

AN INVESTIGATION OF PROBLEMS OF SOME STUDENTS
IN EDUCATION AND SUGGESTIONS FOR IMPROVEMENT
OF DEPARTMENTAL STUDENT GUIDANCE SERVICES

by

Eldon E. Shields

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ABSTRACT

The purpose of this study was to investigate the attitudes of adjustment of a class of Orientation to Education students of the School of Education at Montana State University, and to suggest improvements of departmental guidance services to assist in these adjustment areas.

An attitudinal survey instrument containing 24 items from six different adjustment areas was administered to the 35 members of the class in the classroom setting. Students were asked to check on a continuum the value of the statement to them in relation to their own adjustment, and they were encouraged to record their comments on each one of the statements.

The completed attitudinal survey was analyzed by rank order comparison of the summed value of the 24 items and the summed value of the items in each of the six adjustment areas, by "t" test comparisons of the differences between freshmen and sophomores, freshmen and all other, male versus female, and married versus unmarried on each of the items, the six adjustment areas of family relationships, college adjustment, academic adjustment, social adjustment, religious adjustment, and social dating, and the total of all items.

Conclusions drawn from analyses of the data were:

- (1) Students were most concerned about academic adjustment areas and family relationships areas and least concerned about social dating and the religious adjustment areas.
- (2) Their greatest concern in descending order was related to family relationship problems, college adjustment, academic adjustment and social adjustment items.
- (3) Their least concern in ascending order were social dating and religious adjustment problems.
- (4) More differences were found between males and females and married and unmarried than among freshmen, sophomores, and all others.
- (5) Adjustment problems were not peculiar to freshmen students; they were also found among sophomores, juniors and seniors.
- (6) The provision of more comprehensive departmental guidance services by the School of Education would assist the students in more satisfactory adjustment in the adjustment areas of academic adjustment, social adjustment, family relations, and college adjustment.

CHAPTER I

NATURE OF THE PROBLEM

The problem of assisting students in successful matriculation through colleges and universities has caused college staffs great concern. Iffert (1955) in his comprehensive study of the dropouts from United States Colleges and Universities reported that, of the 500,000 freshmen students in 1950, 11 per cent did not attend the institution of first registration for more than one quarter or semester. He further reported that 27.6 per cent did not continue beyond the first year and that a total of 40 per cent dropped out before graduating.

Hamilton (1962) revealed in a study of the 1960-61 freshman class at Montana State University that 20 per cent of the freshmen students dropped out during their first year of enrollment.

Iffert (1956) described two types of major problems, academic and financial, that cause college students to become dropouts. In his later study at Montana State, Hamilton (1962) reported that only 35 per cent of the dropouts were failing academically. Other reasons given in his study for dropping out were financial, lack of interest in subjects, and transfer to other schools. One of the recommendations suggested by Hamilton to encourage students to remain in school was better communication between the college staff and the students enrolled at the college.

The purpose of this study was to investigate and to attempt to measure some of the attitudes about pre-selected statements in six different adjustment areas of college living of a class of 35 students, including freshmen, sophomores, juniors and seniors enrolled in Orientation to Education, Spring Quarter, 1967, and to suggest a number of departmental guidance services designed to assist education students in solving the problems of these adjustment areas.

A number of terms were used throughout the study that were defined and used by the investigator in the manner listed below.

Academic adjustment is the process of establishing a satisfactory relation for the student in such areas as course work, curriculum requirements and choices, grades and attendance.

Advising is a relationship between a student and a faculty member for the purpose of directing the course work of a student enrolled at Montana State University.

Departmental guidance is a term used to describe those services provided by the departmental staff to assist the student in his adjustment to the various relationships of the university environment. Departmental guidance is different from academic advising because it provides informational and referral services to the student enabling him to make a decision in regard to his vocational and social development while a student here at Montana State University.

Religious adjustment is the process of establishing a satisfactory relationship between a student and an organized church group or body; or the process of establishing a relationship between the student and his own philosophy of a deity.

Social adjustment is the satisfactory relationship between a student and his fellow students in participation in organized and unorganized social activities that are a part of college living.

CHAPTER II

BACKGROUND OF THE PROBLEM

A most comprehensive two year study of adjustment problems was conducted by Emme (1933). He sought to discover areas of student experience in which freshmen college students experienced difficulty in making adjustments and to determine the relationship of factors of intelligence, neurotic tendency and socio-economic status to the discovered adjustment problems. A total of 73 students was selected by sampling from 173 freshmen students of a grade A Eastern liberal arts college. Each of these students were surveyed by: standardized tests including the American Council Psychological Examination, Thurstone Personality Schedule, and Sim's Socio-Economic Status Form C; two guided interviews covering not less than four hours; a check list of adjustment problems 25 pages in length; and one hour orientation meetings weekly for an entire semester. In addition, 25 case studies were made selecting students on basis of intelligence, neurotic tendency, and socio-economic status. The 73 students reported 5,959 adjustment problems in 19 different adjustment areas. The course work area with 714 problems, religion with 706, teachers 468, economic 446, and library 443 were the five areas listed by the students as proving the most frequently occurring adjustment problem areas (see table 1, page 5). The author suggested that the spread of these problems indicated that freshmen students have matters of concern not limited to their courses and teachers and that many of these adjustment problems were of such a nature that progress in college

Table 1

Order of the Areas of Experience Having the
Greatest Number of Adjustment Problems

Area	Total No. of Adj. Problems
I. Courses	714
II. Religion	706
III. Teachers	468
IV. Economic	446
V. Library.	443
VI. Educational Guidance and Control	393
VII. Personal Student Relations	382
VIII. Athletics	359
IX. Vocation	316
X. Rooming	286
XI. Voluntary, Social, and Amusement Act	261
XII. Other Colleges, Races, Cliques, etc.	257
XIII. Parental Relations	243
XIV. Health: Physical and Mental	199
XV. Relations with Teachers Outside of Class	157
XVI. Boarding	149
XVII. Special Ability	98
XVIII. Relation With Administrative Officers	53
XIX. Departmental, Pre-professional, and Interest Group.	29
Grand Total	5,959

course work was impossible until something was done to assist the student in solving these problems. Emme further reported that low socio-economic status functioned with high significance in the following six areas; low intelligence functioned with high significance in three of these areas; and the relative functioning

significance is 7:6:3 respectively. Implications and conclusions suggested by

Emme were:

- (1) Each student considered his own problems to be unique and primarily significant so that his perspective of the entire college situation was colored by them.
- (2) The distribution of 5,959 adjustment problems, coming from 73 freshmen, showed that situations calling for guidance existed in 19 different areas.
- (3) This particular group of freshmen was very much dissatisfied with the social situation.
- (4) These freshmen expected personal, kindly attention, and understanding counsel from all the leaders and representatives of the college.
- (5) It was very clear that the freshmen, the majority of whom came from religiously orientated homes, desired a more commonplace faith, with less emphasis upon the intensely devotional aspects.
- (6) A substantial number were not sufficiently emancipated from their parents to make healthy adjustment.

The final conclusion drawn by Emme was that counsel, guidance, and other diagnostic types of leadership seem to be required by these freshmen.

Stone (1955) in a later survey of college student adjustment problems conducted a survey of 210 students counseled over a period of six years at Hanover College. His study revealed that the major causes of difficulty in personal adjustment were concentrated in these five human relation areas: family relationships, college environment, scholastic problems, social adjustment and sex adjustment. These areas plus religious adjustment were used by the present investigator in the exploration of his problem.

In addition to surveying the literature in regard to student adjustment, the present investigator researched the development of college guidance services to attempt to determine how guidance services have been developed to help in student adjustment and if these services have been successful in achieving their purpose.

Prior to World War II, there were several colleges and universities with small counseling centers or guidance and counseling services as a part of their student personnel program. Stuit (1937) of the University of Nebraska reported the development of a freshmen education orientation program as part of the guidance services to assist in the adjustment of the incoming student to his new environment, to increase the effectiveness of the student as a scholar, to help the individual to develop such principles that will enable him to become a better adjusted person and a more capable teacher, and to provide sufficient information about the profession to enable the student to make a more intelligent vocational choice within the field. The advising was provided by the academic faculty with no provision for trained guidance personnel.

Major (1939) of Denison University described the initiation of an orientation program that began with five days of orientation and tests. After the tests had been processed, faculty advisors were assigned to groups of 15 students. A significant factor of this program was the development of an organizational plan to provide these services. The personnel program was headed by a guidance committee composed of nine members: the Dean of Men and the Dean of Women, the Director of

Research and the librarian, two seniors elected by the student body, a college physician and the Director of the Physical Education Program, and the Head of the Department of Education. The testing program consisted of the following tests: Thurstone Personality Test, English Placement Test, Occupation Interest Blanks, and physical examination conducted by a college physician. The advisory program consisted of adjusting program, scholarship, vocational plans, and individual and social orientation.

Bowyer (1940) of Southern Illinois Normal University described their senior-freshman orientation project. The Department of Education, during the spring term, offered a course in personnel administration to juniors who were interested in doing personnel work with freshmen students. The following year, at the beginning of the fall term, senior students met with freshmen students and gave lectures on better study habits. At the end of the first six weeks, when faculty reported low grades, the senior student personnel workers were allowed to meet with a faculty member and each of the students to discuss individual student problems.

Romney (1949) of Brigham Young University described the development of a program in which, upon recommendation of a faculty steering committee, a Dean of Students had been appointed to establish guidance services, to assist faculty advisors and to coordinate all non-instructional services which the university provided for its students.

The need for guidance services was felt more strongly by the American colleges and universities at the end of World War II, which produced a sudden surge in

student enrollments. During this period of time, Crow (1950) of Brooklyn College developed some guidelines for the establishment of guidance services. Crow revealed that in the establishment of a complete college guidance program there was a need for adequately trained personnel to provide these services. Crow suggested that a freshman orientation program was one of the most important phases of a college guidance program. He suggested that well-chosen student leaders were among the most efficient in providing orientation to college activities of incoming freshmen. Important parts of the freshman orientation program included the providing of trained faculty personnel with whom students are likely to have responsible relations during their first semester. Crow didn't explain how the faculty should be trained to provide these services. Other important factors of the freshman guidance program involved making facilities available for study improvement and occupational counseling and placement; health and recreational facilities available for healthful and hygienic living; and identification of rules and regulations governing curriculum and behavior.

An important part of guidance services offered as part of the student personnel program involved the development of administrative procedures to insure efficient implementation of the program. Bloesser (1951) discussed administrative procedures and philosophy of the functions of student personnel work. He stressed that the administrative functions involved establishing objectives based on continuous research, providing for policy determination by instructional and personnel staff and students, coordination of personnel services and integration with the instructional

and business phase of college, selecting, inducting, assigning, and supervising of staff, developing a high quality of interpersonal relationships and cooperation, financing the student personnel program, providing for continuing inservice training and professional development of staff, and establishing record keeping and reporting procedures essential for program development and coordination, research, and evaluation.

College guidance and the responsibility for it was discussed by Carpenter, Hilton, and Hopkins (1953). Carpenter, Chairman of the Humanities Department of Stephens College, said that every faculty member should be responsible for counseling. Hopkins of Washington State University maintained that only members of the faculty with the temperament suited to counseling should guide students. In addition, Hopkins stressed the need for trained guidance counselors to provide guidance services which untrained academic faculty advisors cannot provide. Hilton, Dean of the College of Home Economics, Syracuse University, expressed that faculty members who participated in the guidance programs must agree that guidance is an important part of the teaching process and be willing to devote more time to learning how to counsel students.

Several surveys have been conducted to determine the role, function, and practices of guidance and counseling services in colleges and universities of the United States. These surveys provide for a comparison of guidance services and how these services are being provided. A questionnaire survey of forty-five small

colleges was conducted by Goertzen and Strong (1962) in 1948 and again in 1960 to determine the role and function of guidance and counseling in small colleges. The survey revealed that a high percentage of counseling staff members combined their counseling activities with administrative duties. A movement toward more extensive academic training and an increase in field experience for counseling personnel was suggested from the compilation of the results from the 1960 questionnaire. The data obtained by means of the 1960 questionnaire also indicated a significant increase in guidance services dealing with emotional problems; however, it also indicated that educational counseling is the main function of college guidance and counseling programs. Scott (1960) conducted a survey of 16 small liberal arts colleges, with populations under 2,000. He found that the principles of student personnel work are the same in small and large schools, differing only in the way in which they are implemented. It was found that the method of implementation of student personnel theory varied widely among the colleges. Scott suggested that small colleges should be more critical of the implementation of these services to encourage student improvement. He reported that colleges cannot assume that they have well-implemented student personnel services just because they have a small student body population.

A more comprehensive survey of college guidance practices were conducted by Arbuckle and Kaufman (1959) involving 288 four-year liberal arts colleges. They found that 100 per cent of these colleges have orientation programs as part of their guidance services. Ninety per cent of the colleges were found to maintain dormitory

facilities; 96 per cent of these schools have health services; and 90 per cent assign students to specific faculty advisors. Only 12 per cent of the colleges survey thought their personnel services to be highly effective, while 57 per cent reported their services were sufficiently effective, and the remaining 31 per cent were not sufficiently effective. One hundred per cent of the colleges provided personal counseling services, but it was usually done without professional guidance training. In 80 per cent of the colleges, not one person performed the guidance functions as a full time job. Ninety per cent of the schools reported that they provide vocational counseling even though only one per cent of the colleges had a full time vocational counselor.

This survey of the literature of the development of college guidance services would seem to indicate that college guidance services first began primarily as orientation to college. Then, as colleges grew in size, a need was felt by college personnel that services for student guidance throughout the student's matriculation through the college program should be provided to assist him in adjustment to the human relationships and problems of college living. This would lend support to the present study in which the investigator attempted to determine adjustment areas which have significance to college students in terms of their individual and group adjustment and to suggest guidance services appropriate to meet these student perceived needs.

An important factor in the determination of the effectiveness of guidance services in institutions of higher learning is the evaluation of such programs. This evaluation can be performed by the use of an evaluation instrument administered to

users of these services or an instrument of measure completed by the personnel involved in providing these services. Rackham (1951) of the University of Michigan developed a student personnel inventory which could be used to evaluate the effectiveness of a student personnel program. Rackham assembled 2,400 problems and consolidated them into these 15 areas generally considered to be the most characteristic of a student personnel services program. These 15 areas are academic, counseling, discipline, extracurricular activities, financial aid, health services, housing and board, organization and administration, orientation, pre-college counseling, records, religion, research, and testing. These criteria were assembled and refined to form a pilot study which was conducted on the campus of the University of Colorado. Participants of the pilot study were asked to check the comprehensiveness of the lists by making additions or deletions. A student personnel services rating scale was constructed based on the revised lists of criteria. This scale was submitted to a panel of ten experts in guidance. When the ratings of the panel were tabulated and analyzed, the result was the development of the Student Personnel Services Inventory which can be used to evaluate guidance services on college campuses.

Coleman (1957) reviewed the measurement of evaluations that have been developed in the field of guidance. Of interest in the Coleman report was the inventory of Kamm and Wrenn involving the measurement of reaction of students to student personnel services. This instrument consisted of 60 questions covering 12 different service areas. Kamm and Wrenn's recommendation was that if the reactions of 200 students are obtained by means of this instrument on a college campus, a

representative indication of worth of the services to the students of that college would be indicated.

