXIV-XXXIV
to Student Body as a Whole

At this point in the study one might well ask, "Do Tables XXIV-XXXIV give a picture of the problems of the student body as a whole or mainly of the freshman class?" Since freshmen constitute so great a preponderance of the sample, there is a need to question whether many of these problems may not show a tendency to resolve themselves in the succeeding years of college.

A partial answer to the question raised here was obtained statistically by comparing area frequencies. Five tables, XXXVII-XLI (presented in Chapter V), representing the five class groups studied, give the frequency for each of the 11 areas, for major problems and for minor problems, for each of the classes. By combining frequencies, the total freshman group (both beginning-of-year and end-of-year) was compared with the other classes (sophomore, junior and senior) combined into one group. The two groups thus obtained will be referred to as "freshmen" and "upper-classmen."

Male freshmen were compared with male upperclassmen in regard to major problem area frequencies. Female freshmen were compared in a

TABLE XXIV

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area I, Health and Physical Development

Item No.	M	F	t	Level of con- fidence
-------------	---	---	---	-----------------------------

Major ProblemsA. High agreement

1. Feeling tired much of the time	9.5%	10.4%	*	
5. Not getting enough sleep	13.0	11.1		
112. Poor complexion or skin trouble	6.3	6.1		

B. Disagreement, males higher

4. Not getting enough exercise	2.9	0.7	2.52	.02
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C. Disagreement, females higher

3. Being overweight	2.7	7.1	3.79	.001
114. Too tall	0.1	2.1	3.70	.001

Minor ProblemsA. High agreement

5. Not getting enough sleep	28.0	32.4	1.59	More than .05
60. Not getting enough outdoor air and sunshine	12.9	14.7	*	
112. Poor complexion or skin trouble	14.0	16.1		
168. Nose or sinus trouble	13.2	13.5		
170. Weak eyes	10.7	13.5	1.89	"

B. Disagreement, males higher

113. Too short	6.5	3.1	2.50	.02
2. Being underweight	12.9	8.5	2.29	.05

*t was not computed where inspection showed that difference was not significant.

TABLE XXIV CONTINUED

Item No.		M	F	t	Level of con- fidence
<u>C. Disagreement, females higher</u>					
223. Sometimes feeling faint or dizzy	5.0%	10.9%	3.78	.001	
1. Feeling tired much of the time	19.8	23.2	4.77	.001	
114. Too tall	1.4	5.0	3.67	.001	
225. Glandular disorders (thyroid, lymph, etc.)	1.1	4.0	3.33	.001	
3. Being overweight	6.3	10.9	2.80	.01	
58. Occasional pressure and pain in my head	6.3	10.6	2.64	.01	
224. Trouble with digestion or elimi- nation	3.3	6.1	2.28	.05	
221. Frequent headaches	5.4	8.5	2.08	.05	

Note--Item 222 is omitted from this table because it applies only to females and there is no male counterpart.

TABLE XXV

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area II, Finances, Living Conditions and Employment

Item No.	M	F	t	Level of con- fidence
<u>Major Problems</u>				
A. <u>High agreement</u>				
9. Managing my finances poorly	6.6%	4.7%		
B. <u>Disagreement, males higher</u>				
65. Too many financial problems	8.2	2.4	4.00	.001
171. Working late at night on a job	6.5	2.1	3.36	.001
C. <u>Disagreement, females higher</u>				
281. Needing a job during vacations	1.6	4.0	2.53	.02
<u>Minor Problems</u>				
A. <u>High agreement</u>				
9. Managing my finances poorly	12.1	10.4		
119. Disliking financial dependence on others	12.9	12.1		
B. <u>Disagreement, males higher</u>				
61. Going in debt for college expenses	7.0	0.7	4.92	.001
171. Working late at night on a job	11.6	3.1	4.44	.001
228. Too little money for recreation	9.7	3.1	4.18	.001
65. Too many financial problems	13.0	5.7	3.95	.001
62. Going through school on too little money	10.9	5.2	3.29	.001
285. Dissatisfied with my present job	6.6	2.1	3.41	.001
6. Too little money for clothes	15.5	9.2	3.06	.01

TABLE XXV CONTINUED

Item No.		M	F	t	Level of con- fidence
229.	No steady income	7.5%	4.0%	2.40	.02
117.	Needing to watch every penny I spend	11.3	7.1	2.33	.02
282.	Working for all my expenses	11.6	8.0	1.96	.05
<u>C. Disagreement, females higher</u>					
None					

TABLE XXVI

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area III, Social and Recreational Activities

Item No.	M	F	t	Level of con- fidence
<u>Major Problems</u>				
<u>A. High agreement</u>				
68. Wanting to improve myself culturally	5.5%	5.9%		
69. Wanting to improve my mind	8.7	6.9		
121. Awkward in meeting people	5.5	4.8		
123. Slow in getting acquainted with people	5.3	7.1		
178. Wanting to improve my appearance	4.6	5.2		
180. Trouble in keeping a conversation going	8.8	9.2		
290. Wanting very much to travel	7.4	10.2	1.67	More than .05
<u>B. Disagreement, males higher</u>				
122. Awkward in making a date	7.1	0.7	4.92	.001
12. Too little chance to get into sports	4.6	0.7	3.64	.001
176. Wanting to learn how to dance	4.9	1.4	3.10	.01
11. Not enough time for recreation	8.7	4.5	2.68	.01
287. Too little social life	8.8	4.8	2.55	.02
232. Too little chance to enjoy nature	2.9	0.7	2.53	.02
<u>C. Disagreement, females higher</u>				
15. Too little time to myself	4.1	8.0	2.83	.01
234. Too little chance to read what I like	3.4	7.1	2.89	.01

TABLE XXVI CONTINUED

Item No.		M	F	t	Level of con- fidence
<u>Minor Problems</u>					
<u>A. High agreement</u>					
67. Not using my leisure time well		14.0%	14.7%		
70. Wanting more chance for self-expression		11.6	11.1		
124. In too few student activities		14.1	15.1		
178. Wanting to improve my appearance		12.4	15.1		
179. Wanting to improve my manners or etiquette		13.7	12.8		
286. Too little chance to do what I want to do		15.8	14.7		
290. Wanting very much to travel		22.8	25.3		
<u>B. Disagreement, males higher</u>					
122. Awkward in making a date		14.1	2.6	6.04	.001
176. Wanting to learn how to dance		16.2	6.9	4.58	.001
287. Too little social life		16.9	7.8	4.38	.001
180. Trouble in keeping a conversation going		23.7	16.3	3.00	.01
66. Not living a well-rounded life		12.4	7.3	2.73	.01
123. Slow in getting acquainted with people		16.9	11.8	2.35	.02
11. Not enough time for recreation		22.8	17.3	2.20	.05
233. Too little chance to pursue a hobby		12.8	8.7	2.14	.05

TABLE XXVI CONTINUED

Item No.		M	F	t	Level of con- fidence
<u>C. Disagreement, females higher</u>					
234. Too little chance to read what I like		18.1%	30.3%	4.80	.001
68. Wanting to improve myself culturally		16.6	25.8	3.80	.001
288. Too much social life		2.6	6.9	3.58	.001
69. Wanting to improve my mind		17.9	25.8	3.21	.01
15. Too little time to myself		17.1	24.6	3.10	.01
235. Wanting more worthwhile discussions with people		10.3	16.5	3.08	.01
13. Too little chance to enjoy art or music		6.7	10.4	2.24	.05
231. Lacking skill in sports and games		9.6	13.5	2.01	.05

TABLE XXVII

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area IV, Social-Psychological Relations

Item No.		M	F	t	Level of confidence
<u>Major Problems</u>					
A. <u>High agreement</u>					
16. Being timid or shy		7.2%	5.2%		
17. Being too easily embarrassed		4.6	4.7		
18. Being ill at ease with other people		9.0	7.8		
71. Wanting a more pleasing personality		9.7	11.5		
73. Wanting to be more popular		4.9	7.3	1.69	More than .05
181. Being too envious or jealous		4.5	5.0		
B. <u>Disagreement, males higher</u>					
None					
C. <u>Disagreement, females higher</u>					
126. Feelings too easily hurt		2.4	10.2	5.78	.001
182. Being stubborn or obstinate		1.1	5.7	4.69	.001
130. Feeling inferior		4.7	10.2	3.62	.001
129. Worrying how I impress people		6.2	9.9	2.31	.05
184. Speaking or acting without thinking		4.7	7.8	2.18	.05
185. Sometimes acting childish or immature		3.8	6.4	2.03	.05
<u>Minor Problems</u>					
A. <u>High agreement</u>					
73. Wanting to be more popular		16.6	15.6		
129. Worrying how I impress people		20.4	23.2		
130. Feeling inferior		12.9	11.6		

TABLE XXVII CONTINUED

Item No.		M	F	t	Level of con- fidence
181.	Being too envious or jealous	10.0%	13.2%	1.68	More than .05
184.	Speaking or acting without thinking	14.4	18.4	1.81	"
185.	Sometimes acting childish or immature	17.4	19.4		
295.	Lacking leadership ability	10.5	13.5		
	<u>B. Disagreement, males higher</u>				
19.	Having no close friends in college	10.5	5.4	3.00	.01
	<u>C. Disagreement, females higher</u>				
126.	Feelings too easily hurt	10.4	21.7	5.31	.001
71.	Wanting a more pleasing personality	23.8	33.6	3.62	.001
182.	Being stubborn or obstinate	10.7	18.2	3.62	.001
292.	Hurting other people's feelings	5.9	11.6	3.48	.001
293.	Avoiding someone I don't like	5.9	10.6	2.92	.01
127.	Being talked about	4.1	7.8	2.70	.01
128.	Being watched by other people	3.3	6.4	2.50	.02
291.	Too self-centered	7.4	11.1	2.16	.05
18.	Being ill at ease with other people	10.8	14.9	2.07	.05
294.	Too easily led by other people	8.0	12.3	2.02	.05

TABLE XXVIII

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area V, Personal-Psychological Relations

Item No.	M	F	t	Level of con- fidence
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Major ProblemsA. High agreement

133. Daydreaming	5.3%	7.6%	1.59	More than .05
134. Forgetting things	4.3	6.4		
241. Afraid of making mistakes	5.0	7.6	1.82	"

B. Disagreement, males higher

None

C. Disagreement, females higher

297. Too easily moved to tears	0.4	8.7	7.55	.001
22. Worrying about unimportant things	5.4	14.4	5.29	.001
76. Moodiness, "having the blues"	5.9	13.2	4.93	.001
21. Taking things too seriously	6.7	14.9	4.58	.001
242. Can't make up my mind about things	2.1	7.3	4.37	.001
25. Finding it difficult to relax	4.3	9.5	3.56	.001
23. Nervousness	6.6	11.6	2.98	.01
135. Having a certain nervous habit	1.8	4.3	2.55	.02
78. Too easily discouraged	3.7	6.9	2.46	.02
24. Getting excited too easily	1.8	4.0	2.29	.05
186. Losing my temper	4.1	7.1	2.22	.05
243. Lacking self-confidence	9.5	17.3	2.07	.05

Minor ProblemsA. High agreement

TABLE XXVIII CONTINUED

Item No.		M	F	t	Level of con- fidence
25.	Finding it difficult to relax	16.3%	17.5%		
133.	Daydreaming	22.0	22.9		
134.	Forgetting things	13.8	14.2		
187.	Being careless	11.1	11.3		
188.	Being lazy	14.1	12.5		
<u>B. Disagreement, males higher</u>					
79.	Having bad luck	5.8	1.4	3.61	.001
<u>C. Disagreement, females higher</u>					
297.	Too easily moved to tears	1.8	18.0	10.06	.001
76.	Moodiness, "having the blues"	19.5	31.2	4.15	.001
24.	Getting excited too easily	4.5	11.1	4.29	.001
244.	Can't forget an unpleasant experience	7.0	12.3	3.06	.01
23.	Nervousness	15.0	24.1	3.87	.001
78.	Too easily discouraged	10.1	16.3	3.12	.001
243.	Lacking self-confidence	14.0	20.6	2.93	.01
241.	Afraid of making mistakes	17.3	22.9	2.82	.01
22.	Worrying about unimportant things	16.5	23.2	2.82	.01
242.	Can't make up my mind about things	8.4	13.9	2.97	.01
21.	Taking things too seriously	15.5	20.6	2.22	.05
80.	Sometimes wishing I'd never been born	4.5	7.3	2.03	.05
186.	Losing my temper	15.0	19.4	1.96	.05

TABLE XXIX

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area VI, Courtship, Sex and Marriage

Item No.		M	F	t	Level of con- fidence
<u>Major Problems</u>					
<u>A. High agreement</u>					
27. Not meeting anyone I like to date		7.0%	6.6%		
81. Afraid of losing the one I love		4.1	4.0		
195. Wondering how far to go with the opposite sex		5.0	4.5		
<u>B. Disagreement, males higher</u>					
194. Sexual needs unsatisfied		5.3	0.7	4.04	.001
26. Too few dates		8.8	5.4	2.11	.05
301. Thinking too much about sex matters		4.3	2.1	1.98	.05
<u>C. Disagreement, females higher</u>					
85. Wondering if I'll ever find a suitable mate		4.1	9.5	3.75	.001
137. Deciding whether I'm in love		3.8	8.7	3.52	.001
30. Going with someone my family won't accept		1.1	4.0	3.33	.001
250. Wondering if I'll ever get married		3.2	7.3	3.20	.01
305. Wondering if my marriage will succeed		2.6	5.0	2.16	.05
303. Having to wait too long to get married		4.7	7.6	2.06	.05

TABLE XXIX CONTINUED

Item No.		M	F	t	Level of con- fidence
<u>Minor Problems</u>					
<u>A. High agreement</u>					
27. Not meeting anyone I like to date	13.0%	14.4%			
85. Wondering if I'll ever find a suitable mate	16.2	20.1			
250. Wondering if I'll ever get married	10.7	13.9	1.63	More than .05	
<u>B. Disagreement, males higher</u>					
194. Sexual needs unsatisfied	14.2	2.6	6.41	.001	
26. Too few dates	17.4	9.0	3.94	.001	
302. Too easily aroused sexually	12.5	6.1	3.48	.001	
301. Thinking too much about sex matters	10.5	5.2	3.12	.001	
195. Wondering how far to go with the opposite sex	14.5	8.0	2.60	.01	
83. Too inhibited in sex matters	5.4	2.6	2.50	.02	
<u>C. Disagreement, females higher</u>					
137. Deciding whether I'm in love	7.0	17.5	5.85	.001	
249. Breaking up a love affair	1.4	5.2	3.80	.001	
29. Deciding whether to go steady	2.9	6.6	3.03	.001	
30. Going with someone my family won't accept	2.5	5.7	2.83	.01	
140. Being in love with someone I can't marry	1.7	4.3	2.71	.01	
305. Wondering if my marriage will succeed	6.1	9.2	1.97	.05	

TABLE XXX

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area VII, Home and Family

Item No.		M	F	t	Level of con- fidence
<u>Major Problems</u>					
A. <u>High agreement</u>					
88. Worried about a member of my family		4.0%	5.9%		
306. Wanting love and affection		6.1	6.4		
B. <u>Disagreement, males higher</u>					
None					
C. <u>Disagreement, females higher</u>					
31. Being criticized by my parents	1.8	6.6	4.32	.001	
253. Being an only child	0.1	2.8	4.29	.001	
34. Sickness in the family	1.7	5.4	3.59	.001	
255. Wanting more freedom at home	1.3	4.3	3.23	.001	
198. Talking back to my parents	1.3	4.0	3.00	.01	
196. Unable to discuss certain problems at home	2.0	7.3	2.99	.01	
144. Not getting along with a member of my family	1.4	4.0	2.89	.01	
251. Not telling parents everything	1.4	3.8	2.67	.01	
33. Father	1.2	3.3	2.44	.02	
197. Clash of opinion between me and parents	2.9	5.7	2.39	.02	

TABLE XXX CONTINUED

Item No.		M	F	t	Level of con- fidence
<u>Minor Problems</u>					
<u>A. High agreement</u>					
306. Wanting love and affection	11.9%	15.6%	1.80	More than .05	
<u>B. Disagreement, males higher</u>					
87. Parents having a hard time of it	5.5	2.8	2.14	.05	
<u>C. Disagreement, females higher</u>					
196. Unable to discuss certain problems at home	8.6	15.6	3.66	.001	
254. Parents making too many decisions for me	3.8	7.6	3.25	.01	
251. Not telling parents everything	8.2	13.9	3.10	.01	
145. Irritated by habits of a member of my family	12.3	17.9	2.63	.01	
34. Sickness in the family	1.8	4.0	2.29	.05	
310. Wishing I had a different family background	1.8	4.0	2.29	.05	
197. Clash of opinion between me and parents	7.9	11.6	2.11	.05	
88. Worried about a member of my family	5.3	8.3	2.03	.05	

TABLE XXXI

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area VIII, Morals and Religion

Item No.		M	F	t	Level of con- fidence
<u>Major Problems</u>					
A. <u>High agreement</u>					
None					
B. <u>Disagreement, males higher</u>					
258. Having a certain bad habit	4.6%	1.4%	2.67	.01	
259. Unable to break a bad habit	4.1	1.9	2.04	.05	
C. Disagreement, females higher					
203. Wanting to feel close to God	4.5	13.5	5.56	.001	
204. Confused in some of my religious beliefs	2.9	6.9	4.17	.001	
205. Confused on some moral questions	1.7	5.0	3.24	.01	
202. Wanting to understand more about the Bible	3.3	5.9	2.13	.05	
36. Not going to church often enough	6.1	9.2	1.97	.05	
<u>Minor Problems</u>					
A. <u>High agreement</u>					
311. Sometimes not being as honest as I should be	11.9	12.3			
B. <u>Disagreement, males higher</u>					
40. Doubting the value of worship and prayer	7.5	1.2	4.67	.001	
257. Pretending to be something I'm not	8.3	4.5	2.47	.02	

TABLE XXXI CONTINUED

Item No.		M	F	t	Level of con- fidence
36.	Not going to church often enough	24.2%	18.2%	2.38	.02
92.	Failing to see the relation of religion to life	3.2	1.2	2.15	.05
93.	Don't know what to believe about God	8.4	5.2	2.03	.05
<u>C. Disagreement, females higher</u>					
202.	Wanting to understand more about the Bible	11.3	20.3	4.06	.001
201.	Wanting more chances for religious worship	2.5	7.1	3.83	.001
203.	Wanting to feel close to God	8.8	15.0	3.26	.01
148.	Troubled by lack of religion in others	5.0	9.0	2.70	.01
313.	Can't forget some mistakes I've made	12.4	18.4	2.80	.01
256.	Sometimes lying without meaning to	10.7	15.1	2.22	.05