A number of studies have attempted to prove the value of guidance services by comparing the academic performance of counseled and non-counseled groups. Watson (1961) of Brooklyn College, performed a two year follow-up study on a group of students referred for counseling. For evaluation purposes, the population was divided into three groups: Group A, those who accepted counseling; Group B, those who denied the need of help; and Group C, which made no response to the referral to see a counselor. The results of the study after two years showed Group A was distinctly superior to Group B and Group C as measured by scholastic achievement, graduation with honors, and by continued attendance at the college. The weakness of this study would probably be that those who came for more counseling had more initiative and were trying harder to help themselves than the other two groups.

Jones (1931) in an earlier study obtained some of the same results as Watson. Jones attempted to improve the quality of scholarship in a group of unselected freshmen in an experiment with an experimental group and a control group at the University of Iowa. After a year of guidance services the experimental group exceeded the control group scholastically on the average of 23 per cent. In addition the experimental group had twice as many semester hours of A and B grades, only half as many hours of non-passing grades, and achieved an average of 13 centiles nearer the level of their ability as measured by the freshman qualifying examination.

A number of other investigations were unable to prove statistically that counseling improves academic performance. Richardson (1964) of the City College of New York, completed an investigation of grade patterns of 38 counseled and 38 non-counseled students. Grades for two terms before counseling and after counseling were compared. No significant difference of academic grade averages between counseled and non-counseled students were found.

Ivey (1962) of Buckness University, designed a study to determine the patterns of academic performance of 161 counseled students and 161 non-counseled students for a period of one academic year. After the 1959-60 academic year was completed, the writer determined that there were no significant differences between the academic performance of the experimental group and the control group.

Young (1955) of the University of Wisconsin also attempted to evaluate a college counseling program by comparison of academic performance between counseled and non-counseled students. One-hundred randomly selected counseled freshmen were compared with 100 randomly selected non-counseled freshmen of the 1955-56 freshman class. The results of the study revealed that counseling produced no significant differences in academic performance but was reacted to favorably by the students.

The present investigator feels that these last three studies did not reveal significant differences in academic performance between counseled and non-counseled students because they were conducted for only one academic year. Evaluation of

guidance and counseling process requires a longer period of time than one academic year. A better study could be conducted on college freshmen at the time of entrance into college through the time their class graduates, four academic years later. The present investigator feels that a study of this nature would reveal statistically significant differences in academic performance and possibly in total number of students matriculating through the college and obtaining a degree in a counseled group of students versus a comparable group which received no counseling services.

CHAPTER III

METHODS

The purpose of this study was to survey a group of students in the education curriculum at Montana State University to determine the adjustment problems in education and to suggest departmental guidance services to assist in the solution of these problems.

These students were surveyed by means of a scaled instrument designed by the investigator to obtain a value of their attitude of the statistical and rank order significance of selected adjustment problems which were classified into these six areas: family relationships, college environmental relationships, scholastic problems, social adjustment, social dating problems, and religious adjustment. Five of these areas were listed by Stone (1955) as human relations areas in which college students had adjustment problems.

Questionnaire Sample

Thirty-five students in an Orientation to Education class at Montana State University, Spring Quarter, 1967, were administered a scaled instrument by the investigator in the classroom setting. These 35 members composed the total membership of this orientation class. This class was selected as a questionnaire sample because it had a number of students in each class, freshman through senior, and because it was of a convenient size in terms of the number of students.

In this orientation class, 40 per cent were males and 60 per cent were females. The greatest percentage of these students were freshmen and sophomores who were still experiencing considerable adjustment to college life. Thirty-four per cent of the class were classified as being of freshman rank, 47 per cent as sophomores, and 12 per cent and 7 per cent as juniors and seniors, respectively. Eighty-three per cent of the class listed themselves as unmarried and seventeen per cent as being married. The investigator felt that it was helpful to have the attitudes of the married as well as the attitudes of the unmarried students in this study.

There were many types of living arrangements reported by the members of the class. Forty-three per cent of the students lived in dormitories while the remaining 57 per cent lived off campus. Of this 57 per cent, seven per cent reported that they were living in married student housing; 13 per cent indicated that they were living in sorority housing and six per cent indicated living arrangements in fraternity housing; 13 per cent were living with parents; seven per cent lived in off campus apartments; seven per cent indicated that they lived in off campus apartments with their spouse; and three per cent lived off campus in the home of a friend.

Construction of the Questionnaire

A scaled instrument was developed to measure the attitudes of the students. This instrument was developed after researching the literature and numerous consultations with the professors of the Education Department at Montana State University.

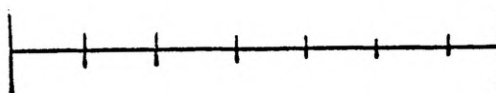
A survey of the literature provided a number of definitions of attitudes and several ways in which these attitudes could be measured. Thorndike and Hagen (1961) defined attitudes as ". . .tendencies to accept or reject particular groups of individuals, sets of ideas, or social institutions." These authors suggested two types of attitudinal questionnaires: scaled statements and summed score. They reported that both forms of attitude scales have satisfactory reliability, usually in the .80's.

Nunnally (1967) defined attitudes in this manner: "A predisposition to react negatively or positively in some degree toward a class of objects, ideas, institutions or people." He outlined three major methods for studying attitudes: observation, self-report, and projective techniques. He also explained that the self-report method involved providing the student with a list of statements which have various degrees of positive and negative feelings enabling the student to indicate the degree of his feelings. The present investigator decided to use this self-report method because it was felt that this method would be easily understood by the students and would gain the representative responses of each of the students. (See Appendix A, page 44).

An example of one of the questions is shown below:

To what extent did you feel
that there were problems for
you in adjusting to campus
social life?

Little
extent



Great
extent

The scaled continuum did not have any number value when administered to the students. Number values from one to seven were later added for interpretation of the data. The opposite ends of the continuum were reversed on each question to discourage students from developing a stereotyped pattern of responses.

The original and several revisions of the questionnaire were administered to a number of the members of the staff and to other graduate students in the department. The final instrument was judged to be a clearly worded and designed means of measurement of student attitudes.

Administration of the Questionnaire

On May 23, 1967, the questionnaire was administered to 35 members of an Education Orientation class in Room 102, Reid Hall, Montana State University. The investigator read to the students the directions, which were included on the questionnaires. The students were encouraged to complete the scale and to make comments on each statement according to their individual experiences in adjusting to college.

Analysis of the Data

The major problem of this investigation was to determine the attitudes of a sample class of education students in the Education Department at Montana State University toward a number of preselected adjustment questions from six major problem areas of college students.

A total of 24 statements was presented to each of the 35 members of the class. The responses to each one of these questions were ranked according to the summed values of each of the items and according to the summed values of each of the six adjustment areas. The responses to each of these statements were treated statistically by means of "t" tests to determine if there were more significant differences of opinion in the sample than would normally occur due to chance. The use of "t" tests was decided upon because the investigator felt that this type of test designed to measure small sampling distributions would indicate most accurately the responses which the students indicated as being statistically significant.

The students were encouraged to write comments about each statement. The investigator chose to report the representative comments of those areas indicated as statistically significant in the next chapter. All of the comments are recorded in Appendix

Assistance in the computation of "t" tests was obtained through the cooperation of the staff of the Testing and Counseling Center and the Computer Center located at Ryan Lab on the campus of Montana State University.

The rank order of the statements and the statistical results of the "t" tests are reported in the next chapter.

CHAPTER IV

RESULTS

Attitudes of a class sample of education students at Montana State University in reference to twenty-four preselected adjustment problems from six different adjustment areas were obtained by means of a self-response instrument. The students indicated on a continuum the value to them, in terms of their own adjustment, of each of these statements.

The data was analyzed by three different processes: rank-order of the statements and rank order of the grouped items of the six adjustment areas; the conducting of "t" tests of significance on each of the items, on the items grouped in the six adjustment areas and on the total of the items; and by reporting the representative comments on those items determined to be statistically significant at the .05 level or greater levels of confidence. See student comments in Appendix A on page

Rank Order of the Statements

The individual items of the questionnaire were randomly arranged on the scaled instrument. The total value assigned to each statement by the students was summed and the items were ranked according to this summed value on Table 2, page 23. The range of summed value extended from 30 to 191. The students indicated they felt that their greatest concern was the extent to which the attitude of their

parents influenced their success in college. This would seem to indicate the students are still very dependent upon the attitudes of their parents while attending college.

Table 2

Rank Order Value for Each Questionnaire Item		
Summed Value of Individual Problems	Number of Questionnaire Item	Adjustment Area
191	14	Family Relations
189	2	Family Relations
187	23	College Adjustment
184	6	Academic Adjustment
150	20	Social Adjustment
144	15	Academic Adjustment
133	16	College Adjustment
131	7	Academic Adjustment
130	18	Social Adjustment
123	19	Family Adjustment
118	4	Academic Adjustment
117	11	Religious Adjustment
102	8	Social Adjustment
94	24	Social Adjustment
84	1	Social Adjustment
81	12	College Adjustment
66	10	College Adjustment
64	9	Social Dating
60	3	Religious Adjustment
55	17	Religious Adjustment
54	13	Religious Adjustment
50	21	Religious Adjustment
46	22	Social Dating
38	5	Social Dating

The students indicated their second greatest concern was also in the area of family relations. They felt that the maintenance of close family contact was important to them. This would seem to indicate that they may still rely upon their parents to assist them in making decisions.

The students indicated their next greatest concern to be the extent to which they felt that talking with their friends was helpful to them in adjustment to college life. This would seem to indicate that after their parents, students next rely upon talking with their friends to help in their adjustment to college life.

The next greatest item of concern indicated by the students was that they were able to get help with their studies when they needed it. This would seem to indicate that students would not need additional services in the academic area.

The students indicated their next greatest concern was that they felt they were welcome in the organized social activities in which they participated on campus. This would seem to indicate that most students feel that they can participate and be accepted in organized social activities on campus.

The five adjustment items that were of the least concern to the students were in the religious adjustment and social dating areas. The students were least concerned about the use of campus guidance services in solving problems relating to social dating. It would seem that these students did not have problems in social dating or did not feel the need to rely upon guidance services to assist them in the adjustment area.

The students expressed very little concern about wanting more guidance services in social dating adjustment. This would agree with their previous item about which they expressed the least amount of concern.

The next three adjustment problems of little concern were in the religious adjustment area. Students indicated that they did not feel the need to obtain and did not obtain while they were on campus any guidance from the religious leader of their denomination here in Bozeman. This would seem to indicate that most students do not rely upon their religious leaders for guidance. The students expressed little concern about the personal freedom of the college environment conflicting with their religious training. This would seem to indicate that most of the students do not engage in activities which would interfere with their religious convictions.

The investigator grouped the individual items according to the six adjustment areas which they represented to attempt to indicate the rank order value given by the students to each of the six adjustment areas. This, however, is not completely representative as the family relations area had only three items while college adjustment had four items, academic adjustment four items, social adjustment four items, religious adjustment five items, and social dating four items. Nevertheless, notice

Table 3

Rank Order of Adjustment Groups

Relationship Area	Sum of Items in Adj. Area	Summed Value
Academic Adjustment	184 131 118 144	577
Family Relations	191 189 123	503
Social Adjustment	150 130 102 94	476
College Adjustment	187 133 81 66	467
Religious Adjustment	117 60 55 54 50	274
Social Dating	38 46 64 84	232

that Table 3 provides some interesting information. Although the family relationships area had only three items, it ranked second to academic adjustment which had

the highest rank order. The third ranked area was social adjustment and fourth, fifth, and sixth, respectively, were college adjustment, religious adjustment, and social dating. Notice that although the religious adjustment areas had five items, it still ranked fifth out of the total of the six adjustment areas in significance to this group of students. The data in Table 3, on page 26 would seem to indicate that students are more concerned about academic adjustment, family relations, social adjustment, and college adjustment areas than religious adjustment and social dating areas. The students were most concerned about academic adjustment and least concerned about social dating. This table would seem to indicate students would value assistance more in the academic adjustment area, family relations area, social adjustment area, and college adjustment area than they would the areas of religious adjustment and social dating.

"t" Test Analyses and Student Comments

The final process of analyses involved the use of "t" tests to determine those differences which occurred more frequently among the class than would be due to chance factors alone, and the reporting of student comments on these statistically significant items. Taking into consideration that the "t" test can be used to compare only two means at a time, the investigator made five comparisons: freshmen versus sophomores, freshmen versus all others, sophomores versus all others, male versus female, and married versus unmarried. The following assumptions by Seigel (1956) were accepted in the use of the "t" test: (1) that the observations are

independent, (2) that the observations are drawn from a normally distributed populations sample, (3) that the population sample must have some variance, (4) that the variables must have been measured on an interval scale to provide for mathematical computations, and (5) that there are only two sets of means compared at a time.

In preparation for the "t" test the scored items were grouped into the following areas: family relations, college adjustment, academic adjustment, social adjustment, religious adjustment, and social dating. The family relations area consisted of items 2, 14, and 19. The college adjustment area consisted of items 10, 12, 16 and 23. The social adjustment area included items 8, 18, 20 and 24. The academic adjustment area included items 4, 6, 7 and 15. The religious adjustment area was composed of items 3, 11, 13, 17 and 21. The social dating area included items 1, 5, 22 and 9. For information about the content of the items, see Appendix A, page 44.

Prior to the use of the "t" test, the investigator established five hypotheses which are listed as follows:

Null Hypothesis 1. There are no significant differences between the means of the freshmen and sophomores, other than due to chance factors, on the results of each of the items, to the sub-totals of the six adjustment areas, and the total of all items.

Null Hypothesis 2. There are no significant differences other than due to chance between the means of the freshmen and all others on the responses to each of the items, to the sub-totals of each of the six adjustment areas, and to the total of all items.

Null Hypothesis 3. There are no significant differences other than due to chance factors between the means of the sophomores and all others

as to their responses to each of the items, to the sub-totals of each of the six adjustment areas, and to the total of all the items.

Null Hypothesis 4. There are no significant differences between the means of the male and females other than due to chance on each of the items, the sub-totals of each of the six adjustment areas, and to the total of all the items.

Null Hypothesis 5. There are no significant differences other than due to chance between the means of the married and unmarried on their responses to each of the items, to the sub-totals of the six adjustment areas, and the total of all the items.

Freshmen versus Sophomores

In the analyses of the results of the "t" tests on the freshmen versus sophomores, the investigator did not reject Null Hypothesis 1 on items 1 through 23, on the sub-totals of the six adjustment areas, or on the total of all items. (See Appendix C, page 49 for "t" test values.) The investigator did reject Null Hypothesis 1 on item 24 and accepted that there were more differences than occur due to chance at the .01 level of confidence. This would indicate that freshmen differ from sophomores to the extent to which they feel that there were problems in adjusting to college life. This would indicate that sophomores are less concerned about adjustment to college life than freshmen.

Freshmen versus All Others

In this "t" test of freshmen versus all others, the investigator did not reject Null Hypothesis 2, for items 1 through 23, for the six adjustment areas or for the total. (See Appendix D, page 51.) The investigator rejected Null Hypothesis 2, on

item 24, and accepted that there were more differences than due to chance factors at the .02 level of confidence. This would seem to indicate that freshmen are more concerned about adjustment than all other classes in the study, and that they require more guidance in the adjustment than do all other students.

Sophomores versus All Others

On the "t" test comparisons of the sophomores versus all others, the investigator did not reject Null Hypothesis 3. Therefore, any differences which occurred were considered due to chance factors alone. (See Appendix E, page 53.) This would indicate that by the time a student has become a sophomore he no longer has any greater problem in adjusting than all other students.

Male versus Female

In the analyses of the "t" test results of the comparison of male versus female, the investigator did not reject Null Hypothesis 4, on items 2 through 10, 12 through 22, item 24, the total of the family relations area, college adjustment area, academic adjustment area, social adjustment, or social dating. (See Appendix F, page 55 .) The investigator rejected Null Hypothesis 4, on item 1 and accepted that differences had occurred more frequently than due to chance at the .05 level of confidence. This would indicate that the male and female students differed in the opinion as to the extent which they depend upon friends for advice about social dating.

The investigator rejected Null Hypothesis 4, on item 11, and accepted that there were more differences than due to chance at the .02 level of confidence. This would seem to indicate that male and female students differ on the extent to which they attended religious services in a Bozeman church.

The investigator rejected Null Hypothesis 4 on item 23, and accepted that there were more differences than due to chance at the .02 level of confidence. This would seem to indicate that there was a difference between male and female students to the extent which they felt that talking with friends was helpful to their adjustment to college life.

The investigator rejected Null Hypothesis 4, on item 27, the total of all items under the religious adjustment areas, and attributed differences to more than chance occurrence at the .01 level of confidence. Items 3, 11, 13, 17 and 21 composed the religious adjustment area. The student comments and the statements for items 3, 13, 17 and 21 may be found in Appendix H, on pages 62, 72, 75, 81 and 85, respectively. This would indicate that there were differences between male and female students in regard to the opinions on the area of religious adjustment. Furthermore, female students are much more concerned about the religious adjustment area than are the males.

Married versus Single

In the analyses of the married versus single comparison, the investigator did not reject Null Hypothesis 5 for items 1 through 13, 15 through 24, total of the

religious adjustment area, and the total of the college adjustment area. The investigator rejected Null Hypothesis 5, on item 14, and accepted that the differences that occurred were due to more than chance at the .001 level of confidence. This would indicate that there were differences in the attitudes of married versus single student in regard to the extent to which they felt that the attitude of their parents influenced their success in college.

The investigator rejected Null Hypothesis 5, on the total of the social dating adjustment and accepted that the differences which occurred were due to more than chance at the .05 level of confidence. Items included in the social dating area are items 1, 5, 22 and 9. The statements for these items and the student comments may be found in Appendix H, on pages 59, 64, 86 and 69, respectively. This would indicate that married students have different attitudes toward the items in the social dating area than do single students.

Summary of Findings

The students indicated their most concern about the following adjustment problems:

- (1) That the attitude of their parents influenced their success in college.
- (2) That the maintenance of close family contact was important to them.
- (3) That talking with friends was helpful in adjustment to college life.
- (4) That they were able to get sufficient help in the area of academic adjustment.
- (5) That they felt welcome in the organized campus activities in which they participated.

The students indicated their least concern about these adjustment problems:

- (1) The use of guidance services to assist in social dating problems.
- (2) The need for more guidance to assist in social dating.
- (3) The use of guidance services of denominational religious leaders in Bozeman.
- (4) The need for additional guidance services of religious leaders in Bozeman.
- (5) That personal freedom of college conflicted with their religious training.

The students expressed the most concern about problems in the academic adjustment area and their least concern about problems in the social dating area. All students stressed that they were more concerned about problems in the academic adjustment area, family relations area, social adjustment area, and college adjustment areas than problems of the areas of religious adjustment and social dating.

The freshmen were more concerned about adjustments to college and required more guidance in adjustment to college than all other students. However, by the time a student became a sophomore he had no more adjustment problems than all other students.

Female students depend more upon friends for advice about social dating than do male students. Female students are more concerned about attendance of religious services than are male students. Females were more dependent upon talking with friends to assist in the adjustment to college life than were male students. Females were more concerned about all the problems in the religious adjustment areas than were the males.

The married students were less concerned about the influence of the parental attitudes relating to their success in college than were unmarried students. Married students were less concerned about problems in social dating than were unmarried students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate some of the attitudes about adjustment of a class of 35 freshmen, sophomore, junior and senior students enrolled in Orientation to Education and to suggest departmental guidance services to assist the students in the solution of these adjustment problems.

An attitudinal survey instrument designed to include 24 questions from the six adjustment areas of academic adjustment, family relationship, social adjustment, social dating, religious adjustment, and college adjustment was administered to students in the Orientation to Education class of the School of Education at Montana State University during the Spring Quarter, 1967.

The randomly arranged items of the questionnaire were placed in rank order according to the summed values of each of the items. The six adjustment areas were also ranked according to the summed values of the items included within each of the areas. The items were further analyzed by the use of "t" test comparisons on each of the items, on the six adjustment areas, and on the total of all items for these five groups: freshmen versus sophomores, freshmen versus all others, sophomores versus all others, male versus female, and married versus unmarried. The final method of data analyses involved the reporting of student comments on each of the items.

Conclusions

Several conclusions were drawn by the investigator when the analyses of the data was completed. These conclusions were drawn from the results of the rank order analyses and the results of the "t" test analyses.

Conclusions drawn from the analyses of the rank order of the adjustment items are listed below.

- (1) It was concluded that all students are more concerned about academic adjustment, family relations, social adjustment, and college adjustment more than they were concerned about religious adjustment problems or social adjustment problems.
- (2) A second conclusion was that most students were greatly concerned about the influence of their parents on their college success and felt it important to maintain regular contact with parents.
- (3) Another conclusion was that students were little concerned about the need for guidance services in the religious adjustment area.
- (4) It was concluded that a departmental guidance program could assist the students in the area of college adjustment, academic adjustment, family relations, and social adjustment.

The conclusions which were drawn from the analyses of the data from the "t" test results are listed below.

- (1) It was concluded that freshmen have greater difficulty than all other college students in adjusting to the new environment found in college living, but in other areas of college adjustment there were no differences in magnitude or scope among all levels of students.

- (2) It was concluded that female students are more concerned about depending upon their friends for advice, about social dating and in talking with their friends about social adjustment than are the male students.
- (3) It was concluded that female students are much more concerned about the extent to which the personal freedom of the college environment conflicts with their religious training than are the male students.
- (4) Another conclusion was that the females were much more concerned about their attendance at church and other religious activities than were the male students.
- (5) It was concluded that the females felt the need to obtain guidance from their denominational religious leader and did obtain these services more than the male students.
- (6) A further conclusion was that unmarried students are more dependent upon parents and are influenced more by parents than are married students.
- (7) It was concluded that married students also had adjustment problems as did the other students, but they were not as concerned about social dating.
- (8) It was concluded that all single students feel the need for assistance in the college adjustment area, academic adjustment area, family relationship area, and social adjustment; married students feel the need primarily for assistance in problems in the academic adjustment areas and college adjustment areas.

Recommendations

The following recommendations for the provisions of departmental guidance services and a suggested organization for these services were developed from the analyses of the results of the attitudinal instrument administered to measure the attitudes about specific adjustment areas of a class of 35 Orientation to Education students of the School of Education at Montana State University.

The investigator concluded that there is a need for additional departmental guidance services in the areas of academic adjustment, social adjustment, college adjustment and family relationships to supplement the orientation and advisory services presently provided by the School of Education. These supplemental guidance services should not duplicate any special university personnel services, but should complement them by providing informational and referral services whenever necessary. It was realized in analyzing the student responses to statements about university personnel services that there were many students who were unaware of the student personnel services available on campus.

Departmental guidance as used below meant the provision by the School of Education at Montana State University such informational and referral services necessary to assist the students enrolled in its curricula the maximum satisfactory adjustment in all college adjustment areas.

Establishing Objectives of Departmental Guidance Services

Objectives for a departmental guidance program must be developed by the staff members of the department who plan to provide these services. Some suggested objectives, suggested as a result of this study, are:

- (1) Provision of these services to assist in satisfactory academic adjustment of students in education.
- (2) Provision of services to assist in satisfactory adjustment to the college environment of students in education.
- (3) Provision of services to assist in satisfactory social adjustment of students in education.
- (4) Provision of services to assist in satisfactory family relationships adjustment of students in education.
- (5) Provision of services to assist in satisfactory vocational adjustment of students in education.
- (6) Provide the best possible faculty interaction with students to encourage them in seeking their goals.
- (7) Cooperate with other student personnel services such as: Testing and Counseling, Financial Aids, Health Service, and Orientation.

Organization of Departmental Guidance Services

The participation of the following personnel would seem to be necessary in the organizational structure of departmental guidance services: Director of the School of Education, Departmental Coordinator of Guidance Services, general advisors, professional advisors, and secretarial staff.

Director of School of Education. The director of the School of Education has the following responsibilities:

- (1) Provide informed leadership.
- (2) Provide necessary financing.

- (3) Appropriate distribution of staff load to allow time for guidance duties.
- (4) Provide coordination and integration of guidance services with instructional services.

Departmental Coordinator of Guidance. The coordinator of guidance may be a full time person or may be shared between staff members who are assigned to teach half loads. The duties of this coordinator are:

- (1) Provides coordination of guidance services among the participating members of the faculty.
- (2) Works with general and professional advisors.
- (3) Supervises guidance office and secretarial staff.
- (4) Cooperates in the orientation course to the department and University orientation services in the fall.
- (5) Provides lines of communication for referral services with University student personnel services.
- (6) Cooperates with administration in planning and scheduling of courses and activities.
- (7) Provides leadership for follow-up and other types of studies.

General advisors. Most of the faculty can serve as general advisors. Each advisor should be responsible for approximately 75 students. The general advisors should meet with the students at University Orientation services in the fall. The responsibility of the general advisors include:

- (1) Hold quarterly conference with assigned students to discuss the all around development and to prepare for next registration.
- (2) Have conferences with advisees requesting additional conferences.
- (3) Assist the student in evaluating his progress.
- (4) Assist the student in planning for future experiences.
- (5) Take part in departmental studies of students.

Professional advisors. The professional advisors are the personnel that represent the specific divisions within the School of Education. A study would be necessary to the professional advisor to discuss professional requirements and planning. The responsibilities of the professional advisor include:

- (1) Establish policies on selection of area of specialization.
- (2) Provide referral services in occupational placement.
- (3) Conduct occupational studies and research.
- (4) Provide group guidance sessions in occupational development.

Implementation of Departmental Guidance Services

The implementation of the departmental guidance services, according to Scott (1945), involved the following processes: student-advisor conferences, student information, student referral, student evaluation, group guidance, record keeping, occupational information literature.

The student-advisor conferences are the most important part of the departmental guidance program. The advisor does not have to be a trained counselor, but the advisor must like his advisees and enjoy working with them. These are not counseling sessions; instead they are informational and discussion sessions to assist the student in his planning.

Student information is an essential part of the departmental guidance program. The advisors and the departmental coordinator of guidance services should decide what information they need to collect to assist the student in his development.

Student referrals are an integrative function of departmental guidance services. The departmental advisors must be familiar with other student personnel

services such as: Testing and Counseling, Student Health Services, Financial Aids, and other departmental orientation services.

Student evaluation by the advisor can be helpful to the college student. Students receive academic evaluation but they do not have any other evaluation of how they are perceived according to personality and other factors by their advisor and faculty members. The staff has a responsibility of developing a rating form which will assist in rating the student. This usually can be in the form of a rating scale on various individual characteristics. All of the staff that has contact with an individual student should complete this form during the Spring Quarter of the academic year. This form should be turned into the guidance officer where clerical help will compile the results from the annual rating sheets.

Group guidance can be used as part of the departmental guidance services in orientation and occupational information. The guidance coordinator has the responsibility of teaching staff and students how to conduct group guidance sessions.

Record keeping is one of the joint responsibilities of the advisors and the Coordinator of Guidance Services. A cumulative folder should be developed on each advisee and should include such items as: personal information, records of staff evaluation, program, grade record, and a yearly progress report completed by the advisor at the conference in the Spring Quarter of each year.

Occupational information should be kept in the departmental guidance office. The Coordinator of Guidance Services has the responsibility to collect appropriate information, to keep it up to date, and see that it is available to the students.

APPENDICES

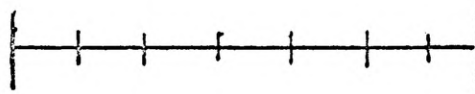
APPENDIX A

Student Adjustment Questionnaire

In looking back over your college years and thinking about your experiences, please complete this scaled instrument by checking one of the divisions on the line between the two extremes which most nearly describes your experience about each question. Then, write comments about your answers. Your comments are as important as the scaled choice. The questions are not presented according to a specific pattern to assist you in relating one question to another. For example, question 2 is not likely to be related to either question 1 or question 3; therefore, concentrate your thinking on each question as you come to it.

To what extent did you depend upon friends for advice about social dating?
COMMENTS:

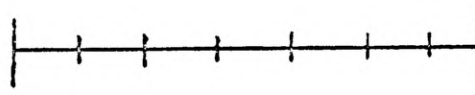
Great
extent
or
always



Little
extent
or
never

To what extent did you maintain contact with your parents while at the University?
COMMENTS:

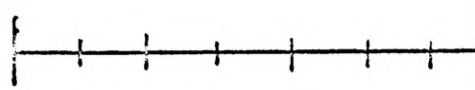
Little
extent
or
never



Great
extent
or
always

To what extent did you feel that the personal freedom of the college environment conflicted greatly with your religious training?
COMMENTS:

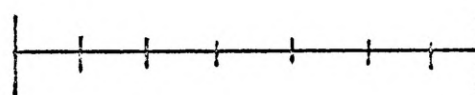
Great
extent
or
always



Little
extent
or
never

To what extent did you know how to study for your course work when you entered the University?
COMMENTS:

Little
extent

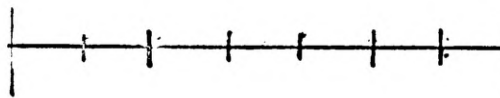


Great
extent

To what extent did you use campus guidance services in solving problems relating to social dating?

COMMENTS:

Great
extent
or
always

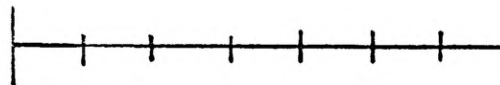


Little
extent
or
never

To what extent were you able to get help with your studies when you needed it?

COMMENTS:

Little
extent
or
never

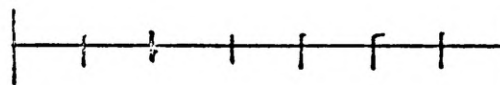


Great
extent
or
always

To what extent did you feel that you had problems with your coursework?

COMMENTS:

Great
extent

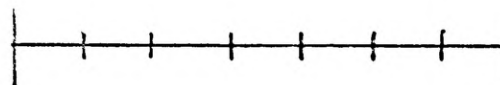


Little
extent

To what extent did you feel that you needed to talk to someone about your social relationships?

COMMENTS:

Little
extent

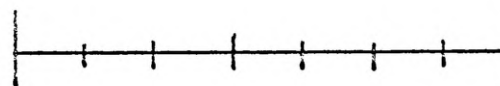


Great
extent

To what extent did you experience problems in social dating?

COMMENTS:

Great
extent

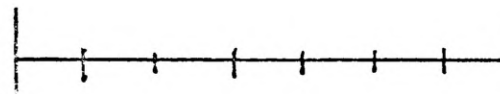


Little
extent

To what extent did you feel that guidance services were helpful to you in adjusting to the college environment?

COMMENTS:

Little
extent

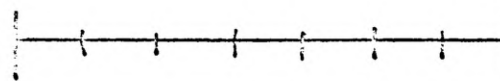


Great
extent

To what extent did you attend religious services in a Bozeman church?