TABLE XXXII

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area IX, Adjustment to College Work

6

Item No.	M	F	t	Level of con- fidence			
				<u>Major Problems</u>			
<u>A. High agreement</u>							
41. Not knowing how to study effectively	20.9%	19.6%					
42. Easily distracted from my work	14.9	12.5					
96. Forgetting things I've learned in school	4.9	5.7					
100. Slow in reading	9.0	6.4	1.58	More than .05			
151. Not spending enough time in study	19.1	14.9	1.70	"			
207. Unable to concentrate well	12.6	10.2					
208. Unable to express myself well in words	6.7	8.3					
209. Vocabulary too limited	6.4	6.1					
261. Worrying about examinations	10.8	14.2	1.73	"			
319. Slow in mathematics	6.2	4.0					
<u>B. Disagreement, males higher</u>							
99. Weak in spelling or grammar	12.5	4.5	4.69	.001			
98. Weak in writing	7.0	1.7	3.98	.001			
153. Trouble organizing term papers	4.1	0.5	3.56	.001			
206. Not getting studies done on time	6.3	2.1	3.23	.01			
154. Trouble in outlining or note-taking	6.2	2.4	2.92	.01			
262. Slow with theories and abstractions	3.6	0.9	2.81	.01			
44. Having a poor background for some subjects	9.5	5.0	2.74	.01			

TABLE XXXII CONTINUED

Item No.		M	F	t	Level of con- fidence
45. Inadequate high school training	4.6%	1.9%	2.39	.02	
265. Fearing failure in college	8.8	5.4	2.11	.05	
97. Getting low grades	10.8	6.9	2.28	.05	
<u>C. Disagreement, females higher</u>					
210. Afraid to speak up in class discussions	3.8	8.0	3.09	.01	
152. Having too many outside interests	2.8	5.0	1.96	.05	
<u>Minor Problems</u>					
<u>A. High agreement</u>					
41. Not knowing how to study effectively	25.2	26.5			
42. Easily distracted from my work	35.2	35.5			
43. Not planning my work ahead	15.9	15.6			
44. Having a poor background for some subjects	20.8	18.7			
96. Forgetting things I've learned in school	18.8	20.3			
97. Getting low grades	15.8	12.8			
100. Slow in reading	18.7	15.1			
151. Not spending enough time in study	32.8	31.0			
152. Having too many outside interests	17.1	15.4			
154. Trouble in outlining or note-taking	18.8	14.7			
155. Trouble with oral reports	13.2	15.4			
207. Unable to concentrate well	24.6	26.7			
208. Unable to express myself well in words	14.8	16.1			

TABLE XXXII CONTINUED

Item No.		M	F	t	Level of con- fidence
209.	Vocabulary too limited	18.8%	18.2%		
210.	Afraid to speak up in class discussions	17.4	20.8		
265.	Fearing failure in college	14.6	10.9	1.80	More than .05
319.	Slow in mathematics	12.4	14.4		
	B. Disagreement, males higher				
45.	Inadequate high school training	13.7	5.0	4.65	.001
99.	Weak in spelling or grammar	22.7	12.5	4.29	.001
98.	Weak in writing	14.6	7.8	3.42	.001
206.	Not getting studies done on time	16.3	10.4	2.78	.01
	C. Disagreement, females higher				
261.	Worrying about examinations	22.9	34.5	4.30	.001
263.	Weak in logical reasoning	5.0	8.3	2.26	.05

TABLE XXXIII

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area X, The Future: Vocational and Educational

Item No.		M	F	t	Level of con- fidence
<u>Major Problems</u>					
A. <u>High agreement</u>					
47. Doubting wisdom of my vocational choice		5.9%	6.9%		
158. Not knowing what I really want	10.3		12.1		
215. Needing to know my vocational abilities	5.9		5.2		
B. <u>Disagreement, males higher</u>					
160. Concerned about military service	19.2	0.9	9.06	.001	
213. Needing to decide on an occupation	5.9	2.6	5.23	.001	
104. Wanting part-time experience in my field	4.0	1.4	2.48	.02	
156. Wondering if I'll be successful in life	12.1	7.6	2.42	.02	
C. <u>Disagreement, females higher</u>					
None					
<u>Minor Problems</u>					
A. <u>High agreement</u>					
47. Doubting wisdom of my vocational choice	14.2	13.0			
156. Wondering if I'll be successful in life	26.6	24.3			
158. Not knowing what I really want	14.8	18.0			

TABLE XXXIII CONTINUED

Item No.		M	F	t	Level of con- fidence
215.	Needing to know my vocational abilities	11.9%	13.7%		
<u>B. Disagreement, males higher</u>					
160.	Concerned about military service	27.1	1.4	11.03	.001
104.	Wanting part-time experience in my field	12.6	8.3	2.25	.05
46.	Restless at delay in starting life work	16.9	12.5	2.02	.05
<u>C. Disagreement, females higher</u>					
49.	Purpose in going to college not clear	8.4	14.2	3.12	.01
323.	Lacking necessary experience for a job	2.5	5.7	2.83	.01
159.	Trying to combine marriage and a career	3.8	7.1	2.50	.02

TABLE XXXIV

Quantified Comparison of Male and Female Selection of Items as Major Problems and as Minor Problems in Area XI, Curriculum and Teaching Procedure

Item No.	M	F	t	Level of con- fidence
<u>Major Problems</u>				
<u>A. High agreement</u>				
51. Hard to study in living quarters	5.0%	6.4%		
219. Too much work required in some courses	4.1	5.0		
329. Campus lacking in school spirit	7.4	6.8		
<u>B. Disagreement, males higher</u>				
216. Classes too large	3.4	0.7	2.90	.01
326. Grades unfair as measures of ability	4.3	1.4	2.69	.01
53. Teachers too hard to understand	3.3	0.7	2.78	.01
108. Too many poor teachers	2.5	0.7	2.20	.05
275. Forced to take courses I don't like	7.4	4.5	1.96	.05
<u>C. Disagreement, females higher</u>				
None				
<u>Minor Problems</u>				
<u>A. High agreement</u>				
51. Hard to study in living quarters	14.2	14.9		
107. Dull classes	17.1	20.5		
110. Teachers lacking personality	11.1	13.5		
163. Not enough chances to talk to teachers	13.6	13.9		

TABLE XXXIV CONTINUED

Item No.		M	F	t	Level of con- fidence
164. Teachers lacking interest in students		10.5%	12.5%		
219. Too much work required in some courses		18.4	19.1		
275. Forced to take courses I don't like	22.3		19.6		
328. Campus activities poorly coordinated	10.4		10.9		
330. Campus lacking in recreational facilities		14.6	12.3		
B. Disagreement, males higher					
53. Teachers too hard to understand	10.7	5.2	3.22	.01	
326. Grades unfair as measures of ability	10.5	5.7	2.79	.01	
273. Too many rules and regulations	4.1	1.7	2.24	.05	
108. Too many poor teachers	8.6	5.4	2.00	.05	
C. Disagreement, females higher					
329. Campus lacking in school spirit	22.6	35.7	4.83	.001	
161. Not having a good college adviser	6.7	11.6	2.92	.01	
271. Some courses poorly organized	7.1	10.9	2.25	.05	

similar manner with female upperclassmen. The proportion of the total possible number of checks represented by each frequency was computed. The t test was applied, and no significant difference between proportions was found for any area. For even the greatest differences in proportions t was less than 1.0, thus not approaching the .05 level of confidence.

It was concluded that from the standpoint of distribution of problems among the 11 areas Tables XXIV-XXXIV represent the student body as a whole.

But, since Tables XXIV-XXXIV are a study of individual items selected as problems, it would seem advisable to look into the matter of possible class variation in selection of individual items within an area. There seems to be no statistical short-cut that would determine this matter conclusively; i.e., nothing less than separate studies for the freshmen and the upperclassmen. For the present purpose gross inspection of a sampling of individual items with their frequency proportions for the various class standings was used.

The sampling is in the form of Tables XXXV and XXXVI*. These tables contain items from the areas of Social and Recreational Activities (SRA) and Adjustment to College Work (ACW). Items were taken from the major problem lists of beginning-of-year freshman men and beginning-of-year freshman women. Criteria for selection of the items were that (a) they must have been selected as major problems by 5 per cent or more of their group and (b) they must be the type of problem that, in the opinion of the writer, one might expect many students either to solve or to

*Derived from tables which could not be included in this study, but are on file in the office of the department of psychology, University of Wichita.

adjust to later in college. Because of variation in size of groups, the proportion of the total possible number of checks represented by each frequency is given.

Even though the use of proportions rather than frequencies takes into account the variation in size of groups, this variation must still be considered from the standpoint of reliability. The smallness of the frequencies in the sophomore, junior and senior groups renders them of lesser meaning when items are considered individually. When one item is marked by one student, another by two, and another not at all, any comparison of items on this basis becomes hazardous. For example, a proportion of zero for an item for one class group could be a matter of chance. It would seem advisable to consider groups of proportions rather than individual proportions.

There are two ways to consider groups of proportions in Tables XXXV and XXXVI, (a) the vertical way and (b) the horizontal way. Vertically, we would consider together all the proportions for male sophomores, or male juniors, or male seniors, in the table. The same procedure would be used for females. Horizontally, we would consider together the sophomore, junior, and senior frequencies for any one item. Gross inspection by this method shows that, while there is a tendency for the proportion of students affected by these major problems to decrease slightly in the later years of school, the problems do not disappear. In the samples studied in these two tables it appears that approximately the same types of problems confront students all the way through college.

Tables XXXV and XXXVI were designed solely as a check on Tables XXIV-XXXIV and are used for no other purpose in this study.

TABLE XXXV

Proportions of Male and Female Sections of Class Groups Studied Who
Marked as Major Problems Certain Items in the Social and Recreational
Activities Area

		End-of-				
		Beginning	Year	Soph-	Juniors	Seniors
Items		Freshmen	Freshmen	mores		
Male	122. Awkward in making a date	.094	.047	.070	.037	.000
	180. Trouble in keeping a conversation going	.086	.098	.113	.037	.086
	121. Awkward in meeting people	.069	.041	.042	.037	.029
	176. Wanting to learn to dance	.064	.041	.014	.037	.000
	123. Slow in getting acquainted with people	.052	.052	.070	.019	.086
Female	180.	.105	.067	.178	.050	.045
	123.	.091	.054	.067	.050	.045
	121.	.059	.014	.130	.050	.000

TABLE XXXVI

Proportions of Male and Female Sections of Class Groups Studied Who Marked as Major Problems Certain Items in the Adjustment to College Work Area

Items	Male				
	Beginning Freshmen	Year Freshmen	End-of-Year Sophomores	Juniors	Seniors
41. Not knowing how to study effectively	.217	.228	.183	.148	.171
151. Not spending enough time in study	.192	.223	.169	.167	.086
99. Weak in grammar or spelling	.165	.104	.042	.056	.057
42. Easily distracted from my work	.131	.197	.197	.093	.088
207. Unable to concentrate well	.128	.135	.127	.093	.114
44. Having a poor background for some subjects	.123	.067	.014	.056	.143
261. Worrying about examinations	.113	.119	.099	.093	.029
265. Fearing failure in college	.106	.083	.042	.037	.086
97. Getting low grades	.101	.130	.085	.149	.057
100. Slow in reading	.086	.088	.070	.130	.114
98. Weak in writing	.081	.073	.028	.037	.057
319. Slow in mathematics	.071	.030	.056	.000	.057
154. Trouble in outlining or note-taking	.069	.062	.042	.037	.057
208. Unable to express myself well in words	.067	.073	.070	.037	.086
96. Forgetting things I've learned in school	.057	.047	.056	.019	.000

TABLE XXXVI CONTINUED

Female

Items	End-of-				
	Beginning Freshmen	Year Freshmen	Soph- omore	Juniors	Seniors
41. Not knowing how to study effectively	.235	.223	.089	.050	.045
261. Worrying about examinations	.160	.122	.022	.000	.091
151. Not spending enough time in study	.144	.169	.133	.150	.091
42. Easily distracted from my work	.134	.108	.178	.150	.045
207. Unable to concentrate well	.134	.061	.156	.050	.045
210. Afraid to speak up in class discussions	.091	.061	.133	.100	.000
265. Fearing failure in college	.091	.034	.022	.000	.000
208. Unable to express myself well in words	.091	.047	.111	.150	.136
96. Forgetting things I've learned in school	.080	.041	.067	.000	.000
97. Getting low grades	.064	.095	.067	.000	.000
44. Having a poor background for some subjects	.059	.034	.067	.100	.000
99. Weak in spelling or grammar	.053	.047	.044	.000	.000
319. Slow in mathematics	.053	.027	.022	.000	.000

On the basis of (a) a finding of no significant differences in proportions of area frequencies in a statistical comparison of freshmen and upperclassmen, and (b) a gross inspection finding of continuance of approximately the same types of individual items as problems throughout college, in the sample inspected, the question seems to be answered. Even though Tables XXIV-XXXIV are derived from data obtained from a sample of students in which there is a preponderance of freshmen, the tables are representative of the student body as a whole, in an approximate way.

IV. DISCUSSION OF RESULTS

Validity of Study

It should be borne in mind that this study does not undertake to uncover hidden problems, but rather to obtain a report on problems that students recognize. For this purpose the Mooney Problem Check List was chosen because the writer considered it the best available means of obtaining a comprehensive report on recognized problems.

Student comments indicate that the list gave rather thorough coverage of their problems, except for some of the problems of married students.

There still remains the question of problems students may have been unwilling to admit. But there is reason to believe the number of such unadmitted problems was kept low because of the favorable setting provided. The students were assured complete anonymity in the treatment of the data they provided. They were asked to give their names on separate cards bearing the serial number of their answer sheets so that at their request their answer sheets could be identified for use in counseling. They were solemnly promised that their answer sheets would be treated with complete confidentiality and under no circumstances would be identified except at their own request. The promise was scrupulously carried out.

The Mooney Problem Check List itself is a favorable setting. Some of the more embarrassing personal problems may be referred to by checking ambiguous items. Several such items are included in the area of Morals and Religion; e.g., "Having a certain bad habit." The long list of items has a tendency to make students feel that, whatever problems they may have, they are not far different from many other students. This latter

statement is based on student comments.

It cannot be stated that the experimental situation provided in this study reduced inhibition in admitting problems to a minimum for all students. One student wrote that anyone would be a fool to admit all his problems when he was turning in his name. But this was the only comment of this nature, while there were many comments expressing appreciation of the confidentiality and indicating complete confidence.

Although it would have been possible for students to withhold their names, there were only three instances of students doing so.

The cooperative attitude of the students, the freedom with which serious and embarrassing problems were admitted on many answer sheets, and comments written on the backs of answer sheets indicate that for many students the feeling of security in the confidentiality of their answers was complete or at least very high.

The comments of many students indicated that the hope of counseling help was an incentive for filling out the check list. It is the opinion of the writer that the promise of counseling help had positive effects on the responses that outweighed the negative effects of giving their names on separate cards.

The foregoing considerations have led the writer to conclude that, except for failure to include some of the problems of married students, the present study has rather high validity.

Analysis of Minor and Major Problems

Minor problems were much more numerous than major problems, as might be expected. In every area, for both males and females (Table I, page 21), the frequency of the minor problems more than doubles that of the major problems, in some areas more than triples. It will be recalled

the instructions stated that if the item suggested "something which is troubling you" the student was to underline it. As a second step he was to read over the items marked thus and double-mark the items "of most concern." These are considered the major problems and those marked only once the minor problems.

On the surface it would appear that the minor problems are merely irritations, annoyances, or criticisms not seriously affecting the student. However, psychological studies (13) show that "little irritations" are sometimes symptoms of more serious problems of adjustment, problems which in some instances the individual is unwilling to face, recognize, or admit. The present study produced no data on this matter. The writer knows of no way such data could be obtained on a large scale. Nothing less than serious professional counseling of an individual over a period of time could yield such information.

The nearest approach to such a method reported in the literature was the study at Illinois State Normal University (8) discussed in the Introduction. Much valuable information was obtained through clinical methods. While the writer does not know the exact nature of the counseling used, it seems doubtful that in college counseling procedures any large number of students would receive the sort of counseling that would bring out problems they had been unwilling to face, if they had such problems.

The Illinois study concluded that items merely underlined tend to be irritations more than major problems. They were being careful not to go beyond their data, and it would be difficult to take issue with such a conservatively worded conclusion.

It is the writer's hypothesis that, if a satisfactory adjustment of

major problems recognized as such by the student were resolved, some of the minor problems would disappear, and vice versa.

While the relationship between major problems and minor problems remains hypothetical, that they do correlate from the standpoint of area frequency is established for this study. For men students there was a rho coefficient of .78, significant at the .01 level for 10 d.f.; for women students the rho coefficient was .61, significant at the .05 level.

Lacking data to establish the meaning of "major problems" and "minor problems," the writer kept them separate throughout the study and accepted them at face value in drawing conclusions. Chief consideration was given to major problems. This is in agreement with the Illinois study, which concluded that the double-marked items had been more diagnostic, both in screening and in indicating areas.

Analysis of Area Frequencies

The area of Adjustment to College Work (ACW) shows the largest number of both major and minor problems for men and women combined (Table I, p. 21). But, because of differences between males and females in the distribution of their problems among the 11 areas, it seems advisable to consider males and females separately in a detailed study of area responses. Since 759 male students and 423 female students participated, proportions are given in Table I for use in comparison. The proportion relates the number of checks made to the number of checks possible.

The areas and their proportions are given here in rank order.