COMMENTS:

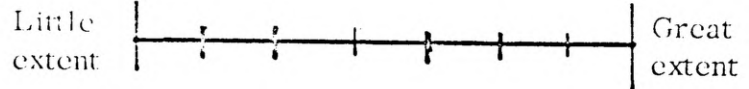
Great
extent
or
always



Little
extent
or
never

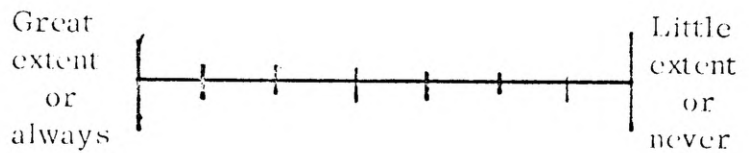
To what extent was the change from the home environment difficult for you?

COMMENTS:



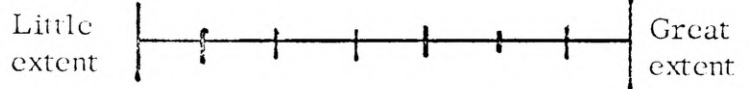
To what extent did you attend religious activities of your denominational group on campus?

COMMENTS:



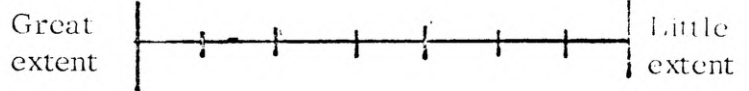
To what extent did you feel that the attitude of your parents influenced your success in college?

COMMENTS:



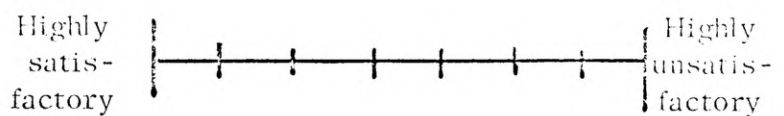
To what extent did you feel that you could talk to most of your instructors?

COMMENTS:



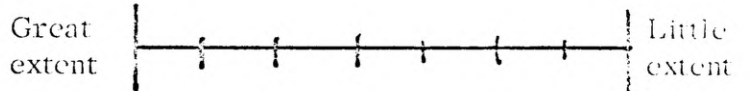
To what extent did you feel that your adjustment to dormitory life was satisfactory for you?

COMMENTS:



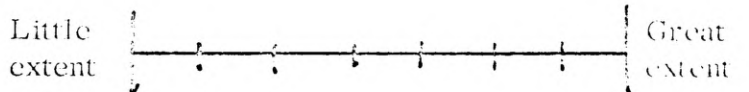
To what extent did you feel the need to obtain guidance from your denominational religious leader?

COMMENTS:



To what extent did you participate in organized social activities on campus?

COMMENTS:



To what extent were you dependent upon your parents for the financing of your college work?

COMMENTS:

Great extent or always | Little extent or never

To what extent did you feel welcome in the organized social activities in which you participated on campus?

COMMENTS:

Little extent | Great extent

To what extent did you obtain guidance from the religious leader of your denomination in Bozeman?

COMMENTS:

Great extent or always | Little extent or never

To what extent did you want more guidance services to help you with social dating problems?

COMMENTS:

Little extent | Great extent

To what extent did you feel that talking with your friends was helpful in your adjustment to college life?

COMMENTS:

Great extent | Little extent

To what extent did you feel that there were problems for you in adjusting to campus social life?

COMMENTS:

Little extent | Great extent

If there are other problems that you experienced that are not covered by the statements, please indicate them below.

APPENDIX B

FORTRAN PROGRAM

```
DIMENSION X(60), L(60)
100 Format (3I4, 24I2)
101 Format (3I4, 24I1, 7I4)
1 Read 100, ID1, ID2, ID3, (X(I), I=1, 24)
DO 5 I=1, 24
L(I)=X(I)
5 CONTINUE
ISOD=0
IACA=0
IFREL=0
ISAJ=0
IRELA=0
IATC=0
ITOT=0
ISOD=ISOD+L(1)+L(5)+L(22)+L(9)
IFREL=IFREL+L(2)+L(14)+L(19)
IRELA=IRELA+L(3)+L(11)+L(13)+L(17)+L(21)
IACA=IACA+L(4)+L(6)+L(7)+L(15)
IATC=IATC+L(10)+L(12)+L(23)+L(16)
ISAJ=ISAJ+L(8)+L(24)+L(18)+L(20)
ITOT=ITOT+ISOD+IFREL+IRELA+IACA+ISAJ+IATC
PUNCH 101, ID1, ID2, ID3, (X(I), I=1, 24), ISOD, IFREL, IRELA, IACA, ISAJ
1 IATC, ITOT
GO TO 1
END
```

APPENDIX C

"t" Test Results of Freshmen v.s. Sophomore

Item	Category	Mean	S.D.	t-Test	D.F.
Soc. Dat.	Soph.	3.00000	1.80277	1.77514	26
	Fresh.	1.91666	1.32024		
Fam. Rel.	Soph.	5.00000	2.12132	.81127	26
	Fresh.	5.58333	1.49768		
Rel. Adj.	Soph.	1.93750	1.67588	.50194	26
	Fresh.	1.66666	.94280		
Acd. Adj.	Soph.	4.18750	1.87812	1.51997	26
	Fresh.	3.08333	1.93469		
Soc. Dat.	Soph.	1.06250	.24206	.89018	26
	Fresh.	1.00000	0.00000		
Acd. Adj.	Soph.	5.18750	1.54994	.89315	26
	Fresh.	5.66666	1.17851		
Acd. Adj.	Soph.	3.87500	1.72753	.54753	26
	Fresh.	3.50000	1.89296		
Soc. Adj.	Soph.	3.18750	2.12775	.68406	26
	Fresh.	2.66666	1.79505		
Soc. Dat.	Soph.	2.31250	1.75779	2.03900	26
	Fresh.	1.25000	.43301		
Col. Adj.	Soph.	2.18750	2.03773	.74675	26
	Fresh.	1.66666	1.49071		
Rel. Adj.	Soph.	3.25000	2.35849	.17138	26
	Fresh.	3.08333	2.78263		
Col. Adj.	Soph.	2.87500	2.34187	.74199	26
	Fresh.	2.25000	2.00520		
Rel. Adj.	Soph.	1.62500	1.36358	.68665	26
	Fresh.	1.33333	.62360		
Fam. Rel.	Soph.	6.00000	1.27475	1.26886	26
	Fresh.	5.08333	2.49861		
Acd. Adj.	Soph.	4.00000	1.58113	1.29469	26
	Fresh.	4.83333	1.81811		
Col. Adj.	Soph.	3.93750	2.41010	.10305	26
	Fresh.	3.83333	2.93919		
Rel. Adj.	Soph.	1.81250	1.58976	1.56404	26
	Fresh.	1.08333	1.58976		
Soc. Adj.	Soph.	4.50000	2.06155	.93256	26
	Fresh.	3.75000	2.16506		

APPENDIX C (continued)

Fam. Rel.	Soph.	3.87500	2.36841	.52147	26
	Fresh.	3.41666	2.17785		
Soc. Adj.	Soph.	4.50000	2.00000	.31096	26
	Fresh.	4.75000	2.24072		
Rel. Adj.	Soph.	1.75000	1.52069	1.29429	26
	Fresh.	1.16666	.37267		
Soc. Dat.	Soph.	1.12500	.33071	1.27632	26
	Fresh.	1.50000	1.11803		
Col. Adj.	Soph.	6.00000	1.17260	1.05839	26
	Fresh.	5.33333	2.13437		
Soc. Adj.	Soph.	3.18750	1.70362	2.97260***	26
	Fresh.	1.58333	.95379		
Soc. Dat.	Soph.	7.50000	2.97909	1.28677	26
Total	Fresh.	5.66666	2.05480		
Fam. Rel.	Soph.	14.87500	4.15143	.47647	26
Total	Fresh.	14.08333	4.60902		
Rel. Adj.	Soph.	10.37500	6.44083	1.00699	26
Total	Fresh.	8.33333	3.17104		
Acd. Adj.	Soph.	17.25000	3.13249	.13522	26
Total	Fresh.	17.08333	3.35306		
Soc. Adj.	Soph.	15.37500	5.21865	1.31425	26
Total	Fresh.	12.75000	5.24603		
Col. Adj.	Soph.	15.00000	5.53398	.88028	26
Total	Fresh.	13.08333	5.92253		
All Items	Soph.	80.37500	15.93296	1.52940	26
Total	Fresh.	71.00000	16.21213		

***Significant at .01 level of confidence

APPENDIX D

"t" Test Results of Freshmen v.s. All Other

Item	Category	Mean	S.D.	t-Test	D. F.
Soc. Dat.	Freshmen	1.91666	1.32024	1.26991	33
	All Other	2.65217	1.75966		
Fam. Rel.	Freshmen	5.58333	1.49768	.43353	33
	All Other	5.30434	1.94343		
Rel. Adj.	Freshmen	1.66666	.94280	.15607	33
	All Other	1.73913	1.45115		
Acad. Adj.	Freshmen	3.08333	1.93469	.61827	33
	All Other	2.52173	2.01881		
Soc. Dat.	Freshmen	1.00000	0.00000	1.00213	33
	All Other	1.13043	.44763		
Acad. Adj.	Freshmen	5.66666	1.17851	1.02315	33
	All Other	5.04347	1.92191		
Acad. Adj.	Freshmen	3.50000	1.89296	.55687	33
	All Other	3.86956	1.84872		
Soc. Adj.	Freshmen	2.66666	1.79505	.52525	33
	All Other	3.04347	2.11574		
Soc. Dat.	Freshmen	1.25000	.43301	1.83301	33
	All Other	2.13043	1.62331		
Col. Adj.	Freshmen	1.66666	1.49071	.54558	33
	All Other	2.00000	1.81778		
Rel. Adj.	Freshmen	3.08333	2.78263	.43447	33
	All Other	3.47826	2.42934		
Col. Adj.	Freshmen	2.25000	2.00520	.13197	33
	All Other	2.34782	2.11842		
Rel. Adj.	Freshmen	1.33333	.62360	.81449	33
	All Other	1.65217	1.27206		
Fam. Rel.	Freshmen	5.08333	2.49861	.82604	33
	All Other	5.65217	1.57724		
Acad. Adj.	Freshmen	4.83333	1.81811	.97792	33
	All Other	4.21739	1.74347		
Col. Adj.	Freshmen	3.83333	2.93919	.05278	33
	All Other	3.78260	2.57000		
Rel. Adj.	Freshmen	1.08333	.27638	1.44197	33
	All Other	1.82608	1.76073		
Soc. Adj.	Freshmen	3.75000	2.16506	.14677	33
	All Other	3.86956	2.34621		

APPENDIX D

"t" Test Results of Freshmen v.s. All Other

Item	Category	Mean	S.D.	t-Test	D.F.
Soc. Dat.	Freshmen	1.91666	1.32024	1.26991	33
	All Other	2.65217	1.75966		
Fam. Rel.	Freshmen	5.58333	1.49768	.43353	33
	All Other	5.30434	1.94343		
Rel. Adj.	Freshmen	1.66666	.94280	.15607	33
	All Other	1.73913	1.45115		
Acd. Adj.	Freshmen	3.08333	1.93469	.61827	33
	All Other	2.52173	2.01881		
Soc. Dat.	Freshmen	1.00000	0.00000	1.00213	33
	All Other	1.13043	.44763		
Acd. Adj.	Freshmen	5.66666	1.17851	1.02315	33
	All Other	5.04347	1.92191		
Acd. Adj.	Freshmen	3.50000	1.89296	.55687	33
	All Other	3.86956	1.84872		
Soc. Adj.	Freshmen	2.66666	1.79505	.52525	33
	All Other	3.04347	2.11574		
Soc. Dat.	Freshmen	1.25000	.43301	1.83301	33
	All Other	2.13043	1.62331		
Col. Adj.	Freshmen	1.66666	1.49071	.54558	33
	All Other	2.00000	1.81778		
Rel. Adj.	Freshmen	3.08333	2.78263	.43447	33
	All Other	3.47826	2.42934		
Col. Adj.	Freshmen	2.25000	2.00520	.13197	33
	All Other	2.34782	2.11842		
Rel. Adj.	Freshmen	1.33333	.62360	.81449	33
	All Other	1.65217	1.27206		
Fam. Rel.	Freshmen	5.08333	2.49861	.82604	33
	All Other	5.65217	1.57724		
Acd. Adj.	Freshmen	4.83333	1.81811	.97792	33
	All Other	4.21739	1.74347		
Col. Adj.	Freshmen	3.83333	2.93919	.05278	33
	All Other	3.78260	2.57000		
Rel. Adj.	Freshmen	1.08333	.27638	1.44197	33
	All Other	1.82608	1.76073		
Soc. Adj.	Freshmen	3.75000	2.16506	.14677	33
	All Other	3.86956	2.34621		

APPENDIX D (continued)

Fam. Rel.	Freshmen	3.41666	2.17785	.17860	33
	All Other	3.56521	2.41059		
Soc. Adj.	Freshmen	4.75000	2.24072	.86217	33
	All Other	4.04347	2.33085		
Rel. Adj.	Freshmen	1.16666	.37267	1.02354	33
	All Other	1.56521	1.31301		
Soc. Dat.	Freshmen	1.50000	1.11803	1.03490	33
	All Other	1.21739	.50703		
Col. Adj.	Freshmen	5.33333	2.13437	.40808	33
	All Other	5.60869	1.76288		
Soc. Adj.	Freshmen	1.58333	.95379	2.60411**	33
	All Other	3.26086	2.11037		
Soc. Dat.	Freshmen	5.66666	2.05480	1.47711	33
Total	All Other	7.13043	3.08297		
Fam. Rel.	Freshmen	14.08333	4.60902	.30180	33
Total	All Other	14.52173	3.78635		
Rel. Adj.	Freshmen	8.33333	3.17104	1.05737	33
Total	All Other	10.26086	5.85489		
Acd. Adj.	Freshmen	17.08333	3.35306	.33431	33
Total	All Other	16.65217	3.74872		
Soc. Adj.	Freshmen	12.75000	5.24603	.73028	33
Total	All Other	14.21739	5.83062		
Col. Adj.	Freshmen	13.08333	5.92253	.32528	33
Total	All Other	13.73913	5.52635		
All Items	Freshmen	71.00000	16.21213	.97799	33
Total	All Other	76.52173	15.67293		

**Significant at .02 level of confidence

APPENDIX E

"t" Test Results of Sophomore v.s. All Others

Item	Category	Mean	S.D.	t-Test	D.F.
Soc. Dat.	Sophomore	3.00000	1.80277	.60118	33
	All Others	2.65217	1.75966		
Fam. Rel.	Sophomore	5.00000	2.12132	.46339	33
	All Others	5.30434	1.94343		
Rel. Adj.	Sophomore	1.93750	1.67588	.39409	33
	All Others	1.73913	1.45115		
Acad. Adj.	Sophomore	4.18750	1.87812	1.04183	33
	All Others	3.52173	2.01881		
Soc. Dat.	Sophomore	1.06250	.24206	.55201	33
	All Others	1.13043	.44763		
Acad. Adj.	Sophomore	5.18750	1.54994	.24848	33
	All Others	5.04347	1.92121		
Acad. Adj.	Sophomore	3.87500	1.72753	.00928	33
	All Others	3.86956	1.84872		
Soc. Adj.	Sophomore	3.18750	2.12775	.20863	33
	All Others	3.04347	2.11574		
Soc. Dat.	Sophomore	2.31250	1.75779	.33307	33
	All Others	2.13043	1.62331		
Col. Adj.	Sophomore	2.18750	2.03773	.30154	33
	All Others	2.00000	1.81778		
Rel. Adj.	Sophomore	3.25000	2.35849	.29204	33
	All Others	3.47826	2.42934		
Col. Adj.	Sophomore	2.87500	2.34187	.73218	33
	All Others	2.34782	2.11842		
Rel. Adj.	Sophomore	1.62500	1.36358	.06371	33
	All Others	1.65217	1.27206		
Fam. Rel.	Sophomore	6.00000	1.27475	.73073	33
	All Others	5.65217	1.57724		
Acad. Adj.	Sophomore	4.00000	1.58113	.39759	33
	All Others	4.21739	1.74347		
Col. Adj.	Sophomore	3.93750	2.41010	.18984	33
	All Others	3.78260	2.57000		
Rel. Adj.	Sophomore	1.81250	1.58976	.02463	33
	All Others	1.82608	1.76073		
Soc. Adj.	Sophomore	4.50000	2.06155	.86640	33
	All Others	3.86956	2.34621		

APPENDIX E (continued)

Fam. Rel.	Sophomore	3.87500	2.36841	.39756	33
	All Others	3.56521	2.41059		
Soc. Adj.	Sophomore	4.50000	2.00000	.63665	33
	All Others	4.04347	2.33085		
Rel. Adj.	Sophomore	1.75000	1.52069	.40518	33
	All Others	1.56521	1.31301		
Soc. Dat.	Sophomore	1.12500	.33071	.63909	33
	All Others	1.21739	.50703		
Col. Adj.	Sophomore	6.00000	1.17260	.77504	33
	All Others	5.60869	1.76288		
Soc. Adj.	Sophomore	3.18750	1.70362	.11522	33
	All Others	3.26086	2.11037		
Soc. Dat.	Sophomore	7.50000	2.97909	.37327	33
Total	All Others	7.13043	3.08297		
Fam. Rel.	Sophomore	14.87500	4.15143	.27553	33
Total	All Others	14.52173	3.78635		
Rel. Adj.	Sophomore	10.37500	6.44083	.05748	33
Total	All Others	10.26086	5.85489		
Acd. Adj.	Sophomore	17.25000	3.13249	.52290	33
Total	All Others	16.65217	3.74872		
Soc. Adj.	Sophomore	15.37500	5.21865	.63605	33
Total	All Others	14.21739	5.83062		
Col. Adj.	Sophomore	15.00000	5.53398	.70045	33
Total	All Others	13.73913	5.52635		
All Items	Sophomore	80.37500	15.93296	.75014	33
Total	All Others	76.52173	15.67293		

APPENDIX F

"t" Test Results of Male v.s. Female

Item	Category	Mean	S.D.	t-Test	D.F.
Soc. Dat.	Male	1.64285	1.10886	2.36890*	33
	Female	2.90476	1.77025		
Fam. Rel.	Male	4.92857	1.57952	1.28782	33
	Female	5.71428	1.88080		
Rel. Adj.	Male	1.35714	.61028	1.35659	33
	Female	1.95238	1.55765		
Acd. Adj.	Male	3.28571	1.86809	.20689	33
	Female	3.42857	2.08329		
Soc. Dat.	Male	1.00000	0.00000	1.13986	33
	Female	1.14285	.46656		
Acd. Adj.	Male	5.50000	1.45160	.68184	33
	Female	5.09523	1.87476		
Acd. Adj.	Male	3.92857	2.08615	.48134	33
	Female	3.61904	1.70367		
Soc. Adj.	Male	2.85714	1.99489	.13670	33
	Female	2.95238	2.03484		
Soc. Dat.	Male	1.71428	1.43569	.39424	33
	Female	1.90476	1.37684		
Col. Adj.	Male	1.28571	.45175	1.74971	33
	Female	2.28571	2.09632		
Rel. Adj.	Male	2.07142	2.05162	2.61797**	33
	Female	4.19047	2.51886		
Col. Adj.	Male	2.42857	2.12852	.26564	33
	Female	2.23809	2.04484		
Rel. Adj.	Male	1.21428	.55787	1.47614	33
	Female	1.76190	1.30583		
Fam. Rel.	Male	5.21428	1.77999	.60058	33
	Female	5.61904	2.05811		
Acd. Adj.	Male	4.57142	1.98976	.38604	33
	Female	4.33333	1.64268		
Col. Adj.	Male	3.71428	2.65729	.15324	33
	Female	3.85714	2.73052		
Rel. Adj.	Male	1.07142	.25753	1.69066	33
	Female	1.90476	1.82325		
Soc. Adj.	Male	3.64285	2.12492	.39296	33
	Female	3.95238	2.37999		

APPENDIX F (continued)

Fam. Rel.	Male	2.92857	1.94437	1.23648	33
	Female	3.90476	2.48624		
Soc. Adj.	Male	4.21428	2.17710	.14838	33
	Female	4.33333	2.41687		
Rel. Adj.	Male	1.14285	.34992	1.27462	33
	Female	1.61904	1.36193		
Soc. Dat.	Male	1.57142	1.11574	1.65304	33
	Female	1.14285	.34992		
Col. Adj.	Male	4.57142	2.12852	2.62365**	33
	Female	6.14285	1.42380		
Soc. Dat.	Male	2.64285	2.02156	.10524	33
	Female	2.71428	1.93077		
Soc. Adj.	Male	5.92857	2.84012	1.20703	33
Total	Female	7.09523	2.77582		
Fam. Rel.	Male	13.07142	3.05811	1.58561	33
Total	Female	15.23809	4.44977		
Rel. Adj.	Male	6.85714	2.74791	2.82862***	33
Total	Female	11.42857	5.59397		
Acd. Adj.	Male	17.28571	3.12658	.65056	33
Total	Female	16.47619	3.88671		
Soc. Adj.	Male	13.35714	5.72721	.30416	33
Total	Female	13.95238	5.63557		
Col. Adj.	Male	12.00000	4.91353	1.31951	33
Total	Female	14.52380	5.91703		
All Items	Male	68.50000	12.94355	1.93513	33
Total	Female	78.71428	16.65088		

* Significant at .05 level of confidence

** Significant at .02 level of confidence

*** Significant at .01 level of confidence

APPENDIX G

"t" Test Results of Married v.s. Single

Item	Category	Mean	S.D.	t-Test	D.F.
Soc. Dat.	Single	2.62068	1.73033	1.78906	33
	Married	1.33333	.47140		
Fam. Rel.	Single	5.62068	1.66947	1.65594	33
	Married	4.33333	2.05480		
Rel. Adj.	Single	1.82758	1.39132	1.14254	33
	Married	1.16666	.37267		
Accl. Adj.	Single	3.55172	2.02716	1.19076	33
	Married	2.50000	1.60727		
Soc. Dat.	Single	1.10344	.40213	.62264	33
	Married	1.00000	0.00000		
Accl. Adj.	Single	5.06896	1.81812	1.44314	33
	Married	6.16666	.68718		
Accl. Adj.	Single	3.86206	1.85182	.83249	33
	Married	3.16666	1.86339		
Soc. Adj.	Single	3.10344	2.10655	1.23522	33
	Married	2.00000	1.15470		
Soc. Dat.	Single	2.00000	1.48556	1.62940	33
	Married	1.00000	0.00000		
Col. Adj.	Single	2.06896	1.81812	1.41052	33
	Married	1.00000	.57735		
Rel. Adj.	Single	3.37931	2.52455	.18540	33
	Married	3.16666	2.73353		
Col. Adj.	Single	2.55172	2.20635	1.51568	33
	Married	1.16666	.37267		
Rel. Adj.	Single	1.58620	1.18953	.50749	33
	Married	1.33333	.47140		
Fam. Rel.	Single	6.06896	1.31125	5.62434****	33
	Married	2.50000	1.89296		
Accl. Adj.	Single	4.24137	1.73513	1.39577	33
	Married	5.33333	1.79505		
Col. Adj.	Single	3.79310	2.59148	.03334	33
	Married	3.83333	3.18416		
Rel. Adj.	Single	1.62068	1.60631	.42971	33
	Married	1.33333	.47140		
Soc. Adj.	Single	4.00000	2.34888	.98386	33
	Married	3.00000	1.73205		

APPENDIX G (continued)

Fam. Rel.	Single	3.75862	2.38754	1.39042	33
	Married	2.33333	1.59861		
Soc. Adj.	Single	4.44827	2.37205	.91693	33
	Married	3.50000	1.89296		
Rel. Adj.	Single	1.44827	1.19152	.23030	33
	Married	1.33333	.47140		
Soc. Dat.	Single	1.37931	.84746	1.08341	33
	Married	1.00000	0.00000		
Col. Adj.	Single	5.75862	1.67445	1.75706	33
	Married	4.33333	2.42670		
Soc. Dat.	Single	2.96551	2.04235	1.92530	33
	Married	1.33333	.47140		
Soc. Adj.	Single	7.10344	2.91659	2.29365*	33
Total	Married	4.33333	.47140		
Fam. Rel.	Single	15.44827	3.41988	4.18372****	33
Total	Married	9.16666	2.91070		
Rel. Adj.	Single	9.86206	5.41851	.65824	33
Total	Married	8.33333	3.54338		
Acd. Adj.	Single	16.72413	3.73147	.27159	33
Total	Married	17.16666	3.02306		
Soc. Adj.	Single	14.51724	5.56851	1.92734	33
Total	Married	9.83333	4.48763		
Col. Adj.	Single	14.17241	5.45874	1.56114	33
Total	Married	10.33333	5.61743		
All Items	Single	77.82758	14.38166	2.88015***	33
Total	Married	59.16666	14.80334		

* Significant at .05 level of confidence

*** Significant at .01 level of confidence

**** Significant at .001 level of confidence

APPENDIX H

STUDENT COMMENTS

Item 1. To what extent did you depend upon friends for advice about social dating?

Quest. No.	Cont. Val.	Comment
1	1	"I was going with a girl since High School and my mind was already made up about dating."
2	1	"I feel you shouldn't need a friend's advice. He probably knows less than you do."
3	1	"I date very little."
4	4	"Occasionally I sought advice, but generally I made my own decisions."
5	1	"I've only gone out once in the past two years."
6	5	"While dating we tend to see people through rose-colored glasses. Friends are more objective."
7	1	"Feel that it is none of their business."
8	1	"I usually find out about people for myself."
9	1	"Never dated in college."
10	1	"Could handle own dates from previous experience."
11	2	"Disagreed with friends, dated a H.S. girl."
12	1	"I did not depend on any advice as I was married."
13	2	"I was engaged out of H.S. and during H.S. because it was small there was little need of influence."
14	2	"I went out mostly with a boy from home."
15	1	"Married at the present. Social affairs are planned with husband."
16	2	"I know enough about social dating from high school and my parents. I did learn general things from the sorority."
17	3	"Did very little, but dated girls I knew mostly."
18	7	"If my friends did not agree on a certain boy who I wished to date, usually I would not consider him."
19	5	"Although I finally decided myself I was concerned about who to date and how to act - lack of confidence."
20	1	"Girls tend to atone another about what some one is like - usually known as girl talk. I felt that I knew the person before I ever dated him so I didn't need very many comments."
21	4	"When I knew the guy, I made up my own decision. If I had a blind date, it was because my friends had advised me."
22	3	"Observed other people, and thought for myself, arriving at my own conclusions."

- 23 3 "I asked usually about the type of clothing to wear and what to do, but not about the boys to date."
- 24 2 "I am an individual and I felt that no one except myself could behave the way I would in any instance."
- 25 4 "I valued my friends comments and advice on the boys, clothing, etc. but I used my own ideas, too."
- 26 1 "Have been dating since Junior High - only advice requested may have been about an occasional blind date."
- 27 6 "I had two very close friends whom I always confided in. We discussed such matters."
- 28 5 "To some extent advice was used because the types of social dating were different and I needed first hand advice."
- 29 2 "I just asked friends if they knew the person I was to date."
- 30 1 "Married."
- 31 1 "Didn't have to. Had a good attitude toward and knowledge of this stuff."
- 32 2 "Lived at home, little contact with school friends; however, had advice before school to watch out for the wolves."
- 33 2 "The only questions I ever had were about types of functions I had never attended."
- 34 4 "Living in a dorm, most of our discussions were centered around dating."
- 35 1 "Have serious relationship with one girl."

Item 2. To what extent did you maintain contact with your parents while at the University?

Quest. No.	Cont. Val.	Comment
1	2	"I probably wrote my parents once a month if that much and never called them."
2	4	"Letter once a week. Go home once a month."
3	7	"I feel that this is very important."
4	7	"Tended to go home quite frequently."
5	7	"Very close family ties."
6	6	"My family is close."
7	5	"Write about once a week."
8	7	"I live at home."
9	6	"Wrote once every week."
10	7	"Letters and call home twice a quarter."
11	4	"One letter a week."

- 12 7 "Since I have been married for many years, my contact did not pertain to college work."
- 13 4 "The need for home contact was not great in me. Therefore, satisfy my parents with a letter a week."
- 14 6 "I wrote home every week or two."
- 15 7 "We communicate frequently by letter and phone."
- 16 7 "I lived at home until this quarter. Then they moved out of town."
- 17 6 "Letters and home on week ends."
- 18 7 "The first quarter I had a great deal of contact, because I was homesick, however, now the contact is very little."
- 19 5 "As far as the average college student goes and also as far as myself before coming to school I feel I maintained above average contact."
- 20 7 "My parents and I are very close to me as well as having their residence near by. I felt they knew everything I did in school either by telephone or letters or a visit."
- 21 7 "Calling home and writing lots of letters."
- 22 7 "Great extent only with my Mother; little extent with my Father."
- 23 7 "I write to my parents twice a week and call about once a month."
- 24 4 "I saw my Mom as often as I felt I could afford the time from my studies. Seldom wrote."
- 25 4 "Every now and then I called them and wrote a letter when I could. I was never homesick."
- 26 4 "My family and I write occasionally, but not extensively - more phone calls than letters."
- 27 1 "I lived at home."
- 28 6 "My folks were near and so all holidays and long week ends were spent at home."
- 29 5 "I wrote home once a week and went home at least one time a quarter."
- 30 2 "They live in Colorado."
- 31 3 "Went home at quarter breaks; wrote letters three times a quarter."
- 32 7 "Lived at home."
- 33 6 "I live with my parents."
- 34 6 "I kept in contact with my parents mostly through letters and phone. On the average I would either write or call at least twice a week."
- 35 3 "Letters was only mode since school was in California."

Item 3. To what extent did you feel that the personal freedom of the college environment conflicted greatly with your religious training?

Quest. No.	Cont. Val.	Comment
1	1	"Never bothered me because I never went to church."
2	1	"If you are serious about religion you will go to church and live by the book."
3	1	"I think personal freedom in some cases enhances your religious training."
4	2	"Most things are alright in moderation."
5	1	"I have no religious training."
6	2	"There are many convincing arguments heard contrary to our beliefs."
7	1	"Freedom to me is not equated to sin."
8	1	"My life hasn't changed much since I entered college."
9	2	"Did not conflict at all."
10	3	"Sleep is overwhelming on Sunday morning."
11	1	"No change."
12	1	None
13	1	"Home training had made religion such an important part of the week that I was unaffected."
14	1	"I got a lot out of going to church regularly since I'm a Catholic."
15	1	"I have continued practicing my religion as I had done previously."
16	1	"Personal freedom has not affected my religious training at all."
17	2	"I probably had too much personal freedom."
18	1	"College does not allow that much freedom. It improved my religious thinking more rather than hindered."
19	2	"Having quite a liberal religious background I found with the exception of going to church I was little affected."
20	1	"My college environment has always included a religious aspect due to training at home. I always found time to go to church. As far as personal freedom goes, ha. I was more free at home. If I don't care to do something, I don't."
21	3	"My family is religious minded."
22	1	"Never, because I kept my religious beliefs to myself."
23	2	"About the only way it has conflicted is that I don't go to church as often because I don't take the time or it is too far to walk."
24	2	None
25	5	"Less time to go to church. The drinking and smoking were freer. No one to tell you what to do. Many small things conflicted."
26	1	"The challenges one faces are left to his discretion - "freedom" is not forced upon the college students."