Major problems, males:

Adjustment to College Work (ACW) - - - - -	.071
Social and Recreational Activities (SRA) - - -	.042
The Future: Vocational and Educational (FVE) -	.036
Social-Psychological Relations (SPR) - - - - -	.033
Personal-Psychological Relations (PPR) - - - - -	.031
Courtship, Sex and Marriage (CSM) - - - - -	.030
Finances, Living Conditions and Employment (FLE)	.029
Curriculum and Teaching Procedure (CTP) - - -	.026
Health and Physical Development (HPD) - - - -	.026
Morals and Religion (MR) - - - - -	.023
Home and Family (HF) - - - - -	.017

Major problems, females:

Personal-Psychological Relations - - - - -	.058
Adjustment to College Work - - - - -	.054
Social-Psychological Relations - - - - -	.046
Social and Recreational Activities - - - - -	.037
Courtship, Sex and Marriage - - - - -	.035
Home and Family - - - - -	.033
Morals and Religion - - - - -	.030
Health and Physical Development - - - - -	.028
The Future: Vocational and Educational - - -	.024
Finances, Living Conditions and Employment - -	.020
Curriculum and Teaching Procedure - - - -	.019

Minor problems, males:

Adjustment to College Work - - - - -	.162
Social and Recreational Activities - - - - -	.130
Personal-Psychological Relations - - - - -	.097
Curriculum and Teaching Procedure - - - - -	.097
Social-Psychological Relations - - - - -	.093
The Future: Vocational and Educational - - -	.081
Finances, Living Conditions and Employment - -	.078
Health and Physical Development - - - - -	.077
Morals and Religion - - - - -	.077
Courtship, Sex and Marriage - - - - -	.072
Home and Family - - - - -	.052

Minor problems, females:

Adjustment to College Work - - - - -	.151
Social and Recreational Activities - - - - -	.130
Personal-Psychological Relations - - - - -	.126
Social-Psychological Relations - - - - -	.118
Curriculum and Teaching Procedure - - - - -	.099
Health and Physical Development - - - - -	.091
Morals and Religion - - - - -	.078
The Future: Vocational and Educational - - -	.075
Courtship, Sex and Marriage - - - - -	.071
Home and Family - - - - -	.068
Finances, Living Conditions and Employment - -	.056

The only significant difference between males and females in area proportions is in major problems in the area of Personal-Psychological Relations. With a proportion of .058 for women and .031 for men, t is 2.25, which is significant at the .05 level.

The problems checked by the women students are more evenly distributed among the areas than are the problems checked by the men students. To state the same finding another way, the men show a greater range of area proportions, for both major problems and minor problems, than do the women.

It appears that the area of Adjustment to College Work is the outstanding trouble spot for men students, in both major and minor problems. In their next highest area, Social and Recreational Activities, the men marked less than 60 per cent as many major problems as in Adjustment to College Work. Differences between the other areas are considerably smaller.

For women students the area of Personal-Psychological Relations has the greatest number of major problems. Adjustment to College Work is a close second, but in this area the women marked only slightly over 75 per cent as many major problems as the men.

Home and Family is the area where the men marked the smallest number of both major and minor problems. Curriculum and Teaching Procedure is the area where the women marked the smallest number of major problems, but in minor problems their proportion for the area is slightly above the men's. To a considerable extent the items in this area point to faults in the University. The chief difference between the sexes in this area would appear to be that the men attach greater importance to what they consider to be University shortcomings.

Rank order correlation of the area major problem frequencies for

men and for women resulted in a rho coefficient of .49, which is not significant. But for minor problems the male-female rank order correlation yielded a rho coefficient of .85, which is significant on the .01 level.

Item Analysis by Areas

The item analysis by areas is based chiefly on Tables XXIV-XXXIV, pages 50-73. These tables are derived from the data in Tables II-XXIII, pages 25-46, as explained in the previous chapter. These tables may be referred to for questions regarding any items that do not have a place in Tables XXIV-XXXIV. The latter tables not only compare the sexes but give a rather well-rounded picture of the problems most prevalent.

Health and Physical Development

In the area of Health and Physical Development, "Feeling tired much of the time" and "Not getting enough sleep" head the lists of both major and minor problems, for both men and women, as those troubling the largest number of students. As pointed out earlier, 41 per cent of the men (combined major and minor proportions) and 43.5 per cent of the women are concerned about not getting enough sleep, while 29.3 per cent of the men and 33.6 per cent of the women are concerned about feeling tired much of the time. It would seem possible that these two problems affecting so many students may be the foundation upon which many other problems rise. While there would necessarily be another causal factor involved in each of the other problems, it seems likely that some of them would be capable of solution and others reduced in magnitude if the student were feeling physically fit (13).

Next, in the area of Health and Physical Development (Table XXIV, p. 50), as a source of concern to both men and women is "Poor complexion or skin trouble."

Turning to dissimilarities, it is the writer's view that a number of sex differences in this area are culturally imposed. Note the major concern of women students over being too tall and being overweight and the concern of men, well defined, though in lesser degree, over being underweight and being too short. It would appear that a cultural dimension is present here (7).

While Item 222 "Menstrual or female disorders" is not included in Table XXIV since it does not seem to belong in a male-female comparison, it should be noted in order to round out the picture of women's problems. It was marked by 4 per cent as a major problem and by 12.1 per cent as a minor problem. The fact that four men (freshmen) marked it a minor problem probably should be attributed to either misunderstanding of the meaning of the item or error in marking.

Finances, Living Conditions and Employment

"Managing my finances poorly" is the only major problem of high sex agreement in this area (Table XXV, p. 52).

A considerably larger proportion of men than women checked serious problems of finances and employment. Complete data on student employment were not obtained in this study, but there is evidence of a probability that more men than women are earning their living while going to school. "Working for all my expenses" (Item 282) was marked as a concern (combined major and minor) by 16.1 per cent of the men and 10.4 per cent of the women. There are no data as to the additional number of men and women who may be working for all their expenses without considering it a problem or who may have felt they had covered the area by checking other related problems. A number of comments of men students referred to supporting families.

From a study of the data set forth in Table XXV it would appear that self-supporting men and self-supporting women in college have rather similar problems, and that possibly the many significant differences in the sexes for this area are explained by a greater number of self-supporting men.

Social and Recreational Activities

In considering Area III, Social and Recreational Activities (Table XXVI, p. 54), it is puzzling to the writer that so many students of both sexes should consider "Wanting very much to travel" (Item 290) a major problem. It is understandable that it would be popular as a minor problem. But why should it be a major problem? Everyone is constantly having to make choices throughout life, and these students have chosen to go to college.

In order to bring additional data to bear on this question, the percentages* by class standing of those checking No. 290 as a major problem are presented here.

Beginning-of-year freshmen--men	5.7%	women	7.5%
End-of-year freshmen - - - - -	" 10.9%	"	12.2%
Sophomores - - - - -	" 12.7%	"	17.8%
Juniors - - - - -	" 3.7%	"	5.0%
Seniors - - - - -	" 2.9%	"	9.1%

The fact that all of the end-of-year freshmen and the majority of the sophomores filled out their check lists shortly before summer vacation may be a clue. Perhaps many of them were wishing very much that travel might somehow be realized in vacation activities. This was the No. 1 ranking major problem of the area for sophomore and end-of-year freshman women, the No. 1 problem of sophomore men and the No. 2 problem

*Derived from tables which could not be included in this study, but are on file in the office of the department of psychology.

of end-of-year freshman men.

But even as a desired vacation activity why should this be a major problem to so many students? Can it be that in many cases there are serious underlying difficulties of a more personal nature and that wanting to travel is the embodiment of a wish to get away from home?

While a university would find it economically impractical to provide opportunities for its students to travel, some of the other unmet needs in this area are things about which a university could do something. Particularly, young men (and a smaller proportion of young women) want to learn how to dance. Both sexes are concerned over a need to acquire social polish, the men apparently feeling the need somewhat more keenly than the women.

"Too little chance to get into sports," a particular male concern, undoubtedly in many instances refers to lack of time for sports because of employment. To what extent does it refer to a lack on the part of the University? The present study provides no data on this. It is a question that needs to be studied by future research.

The differences between the sexes in this area seem to point to an apparent need of many men students to have greater participation in social and recreational activities and an apparent need of many women students to draw away from the crowd long enough to realize their individuality.

Social-Psychological Relations

The area of Social-Psychological Relations (Table XXVII, p. 57) is of greater concern to women students than to men students. In major problems the males were significantly higher on no item and in minor problems on only one item, "Having no close friends in college."

This leaves as the main basis of comparison the items of agreement and those in which the females are significantly higher.

The major items of high agreement all seem related to feelings of inferiority. They are: "Being too easily embarrassed," "Wanting a more pleasing personality," "Wanting to be popular," "Being ill at ease with other people," "Being envious or jealous," and "Being timid or shy."

"Being stubborn or obstinate" has a significantly higher frequency for the women students, both as a major and as a minor problem. On first thought it may appear incongruous that the women also have a higher frequency than the men on "Too easily led by other people," both as a major problem and as a minor problem, the difference for the minor problem being significant on the .05 level. But, of course, these conflicting items are not necessarily checked by the same individuals.

Personal-Psychological Relations

Personal-Psychological Relations (Table XXVIII, p. 59) is another area that appears to be predominantly of female concern. It will be recalled that in the study of the male and the female frequencies for the areas this was the only one where there was a significant difference between the sexes. This in itself appears to show greater introversion on the part of women students, an hypothesis which obtains further support from a qualitative analysis of the items. The men were significantly higher on no major problem and on only one minor problem, "Having bad luck," with the difference here significant on the .001 level. It would appear that many of the women students look within themselves for the key to many of their problems and worry about their own inadequacies, while some of the men students appear to chalk up difficulties to bad

luck and continue their pursuit of objective interests.

It would seem a matter of serious concern that 44.4 per cent of the women and 25.3 per cent of the men are concerned over "Moodiness, 'having the blues.'" These are combined percentages for major and minor problems. But "Moodiness, 'having the blues'" was marked a major problem by 13.2 per cent of the women and 5.9 per cent of the men. There appears to be a need for further research on this item. It would be interesting to know how it correlates with "Not getting enough sleep" and "Feeling tired much of the time" in Area I. Other variables would need to be considered too.

"Daydreaming," "Forgetting things," and "Afraid of making mistakes" are the major problems in the area of Personal-Psychological Relations on which the sexes agree in large numbers. The most peculiarly "feminine" item on the list is "Too easily moved to tears." There is a 29:1 ratio between women and men on this as a major problem.

Courtship, Sex and Marriage

In the area of Courtship, Sex and Marriage (Table XXIX, p. 61), "Not meeting anyone I like to date" is the item checked as a major problem by the largest number of both males and females.

Next in rank is "Wondering how far to go with the opposite sex." It was marked a major problem by 5.0 per cent of the men and 4.5 per cent of the women. This is one of those ambiguously stated items, since within its framework there can be wide differences in the limits under consideration by persons marking the item.

"Afraid of losing the one I love" was checked a major concern by 4.1 per cent of the men and 4.0 per cent of the women.

The highest-frequency major problem for the men is "Too few dates,"

the men being significantly higher than the women for this item, at the .05 level. The greatest disparity between male and female frequencies on a major item is found on "Sexual needs unsatisfied," which was marked by 5.3 per cent of the men and only 0.7 per cent of the women, the difference having a t value of 4.04, significant at the .001 level of confidence. On another sex item, "Thinking too much about sex matters," the percentages are: Male 4.3, female 2.1, with the difference significant at the .05 level. The major problems on which the women are significantly higher are concerned with dating, romantic love, and marriage. Minor problems follow the same trend as major.

While women are higher on items concerning marriage, men are more concerned with sex adjustment in a biological sense. "Too inhibited in sex matters" as a minor problem is significantly higher for males. As a major problem it does not have a significant sex difference, but reference to Table XIII, page 35, shows that here too the males are higher, their percentage being 1.2, while the female percentage is 0.7.

Home and Family

"Wanting love and affection" is one of the important needs of both sexes (Table XXX, p. 63). Eighteen per cent of the men and 22 per cent of the women in this study checked it as a problem. It rated as a major problem for 6.1 per cent of the men and 6.4 per cent of the women, as a minor problem for 11.9 per cent of the men and 15.6 per cent of the women. Nor are homesick freshmen responsible for the high percentage, since it holds up throughout the years in college.* To what extent is this evidence of lack of parental affection, and to what extent is it a

*Based on tables which could not be included in this study but are on file in the office of the psychology department.

manifestation of the mating urge?

Mooney classifies this item in the area of Home and Family. But it must be remembered that the student marking the check list was not aware of areas. In the order in which he checked the items he came upon "Wanting love and affection" immediately following these five Courtship, Sex and Marriage items: "Thinking too much about sex matters," "Too easily aroused sexually," "Having to wait too long to get married," "Needing advice about marriage," "Wondering if my marriage will succeed." However, the four items with which "Wanting love and affection" is grouped refer unmistakably to the parental family.

In the area of Home and Family the items on which females were significantly higher reveal an urgent need on the part of young women for independence from their parents, with much attendant friction, particularly in the clash of ideas between the two generations. Why do not equally large numbers of young men have these same problems? It can't be that they do not have an equal need for independence. Do the parents grant them independence more freely? Are they more confident of their own ideas, hence less concerned if their parents do not see eye-to-eye with them? A need for further research is indicated here.

Morals and Religion

In the area of Morals and Religion (Table XXXI, p. 65) there is no major item of agreement between the sexes and only one minor, "Sometimes not being as honest as I should be." A perusal of the items of significant difference under major problems gives the impression that the men are concerned with morals and the women with religion. However, the female list does include one item on morals, "Confused on some moral

questions," as a significantly higher major concern. Doubts about the value of religion and its relation to life appear to be much more prevalent among the men than among the women, although it is only as minor problems that these doubts are significantly higher for men.

"Wanting to feel close to God" is the high ranking major problem for women in this area and ranks near the top as a minor problem for women. As a major problem it was checked by 13.5 per cent of the women and by 4.5 per cent of the men, giving a t of 5.56, a difference significant at the .001 level. As a minor problem it was checked by 15.0 per cent of the women and 8.8 per cent of the men, giving a t of 3.26, a difference significant at the .01 level. It would seem that this problem might indicate an emotional need. If so, the higher frequency for women would be in agreement with the higher frequencies for women in the areas of Social-Psychological Relations and Personal-Psychological Relations.

The other items concerning religion on which women students are significantly higher are "Confused in some of my religious beliefs," "Wanting to understand more about the Bible," and "Not going to church often enough," as major problems.

"Having a certain bad habit" and "Unable to break a bad habit" are the major problems on which the men were significantly higher. They are examples of those purposely ambiguous items; neither by their wording nor by their grouping do they give any clue to the nature of the bad habit.

Adjustment to College Work

As was pointed out in the discussion of area frequencies, Adjustment to College Work not only is the area where the men marked their

largest number of problems, but for men it stands apart from all other areas by a considerable margin of difference in area frequencies. This area appears to be a decided trouble spot for women too, although the men outrank them in major problems by a ratio of 7.1 to 5.4 (Table XXXII, p. 67).

Under major problems the items representing high agreement of the sexes point to a need for reading laboratory and study method training by a large number of students of both sexes. "Slow in reading" was checked by a total of 27.7 per cent of the men and 21.5 per cent of the women. "Not knowing how to study effectively" was checked by 46.1 per cent of the men and exactly the same per cent of the women, although a slightly higher percentage of men than women marked it a major problem. A number of the other problems in this list would also relate to study habits.

Items of significant difference show that some of the serious concerns of men in this area revolve around inadequate academic background for college work. The women have only two significantly higher major problems: "Afraid to speak up in class discussions" and "Having too many outside interests." The minor problems, while having more spread, do not refute the foregoing observations.

A question needing further research is, "Why do so many men students have so great a number of major problems in the area of Adjustment to College Work, and why are problems of inadequate background particularly prominent?" The writer submits as some of the variables that would need looking into in such a study the following.

1. The matter of student employment. To what extent is lack of adequate time for study responsible for these problems?

2. The fact that many more men than women are enrolled.
 - (a) Does this situation result in greater selectivity of women who come to college in regard to academic readiness?
 - (b) Are men who would not normally attend college here because of G.I. assistance or draft deferment of students?
3. The generally accepted theory that girls mature about two years younger than boys (10). In the case of boys and girls who go directly from high school to college, the girls would have the advantage of greater maturity through both high school and college.

The Future: Vocational and Educational

As might be expected, "Concerned about military service" is the No. 1 problem of men students in the area of The Future--Vocational and Educational (Table XXXIII, p. 70). It was checked as a major problem by 19.2 per cent of the men and as a minor problem by 27.1 per cent. It would seem that concern about military service may be another of those "foundation" problems which carry at least a part of the responsibility for a number of other problems. The uncertainties connected with probable military service would surely tend to make vocational planning difficult, to create problems in regard to marriage, and for some young men to increase emotional problems.

The items in this area representing high agreement of the sexes are all connected with deciding on a vocation, for both major problems and minor problems. Of these problems, those with highest frequencies express generalities: "Not knowing what I really want" (major) and "Wondering if I'll be successful in life" (minor). A more specific problem, "Doubting wisdom of my vocational choice," was marked a major problem by 5.9 per cent of the men and 6.9 per cent of the women, and

as a minor problem by 14.2 per cent of the men and 13.0 per cent of the women. While this might be a serious problem for seniors, it would not seem too serious for freshmen and sophomores, even though it be a major concern. It is the writer's opinion that the frequencies of the problems connected with vocational choice are not excessively high (12), but that they show a healthy interest in choosing a vocation, with need for vocational counseling.

"Trying to combine marriage and a career" is significantly higher for women as a minor problem, but some of the men students are finding it a real problem too.

Curriculum and Teaching Procedure

In the area of Curriculum and Teaching Procedure (Table XXXIV, p. 72) two of the three major problems representing high agreement of the sexes are "Campus lacking in school spirit" and "Hard to study in living quarters." It is encouraging that both should be problems about which the University already has taken steps to bring about improvement. The writer is referring to the building of dormitories. In these the University should be able to have controlled conditions for study, and the concentration of students on the campus is expected to improve school spirit. The other item of high agreement is, "Too much work required in some courses."

For this area the men marked major problems in higher proportions than women. The men were significantly higher than the women on these items: "Grades unfair as measures of ability," "Classes too large," "Teachers too hard to understand," "Forced to take courses I don't like," and "Too many poor teachers." There were no major problems on which the women were significantly higher.

"Forced to take courses I don't like" is one of the more popular "gripes" in this area. While as a major problem this item was marked by a significantly higher proportion of men than women, the major and minor proportions combined are 29.7 per cent of the men and 24.1 per cent of the women.

Serious Problems of Low Frequency

The foregoing analysis was based entirely on frequencies and gives no indication of the relative seriousness of problems beyond dividing them into major and minor problems. For instance, the fact that 37 female students and only 3 male students marked "Too easily moved to tears" as a major problem indicates that more female students consider it a serious problem, not that it is a more serious problem for female students. The chances would seem to be that the three male students who find this a major problem are rather seriously disturbed persons. Whenever a male or female has a problem that is not shared by many of his sex his problem is magnified by the fact that it is counter to social expectations. The fact that 40 men and only 3 women considered "Sexual needs unsatisfied" a major problem might indicate that this is a more serious problem for those three women than for the men.

It was noted earlier that "Sometimes bothered by thoughts of insanity" was marked a major problem by 0.9 per cent of the men and 1.2 per cent of the women, and "Thoughts of suicide" was checked as a major problem by 0.8 per cent of the men and 1.2 per cent of the women. Yet these problems are of such seriousness that for approximately one student in every 100 students to have each of these problems may conceivably be as serious as any problem brought out by this study.

V. ADDITIONAL VARIABLES OF THE DATA

It will be recalled that this study was designed not only to execute the research project to which the foregoing chapters have been devoted, but also to provide an organized mass of data for further use by the University and to point out additional problems that would lend themselves to further research. There are a number of variables of the data yet to be considered. This chapter will be devoted to them.