27	1	"I was brought up in a religious home. I was taught the difference between right and wrong. Although, my parents were not real strict with me in H.S., I did not feel any conflict of freedom when I came to college."
28	7	"The drinking and freedom of sex practices were far too much in conflict with my religious training."
29	4	"I went to church when I could."
30	1	None
31	1	"My religion is nearly pantheistic; it correlated rather than conflicted."
32	2	"Didn't take the opportunities to go to church as much as in High School because was away from parochial environment."
33	1	"I haven't changed in my habits as far as religion."
34	1	"It didn't conflict, mainly because I feel religion is personal and there is not a Unitarian church, as such, in Bozeman."
35	1	"None what so ever."

Item 4. To what extent did you know how to study for your course work when you entered the University?

Quest. No.	Cont. Val.	Comment
1	5	"I had a vague idea of what was going. It took a while to understand the difference between H.S. and college."
2	1	"I had bad studying habits."
3	3	"I had no special training in studying."
4	1	"High school was too easy for me. I always got very good grades with very little effort."
5	5	"After 3 years in Jr. College I had plenty of practice."
6	5	"I knew how in high school but didn't."
7	2	"Still have poor study habits."
8	6	"I learned to study quite well in high school."
9	3	"Much more objective than high school."
10	5	"Good study habits in H.S."
11	3	"Just knew from what big brother told me."
12	3	
13	3	"I had never had to work hard to receive good grades until college, thus a defect in studying ability."
14	4	"I knew how to take notes, but had to learn to settle down and study."
15	0	"I had been out of school for a number of years. My grades are

- improving each quarter so I believe I needed to readjust my schedule between home and school."
- 16 1 "I had to learn how to study when I came to college."
- 17 2 "2.29 first quarter and a 3.13 second quarter."
- 18 1 "There is a secret to studying one does not learn this over night. I still don't feel as if I have mastered the 'art'."
- 19 1 "I still have lousy study habits."
- 20 7 "I had similiar courses and methods of study I learned in high school. I had no trouble."
- 21 4 "I have always studied - but not in the right way which would have accomplished the most."
- 22 6 "Knew how to study but did not apply myself at all times."
- 23 5 "I had to study very hard in high school to do as well as I wanted and we were taught how to study."
- 24 3 "I had ideas but I'm still working at it."
- 25 2 "I did fine the first 2 quarters, but began to have trouble. Studying doesn't come easy."
- 26 1 "Was always able to complete H.S. requirements at school; also had much direct supervision which one does not have at college."
- 27 7 "I was well aware that college would be hard so I studied from the start."
- 28 3 "It was different time wise to learn and use the same study habits as in high school and I had to learn new ones."
- 29 2 "I learned a lot in a little time!"
- 30 1 "At 16 when I finished high school I hadn't even planned on college."
- 31 6 "Had good preparation in high school. I pushed myself hard then and now it comes easy."
- 32 1 "NOTHING was ever mentioned."
- 33 4 "High School work is more planned for a student."
- 34 6 "Before I entered school I had already decided to be a teacher."
- 35 6 "I didn't always do it, but I had the training."

Item 5. To what extent did you use campus guidance services in solving problems relating to social dating?

Quest. No.	Cont. Val.	Comment
1	1	"Never knew there was any."
2	1	"I never did. I feel this is useless."
3	1	
4	1	"Never."
5	1	"Never dated, no problems."

6	1	"My moral code was already set."
7	1	"Had more pressing problems to discuss than dating problems."
8	1	"I never have used the campus guidance service because I've never needed to."
9	1	"Didn't even know we had any."
10	1	"Never see one."
11	1	
12	1	
13	1	
14	2	"I attended different lectures on this subject."
15	1	"Married and have no need for dating problems."
16	3	"Only through the sorority guidance."
17	1	"Never felt the need."
18	1	"I am engaged; therefore, no social dating."
19	1	"I am not aware of such an organization at this moment."
20	1	"If there were any problems at all for me to have help with, I asked my sorority sisters or my mother."
21	1	"I learned guidance in social dating all through High School."
22	1	"My social life is my own business - I don't feel that I need counseling on it."
23	1	"I feel as if I can solve any of the social dating problems I have come up against myself."
24	1	"Once I consulted Dr. Swain. He only clarified what I had felt."
25	1	"I knew nothing of any such service nor did I really need it."
26	1	"No need to."
27	1	"Never."
28	1	"Very little was used, my friends were sufficient."
29	1	"I just asked for academic help."
30	1	"Married."
31	1	"Didn't feel it was anybody else's business, and besides didn't need any advice."
32	1	"Never knew of such services."
33	1	"I was never acquainted with them and never really needed them."
34	1	"I haven't had a serious dating problem."
35	1	

Item 6. To what extent were you able to get help with your studies when you needed it?

Quest. No.	Cont. Val.	Comment
1	6	"I lived in a fraternity house, roommates helped me when needed."

- 2 4 "Depends on what I'm studying."
- 3 4 "When needed the help was usually easily obtained."
- 4 2 "Tried to get tutors or friends to help me, but wasn't too successful."
- 5 1 "I've never asked for help."
- 6 5 "It is available. Finding a suitable source seems to be the problem."
- 7 7 "All teachers willing to help."
- 8 7 "There are many people who offered to help me when I needed it."
- 9 6 "Students always helped, teachers usually found time to help."
- 10 7 "Always someone handy."
- 11 5 "Teachers always available; friends always study together."
- 12 7 "I feel all the instructors are more than happy to give assistance."
- 13 5 "Instructors here were usually willing to help also classmates helped."
- 14 4 "Discussed the classes with other students."
- 15 6 "Faculty seemed eager to answer any questions."
- 16 7 "Always from the sorority sisters and from my older brother."
- 17 6 "Students I knew from my home town."
- 18 6 "Most instructors are more than willing to help. Also other students were a great help."
- 19 6 "From buddies in the dorms, various kinds of help is abundant."
- 20 4 "This varied with the teacher I had. Usually men teachers (math and science) were always good to help but women (home economics) were not. They get too involved in themselves."
- 21 7 "My sorority sisters are always willing to lend a hand and most all the professors were more than willing to help me."
- 22 7 "Good friends, sorority sisters, or in a few cases, teachers helped me whenever I needed it."
- 23 2 "This was answered this way only because I never go to teachers and rarely to fellow students for help."
- 24 6 "I am assuming you mean help from teachers."
- 25 5 "There was always help in the sorority if it was needed or it was easy to ask your teacher."
- 26 7 "From friends, roommates and professors."
- 27 7 "I belong to a sorority so whenever I needed help I went up there and usually someone could help me."
- 28 4 "Most of the time I could find some help but usually people were too busy solving their own problems."
- 29 4 "I got help sometimes."
- 30 7 "Senior sister-in-law and husband."
- 31 6 "Fraternity brothers."

32	1	"Little or no contact with classmates."
33	6	"I could usually find a fraternity brother who had taken or was taking the same course as I."
34	4	"If I needed help there was always someone around to help me."
35	6	"Mostly friends, occasionally professors."

Item 7. To what extent did you feel that you had problems with your coursework?

Quest. No.	Cont. Val.	Comment
1	3	"I never had too many problems. I figured I had to work them out myself."
2	5	"I had a bad time taking time to study a little extra."
3	2	"I don't think I've had any really important problems."
4	7	"Again related mostly to my inability to really sit down and study."
5	1	"Didn't study hard and pulled good grades."
6	1	"I lacked background in some fields. But I enjoyed my courses so had few problems."
7	7	"Poor study habits."
8	1	"The first quarter was hard, but I changed curriculums."
9	5	"Had hardtime in getting interested in material."
10	5	"Just Physics this quarter."
11	6	"Found it hard to study steadily."
12	3	"After being out of school for many years, the adjustment is a little difficult."
13	5	"Due to my bad study habits."
14	5	"I believe I should have spent a lot more time on studies."
15	1	"I have had few problems because I am on limited registration and have taken courses I feel I can handle at the present."
16	5	"Never enough help from teachers. Courses are too vague - too general - teachers don't explain enough."
17	6	"Just unsure about what to study and how to until later on in the year."
18	5	"This quarter, I have had problems with studying."
19	6	"Course work was not as large a problem as a lack of self-discipline."
20	1	"I have had no great troubles."
21	5	"I am a poor reader and this is my biggest downfall. There's a lot of reading in college."
22	4	"With some courses, a great deal of help. With some courses, no help."

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|----|---|--|
| 23 | 4 | "I do have trouble with course work because I'm not a natural brain, but with a lot of hard work all courses have come, except one. It is a challenge but not really a major problem." |
| 24 | 6 | "I'm slow." |
| 25 | 4 | "Depended a lot on the particular course. I seemed to get behind in reading courses because put off reading." |
| 26 | 4 | "Have problems with math and science courses but none in major field." |
| 27 | 3 | "I had very few problems with my courses during my freshman year. It was my sophomore year that gave me trouble." |
| 28 | 4 | "I had problems keeping a level of good top grades. 'c's' were all I could get even with intense study." |
| 29 | 5 | "It depended upon the subject and the professor." |
| 30 | 1 | "I'm happily married." |
| 31 | 2 | "Only courses I hate bug me. I guess I refuse to work at them." |
| 32 | 2 | "I was doing my best work in my freshman year." |
| 33 | 2 | "My only problem was lack of initiative." |
| 34 | 4 | "This was solved through more studying on my part." |
| 35 | 1 | "Never taken a course I couldn't have received an 'A' in with a minimal effort." |

Item 8.. To what extent did you feel that you needed to talk to someone about your social relationships?

Quest. No.	Cont. Val.	Comment
1	1	"None, I did it myself."
2	1	"I feel I didn't have many social problems that were this bad."
3	1	"I think this comes with going to college."
4	4	"Some social confusion tends to affect my studying also."
5	5	"Talked it out with close friend over a beer."
6	6	"Nothing serious just a need for mutual understanding."
7	1	"There was just one quarter that bothered me."
8	1	"I like to talk to my friends about my social relationships sometimes."
9	3	
10	2	"Didn't get too involved here."
11	2	"Talk wasn't a problem."
12	1	
13	2	"Never had that many problems socially."
14	6	"I think everyone needs to talk to someone at times."

- 15 1 "My husband and I work out our social relationships."
- 16 1 "Very few times did I discuss my social relations - then only with my family or a very close friend."
- 17 5 "Tried not to get too involved because as a freshman I just wanted to study."
- 18 1 "I am very sure of my moral ideas, and have never run into any conflicts."
- 19 6 "I believe life revolves around communication with other people. I often felt a longing for some one who felt as I did."
- 20 1 "If I had to talk to someone about my social relationships, I talked to the person I went out with and sometimes a roommate."
- 21 7 "If my parents were here, I would talk to them. My roommates and sorority sisters are always talking about social relationships."
- 22 1 "My social relationships were, I repeat, my own business."
- 23 4 "My best friend is here and I feel like talking them all over with her but much of it I keep to myself unless other friends ask about a date, etc."
- 24 3 "I felt they should be private, but I did discuss with my best friend sometimes."
- 25 5 "I had plenty of friends to talk to and I felt good relating it and good visits."
- 26 1 "Have never felt any great degree of lack of confidence in social relationships."
- 27 4 "Always had sorority sisters to talk to."
- 28 1 "Very little because I felt satisfied with my social affairs."
- 29 1 "I adapted to college life fairly easily."
- 30 4 "A certain amount of inter-family gossip but this is taken care of in the family."
- 31 1 "I keep nearly everything to myself."
- 32 4 "Didn't think much about them - was going steady with a guy I had gone to high school with - not much of a problem."
- 33 7 "I never really had any problems."
- 34 5 "We usually talk about this in the dorm and I always added my comments."
- 35 3 "Hard to find a person with the intelligence and sensitivity to really reveal yourself to."

Item 9. To what extent did you experience problems in social dating?

Quest. No.	Cont. Val.	Comment
1	1	"None."

2 1 "I never had any problems."

3 1

4 1 "I can get along fairly well with most members of the opposite sex."

5 1 "Never dated."

6 2 "The girl sets the pace of the date for the most part."

7 1 "No problems."

8 1 "I feel at ease with opposite sex."

9 1

10 1 "Except for getting dates."

11 6 "Dated little freshman year."

12 1

13 1 "I can recall no problems."

14 1 "I enjoyed meeting new people; but was bothered by a few!"

15 1 "Here again, married and dating not a problem."

16 1

17 2 "This was due to a lack of social dating."

18 1 "I never had any problems while on a date."

19 4 "Average type problems. Big school - scared - no confidence!"

20 1 "No problems. If I didn't care to be with someone I declined the date offer. Why accept it if you'll only make both miserable."

21 2 "I love people with a personality - most of the guys I have dated with showed me a good time."

22 3 "Problems only when drunkenness or 'wolf' attacks occurred, and they were managed."

23 2 "About the only problem has been drinking on a date, but I have figured that out for myself."

24 1 "Never worried about it."

25 3 "Drinking often presented a problem. Often the upper class men were a little bit fast - scared me."

26 1 "An occasional date who was only interested in drinking to the point of being obnoxious."

27 6 "It is hard to come from high school to college where you are nobody. I had a hard time meeting boys because I lived at home. Tended to remain in circle of High School friends."

28 5 "Greater extent was felt here because of the type of social dating religious beliefs kept me from participation in some activities."

29 2 "I was a little bit afraid at the beginning of the year because of the upperclass boys giving you the rush."

30 1 "Married."

31 1

32 3 "Boyfriend was away at college in Helena, I wanted, to a small extent, to date others."

- 33 1 "I never had any real problems."
 34 1 "No comment."
 35 2 "Usual timidity and lack of understanding of female mind."

Item 10. To what extent did you feel that guidance services were helpful to you in adjusting to the college environment?

Quest. No.	Cont. Val.	Comment
1	1	"What guidance service?"
2	1	"Just gave me the run around."
3	1	"I didn't take advantage of any guidance services."
4	1	"When you have a slightly negative attitude anyway it accomplishes little."
5	1	"Never used them."
6	3	"They don't consider the individual enough. Although my advisor is great."
7	1	"Was adjusted to college."
8	1	"I had no contact with them."
9	3	
10	1	"Never used them."
11	1	"Adjusted without using them."
12	1	"I received no guidance service."
13	1	"I had little need for outside help."
14	6	"I think students should talk more to guidance people."
15	1	"I started winter quarter and found people rude at registration. I did not know name of my advisor until few weeks ago."
16	4	"Especially on study habits."
17	2	"I never participate in such services."
18	7	"Entering college is a big step for someone who had never been away from home; the guidance was greatly appreciated."
19	2	"I took some tests and a few sessions but their value was nearly nil."
20	1	"Help - are you kidding. I think they did more to shove a person in a corner and make them feel inferior. They rush you through here and there so one can't think - no wonder so many freshmen get mixed up."
21	5	"My advisor has helped me in so many ways. He gives me that extra little push!!"
22	1	"Didn't use them. However, they may help some people."
23	1	"Again this is because I have never used them."