Comparison of the Classes

Divided as to class and sex, the sample includes: Beginning-of-year freshmen--406 males, 187 females; end-of-year freshmen--193 males, 149 females; sophomores--71 males, 45 females; juniors--54 males, 20 females; seniors--35 males, 22 females (Tables XXXVII-XLI). Because of the small size of some of these groups it was not considered advisable to make a detailed statistical study of the class groups.

However, a statistical study of differences in area frequency proportions was made, using total class groups, undivided as to sex. Beginning-of-year freshmen were compared with end-of-year freshmen, end-of-year freshmen with sophomores, sophomores with juniors, and juniors with seniors. The comparison was made both for major problems and for minor problems. As used here, "area frequency proportion" refers to the relation of the number of times items were checked in an area to the number of checks possible for the particular group to make in the area. Using the t test, only one significant difference in proportions was found. End-of-year freshmen had a greater proportion of minor problems in the area of Curriculum and Teaching Procedure than beginning-of-year freshmen, with a difference that has a t value of 2.33, significant at the .02 level of confidence. Data for this comparison

were derived from Tables XXXVII-XLI, presented here.

No individual item comparison on the class basis was attempted, except for Tables XXXV and XXXVI, which have been discussed previously.

Tables XXXVII-XLI were specifically designed for a class-to-class comparison of average number of problems per individual in the various areas, with divisions as to sex and as to major and minor problems.

The averages given in these tables are charted in graphic form in Figures 3-13, which are presented immediately following the tables.

Each chart represents an area. The charts show the average number of major problems and of minor problems per male student and per female student for each class standing. The major problems appear in the lower part of the graph because of the smallness of their frequencies, and the minor problems, with their greater frequencies, in the upper part.

The purpose of these graphs was to discover if trends were to be found. In their interpretation it should be borne in mind that, because of the variation in size of samples in the various classes, there is a difference in reliability of the data. Both freshman samples are large enough for good reliability, but the data for the other classes should be considered of lesser reliability. The female junior and female senior samplings probably are too small to be of any research value.

The graphs raise more questions than they answer. Anyone approaching them with preconceived theories regarding relationship of problem frequencies to class standing is likely to find some surprises. If the apparent inconsistencies set forth in the charts demonstrate that the relationship is not a simple one and point up the need to search for additional variables, perhaps that is one of their chief functions.

TABLE XXXVII

Problem Frequencies and Individual Averages for Each Area as Checked
by Beginning-of-Year Freshmen (406 Males and 187 Females)

Area	Major Problems				Minor Problems			
	Male	Female	Male	Female	Male	Female	Male	Female
	Ave.		Ave.		Ave.		Ave.	
HPD	329	183	.81	.98	922	511	2.27	2.73
FLE	391	101	.96	.54	927	287	2.29	1.53
SRA	513	212	1.26	1.13	1563	685	3.85	3.67
SPR	414	272	1.02	1.45	1181	670	2.91	3.59
PPR	367	323	.90	1.73	1168	743	2.88	3.97
CSM	378	216	.93	1.16	904	401	2.22	2.14
HF	193	169	.48	.90	611	345	1.50	1.85
MR	243	174	.60	.93	850	409	2.09	2.19
ACW	881	336	2.17	1.80	2022	831	4.98	4.44
FVE	367	116	.90	.62	878	356	2.17	1.90
CTP	235	105	.59	.56	880	423	2.16	2.26

TABLE XXXVIII

Problem Frequencies and Individual Averages for Each Area as Checked
by End-of-Year Freshmen (193 Males and 149 Females)

Area	Major Problems				Minor Problems			
	Male	Female	Male	Female	Male	Female	Male	Female
	Ave.		Ave.		Ave.		Ave.	
HPD	153	102	.79	.68	490	405	2.54	2.72
FLE	146	99	.76	.66	460	263	2.38	1.77
SRA	265	157	1.37	1.05	804	583	4.17	3.91
SPR	185	176	.96	1.18	544	501	2.82	3.36
PPR	194	231	1.00	1.55	603	501	3.13	3.36
CSM	176	144	.91	.97	455	317	2.36	2.13
HF	109	157	.56	1.05	307	321	1.60	2.16
MR	152	136	.79	.91	466	337	2.41	2.27
ACW	461	223	2.39	1.49	922	709	4.78	4.76
FVE	259	129	1.34	.87	553	392	2.87	2.63
CTP	191	97	.99	.65	689	520	3.57	3.48

TABLE XLIX

Problem Frequencies and Individual Averages for Each Area as Checked
by Sophomores (71 Males and 45 Females)

Area	Major Problems				Minor Problems			
	Male	Female	Male	Female	Male	Female	Male	Female
			Ave.	Ave.			Ave.	Ave.
HPD	55	55	.77	1.22	153	131	2.16	2.91
FLE	60	31	.85	.69	201	89	2.83	1.98
SRA	94	69	1.32	1.53	282	200	3.98	4.45
SPR	63	89	.89	1.98	211	191	2.97	4.24
PPR	75	79	1.06	1.76	217	224	3.05	4.97
CSM	72	43	1.01	.96	163	102	2.30	2.26
HF	53	47	.75	1.04	142	120	2.00	2.67
MR	59	42	.83	.93	216	146	3.04	3.25
ACW	125	88	1.76	1.96	386	228	5.44	5.06
FVE	105	37	1.48	.82	224	127	3.15	2.82
CTP	87	22	1.23	.49	304	169	4.28	3.75

TABLE XL

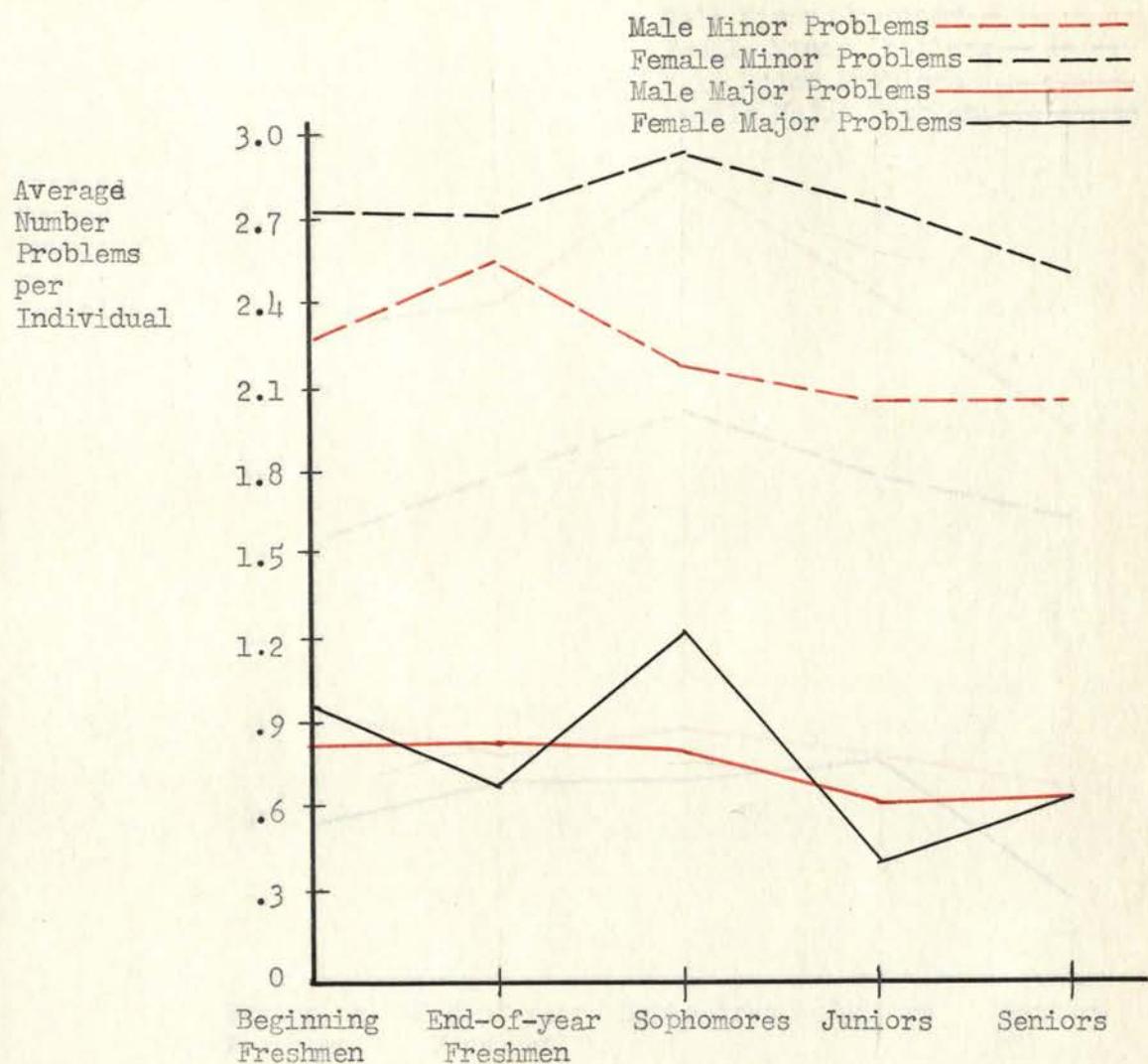
Problem Frequencies and Individual Averages for Each Area as Checked
by Juniors (54 Males and 20 Females)

Area	Major Problems				Minor Problems			
	Male	Female	Male	Female	Male	Female	Male	Female
			Ave.	Ave.			Ave.	Ave.
HPD	29	8	.54	.40	111	55	2.05	2.75
FLE	41	15	.76	.75	130	35	2.41	1.75
SRA	59	18	1.09	.90	184	78	3.41	3.90
SPR	55	19	1.02	.95	124	72	2.29	3.60
PPR	45	36	.83	1.80	135	62	2.50	3.10
CSM	37	17	.69	.85	88	36	1.62	1.80
HF	25	19	.46	.95	71	42	1.32	2.10
MR	46	20	.85	1.00	120	52	2.22	2.60
ACW	81	25	1.50	1.25	207	55	3.83	2.75
FVE	45	12	.83	.60	111	33	2.06	1.65
CTP	49	11	.91	.55	179	50	3.31	2.50

TABLE XLI

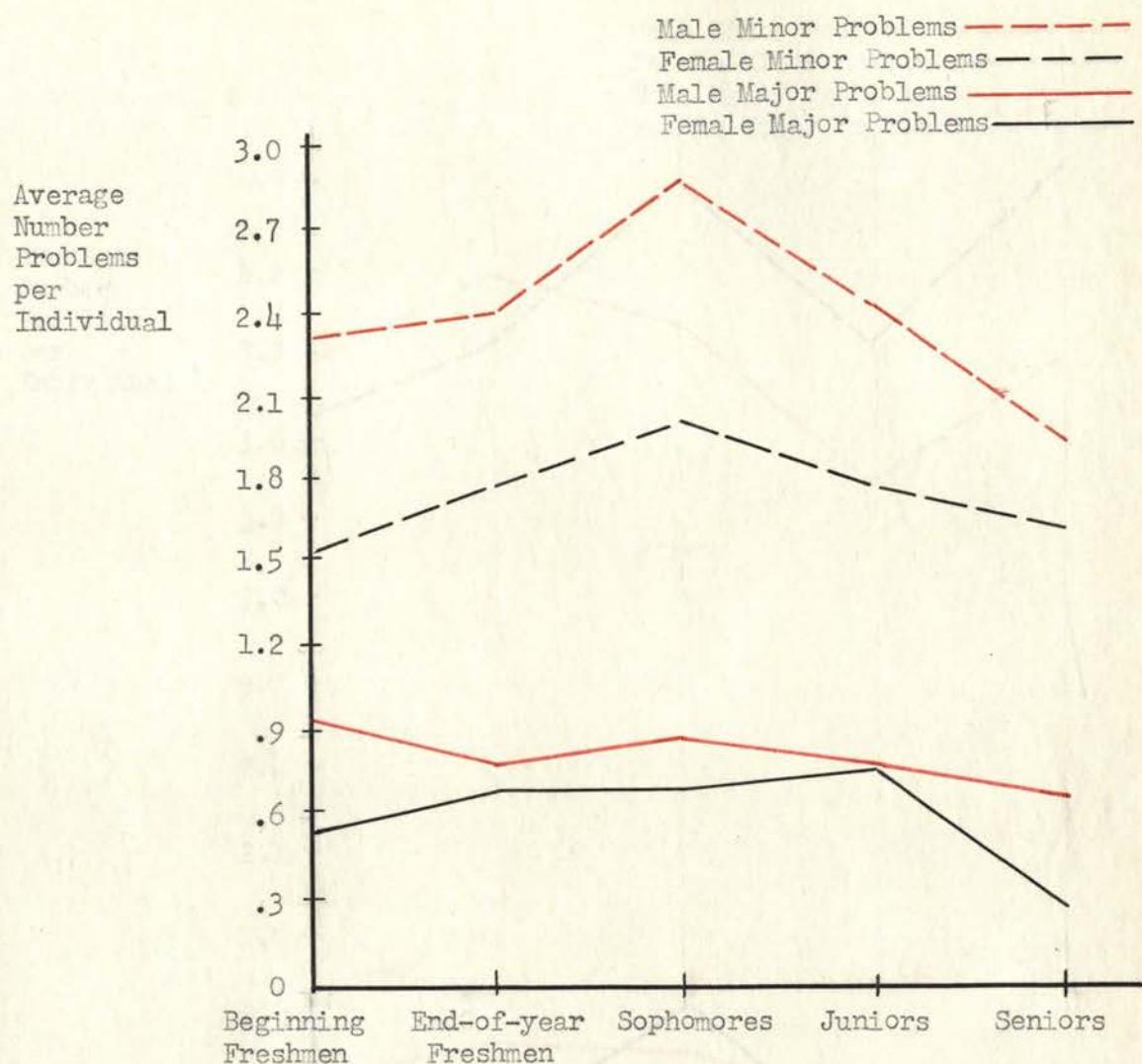
Problem Frequencies and Individual Averages for Each Area as Checked
by Seniors (35 Males and 22 Females)

Area	Major Problems				Minor Problems			
	Male	Female	Male	Female	Male	Female	Male	Female
			Ave.	Ave.			Ave.	Ave.
HPD	20	13	.57	.59	72	55	2.06	2.50
FLE	23	6	.66	.27	68	35	1.94	1.59
SRA	24	19	.69	.86	135	99	3.85	4.50
SPR	25	24	.71	1.09	65	62	1.86	2.82
PPR	24	38	.69	1.72	83	73	2.37	3.33
CSM	16	27	.46	1.23	38	46	1.08	2.09
HF	11	28	.31	1.27	44	37	1.26	1.68
MR	15	15	.43	.68	92	49	2.63	2.23
ACW	62	15	1.77	.68	155	97	4.43	4.41
FVE	54	17	1.54	.77	86	45	2.46	2.05
CTP	38	7	1.09	.32	152	90	4.34	4.09



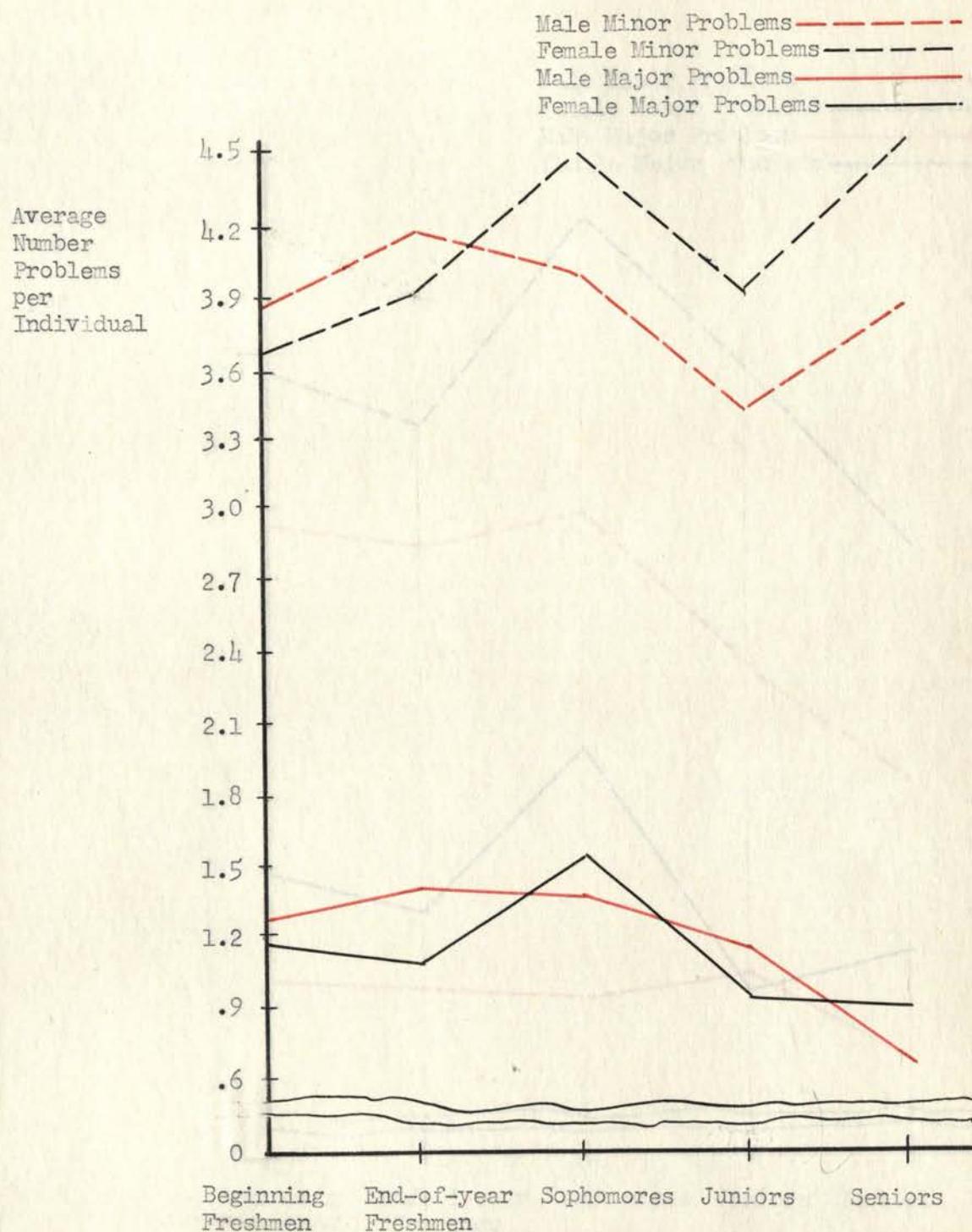
Source: Tables XXXVII-XLI

Figure 3. Average number of problems per individual by class standing in area of Health and Physical Development



Source: Tables XXXVII-XLI

Figure 4. Average number of problems per individual by class standing in area of Finances, Living Conditions and Employment



Source: Tables XXXVII-XLI

Figure 5. Average number of problems per individual by class standing in area of Social and Recreational Activities

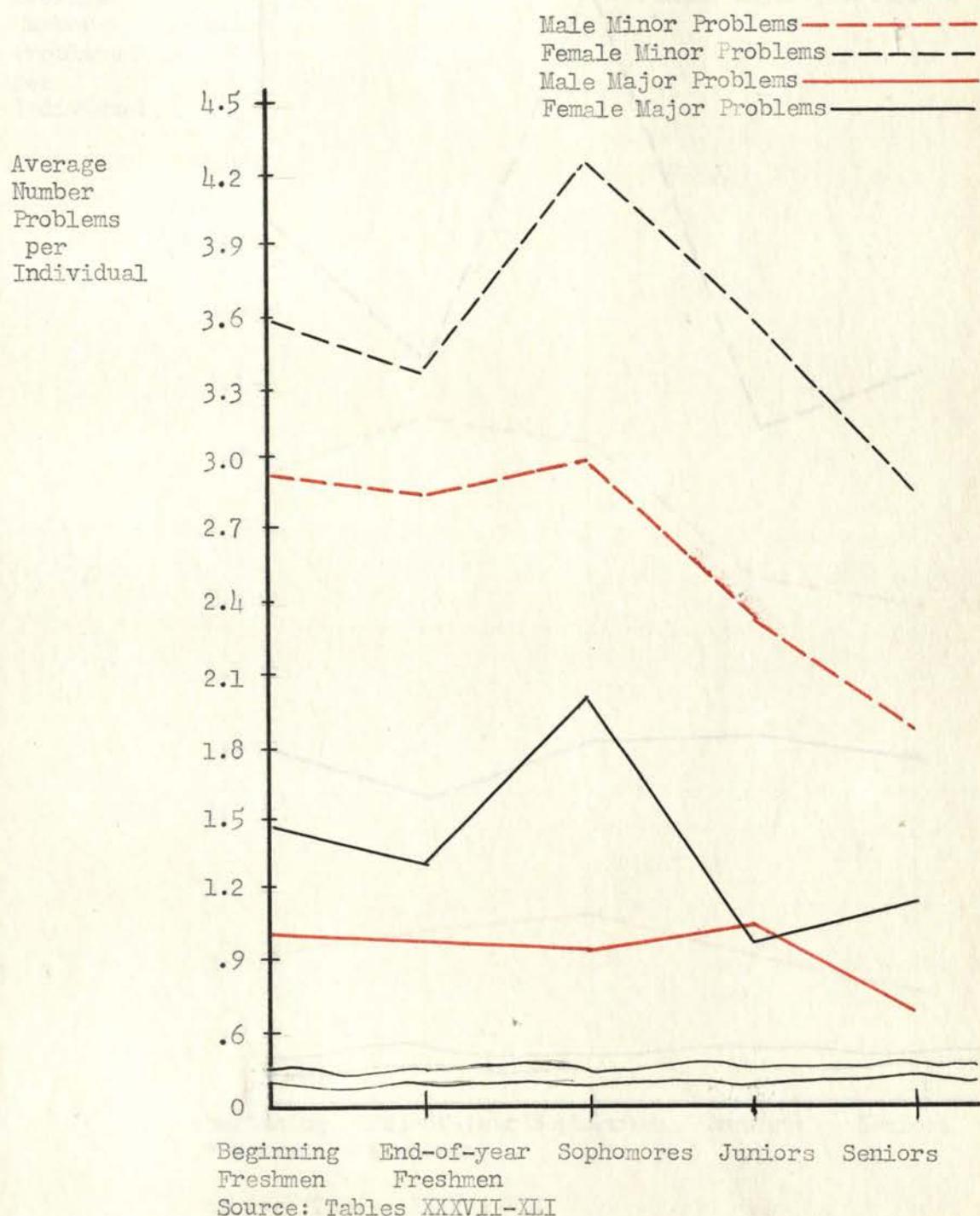
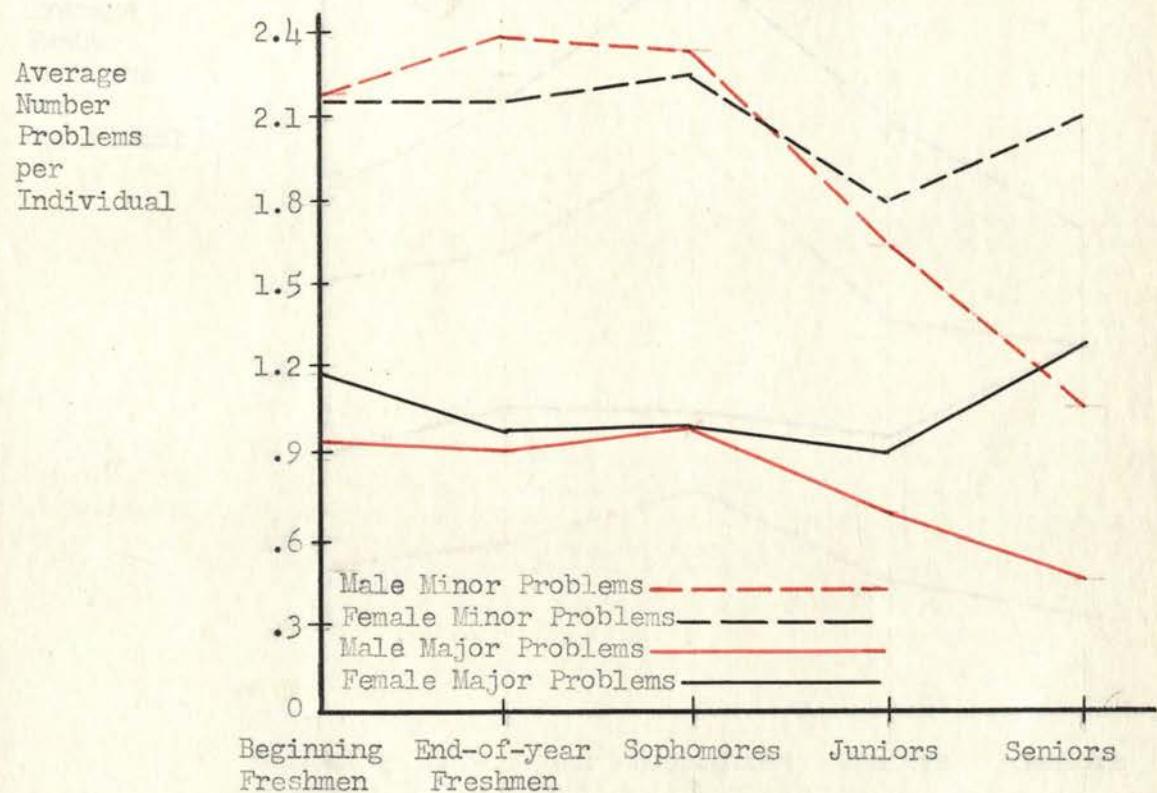


Figure 6. Average number of problems per individual by class standing in area of Social-Psychological Relations



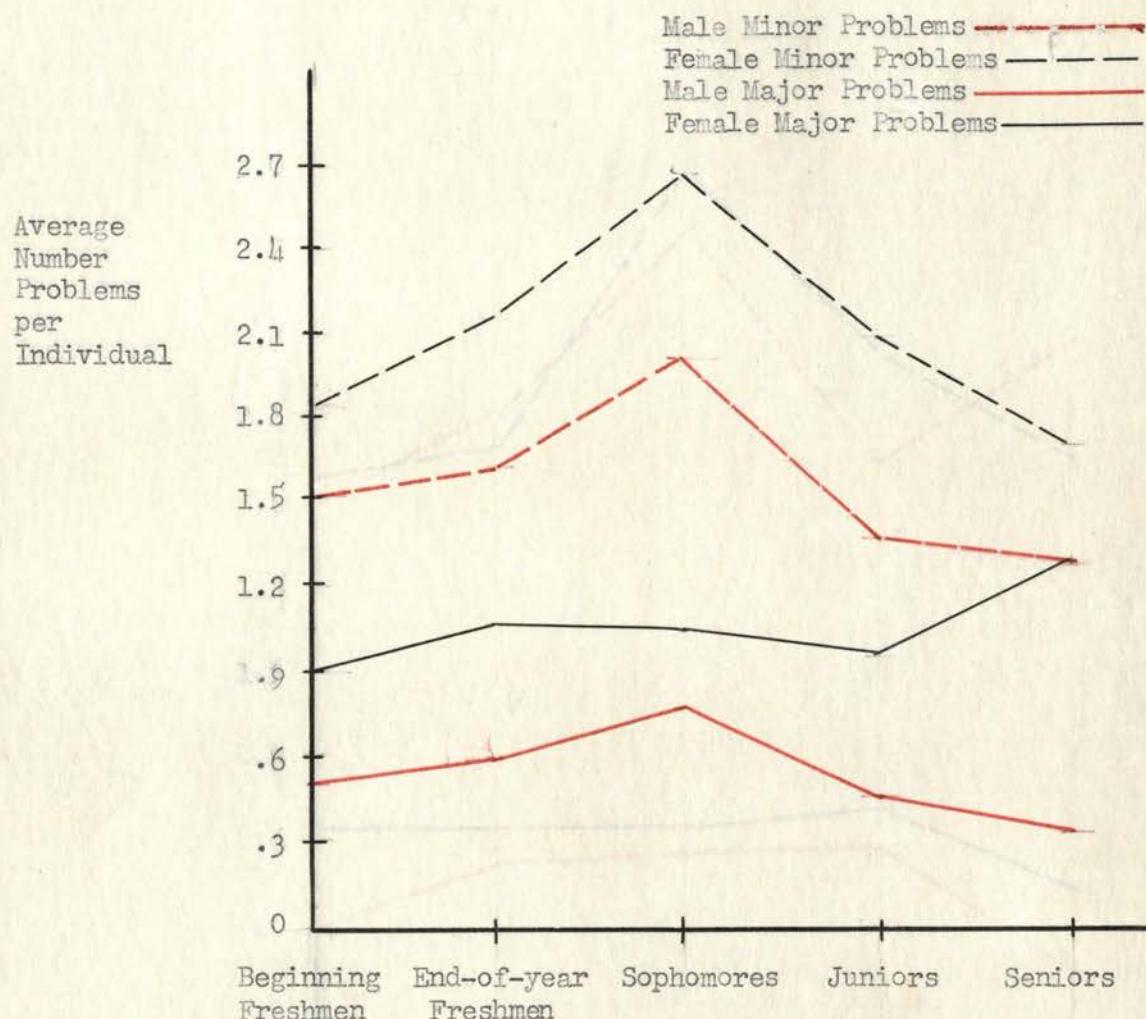
Source: Tables XXXVII-XLI

Figure 7. Average number of problems per individual by class standing in area of Personal-Psychological Relations



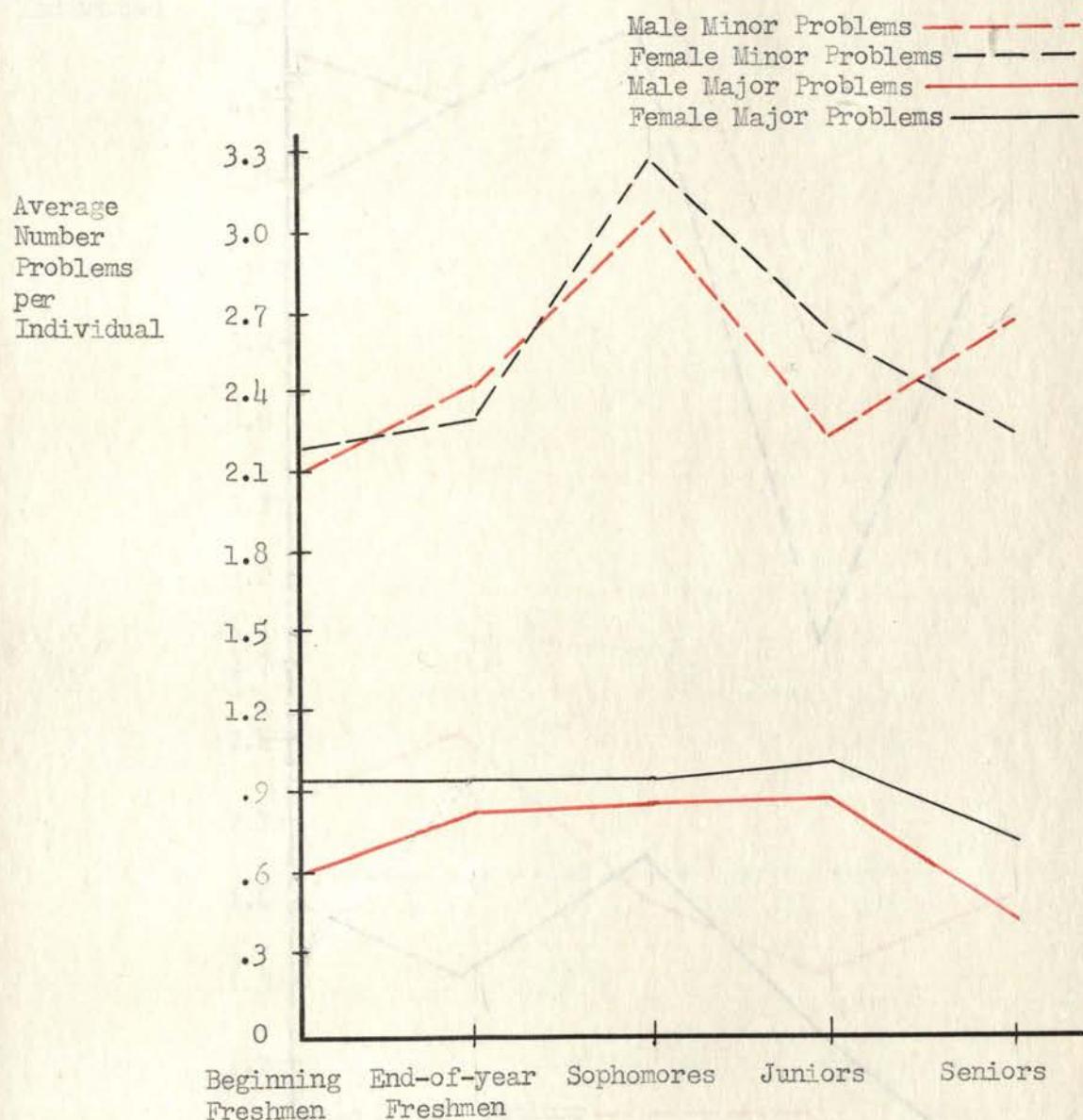
Source: Tables XXXVII-XLI

Figure 8. Average number of problems per individual by class standing in area of Courtship, Sex and Marriage



Source: Tables XXXVII-XLI

Figure 9. Average number of problems per individual by class standing in area of Home and Family



Source: Tables XXXVII-XLI

Figure 10. Average number of problems per individual by class standing in area of Morals and Religion

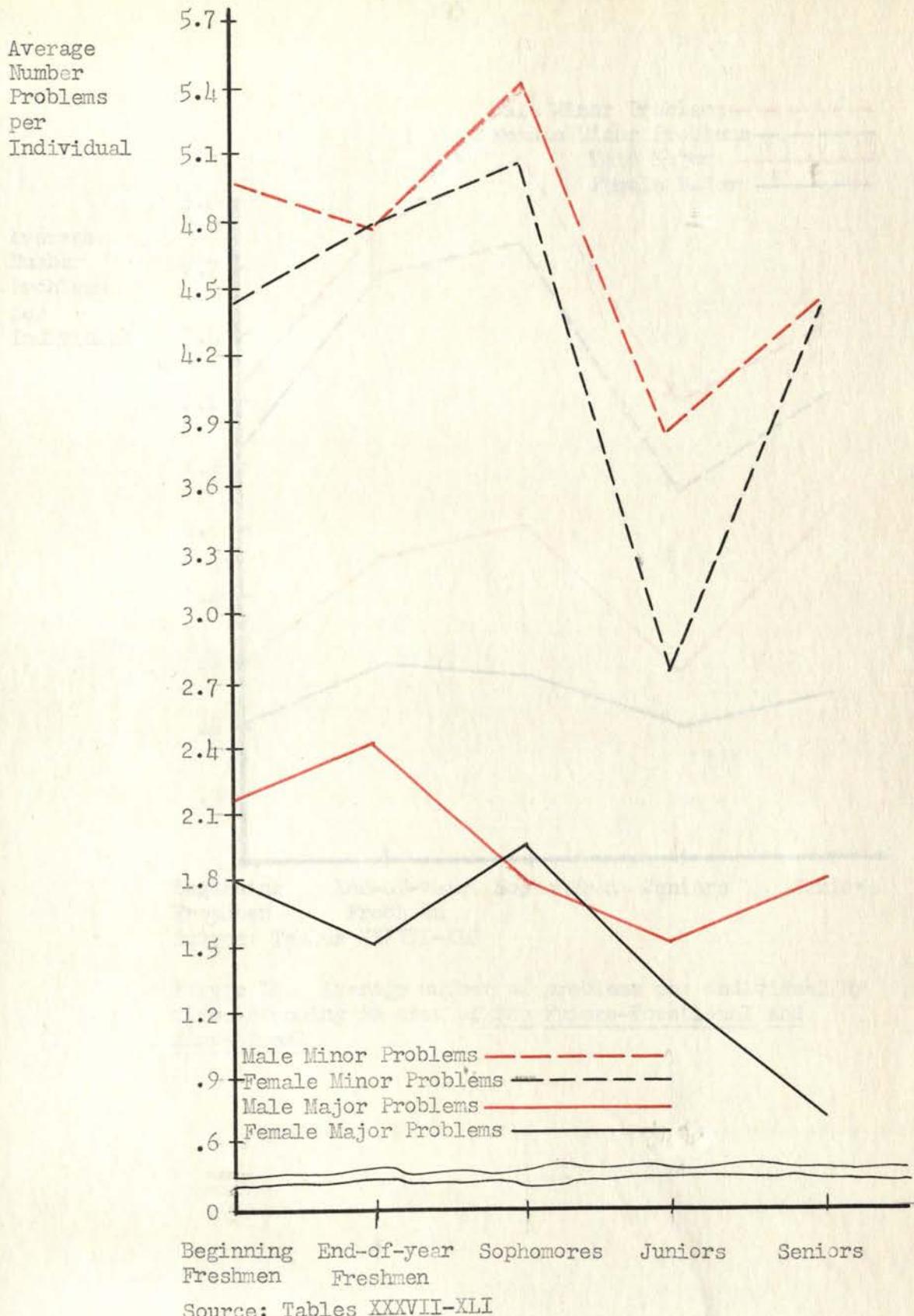


Figure 11. Average number of problems per individual by class standing in area of Adjustment to College Work