24	2	"Sorority was about my best guidance."
25	1	"I had little help, I enjoyed it the minute I got here. I had lots of class friends in the same boat."
26	1	"However, they may have been had I desired this help."
27		"Never used any guidance services."
28	4	"They were helpful during orientation week and our advisors are helpful too."
29	6	"They helped me a lot especially Spring quarter where I ran into trouble with some courses."
30		"I had no experience with them but they are useful. My husband took some guidance tests which pointed him toward the curriculum he is in."
31	2	"Never went to get any. It might have helped me if I had taken advantage of my opportunity. My advisors are so bad they don't give a damn what I do."
32	1	"No contact."
33	1	"I very seldom used a guidance service."
34	1	"I had had previous guidance and knew what I was going in to."
35	1	"I didn't need much adjusting and never tried them really."

Item 11. To what extent did you attend religious services in a Bozeman church?

Quest. No.	Cont. Val.	Comment
1	1	"None."
2	1	"Didn't go when I was home."
3	6	"I attend church regularly."
4	1	"Very seldom and never my own church."
5	1	"Haven't been to church in over 5 years."
6	7	"Family custom."
7	1	
8	7	"I teach Sunday School."
9	1	
10	2	"Sleep is overwhelming here."
11	1	"None, none at home."
12	1	"I previously lived in Livingston, that is for winter and part of spring quarter. Moved to Bozeman in April."
13	7	"Home training precipitated church, attends, also my religion helped."
14	7	"Sometimes I went more than once a week."
15	7	"I usually attend church in Bozeman each Sunday."

- 16 4 "I don't feel you have to go to church to be a good christian, but sometimes I like to attend church."
- 17 1 "Lack of knowing anybody, but didn't want to go most of the time."
- 18 5 "I had friends who usually went to church on Sunday - however, I still would have gone if they had not."
- 19 2 "I didn't attend too often."
- 20 7 "Regularly except when I went home where I would attend there."
- 21 2 "Until I came to college, I never hardly ever missed church and when I go home its the same way. Not many people I know go to my church."
- 22 1 "According to my own beliefs."
- 23 6 "Sometimes it was too cold to walk so far but otherwise I always went."
- 24 2 "Couldn't get up and find transportation."
- 25 4 "I went as often as possible. At least 4 times a quarter."
- 26 7 "Hope Lutheran - terrific pastors and friendly congregation."
- 27 4 "Sometimes."
- 28 7 "I'm a Christian that attends services regularly."
- 29 1 "I was tired on Sunday, but I tried to go whenever I could."
- 30 1 "We have our own concept of God."
- 31 2 "I get my religion everywhere, not just in church."
- 32 7 "Attended same church I had in high school. Lived two blocks away from it. Younger members of family and mom always went - established."
- 33 1 "Too lengthy to explain."
- 34 1 "There is not a Unitarian group in Bozeman."
- 35 1 "Alienation from organized churches."

Item 12. To what extent was the change from the home environment difficult for you?

Quest. No.	Cont. Val.	Comment
1	1	"None, I never had to change much. Wasn't a problem."
2	7	"Getting used to the damn food."
3	1	"The change was not difficult."
4	7	"I'm very close to both parents and I was a little too dependent upon them for advice."
5	1	"I've been away from home before, only missed my dog."
6	2	"After the initial change and adjustment."
7	1	"No problems being away from home."
8	1	"I live at home."
9	3	"I didn't feel that much difference."

- 10 1 "Traveled when young, used to leaving home."
- 11 6 "Missed my girl. Missed food and dependent life."
- 12 1
- 13 1 "I had been away from home before college with no difficulty, thus self confidence."
- 14 2 "I missed the higher mountains in Western Montana."
- 15 1 "We travel frequently and actually enjoy it."
- 16 1 "Bozeman has been my home for years. When I moved into the sorority there wasn't much of a change - more freedom."
- 17 6 "Getting used to living with someone else."
- 18 6 "I had a difficult time the first two weeks of school, later there were no problems."
- 19 2 "I don't think the change of environments was too difficult."
- 20 7 "Dorm life. My mother and I were very close and I missed the friendly relationship - housemothers can be terrible. The food was horrible too."
- 21 1 "I have worked away from home many summers."
- 22 1 "I think I adapt myself quite easily to other surroundings, even though I enjoy visiting home."
- 23 2 "I have gotten homesick but that has been my only major difficulty. With three little sisters I was used to noise and sharing a room."
- 24 2 "I have been away before and I enjoyed meeting people."
- 25 2 "Just the fact that I was on my own and not used to having to get myself to study."
- 26 1 "Have been away from home many times during childhood and adolescence."
- 27 "Lived at home."
- 28 5 "The freedom to make decisions, go places for any length of time meeting so many types of people and getting to know and understand them."
- 29 1 "I never did get lonely or afraid. I thought of it as a challenge to be met and thought it was quite fun and had a chance to be on my own."
- 30 1
- 31 2 "Any place is ok. It really doesn't bother me where I go."
- 32 1 "At home."
- 33 1 "I live at home."
- 34 2 "Being an Air Force child I was used to moving and making new friends. It was a very easy change."
- 35 1 "Have spent extended periods on my own before."

Item 13. To what extent did you attend religious activities of your denominational group on campus?

Quest. No.	Cont. Val.	Comment
1	1	"Never."
2	1	
3	2	"I attend church services, but I don't care to participate in any other activities."
4	1	"Never."
5	1	"Belong to no denomination."
6	2	"Most things seem phony."
7	1	
8	1	"I never have."
9	1	
10	3	"Conflicts."
11	1	"None."
12	1	
13	2	"At home we didn't have a strong denominational group in high school, therefore little interest in one here."
14	6	"I attended quite a few of the Newman club meetings."
15	1	"Occasionally I attend church on campus but find it is patterned more towards younger people."
16	2	"I am not active in my church youth group and have not been since college - too many college activities."
17	1	"I've never participated in such groups."
18	1	"I enjoyed going down town for church, just to get away from it all."
19	1	"Don't believe I ever went to one."
20	1	"I didn't have time for the activities as I had new obligations. Church was the important thing on Sunday."
21	1	"Our church doesn't have very many activities to get the young students together. I wish there was for I would love to go to some of them."
22	1	"It's a long story."
23	1	"I didn't ever feel as if I had time but also feel that I could have made time."
24	2	"Not much time from studies."
25	2	"I went to a few of the Wesley group. Activities - I was quite active in high school."
26	4	"Recent - mostly Faith and Life series of discussions which are non-denominational."
27	1	"Did not attend the group for my particular denomination. However I did help at a HS Young Life Club."

28	4	"Our group is active but not all the time on campus - I attended when they were available."
29	1	"Had troubles there. I only made it to one."
30	1	
31	1	"Why should I?"
32	1	"Never went to anything."
33	1	
34	1	"As I have stated before there isn't a Unitarian group."
35	1	"Alienation from organized churches, retain fundamental belief in God."

Item 14. To what extent did you feel that the attitude of your parents influenced your success in college?

Quest. No.	Cont. Val.	Comment
1	2	"My mother helps me in college. My father said, 'How did you do?' and that about it."
2	7	"If it wasn't for my parents I wouldn't be here."
3	1	"I think that the attitude of my parents had little influence on my college success."
4	7	"They had so much confidence in me that I felt I had to made good."
5	7	"I'm out to show them I can make it."
6	7	"Nothing is ever said about grades but they let me know that they are behind me all the way."
7	5	"Had money problems felt I had to work. When I work, grades drop!"
8	7	"They have a very positive attitude towards education."
9	7	
10	7	"They want me to do well and are financing part of my stay."
11	5	"Pushed by parents. They wanted me to graduate and instilled in me a desire to graduate. Wouldn't have made it without them."
12	1	
13	4	"They have stressed making it through and the grades I got since grade school. This has been both constructive and destructive."
14	6	"I was worried about the sickness in my family at home. My parents expected me to get 'A's' like my older sister received."
15	1	"My parents have not influenced my college work since my marriage."
16	7	"I always have praise and encouragement from my parents; they are so glad I am going to college, they do everything they can to help me out."

- 17 6 "I turned to my parents with problems."
- 18 5 "My parents never insisted that I attend college or pushed me into it. It was a decision on my own. This would aid my success, knowing that what I have earned, I did myself and on my own."
- 19 5 "It both helped and hindered."
- 20 7 "They are great and want me to have a life of my own so I will know how to raise my own children."
- 21 7 "I want to be successful to please my parents, along with myself. If you know someone cares, then their attitude is bound to have an effect on you."
- 22 7 "Have to live up to the expectations of everybody. A little bitterness, perhaps!"
- 23 7 "I can't give enough credit to my parents because I know they are always backing me up and give me confidence when it's lacking. They expect something of me, but not too much."
- 24 6 "My mom was encouraging but wasn't mad if I had trouble."
- 25 7 "They were glad to have me at college - they just wanted me to do good; they didn't push me and treated me like an adult and left me on my own."
- 26 5 "Kept me from becoming discouraged and quitting during sophomore year - also yielded standard they expected me to obtain, not grade wise but for own development."
- 27 7 "Both my parents are college graduates and so throughout my life they trained me the correct way. I never thought of doing any thing else but going to college."
- 28 6 "My parents always gave me a free choice as how to live my life and they trusted me here. I try my best."
- 29 6 "I'm not that successful and my parents forced me to come for at least two years."
- 30 1 "My parents were always against college. My husband and I feel that it is important for me to have an education not only for personal enrichment but for the security of our children."
- 31 6 "They developed me in a manner that I usually chose such things as would help me in the way education would."
- 32 4 "Parents wanted me to make good, I did, too, so wasn't much of an influence."
- 33 5 "My parents want me to get through college."
- 34 7 "They wanted me to come. Also through encouragement."
- 35 6 "They tried to allow freedom, enjoyed reading respected intelligence."

Item 15. To what extent did you feel that you could talk to most of your instructors?

Quest. No.	Cont. Val.	Comment
1	1	"Are you kidding?"
2	4	"Some instructors went out of their way for the student, while it seemed like others were out to get us."
3	2	"Most of my classes have been too large for this."
4	2	"I almost always feel they are so much more intelligent and somewhat aloof."
5	7	"They always said they would be around for help."
6	3	"Most instructors seem to have a lack of consideration for the individual."
7	7	"All seem friendly and helpful."
8	3	"Some instructors are beneficial to talk to; others it is a waste of time."
9	4	
10	6	"Mostly friendly instructors."
11	6	"Most made it clear that they were free to help you."
12	7	"I feel that most of the instructors I have had at this college are excellent."
13	6	"Almost every teacher I have had here I was able to communicate freely with."
14	5	"I wish I could have talked more to them."
15	7	"Most of my instructors have been willing to talk with the student."
16	6	"The majority of the teachers are easy to talk to, if you can ever get the chance to talk to them."
17	6	"Most instructors are willing to talk about a student's problems."
18	2	"Most instructors are in such a hurry that you don't feel comfortable by interrupting their schedule."
19	3	"Scared."
20	4	"I am shy inside and it takes until mid-terms to get used to them. After one meeting, I could talk about any matter."
21	5	"I like to talk to professors about the course, and if they know you are interested in their course - then you will enjoy your school work more."
22	5	"Found it difficult to converse with a few of them; no trouble at all with others."
23	4	"In big lecture courses I didn't feel as if I could but in smaller classes I could."
24	6	"I liked most of them, but I don't have trouble talking to anyone."

- | | | |
|----|---|--|
| 25 | 6 | "At first I didn't but, I usually got along with my teacher - so it was no problem." |
| 26 | 6 | "Most seemed willing to help students at any time or to discuss with them." |
| 27 | 6 | "I think most of the instructors here are willing to talk to their students." |
| 28 | 4 | "Some were just too busy." |
| 29 | 2 | "Some were real nice about helping you. But the majority didn't have enough time to, or were real bears about being bothered." |
| 30 | 4 | "It depended on the instructors. Some I avoid and others I talk to." |
| 31 | 2 | "Some I really respected others were duds; I didn't care if I talked to them." |
| 32 | 4 | "Some small classes - easy to talk. Large lecture classes were usually impossible, though sometimes I did." |
| 33 | 3 | "Most instructors seemed to be too far removed from the student." |
| 34 | 7 | "Most of them extend a hand to help us if need be." |
| 35 | 3 | "Mostly a question of cause for approach - the ones I needed to talk to I could." |

Item 16. To what extent did you feel that your adjustment to dormitory life was satisfactory for you?

Quest. No.	Cont. Val.	Comment
1	7	"Never lived in dorm."
2	1	"I like the independence."
3	1	"It wasn't satisfactory. Few people can honestly, enjoy this type of environment."
4	3	"I'm the type that hates to be closed in and the petty rules bother me. I enjoy the other people, though."
5	7	"Met some great guys and made new friendships."
6	3	"I adjusted satisfactorily but I am not happy. You can't feel free."
7	1	"Did not like it; too many interruptions on studying."
8	7	"I live at home."
9	7	"Felt it was satisfactory. Not much of a chore."
10	6	"Having a good time with many friends."
11	2	"Hated it; noise, food, rooms unsatisfactory. People and companionship great. I feel the first year is better than the second year. Want to be left alone more."
12	1	"I have never lived in a dormitory."

- 13 7 "Because it has formed very strong friendship and developed the ability to meet anyone."
- 14 4 "Real good, because I think it is a good experience for everyone to feel on their own."
- 15 1 "I do not live in a dormitory."
- 16 6 "Never lived in a dorm - but as far as sorority goes, I have had the opportunity to meet more girls and have more responsibility."
- 17 6 "I learned how to live in a group for the first time. I feel I was accepted thus my adjustment was satisfactory not only to me but to the ones around me."
- 18 7 "Dormitory life is great - for a period of time. Excellent way to meet people your own age."
- 19 2 "Went a little over board."
- 20 4 "I missed the freedom of home. First quarter my roommate was awful but was soon changed. I felt inferior because of the mass."
- 21 5 "Living in the dormitory is something I'll never forget because I met so many friends, but I feel one year is plenty for me."
- 22 1 "Disliked dorm life intensely - too many rules and housemothers. I like to be a little more independent than rules of a dorm allow."
- 23 6 "I adjusted well with the other kids but sometimes was irritated when I wanted to study and kids kept coming in."
- 24 7 "I got along with my roommate which helped us both to adjust."
- 25 7 "I got along well and met loads of kids - I enjoyed it immensely."
- 26 7 "Love meeting people and making friends - able to effectively ignore petty rules that bug me."
- 27 7 "Did not live in dorm."
- 28 5 "I liked dorm life and if it were not for others I would still be on campus."
- 29 7 "I love it!"
- 30 "I never lived in a dormitory."
- 31 3 "It was ok. I really hate living with a lot of people."
- 32 "At home."
- 33 "I live at home."
- 34 7 "I enjoy people."
- 35 2 "Lack of privacy, constant exposure to individuals not of your choice; made it 'No fun'."

Item 17. To what extent did you obtain guidance from your denominational religious leader?