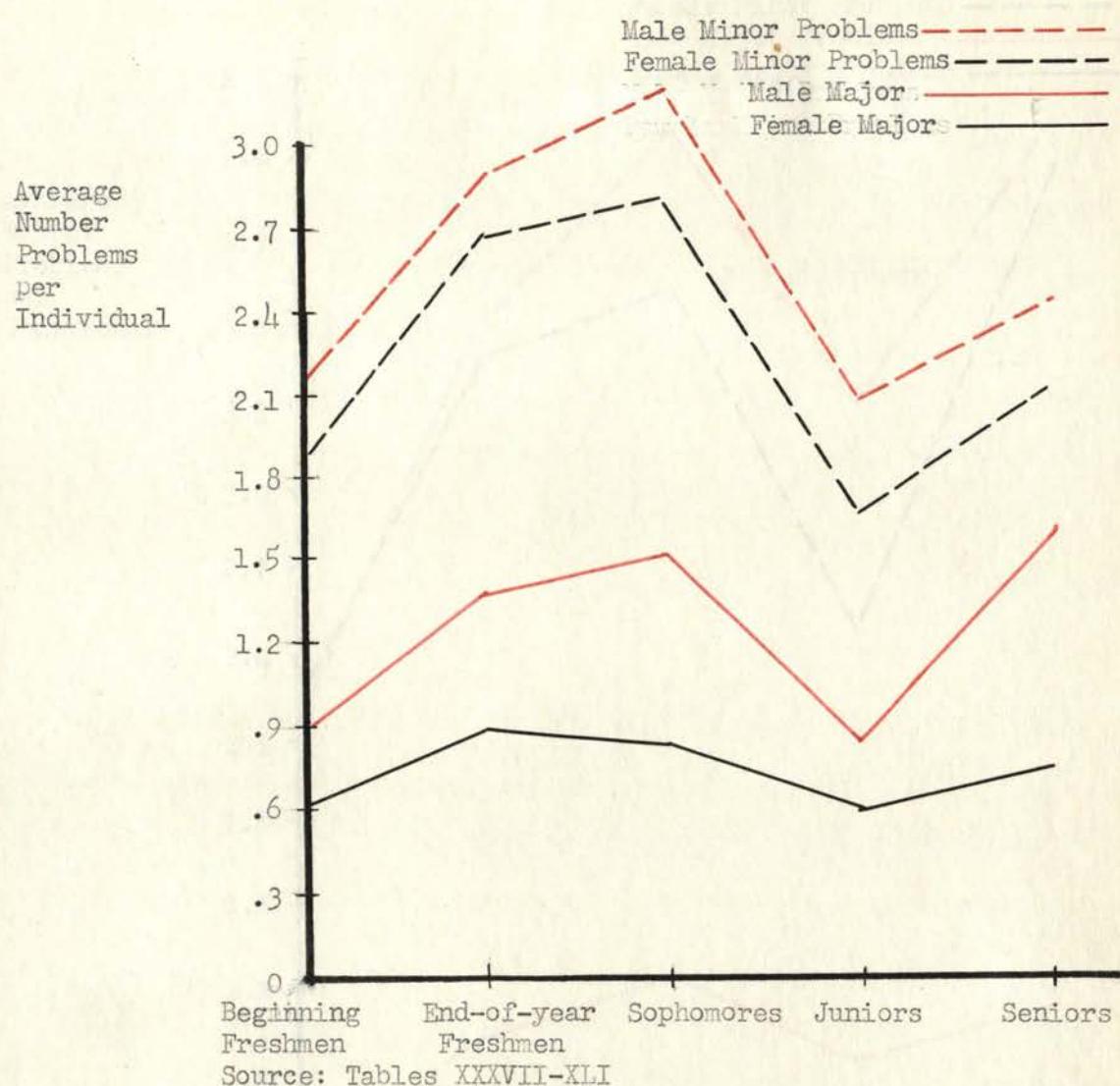
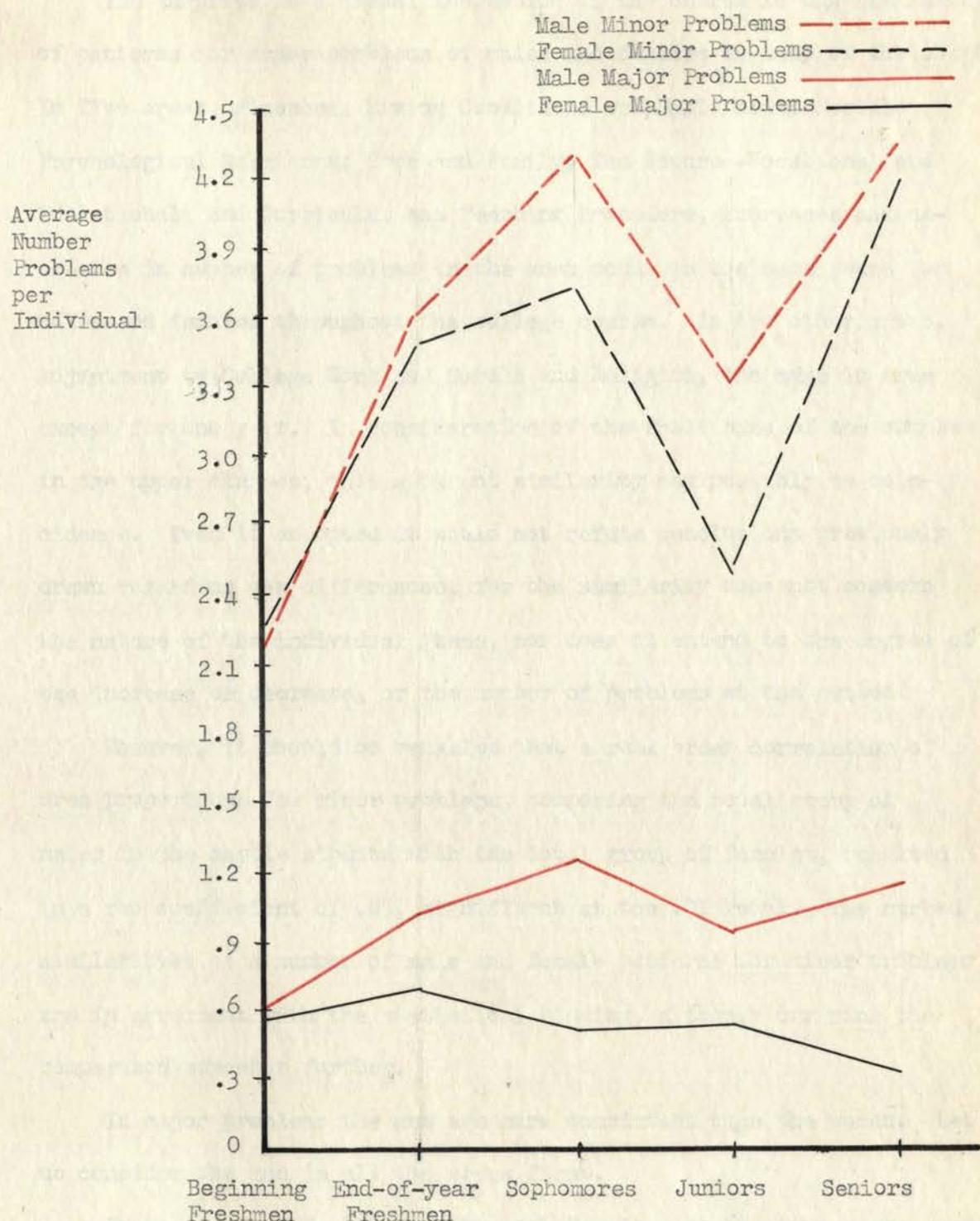


Figure 12. Average number of problems per individual by class standing in area of The Future-Vocational and Educational



Source: Tables XXXVII-XLI

Figure 13. Average number of problems per individual by class standing in area of Curriculum and Teaching Procedure

The surprise in a casual inspection of the charts is the similarity of patterns for minor problems of males and females in many of the charts. In five areas, Finances, Living Conditions and Employment; Social-Psychological Relations; Home and Family; The Future--Vocational and Educational; and Curriculum and Teaching Procedure, increases and decreases in number of problems in the area occur in the same years for males and females throughout the college course. In two other areas, Adjustment to College Work and Morals and Religion, the same is true except for one year. In consideration of the small size of the samples in the upper classes, this apparent similarity may possibly be coincidence. Even if accepted it would not refute conclusions previously drawn regarding sex differences, for the similarity does not concern the nature of the individual items, nor does it extend to the degree of the increase or decrease, or the number of problems at the outset.

However, it should be recalled that a rank order correlation of area proportions for minor problems, comparing the total group of males in the sample studied with the total group of females, resulted in a rho coefficient of .85, significant at the .01 level. The marked similarities of a number of male and female patterns for minor problems are in agreement with the statistical finding, although carrying the comparison somewhat further.

In major problems the men are more consistent than the women. Let us consider the men in all the areas first.

In the area of Health and Physical Development the line shows gradual decrease through the junior year, then slight increase in senior year. In the second area no particular pattern could be expected, since conditions outside of school so largely determine financial problems.

Problems in Social and Recreational Activities increased during the first year, then steadily decreased. This may possibly mean that in October the male freshmen were still hopeful, but that during the year they found that campus life did not measure up to their expectations. It may mean that by the second year some of the dissatisfied students had quit school altogether, some had enrolled in other colleges, and others had adjusted to school life here. This theory is based upon an apparent dissatisfaction with campus life expressed in comments on the backs of check lists.

In the area of Social-Psychological Relations a deviation from the expected line comes in an increase of problems in the junior year. It may be a sampling fluctuation.

Personal-Psychological Relations is an area in which awareness of problems and willingness to admit problems are more pertinent factors than in some other areas. The effect of education and maturity on these factors might explain the increase of problems in this area through the sophomore year.

Problems of Courtship, Sex and Marriage likewise reach a peak in the sophomore year. No explanation seems needed. In the area of Morals and Religion the first impact of a student's individual culture with the broader culture does not create the greatest number of problems; they come later.

Particular study should be given to the area of Adjustment to College Work since the male students have many more problems here than in any other area. It will be recalled that the chief major needs of the men students are to improve their study methods, to speed up their

reading, and to catch up on background subjects in which they are weak. The fact that their major problems increase through the freshman and sophomore years would seem to show that these needs have not been met.

The writer is not moralizing. It is recognized that survival of the fittest is the chief method used by tax-supported universities to screen out students not qualified to do college work. But this is a matter that needs research. How accurate is the screening? Do some potentially good students become discouraged and drop out because of lack of help in some of these problems? A considerable number of students who go on through college report these same problems even in the senior year. Have they been handicapped by lack of help in these matters?

It seems natural that awareness of problems of Curriculum and Teaching Procedure should be low for entering freshmen and increase later.

The major problem graph lines of the women students are perplexing to the writer. Four areas show the same pattern from beginning freshman through junior year. They are Health and Physical Development; Social and Recreational Activities; Social-Psychological Relations; and Adjustment to College Work. There is a decrease in problems during the freshman year, a peak in the sophomore year, and a sharp decline in the junior year. The similarity ends there. If there were a gradual increase through the freshman and sophomore years, it might be explained as increasing awareness of problems, but a decrease during the freshman year followed by a peak in the sophomore year seems more difficult to explain. The slight increase or decrease in the senior year for the first three areas could be a matter of sampling fluctuation. In the area of Adjustment to College Work the line continues its sharp decline through the senior year.

In addition to the four areas named, three other areas show decreases in problem frequency during the freshman year. They are Personal-Psychological Relations; Courtship, Sex and Marriage; and Morals and Religion. But each of these shows an increase later. Personal-Psychological Relations show a rather gradual increase through the sophomore and junior year, then a slight decrease in the senior year. In the area of Courtship, Sex and Marriage the number of problems reaches its peak in the senior year. Perhaps a larger number of the women students are thinking of marriage in the senior year, looking forward to marrying shortly after graduation. But in the area of Home and Family major problems also reach their peak for women students in the senior year. This is very perplexing to the writer. It will be recalled that in this area women students are particularly concerned about friction with their parents in the struggle to attain adult independence. It would seem that adolescence would have ended and adulthood would be recognized by the parents when a young woman reaches her senior year in college.

The area of Morals and Religion shows what would appear to be one of the more consistent major problem lines for women. There is only slight change from beginning-freshman through junior year, then a decline in the senior year. Another apparently consistent line is in the area of The Future—Vocational and Educational. There is a rise during the freshman year, then gradual decline through sophomore and junior, with a rise in the senior year. The increase during the freshman year might be accounted for by an urgency to decide on a vocational aim before proceeding further in college. Another rise in the senior year seems normal, since the student is about to embark on a vocation or further

education.

The comparison of classes would appear to be a fertile field for further research.

College Parentage vs. Non-College Parentage

The comparison of students of college parentage with those of non-college parentage was considered worth looking into. A student with at least one parent a college graduate was classed as of college parentage. Students who did not meet this criterion were classed as of non-college parentage. Only the four largest groups were used: Beginning-of-year freshman males, beginning-of-year freshman females, end-of-year freshman males, and end-of-year freshman females. The comparison was made in just two areas, Home and Family and Adjustment to College Work. These were considered to be among the areas most likely to be affected by educational status of the parents. The data are shown in Tables XLII and XLIII.

The t test was applied and no significant differences were found in the proportions of the total frequencies for either major or minor problems. It was concluded that for the areas studied freshman students of college parentage do not differ significantly from students of non-college parentage in regard to number of problems.

Negroes

The total sample of Negroes was 42 students, and was too small for detailed study. But a table (Table XLIV, immediately following Tables XLII and XLIII) was designed giving the number of times major problems and minor problems were marked for each area by the group and the proportion of the total possible number of checks represented by each frequency. The table includes similar data for the main sample of 1,182

TABLE XLII

Comparison of Students of College Parentage with Students of Non-College Parentage in Number of Items Checked as Major Problems and as Minor Problems in Area of Home and Family

	College Parent			Non-College Parents		
	No. of Students	Items Checked	Ave. per Student	No. of Students	Items Checked	Ave. per Student
Major:						
Beginning Freshmen-Male	67	39	.6	339	154	.5
Beginning Freshmen-Female	34	40	1.1	153	129	.8
End-of-year Freshmen-Male	36	33	.9	157	76	.5
End-of-year Freshmen-Female	34	24	.7	114	133	.9
Total Major	171	136	.8	763	492	.6
Minor:						
Beginning Freshmen-Male	67	82	1.2	339	529	1.5
Beginning Freshmen-Female	34	93	2.8	153	252	1.7
End-of-year Freshmen-Male	36	44	1.2	157	263	1.6
End-of-year Freshmen-Female	34	71	2.1	114	250	2.5
Total Minor	171	290	1.7	763	1294	1.7

TABLE XLIII

Comparison of Students of College Parentage with Students of Non-College Parentage in Number of Items Checked as Major Problems and as Minor Problems in Area of Adjustment to College Work

College Parent				Non-College Parents		
No. of Students	Items Checked	Ave. per Student		No. of Students	Items Checked	Ave. per Student
Major:						
Beginning Freshmen-Male	67	132	1.9	339	749	2.2
Beginning Freshmen-Female	34	67	2.0	153	269	1.8
End-of-year Freshmen-Male	36	59	1.6	157	402	2.6
End-of-year Freshmen-Female	34	44	1.3	114	179	1.6
Total Major	171	302	1.8	763	1599	2.1
Minor:						
Beginning Freshmen-Male	67	252	3.8	339	1270	3.7
Beginning Freshmen-Female	34	136	4.0	153	695	4.5
End-of-year Freshmen-Male	36	163	2.2	157	759	5.1
End-of-year Freshmen-Female	34	159	4.7	114	550	4.8
Total Minor	171	710	4.2	763	3274	4.3

TABLE XLIV

Area Report of Number of Items Marked as Major Problems and as Minor Problems by 42 Negro Students and 1,182 White Students, and the Proportion of Total Possible Checks Represented by Each Frequency

	Area	Negro Students		White Students	
		Number of Problems	Proportion	Number of Problems	Proportion
Major Problems	HPD	42	.033	947	.027
	FLE	60	.048	913	.026
	SRA	64	.051	1430	.040
	SPR	55	.044	1322	.037
	PPR	56	.045	1412	.040
	CSM	44	.035	1126	.032
	HF	36	.029	811	.023
	MR	34	.027	902	.025
	ACW	119	.095	2297	.065
	FVE	59	.047	1141	.032
Minor Problems	HPD	150	.119	2905	.082
	FLE	177	.140	2495	.070
	SRA	245	.195	4613	.130
	SPR	184	.146	3621	.102
	PPR	226	.179	3809	.107
	CSM	136	.108	2550	.072
	HF	122	.097	2040	.058
	MR	167	.133	2737	.077
	ACW	349	.276	5612	.158
	FVE	150	.119	2805	.079
	CTP	171	.136	3456	.097

students. Because of the great difference in size of samples no attempt was made to compare them statistically.

But the table reveals that the Negro students had a higher proportion of problems, both major and minor, in every area, although no t was applied.

It appears that the problems of Negro students constitute a fertile field for further research. The writer suggests administration of the Mooney Problem Check List to as many Negro students in the University as can be persuaded to participate and to a matched sample of white students to be used as a control group. Matching should be relative to sex, college class, marital status, and perhaps age in a general way.

Answers to Questions

The remaining data to be presented are derived from answers to questions on the back of the check list forms.

Questions 1, 3, and 4 called for "Yes" and "No" answers. These are tabulated in Table XLV.

About 85 per cent of the participants thought the check list gave a well-rounded picture of their problems, 10 per cent replied in the negative, and 5 per cent, who gave no answer, probably were uncertain.

In the space for comments the one specific criticism made repeatedly is that the problems of married students are not very well covered. "Being a married man it touched on those problems too briefly," is typical.

About 82 per cent considered filling out the check list worth doing; 11 per cent thought it was not worth doing, and 7 per cent gave no answer. The great majority of the comments following this question were not only favorable but very enthusiastic.

A few comments, typical of many others, follow:

TABLE XLV

"Yes" and "No" Answers to Questions on Mooney Forms

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?

	Yes	No	No Answer
Males	84.3%	10.0%	5.7%
Females	85.3	10.2	4.5
Total	84.7	10.1	5.2

3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing?

	Yes	No	No Answer
Males	79.4%	12.9%	7.6%
Females	85.6	8.0	6.4
Total	81.6	11.2	7.2

4. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?

	Yes	No	No Answer
Males	54.7%	36.6%	8.7%
Females	49.2	38.8	12.1
Total	52.7	37.4	9.9

If so, do you know the particular person(s) with whom you would like to have these talks? (Percentages are based on those answering "Yes" to preceding question.)

	Yes	No	No Answer
Males	18.3%	70.1%	11.6%
Females	17.8	74.0	8.2
Total	18.1	71.4	10.4

"It gave me a chance to 'let off steam' and relax with perfect confidence of its secrecy. I feel better for it."

"Made me think hard, to look at myself."

"I feel as if I have told someone, and it takes a lot of pressure off my mind."

"It might give the staff an idea of how to improve the campus."

"It is wonderful that the students who have troubles have the opportunity to discuss them with someone who could possibly help them."

"I like to think that my instructors and the whole University is interested in my problems and the problems of my fellow students."

"It may give the school some insight into what students want from their instructors and from the school."

"I realize I have fewer problems than I thought."

"This gives students a place to take their problems to get something done about them."

"I really don't see the value of this unless it is used for some particular purpose, such as a more extensive counseling program."

The problem of the University doing something about the problems checked in this study was expressed over and over again, optimistically by some, pessimistically by others.

A few of the optimistic comments follow:

"My answers may add to the cross-section of student opinion which may lead to such campus improvements as adequate guidance."

"If it will help to establish a better feeling or something on this campus I don't mind helping in the survey. This campus does need something along this line to benefit the students."

"I hope W.U. is influenced by the reaction of its students to the problem of school spirit. I hope that counselors find out that their counseling is too partisan toward their own fields."

"It is possible that this could be helpful in the University. Problems at school are a poor adviser and teachers' indifference to students. Also lack of school spirit that usually is associated with college life."

"If followed, it should provide better counseling to freshman students entering college as to aims, desires and expectancy in relation to the fields of study offered."

"There are many other people like me and maybe some educational course could be offered to correct troubles with vocabulary, reading and spelling."

In a more pessimistic vein are these:

"The questions seem to be typical of many problems, but I don't really believe that anything will be done about them, particularly teachers and courses."

"I have a feeling that this report will not correct any wrongs in this University, thus giving me a feeling of uselessness and wishful thinking in making this out."

"It is a relief to get a few things said even though I'm reasonably sure nothing will come of it."

"Usually tests such as these just go into the files as statistics and no one ever does anything about the problems."

In answer to the question, "If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?" about 53 per cent replied "Yes," 37 per cent "No," and 10 per cent did not answer.

Question 2 on the check list form (not tabulated) requested the student to write a summary of his problems. The great variety of problems, many of them serious, is indicated by the problem summaries the students wrote.

In an effort to present a representative picture of student problems every tenth summary was selected. Since the answer sheets had previously been grouped by class and sex the selection was made from this arrangement, thus giving a stratified sample. Additional summaries arbitrarily selected by the writer appear in the Appendix.

But the summaries presented here are a random selection of every tenth summary. The letter F preceding a summary indicates it was written by a female, and M by a male.

Every Tenth Student Summary of Problems

M--I have never been given any responsibility nor have I ever needed to work. My family is too concerned with my life and try to guide my every move.

M--Blank

M--My most difficult problem is getting dates. Even though it don't bother me if I don't have a date I would like to make acquaintances with opposite sex. Family is bad off when it comes to money. I furnish all my money and therefore am not able to have things I like very much.

M--They are not affecting me at the present time. They are now of slight importance.

F--My only problem that I have can be eliminated by changing study habits, which I am learning to do. I live a very happy and what I would call a well rounded life. I am trying very hard to improve my study habits, which I think will solve several of the problems which I underlined.

F--I'm working nights and going to school. All time for recreation taken up. Parents need a good part of my income--so must keep working. Would like to travel, but hate to quit job, as I have risen in it quite rapidly. At least one teacher discouraged me on my ability to get job.

F--I feel that I could solve most of my problems if I would try hard enough.

F--My chief problems consist of trouble with my religion, being too self-centered, not studying hard enough, worrying about ever getting married and not being honest with myself and others.

F--1. Financial. My family has always been financially bad off and, therefore, I have to pay my own way through college. This means that I have to work at least four hours a day besides attending classes and studying.

2. Too little time for doing the things I want to do. This includes reading, writing (creatively), listening to music, and painting; all of these things and others I would like to do but haven't the time or money.

3. Too little social life--my parents are quite anti-social and, therefore, I have not developed socially as I should have. I lack self-confidence in social situations.

F--My biggest and most worried-about problem right now is my financial standing. Supporting myself and putting myself through college can become a problem within itself. Secondly, I feel I should be dating, at least a little, that I might have a more rounded social life. As for my vocation problems, they do not worry me very much for I know that God is standing with me as I work toward my goal in life.

F--I'm just not sure of myself. My friends, and not my parents, are the only ones who encourage me. I guess you'd call it lack of self-confidence.

F--I haven't settled down enough to prepare myself for my profession. Perhaps it's just the excitement of college. Also I can't decide if I'm in love; I want to believe I am, but that takes time and I'm too impatient. When this is straightened out I'm sure I won't be quite so emotional.

F--I always worry about Daddy because he has heart attacks, and we expect them all the time. I want to decide about a career, but I don't know what I could do for sure. We never seem to be able to have enough money at home if a crisis should come up. I want to know more about religion and have a definite philosophy.

F--Blank

F--Wanting to do something intellectually and materially satisfying in life without being sure exactly what.

F--I seldom worry about problems. I believe in predestination. Worrying wastes valuable time and energy--if something worries you, forget it. Things always take care of themselves; otherwise use common sense and then forget it.

M--1. Sometimes I feel sleepy in classes due to lack of sleep. 2. Wondering about my future: (a) occupation; (b) marriage.

M--Nervousness--I don't seem to be able to sit in a class completely relaxed. I am getting low grades not because I am dumb, but because I can't get thoroughly interested in my school work. I am almost dependent on my parents, and I am old enough I should be on my own. Although my parents don't mind, it bothers me. The science classes I have taken seem to be too large, because it is so noisy and hard to take part in class discussion. Being forced to take courses I don't like. I cannot get interested in something I don't like.

M--That's too difficult.

M--My chief problem is that I get irritated with the way people (including myself) do things in all phases of life. I don't mean do things wrong, but just do things. I also think of too many worthless things, wasting valuable time.

M--Finding how to study. Feeling more like I am in a high school than in college.

M--My chief problems are based on my lack of contact socially with people. I believe that these problems will work out themselves and if I didn't think this I would certainly be doing something about it.

M--A mistake that was made and now can't be corrected and hurt my first year of school.

M--I don't believe I have many problems. I do believe, however, my feelings are easily hurt.

M--Because I did not decide on my vocation until this school year was well underway, I am not taking the courses that will help me in my vocation. The courses I do take seem boring because I don't feel they will help me. My job also takes a good deal of my time. Like most other men I have female trouble also.

M--Lacking enough money to quit working, I have no time to do many things I would like to do.

M--My chief problems are: (1) The world and religion, or I should say the lack of religion; (2) being engaged, then breaking up, and my still loving the girl.

M--(1) My girl got married. (2) I'm broke. (3) I'm 2500 miles from home.

M--I have but one chief problem. That problem is that I want to go into the army and make it my career, but not sure of acceptance on account of one bad eye. Also, I would like to go through college before going into the army, but world conditions seem to dim this hope.

M--I am an engineering student; therefore, most of my classes are composed of boys. I hardly ever meet girls I really like. Also I find it hard to buckle down to college work; therefore, I am not doing my best work.

M--Being too shy. Lack of self-confidence at certain times. Feel that people are watching me when I enter a room or leave one.

M--I don't have many problems, except for the fact that I'm a little slow in getting back into the swing of school. I do wish, however, that I had some training in taking notes, since most of my courses consist of lectures. Also I wish I were able to type. This would be most helpful in writing themes and term papers.

M--Too little money for everything concerned (social, school, clothes, food). Not serious enough. Wanting too much.

M--My problem is in being able to study and the feeling of not accomplishing much.

M--I am just a trifle shy about making new acquaintances. Suffering from a slight inferiority complex.

M--Blank

M--Blank

M--They are rather normal problems of people in my age group and surroundings.

M--My chief problems are of a financial nature, but I believe they will work themselves out in time. I don't worry myself sick over them.

M--Blank

M--High school education inadequate due to the fact I went into the service before I finished. Going to school on the G.I. bill has caused me to go deep into debt because it takes so long for government checks to arrive. Feet are in bad shape due to incurable jungle rot.

M--My problems are mostly social. Not being able to get acquainted with other persons is the biggest problem.

M--I have very few.

M--Not too important to anyone except myself.

M--Only 24 hrs. in a day.

M--I would say that my chief problems concern my relationships with other people in not knowing what to say, etc.

M--I do not have many problems which I cannot work out. My problem now is making my grades and getting a girl friend.

M--I believe my chief problems are financial problems. I am a vet and I am having some trouble getting along on the money provided by the government.

M--I feel that college moves too slow and is hindering my progress.

M--Am very self-conscious, too argumentative and at times extremely nasty. Have trouble getting dates, fear lack of something in personality.

M--My chief problems are those concerning studies and study habits. These, I think, may be corrected in the future.

M--Blank

M--My chief problems seem to be lack of sleep, taking things too seriously, trouble with studying, and I need to know more about marriage. I think I can work these problems out very easy if I try and have a little outside help. I want to know more about the things I set out as being problems of most concern. I want to work them out if at all possible.

M--I'm in love with a girl and want to marry her. But being many miles away we don't see each other. Religion stands in a too big part of our lives.

M--Blank

M--Too many responsibilities outside of school to make a success of school. Instructors seem to move along too fast with discussions. Can't seem to grasp things fast enough.

M--Money.

M--Not being able to dance well and, therefore, avoiding social

affairs.

M--I never completed H.S. making little background for college work. As a result must work harder than average, which leaves little time for recreation.

M--Blank

M--I come from a small school where you know everyone and everyone knows you. Therefore, it is hard for me to get acquainted here. I don't feel that I am fully prepared for college courses.

M--Want something new and different. A change of surroundings.

M--Problems, I think, are temporary. I've heard that all college freshmen have it rough the first semester. I made good grades in h.s. and I have built up a resentment against the teachers who gave them to me so easily. Also against the home town school system which did not offer some subjects I needed.

M--Blank

M--I do not have enough interest in anything I do, I don't care about anything.

M--No concerning problems.

M--Blank

M--My chief problems are finances, having faith in myself, and picking a vocation after I finish school.

F--Too much home life and too little social life.

F--My chief problem is the worry about my future, with all its implications of vocation, marriage, children, incompatibility, self-expression and religious differences.

M--Lacking a feeling of self-confidence or motive for the future.

M--Working too many hours to go to school.

M--Need a definite goal. Need broadening culturally. Need self-confidence. Need knowledge about the Big Questions.

F--My main problem is the problem of marriage. I can't seem to make up my mind whether it's the definite step I should take. Having discussed this problem with my parents, I believe time will effect my answer more than any element.

F--My chief problem is budgeting my time so I can get everything accomplished because it is easy for me to be happy unless I get bogged down. When I'm happy all other problems disappear. I do feel a need for more religious experience because for a while I almost lost my faith

and now I'm getting a firmer hold, but I want more actual spiritual strength. I was miserable when I thought I was agnostic and I don't ever want to go through that again. I used to be bothered by dreams, but now I just overlook them.

F--My chief problems could be summarized by

1. Curriculum difficulties and how to use my knowledge out of school.
2. The fact I'm an only child--afraid I'm too self-centered and need to get away from home. It's a happy one, but I feel too dependent on my parents.
3. Sex-afraid in some senses.

F--Blank

F--I just wonder if I'll ever get married before I am too old.

M--Having too many outside interests, paper, annual, band, etc., to devote proper amount of time to study. I tend to put studying off till last minute.

M--Circle of friends too limited. Overshadowed by a smarter brother. Mother and Dad expect me to keep up with him. Nothing "different" to do for entertainment. Not being able to make friends and be friendly with classmates.

M--My chief problem is worrying about the future, whether I'll be able to make a success of it, and being able to support my wife and children with the best means possible.

M--Worrying too much about school and the army.

M--Lack of interest in school and not knowing what work I would like to go into after graduating from college.

M--Blank

M--I am afraid that my handicap will keep me out of the occupation or occupations of my choice.

F--I think I probably could work most of my problems out for myself.

F--I don't think before I say anything. I sometimes worry about unimportant things. Am a little worried about the correct age for getting married.

F--I really do not have very many problems, Mother handles things very nice, I can honestly say I consider myself very lucky and happy to have such a wonderful family who understand and help me. The really only unhappy thing about home is my brother and I argue about sorority and fraternity coalitions, which at the present time bothers me tremendously.

F--I feel that I worry too much about what people think of me.

F--I lack self-confidence and let people tell me what to do.

F--My biggest problem perhaps is because I am separated from my family and no longer have the love for my mother as it was in childhood. I have another one whose interest and love have helped me a great deal. But I feel injustice to them because of the financial support they are giving me. I do not want to be a living parasite as I feel today, but want to be independent and self-supporting.

F--I am very dissatisfied with this school and its lack of school spirit. I don't like some of my classes and can't seem to find them interesting.

F--My biggest trouble is worrying too much about my studies and also because I would like to date more but haven't met anyone I particularly like.

F--My chief problems are all tied in pretty well together. They all show that I am not mature enough to look at problems of my own with an open mind.

F--My chief problem is trying to keep up my school work and job and still have some free time.

F--Chief problem is one of time--for meeting all my scheduled commitments (work, school, home work, sleep and still get some recreation).

F--I'm engaged and I want to get married. My boy friend thinks it would be better to wait a year or two until we have more money. I disagree. I want to get married now.

My chief problem is having confidence in myself. I have a lot of stuff in my head that I can't do something when I really can if I would have more confidence.

F--I feel like I'm not helping my mother enough at home.

F--My chief problem is that I don't know how to talk easily with a person. I don't have very many dates. It is hard for me to make new friends.

F--My problems are mainly those based on a lack of self-confidence and not being free from weighing every word, every action in terms of what others think. This has improved quite a bit, still is with me. If I could concentrate better on what is at hand, this and also getting my lessons and improving my mind would not be such problems.

F--My chief problem is summed up in question 25--inability to relax. This is caused, I think, from doing too much. I carry usually 16 hrs. in school, work part of the afternoon, belong to a sorority and several other organizations on the campus, date steadily and am generally kept busy most of the time. When I do have a free minute I can't seem to relax. I worry about things I have to get done--responsibility worries me. My social life is well rounded and I am happy and content, as a rule. I do find it a little difficult to make new friends and I have

the feeling that I am very hard to get to know. I am shy around strangers.

M--More knowledge and experience on how to have pleasing personality to a group of people.

M--My chief problems can be solved by self-application.

M--My chief problem is lack of self-confidence to get a job done. I think I am inferior to others in certain fields, etc. Then I worry about too many unimportant things and take them too seriously. I get in moods too easy and my jealousy loses many girls I have liked very well.

M--My chief worries are about my grades and military status. I have to get good grades to remain in school for one more year so that I can finish school.

M--Blank

M--Unless I win a scholarship I may not be able to attend W.U. next fall. If I do I will only be able to carry a small number of hrs. instead of a full load. I will have to stay in school that much longer when otherwise I could be practicing my profession. Since I work part time I have to pay my expenses from what I earn. I earn approximately \$15 a week and have to pay \$5 a week room rent. The other \$10 has to pay my board, incidentals, recreation. I think that wages could be raised at least another dime. I am a student janitor and now earn 75 cents an hour. Out of this \$60 a month I have to save \$20 a month in order to obtain funds for future schooling.

F--I don't have too many problems, but one which does bother me is my parents' lack of understanding of my Christian life and its importance to me. It is very difficult to explain and talk to them about my experiences as a Christian, for they consider it much less important than I.

F--My chief problems are being lonely, the feeling of not being liked by everybody, and being extremely nervous when I read. These problems, however, I so not allow to bother me at all times.

F--My chief problems are worrying too much about my exams and not being able to make as good grades because of it.

F--I'm overweight, which troubles me a good deal. I feel I could have a better time and be more popular if I would get over my self-conscious feeling and my inferiority complex. I am a very moody person and very impatient to get started on my career. I feel I have found my life work, but cannot be sure.

M--Lack of money, not as much dating as I feel I should.

M--I have an earnest desire to go out of town to receive an education due to lack of a proper place to study at home and lack of adequate instruction at the university. This, however, is impossible because of my financial situation.

M--Most of the major ones, such as math, I could probably account to myself in the yrs. past. Floundered around too much.

M--The government is slow with its financial aid, and it is necessary for me to get on my own feet.

F--Generally speaking, my problems hinge on health. If I can conquer my blood disease then I imagine my social obligations will not seem so heavy. As for the love life situation, time will take care of that, I suppose.

F--Blank

F--Problem of getting along with people in a way in which I feel secure and they don't resent. Recently became engaged; so the marriage problem and the future are very important to me.

VI. CONCLUSIONS

Conclusions reached through this study are as follows:

1. (a) Since the frequency of minor problems more than doubled the frequency of major problems in each area, it clearly follows that a considerably greater number of minor than major problems can be expected.

(b) A degree of direct relationship between major problem frequencies for the 11 areas and minor problem frequencies for those same areas is predictable for similar college groups, since in this study men students showed a rho coefficient of .78, significant at the .01 level, and women students a rho coefficient of .61, significant at the .05 level.

2. (a) The only significant difference between males and females in problem area frequencies is in major problems in the area of Personal-Psychological Relations where the difference is significant at the .05 level. Higher male-female correlation for minor problem area frequencies than for major problem area frequencies is predictable for similar groups. This conclusion is based on the rank order male-female correlation of major problem frequencies for areas, with its non-significant rho coefficient of .49, and on a similar male-female correlation of minor problem frequencies for areas, with its rho coefficient of .85, significant at the .01 level.

(b) The male students had their highest major problem frequency in the area of Adjustment to College Work with a proportion of .071, their next highest in Social and Recreational Activities (.042), and their lowest in Home and Family (.017). The female students had their highest major problem area frequency in Personal-Psychological Relations (.058),

next highest in Adjustment to College Work (.054), and their lowest in Curriculum and Teaching Procedure (.019).

3. (a) Health and Physical Development--Questions regarding fatigue appear to be of major concern to male and female alike, while culturally-bound sex standards account for regard for physical appearances.

(b) Finances, Living Conditions and Employment--It appears that self-supporting men students and self-supporting women students have rather similar problems, and it seems probable that the higher male frequencies on serious financial problems may be explained by a greater number of self-supporting males than females.