Quest. No.	Cont. Val.	Comment
1	1	"None."
2	1	
3	1	"I received a great deal of guidance."
4	1	"Very little."
5	1	"I have none nor do I wish one."
6	1	"No real need felt."
7	1	"Used guidance service."
8	1	"I've not as yet felt the need for guidance."
9	1	
10	1	"Never felt need, am pretty religiously self-centered."
11	1	"None."
12	1	
13	3	"In a few cases guidance may have helped, but I felt it was better to work things out myself."
14	2	"I believe he gave a real good sermon on behavior."
15	1	"I haven't a need for guidance."
16	1	"Don't belong."
17	1	"Never went to church or participated in church groups."
18	1	"Am not acquainted with minister of my church in Bozeman."
19	1	"Didn't tangibly."
20	1	"Never saw him - I attend church downtown. Any advice I needed I got from my home town pastor."
21	7	"My religious leader is always sending things in the mail and this helped. He is part of our family at home."
22	1	"Another long story. Sorry."
23	3	"I wasn't personally involved with him, just through sermons."
24	1	"I wasn't that sure of which church I agreed with then."
25	1	"Little or none except the value of going to church."
26	1	"Only direct influence came from a therapy course, but not from a minister of my denomination."
27	1	
28	4	"My missionary for Montana was very helpful."
29	1	"I never got close to him or even asked him questions."
30	1	
31	1	
32	1	"None."
33	1	

34 1
35 1

Item 18. To what extent did you participate in organized social activities on campus?

Quest. No.	Cont. Val.	Comments
1	5	"I lived in a fraternity house and attended most social activities."
2	7	
3	1	"I don't care to participate."
4	1	"Very little."
5	1	"I never participated."
6	4	
7	1	"Hardly ever."
8	1	"I go to a few things but, I usually don't find the time for many."
9	2	
10	7	"Joined all I could because I enjoy such things."
11	1	"No fraternities, attended only dances."
12	1	
13	2	"Because freshman year I was engaged and sophomore was married."
14	5	"I participate in A.W.S."
15	1	"My social activities are centered around our family and friends."
16	7	"I've been a pompom girl, cheerleader, sorority, Miss MSU - other clubs pertaining to own interest."
17	5	"I went to a few sorority parties."
18	1	"I was transferred from another school and was not familiar enough with the activities to join."
19	5	"Went to frat functions and filled a certain gap."
20	7	"I tried lots of things; sorority, contests, senate offices, etc."
21	7	"I love to go out for outside activities."
22	7	"Probably to a great extent only because of sorority life. The average non-Greek student does not participate to a great extent, in my opinion."
23	3	"I went to dances, fraternity functions, etc., but belonged to no clubs."
24	5	"As much as possible without hindering my grades."
25	6	"I participated in several clubs and in a sorority, all activities."
26	1	"Just don't appeal to me as a general rule."
27	7	"Being in a sorority brings one in contact with many social activities."

28	3	"With religious activities off campus most of activities on campus were athletic."
29	5	"About average. I have to work for the grades I get."
30	4	"Rodeo club."
31	4	"Fraternity participation on the campus."
32	1	"None."
33	6	"I played in a dance band and performed at quite a few functions."
34	5	
35	3	"Limited budget and absurdity of some 'rituals'."

Item 19. To what extent were you dependent upon your parents for the financing of your college work?

Quest. No.	Cont. Val.	Comment
1	4	"Probably about half."
2	4	"Half this year, none next year."
3	1	"I am paying for my own college education."
4	4	"Partial dependence."
5	1	"It's all my money, so far."
6	5	"They paid about three-fifths."
7	7	"I do work, but most income comes from them."
8	7	"My dad pays my way to college."
9	1	"Financed my own first year."
10	5	"About two-thirds this year."
11	1	"No help from them except occasional as sent to me."
12	1	"I pay my own tuition, my parents do not finance my college work."
13	5	"Because I worked for my father all through high school and during college; they will pay me and helping at the same time."
14	6	"They paid for my room and board and I worked for extra money."
15	1	"My husband supports me."
16	2	"My parents pay for my tuition if I make the honor roll. They paid this quarter for board and room. I've always paid my tuition except when I made the honor roll."
17	4	"I had an athletic scholarship that paid just about half of my education."
18	1	"I am financing myself."
19	2	"Worked during summer."
20	7	"Completely dependent."
21	7	"This summer will be the first one that I will be able to pay for part of my school next year."

- 22 7 "They put me through as long as I maintain good grades."
 23 1 "I've completely paid and worked my way through school."
 24 2 "I got a loan from the Veterans."
 25 4 "I paid for one and a half quarters - they paid for the rest."
 26 6 "They paid tuition and fees but I have worked each quarter to supplement."
 27 5 "I worked for four years as a secretary during high school so I had some money saved for college. Parents paid rest."
 28 7 "They were financing it."
 29 6 "I paid some of my expenses and now I wished I had saved a little more."
 30 1 "I put myself through last spring quarter before I was married - now my husband does. He works and goes to school here also."
 31 1 "They don't have money to give me."
 32 1 "Summer job - completely financed myself."
 33 1 "I have earned most of my expenses."
 34 1 "The V.A. is putting me through under special circumstances."
 35 4 "As much as I could make I paid - approximately one-half."

Item 20. To what extent did you feel welcome in the organized social activities in which you participated on campus?

Quest. No.	Cont. Val.	Comments
1	5	"The ones I attended I felt welcome."
2	7	"All the people here I seem to be friends with."
3	1	"Since I have participated very little, I really couldn't answer this."
4	1	"I always feel out of place. I have a good deal of trouble mixing."
5	1	"Never participated."
6	7	"I thought it was so phony at first. Most people are quite sincere when you get to know them."
7	5	"Hardly go, but feel welcome when I do."
8	5	"Some activities are better suited to me than others."
9	2	"Welcomed if you had money, athletic ability or brains. Average person left out."
10	7	"Friendly students here. Being from out of state helps for conversations."
11	2	"If not in a fraternity, you're out of most of it."
12	1	
13	4	"When ever I went I seemed part of the group."
14	5	"The kids were great."

- 15 1 "No activities were joined."
- 16 7 "All my friends usually participate in the same organizations."
- 17 6 "I joined a fraternity, and they made me feel welcome."
- 18 1 "Did not belong to social activities."
- 19 6 "I could get along pretty well."
- 20 7 "A challenge."
- 21 5 "Everyone else seemed as scared as I did, and it was easy making friends."
- 22 7 "Here again, because of the sorority."
- 23 6 "Most of them I felt welcome and the ones where I didn't was probably my own self-consciousness."
- 24 6 "I didn't think about being welcome I was just myself."
- 25 6 "I enjoyed taking part and it was a great benefit."
- 26 "Not pertinent in view of my degree of participation."
- 27 4 "Felt a little lost at first but then fit right in."
- 28 4 "They seemed to welcome and make you a part of it."
- 29 6 "They made me feel at ease, but they were disorganized."
- 30 4 "The ones we attend we like a lot. Some of course don't apply. This school isn't as friendly as is CSU in Fort Collins, Colorado where I was last spring quarter."
- 31 2 "No one felt I had it in me to do these kind of things."
- 32 1
- 33 7 "I met a lot of people and these people usually participated in the same things as I."
- 34 7
- 35 4 "Always a certain jealousy from established personalities."

Item 21. To what extent did you obtain guidance from the religious leader of your denomination in Bozeman?

Quest. No.	Cont. Val.	Comment
1	1	"None."
2	1	
3	1	"He seemed to have little time for this."
4	1	"None."
5	1	"I belong to no religious denomination."
6	1	"No need felt."
7	1	
8	1	"I haven't sought guidance."
9	1	
10	1	"Never inquired."

11	1	"None."
12	1	
13	2	"The necessity never arose here."
14	3	"Maybe I should have approached him and talked more to him."
15	1	"I haven't had a need for guidance."
16	1	"None."
17	1	"Never asked."
18	1	"Did not know minister of my church in Bozeman."
19	2	"Nothing very personal."
20	1	"Just friendliness."
21	3	"I don't know my Bozeman pastor like I do Father Zavadie at home."
22	1	"My beliefs are my own."
23	2	"Just sermons."
24	2	
25	1	"None - I never attempted it."
26	1	"Was never sought."
27	1	
28	7	"My pastor was very helpful."
29	1	"I never saw him outside of church."
30	1	
31	1	
32	1	
33	1	
34	2	"Stated before."
35	1	

Item 22. To what extent did you want more guidance services to help you with social dating problems?

Quest. No.	Cont. Val.	Comment
1	1	"None."
2	1	
3	1	"I think that this is personal and that guidance services in this area are unsuitable."
4	1	"I wanted help with academic problems, not social dating."
5	1	"Never date."
6	1	"No need felt."
7	1	"Do not need or wish help in this area."
8	1	"I think I'm ok on my own."
9	4	

10	1	"Could handle own dates from previous experience."
11	1	"Didn't want help."
12	1	
13	1	"Never had problems."
14	1	"I just wish I could have seen my boyfriend from home more."
15	1	"Social dating not done."
16	1	"I feel my family and sorority give me the guidance I need."
17	4	"The more I get involved in social dating, more problems arise and then more guidance is needed."
18	1	"Had no problems serious enough to talk over with guidance counselor."
19	3	"Hard to tell - completely different."
20	1	"None."
21	2	"I feel I should learn to decide for myself what my social activities should be."
22	1	"None - my social life is my own business."
23	1	"I never used the available ones."
24	1	
25	2	"I got along fine with the help of my friends."
26	1	"Never any particular dating problems which felt unable to cope with."
27	1	"I don't feel I need professional guidance in this area."
28	1	"No need for extensive services."
29	1	"I could take care of myself. I have been since I was a freshman in high school."
30	1	
31	1	"I don't know how anyone could help me in this way."
32	2	"Wanted to know if it was ok to date others while boyfriend was away at college."
33	1	"I don't really have any problems."
34	1	
35	1	

Item 23. To what extent did you feel that talking with your friends was helpful in your adjustment to college life?

Quest. No.	Cont. Val.	Comment
1	5	"My friends helped quite a bit."
2	4	"Asking about studies, etc."
3	7	"I think this is an important part of college and learning."

- 4 7 "I found that I wasn't the only one in the same situation."
 5 1 "My real friends are not around much."
 6 7 "We are experiencing the same thing."
 7 1 "Never talk about adjustment problems."
 8 5 "Friends are necessary in any walk of life."
 9 7 "Always easier to get problems out of system."
 10 6 "Older friends give tips on instruction and courses."
 11 7 "Friends made college life worth living."
 12 7
 13 6 "Little adjustment was needed but all that I got came from few friends."
 14 6 "I think discussion is always good."
 15 1 "Adjusting was something I did on my own."
 16 6 "Especially for studying."
 17 7 "I learned what others thought and why they acted as they did and compared them to myself."
 18 7 "Talking with friends relieves a lot of tension - more times than one, your friends had the same problems too."
 19 6 "Helps everyone who is sincere."
 20 7 "They were going through the same rat race as I and had similar gripes and likes. You have to learn to live with people and what they are like too."
 21 7 "Friends mean everything and especially at college when moods come as easily as happiness."
 22 4 "I questioned, observed and thought and came to my own conclusions."
 23 6 "Mainly this was with my best friend and when we talked things just became clearer and worked themselves out. Moral support was given."
 24 6 "I believe that discussing problems is always a help."
 25 7 "I valued their help immensely and I believe I would not have adjusted as well."
 26 7 "Only one friend with whom I have seriously discussed college life. Not in reference to adjustment but in the way of good 'discussion'.
 27 7 "Love people and have really learned a lot from them and I like to talk to others."
 28 7 "My friends were very helpful."
 29 6 "It really helped me. I'm not afraid of my peers, and I give them as much comfort as they give me."
 30 1 "No adjustment needed."
 31 4 "They usually helped me or listened to me. It rarely ever adjusted me satisfactorily."

- 32 5 "Had to depend on them, except didn't have much contact with many friends on campus."
- 33 5 "Most of my friends had the same problems as I and we were able to help each other."
- 34 7 "In the dorm we discussed a good portion of our problems."
- 35 4 "A greater variety of backgrounds is necessary for exposure to new ideas."

Item 24. To what extent did you feel that there were problems for you in adjusting to campus social life?

Quest. No.	Cont. Val.	Comment
1	1	"None."
2	1	"No problem - I like people."
3	7	
4	4	"Trouble associating and joining."
5	1	"Never participate in campus social life."
6	1	
7	1	"None. I do not use the campus for social life. Have other friends."
8	2	"The first quarter I tried to do too many things."
9	3	
10	1	"Worked in Yellowstone all summer and got used to living in group, etc."
11	7	"Didn't seem to get into the 'swing' of social life."
12	1	
13	2	"Never had problems."
14	4	"I think it was important to meet new people, but it was also more important to spend time in studying."
15	1	"I did not participate in social activities."
16	1	"Since I have lived in a college town all my life, I was pretty well adjusted to campus social life."
17	4	"I didn't feel there was too much of a problem, as I like to be around people and there wasn't too much adjustment."
18	2	"It was an adjustment that was pleasant and did not cause problems."
19	7	"I tended to be quite under confident with a yearning for confidence and courage."
20	4	"Problems of first time being away from home and adjusting to a new life of dorm hours, etc. I love social activities so little problem there."

- 21 7 "I need a great deal of adjusting to do before I am mature. Every day at Bozeman there is a new problem to solve."
- 22 2 "Some of the social life here on campus is a little too gross. If you want any explanation on that, just look around and observe."
- 23 2 "Perhaps to gain a little self-confidence in being with all different types of people was my only problem of real consequence."
- 24 2
- 25 2 "I got along fine and met many people."
- 26 1 "It is very easy to become acquainted on this campus - and friends are the major key to adjustment as far as I can determine."
- 27 2 "Being from Bozeman I think I was exposed to college life before I ever came to college. Therefore, not much problem."
- 28 4 "I believe I had money difficulties but not to a great extent."
- 29 1 "I adapted very easily and had no problems with the life. The food and the beds were the hardest to adapt to."
- 30 1 "I wasn't adjusting to campus social life in the ordinary sense of the word."
- 31 2 "I consider myself a good adjuster."
- 32 6 "Was accustomed to a very small school and being center of attention. Quite a change for me."
- 33 3 "The first year I played in a dance band and missed out on a lot of functions."
- 34 1
- 35 3 "Accepting the 'game' aspects of much of it is still difficult."

If there are other problems that you experienced that are not covered by the statements, please indicate them below.

Quest. No.	Comment
1	
2	"Food and late afternoon classes."
3	"I worked for a while before attending college. This has proven to be an adjustment problem. I think it is important to attend college as soon as you can after graduation from high school."
4	
5	"I'm not Christian or religious. I feel close to whatever it is out of doors. My social life involves camping, fishing, etc."
6	"Lack of student leadership on campus."
7	"Problem in consuming time to best advantage; problem of finding good paying job in Bozeman; problem of high prices in Bozeman."

8
9
10 "Feel that six months I spent in the Army last summer and first
quarter made me want to learn and achieve more."

11
12
13
14
15
16
17
18
19
20
21
22
23
24
25 "My main problem was studying - I just don't know how."

26
27 "I think one of the main problems someone living at home has, is
that of meeting others and knowing what is going on. I know if I
had not been in a sorority house I wouldn't have known a thing. It
would have just been like high school all over again."

28
29 "The complete disorganization on this campus is fantastic. The
only thing that was enjoyable was the Rodeo. That was organized.
I worked on the Miss MSU Pageant and that was terrible."

30 "I suppose that this is a little confusing so I will try to explain.
I got out of high school at 16. After working at various jobs for
three years, I decided to go to school to get ahead. I began with
six hours while I worked as a waitress at night. My parents were
against this - or any college for me. I met my husband at this
time and we were married after the quarter. My views on religion
stem from an especially strict family. I do not hold to these views
now. I am in a process of transition or wandering concerning
religion. My husband and I want to find the way we believe together
so as to raise our children in a harmonious household."

31
32 "Apathy in college; mass lecture system took adjustment."

33
34
35 "Food - Yeeecchhh!!"

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