(c) Social and Recreational Activities--Sex differences in this area seem to point to an apparent need of many men students to have greater participation in social and recreational activities and an apparent need of many women students to draw away from the crowd long enough to realize their individuality. "Wanting very much to travel," popular as a major problem for both sexes, attained its highest frequencies among groups that filled out check lists shortly before summer vacation, thus suggesting that for many the wish to travel might be related to summer plans.

(d) Social-Psychological Relations--The major problems representing high sex agreement all seem related to feelings of inferiority, indicating considerable insecurity in this area for both sexes.

(e) Personal-Psychological Relations--Serious problems appear in this area. Concern over "Moodiness, 'having the blues'" was expressed by 44.4 per cent of the women and 25.3 per cent of the men. Though of lesser frequency, it should be a serious concern that 0.9 per cent of the men and 1.2 per cent of the women marked "Sometimes bothered by

thoughts of insanity" a major problem, and 0.8 per cent of the men and 1.2 per cent of the women checked "Thoughts of suicide" as a major problem.

(f) Courtship, Sex and Marriage--Problems of romantic love concern both sexes, but a sex difference is a tendency for men to concern themselves with sex needs in the immediate present, while women give more thought to marriage.

(g) Home and Family--It would appear that youth's quest for independence creates greater friction between daughter and parents than between son and parents. Love and affection are important needs of both sexes.

(h) Morals and Religion--There is less sex agreement in this area than in some others. There is a slight tendency for men students to be more concerned with morals and women students with religion.

(i) Adjustment to College Work--Items checked as major problems in this area point to a need for help in speeding up reading and in learning to study effectively. This is the area where the men students report the largest number of problems.

(j) The Future: Vocational and Educational--Except for concern about military service, expressed by 49 per cent of the men, the problems in this area do not appear to be excessive, but rather to show a healthy interest in vocational choice.

(k) Curriculum and Teaching Procedure--Two of the problems of high frequency for both sexes, "Campus lacking in school spirit" and "Hard to study in living quarters" are expected to be alleviated somewhat by the operation of dormitories. There is a tendency for many problems in this area to be of major concern to men and of minor concern to women.

4. (a) The only significant class difference in the frequency with which major or minor problems are checked by individuals in a given area occurs in the area of Curriculum and Teaching Procedure where end-of-year freshmen have a greater frequency than beginning-of-year freshmen, with a difference significant on the .02 level. The chief conclusion drawn from graphic presentation of average frequencies by class standing for each area is that inconsistency is the rule.

(b) No significant differences were found in a comparison of students of college parentage with students of non-college parentage, on the basis of problem frequencies.

(c) Within the limited number of Negroes used there seems to be indication that Negroes have a greater number of problems in each area.

5. (a) The majority of the students participating in this study considered that the Mooney Problem Check List gave a well-rounded picture of their problems. The chief criticism was that it does not cover problems of married students sufficiently.

(b) The need for counseling is considerable, since 53 per cent of the students participating indicated they would like to talk over their problems with someone on the college staff.

VII. SUGGESTIONS FOR FURTHER RESEARCH

Need for further research has been mentioned at various points in this study. A list of the problems which the writer wishes to suggest for further research follows:

1. What are the problems of Negro students and how do they differ from the problems of white students? The writer suggests administration of the Mooney Problem Check List to as many Negro students in the University as can be persuaded to participate, and to a matched sample of white students to be used as a control group. Matching should be relative to sex, college class, marital status, and perhaps age in a general way.

2. What is the effect upon a student's academic work, and upon his problems in general, of employment sufficient to support him or to provide the major part of support for a family?

3. Why do men students have a considerably higher major problem frequency than women in the area of Adjustment to College Work, and why are the problems of inadequate academic background particularly prominent for men? Some variables that would need consideration are suggested in Chapter IV.

4. How do students who quit school compare with students continuing in school in regard to number and type of problems while in school?

5. What is the opportunity for male students (not necessarily athletes, but men seeking recreation) to participate in sports? If it should be found that lack of time because of employment or other responsibilities is virtually the only factor in keeping men out of sports there would be no purpose in carrying the study further.

6. Why do young women have more problems of friction with parents than young men have in the effort to attain adult independence?

7. How does "moodiness, 'having the blues'" relate to a number of variables including fatigue and lack of sleep?

8. Since it is hoped that the improved counseling procedures and the operation of dormitories will alleviate or eliminate a number of the problems reported in this study, a re-check with the Mooney Problem Check List near the end of the 1953-1954 school year for comparison with this study would be useful.

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APPENDIX

Additional Problem Summaries and Comments by Students*

M--Parents seem to still want to make all my decisions for me. They let me say what I want to do and if it doesn't agree with them they veto it and every time I try to discuss it all they will say is that I am still living in their family and as long as I do so I will do as they say.

M--My parents tell me my problems are only imaginary, but I believe different. I become worried about little matters easily, as well as big ones. Making and keeping friends and a swell personality are among the top ones wanted.

M--I can't decide whether I want to be an accountant or a football coach.

M--My girl friend and I have been brought up to different social standards. She tends to adopt my higher standards and her parents resent it. They treat me as a heathen and make things unhappy for both families. My parents do not accept the girl on account of her folks.

M--Wondering how long it'll be before some idiot driver slams into my \$4,000 custom car. I've put too damn much money into it to be able to afford someone else's stupid mistakes.

M--I want to go to college because my parents want me to and I don't want to hurt them. But I would rather enter the armed forces now and get it over with because now it looks like I'm going to have to go sometime anyhow.

M--I want to get married but family says no. My financial problems are a worry, but have a chance of straightening out. Mostly my family relations are a worry to me. My father drinks to excess and neither he or I like each other. I think this has been worth the time and I hope the results are what I expect; namely getting some advice from someone who can help.

M--I have too many roommates. They are always doing something distracting and are very annoying sometimes.

M--My chief problem is being unable to stay out late enough at night after games and such. Usually after a game we take our dates to nightclubs and my deadline on Friday and Saturday is 12. We usually arrive at dance at 10:45. So I am the first one to leave. My parents are probably right, but it is pretty rough to take.

*Some of these summaries and comments were repeated many times with slight variation. The effort here was to include variety rather than to show the frequency of similar problems. There are many more which could not be included.

M--I would like to be more of a leader. I would also like to have a better personality.

M--(1) Lack of time--I work a 48-hour week in addition to college; (2) lack of money; (3) I have never had a date.

M--I'm afraid of girls. Yet I want to have a girl friend. I'm afraid, in fact, to try anything for fear of failure. How can I force myself to change?

M--Biggest problem is my girl friend's folks. She is Catholic and I am not. They don't dislike me, but do not want us to go steady. If she were a little older and I could afford it we probably would get married and I would assume her religion. I'm looking forward to talking this over with someone.

F--I feel by filling this out, maybe later I can counsel with someone in the strictest of confidence, for many of my problems I do not feel in sharing with anyone else. I am not real certain that my problems are of great concern to anyone else; so I am afraid they might not be kept in confidence.

F--. . . People can often mark frankly their feelings on sheets when they can't talk about them.

F--I want to get married soon and my parents object. I don't want to finish college and my parents want me to. All I want is to do something for myself without their advice, such as picking my own husband. I know I am young, but I don't feel that I am not fit for marriage. My future husband is well established and has a good income. Everything is in our favor but my parents. They want me to do everything their way and if I do not they will be hurt and I don't want it that way.

F--Very lonely and depressed. Worried because of ill health. I haven't found anyone who meets with my approval. I am revolted at the behavior of my fellow students. I have met one instructor who meets and seems to take an interest in me.

F--Most college students have problems that are more everyday problems rather than religious or sexual problems. Such things as eating the same meals every day.

F--Have not found the staff to be particularly helpful or able to help a foreign (English) student--they (the staff) lack the necessary experience for it.

F--I have only one real problem and that is not being able to invite my friends to my home.

F--. . . some days you feel a certain way and other days this particular problem may not bother you at all.

F--- . . . am finding it difficult in getting to know many boys. I do not have any trouble with girls. Probably my main problem is the fact that I am slightly overweight and I feel extremely self-conscious about it.

F--I have too little money to get thru school comfortably and am tired all the time. I get easily discouraged too, mainly because it is the first time I have not lived at home.

F--I have been looked down since I was a baby. My father wanted a boy and got a girl. I stuttered till I was 5 and didn't talk till 3 years of age. I fight constantly with my father, often run away from home. Wish I could move out for a year and come back to start life anew. All I want is love and understanding from my Dad. Also I don't give a darn about school. It's just a way to get out of the house.

F--For the past few months I have been very depressed and tired. I feel the University is very unfair in its politics and my feelings get hurt too easily. I feel that I must be lacking something because I never get any honors.

F--Want to pass all my courses. Don't want to come to college any more--want to be a full-time wife. Afraid Husband will get drafted right away. Want our marriage to be very happy.

M--My chief problems are those concerned with my military status, whether I'll get drafted or not. Another major problem is how to effectively get my studies done.

M--They are centered mainly around an unattractive physical appearance, lack of ambition for leadership, and an inadequate social life.

M--It has helped bring out in the open some of my own problems that I have been avoiding too long. Now I am face to face with these problems.

M--My chief problems are lack of finances due to only part-time working conditions; improper study habits and lack of time to study; the seemingly unrelated group of courses which "feed the mind" but don't help one in his chosen field; lack of a definite goal in life; and a feeling that perhaps the world is passing me by while I'm struggling through 9 years of medicine. I think I'm in the wrong field.

M--Some school books here seem very hard to understand . Courses requiring a good basic understanding for further work should at least explain material well enough to be understood. A student poll on the books used could be taken and if students do not understand books well enough new ones could be tried. (chemistry)

M--Perhaps the feeling of nervousness is my chief problem, although I do not appear to most people as being the nervous type. Nevertheless, I am bothered by a certain nervous habit in my speech. I love to speak, and am now employed by one of the local radio stations. As a child, I had a stuttering habit, which I have almost entirely overcome, but at times

certain inhibitions of fear again come to me. This is in my mind, largely, and is not really a speech handicap.

M--All of my problems are of living my life to suit God. Only by faith and work can they be properly solved. If we would let him run our affairs we wouldn't be in the mess we are in today. This is natural because his (God's) most foolish thoughts are far wiser than the smartest man that ever lived.

M--I think this is a very worthwhile exam and think it should be taken at all colleges. Furthermore, I hope it isn't a study to see what problems the students have and never have any reaction to it.

M--I feel very unsure of everything and myself too. It seems like anymore you have a choice of going to college or going into the army. Since I'm tired of college and do not exactly relish the idea of being a soldier, there isn't too much else to do.

M--My relationship with God and disciplining myself as I should. I worry about finding my mate. I'm not patient enough to wait and let nature work it out. I think a lot on sex and the thoughts disturb me.

M--This test is fair enough for single students but does not cover problems of married students.

M--My chief problems are from living alone and working a full shift and trying to keep up my school work.

M--Thinking too much about sex. Find it difficult to concentrate for this reason.

F--I do not care for college, but it is my folks' desire that I attend. This semester I have not made good grades, and my folks will not be happy. They are going to have to realize I do not like college.

F--Some of my classes are dull. The subject matter is interesting, but the instructor makes it dull.

F--My opinion and my mother's opinion on the religion of the boy I want to marry bother me. Will marriage between two faiths work? I have very little self-confidence.

F--I dislike my father too much. Sometimes I can tolerate him or think he is sweet, but most of the time I find myself hating him and his teasing, superior attitude. He is unreasonable and very immature. My mother is immature, but like a friend to me sometimes. I love my parents but have no respect for them. I have never been happy at home. My sister and I hate our home life. We remember childhood experiences also. We can't wait to get away from home. We talk about our parents and fight with our father the majority of the time. Our parents believe we are trying to be too superior and too good for them. The trouble is I get mad at myself for thinking these things, because they aren't too unfair.

F--At the age of 16, 17, 18 and 19 years these questions would have been answered in very much a different manner (now 21) . . . I am of the firm belief that radical changes have occurred in my life in the last few years. Just exactly how these changes came about I'm not sure. It does not seem possible one (an introvert basically) could acquire so many extrovert characteristics. I had nothing to do with it. Too many conditional factors are the leaders. I spent many unhappy years and now at last I think I have found a happy road. Someone taught me to think for myself and do for myself. This I am most thankful for. More of this is written from what people I know well have told me than what I think. Oddly speaking, I believe others know me better than I know myself. I can stand and look into a mirror and feel that I am looking at a stranger. I like people intensely well and 90% of the time can get along quite well with all kinds. My own hardships have taught me understanding.

F--I have never been able to make up my own mind. I have always been told what to do.

F-- . . . I have trouble remembering things. . . I believe, however, this forgetfulness is temporary. It only has been noticeable the last six weeks.

F--I am very lonesome and I wish I could get along with people so I could have some friends.

F--If my parents would realize that I am growing up and let me at least solve some of my own problems I think things would probably be different.

F--My chief problem is religion. I have gone to church all my life, but still it has no meaning. I do not have feelings of doubt, but still I do not feel I know God. I feel that by finding God and his will for my life most of my problems would be solved.

M--My problems are mostly moral and spiritual. There is some doubt in my mind as to the truth or wisdom of several things in these fields.

M--Schedule prevents regular meals. Requires steady grind on tests for 3 or 4 hours or more consecutively.

M--My main problem is that I wish I were living anywhere but at home.

M--Dissatisfied with government, society and the geographic region I live in.

M--Being worried about having the ability to complete college, which is very important to me.

M--The school fails to recognize the problems of a lot of the students. Most veterans and a good number of students work to support family or themselves. The age is over when parents do most of the bill footing. The teachers do not take into consideration this fact and give too little time in which to prepare your studies. Too many students are having to take

subjects which are of no concern to them whatsoever. As a veteran I can safely say that I know what I want and need out of school and the people who run the school should think of this. I am at present taking 3 courses which I will never need and if someone would care to talk it over I can prove my statement. A good number of other students could also.

Not knowing how to act or talk with girls and in mixed groups. It helps to know there are people who might be able to help me.

M--Seems like I can't seem to get in contact with people, am either scared or embarrassed and afraid of insulting people.

M--That I've seen some people with only 8th grade educations making more money than those with college.

M--It has helped me to realize that I really do have problems and to point out which ones.

M--The thing that worries me most is my father's heart condition. Since I live on a farm it leaves a quite heavy burden on my shoulders.

M--Being married, it is hard to have the things we want and need. We want children very much but feel it would be too hard with school.

M--I would like to make up my mind between music and agriculture. Talking with someone who understands both would help.

M--I seem to get depressed over the least little thing. And I do wonder if I am a little off.

M--Lack of money it takes to be part of a society such as the one that controls the University.

F--Having a poor family background has given me a lacking in certain ideas and manners that are found in my roommates, who came from good homes. I find that my set of values differs greatly from theirs. There is something lacking somewhere in my mental makeup.

F--You don't have anything about us poor step-children.

F--I have too little time to do things which are expected of me from home, school, church, sorority and boy I go with and whether all of them are necessary. If not, which one to cut? Also how an education, career and marriage can work out.

F--I can't seem to make up my mind and people can just about talk me into anything.

F--I have worried too much about college and have become nervous. Such things as tests keep me awake nights.

F--I am concerned greatly now by changing religions before I get married. I want to change religions, but all this takes a lot of thought, and I am afraid I'm taking most of my time with this.

F--My parents say they support me and they should make my decisions. When it comes to social affairs I'm not allowed to go. If I do go they worry about me getting into trouble.

F--I am too self-centered and worry too much about my physical appearance--and perhaps too much about my "ailments" (sometimes imagine them as symptoms of diseases).

F--I don't have enough time to study and when I do find time to study I am not able to concentrate. I feel so far my college has been a merry-go-round leaning toward the social side. I just cannot make myself study.

F--The counseling program is too inadequate. Teachers who are counseling should first find out all requirements for students' majors early in the year. Too many let students come up missing at graduation. The biggest problem at W.U. is the pull of social activities over religious emphasis. I would like to combine the two, but society scorns many serious religious tendencies. Too much emphasis on material wealth is prevalent here on our campus. Am disappointed in school spirit shown. People are too self-centered and friendliness is almost nil!

F--If the questions had some intelligence about them it might be better, but these questions are very silly and have no meaning whatsoever.

F--PARENTS!

F--My main worry is my mother. Ever since my father died she has tried to hold me back as a baby as long as possible. I believe if I lived away from home things would be better.

F--Perhaps my greatest problem is the fear that I will always lose someone I love. Always before when I grew fond of a boy he would grow tired of me. I am afraid I am losing one now, as I don't know how to cope with it. The other problem is my religion. One of my parents is Catholic, the other Protestant. To go to one religion hurts one of my parents, to turn to the other hurts the other. . . . I need spiritual guidance.

F--This college does not offer what I want in the way of education (home economics department). Therefore, I feel I must change schools.

F--Dominated by my parents. Wanting to try it on my own. Financial worries. Desire to date.

M--Have much difficulty getting along with people.

M--I am very concerned about whether I should try to finish college or join one of the armed forces.

M--It seems I have too few friends; I date very seldom--and I am not interesting to others. I would like very much to be accepted by others. Time and money are too frequently lacking to provide recreation, hobbies or social affairs.

M--My chief problem is finding a girl who is willing to accept and live according to my religious beliefs.

M—I am very absent-minded and it worries me a great deal. I always forget what I was going to do.

M--Deciding what vocation I want to prepare for. I cannot decide between music and medicine.

M--My chief problem is spending too much time and money on a certain girl who doesn't care for me and even though I know it I can't quit.

M—Dissatisfied with studies and social functions of school. It is similar to high school, no campus activities at all.

M—A general inability to relax--to let people really know me. I've built a protective wall to prevent further hurt or disappointment. But in shutting out things I don't want I've also shut out some things I want and need.

M—I'm afraid to meet people and I don't have many friends. I'm too self-conscious about my physical appearance and I dislike my job very much.

M—I can't see what a lot of my teachers are explaining. They use words I've never heard before and then expect me to know what they're talking about.

M—I love a wonderful girl. She loves me. I have to work nights and only see her once a week (Sunday). I must go to K.U. next year and would like to take her as my wife, but am not making enough to support both of us. Will she or will she not wait till I graduate in 3 or 4 years?

M—I don't know anyone on the campus and I feel lost. I just moved to Wichita.

M—Sinus trouble and weak eyes.

M—My hearing is probably the cause of all troubles. I just feel self-conscious with my hearing aid and can't hear without it. Think I am just stupid because of this.

M—A concern about the idiotic way the school lets the social groups run it.

M—Lack of discussion and individuality in classes. Class work moves too rapidly to understand thoroughly.