

A STUDY OF THE MALADJUSTED COLLEGE STUDENT

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A Thesis Presented for the  
Degree of Master of Arts

by

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## FOREWORD

The student who does not easily become adjusted to the requirements of university life, presents a difficult problem to administrative officers of every campus. To secure scholastic, social and personal efficiency in such cases, various plans have been devised. The purpose of this study is,

1. To investigate the adequacy of the present and the historical methods of dealing with the maladjusted college student.
2. To develop a comparatively new approach to the problem, namely that of Clinical Psychology (and Psychiatry).
3. To investigate the usefulness of this method in the problems of a small number of unselected students at Ohio State University.
4. To examine the records of the office of a Dean of Women to discover what other problems appear and in what numbers; and what treatment they are receiving.

# Chapter I.

## History of the Mental Testing Movement in College and University.

One who desires to study the history of the use of mental tests in the special field of the college and university must seek in periodical literature for most of the available material. In the preparation of this chapter, the monograph of Dr. F. Edith Carothers, (7) has proved especially helpful, in addition to the original articles mentioned in the following pages.

The establishment in 1882 of the laboratory in South Kensington Museum, in London, by Galton (15) was the first recognition of the need for examining individuals for the purpose of giving them vocational guidance. His tests included physical measurements, vision and hearing tests, dynamometer pressure, reaction time, and the like.

In this country, the experimentation of Cattell (8) at the University of Pennsylvania, and the psychological laboratory arranged by Jastrow (9) at the World's Columbia Exposition in 1893, are the first work recorded. Cattell followed Galton in "combining physical measurements with psychophysical and strictly mental tests" (8). His chief contributions were this combination and his insistence on standard methods of procedure in order that test results of different experimenters might be comparable.

Kraepelin (29) in Germany was also impressed with

the work of Galton. He used a list of tests which he more or less arbitrarily declared to measure his "ten fundamental dispositions" or basic trains of "both the normal, and the mentally sick". (7)

In 1896 Cattell and Farrand (9) reported results of the first tests made on college students (freshmen only). "The tests comprised ten records and fifty-six measurements." The purpose of giving these tests is of special interest to this study.

"When used with freshmen on entering college the record is of interest to the man and may be of real value to him. It is well for him to know how his physical development, his senses, his movements, and his mental processes compare with those of his fellows. He may be able to correct defects and develop aptitudes; then when the tests are repeated later in the college course and in subsequent life the record of progress or regression may prove of substantial value to the individual." (9)

The early tests used at Columbia University were "principally motor and sensory in character, and the few tests that might be considered to have an intellectual quality were so simple that they proved of little value for determining the mental status of the college freshmen. They are, however, significant in that they represent the first definite attempt to establish standards of performance for freshmen and to show students how their standing in various tests compared with

the average standing of their class." (7)

Following the establishment of the practice of testing the Columbia students in their freshman and senior years, the American Psychological Association appointed committees (1896 and 1907) which drew up a series of mental and physical tests "appropriate for college students tested in a psychological laboratory". (7, p.4)

Harper, President of Chicago University, (7, p.4), Thorndike (41) and Williams (7) at different times from 1899 to the present have suggested the questionnaire method for collecting facts about the personality of the students, and have pointed out the need of advisors, vocational and otherwise, for the freshman students.

In 1913 Calfee (6) reported the results of four tests of general intelligence on equal number of freshman boys and girls. She finds inter-test correlations up  $r = .50$  and correlations with college grades to  $r = .32$ .

Waugh's (47) results on testing 39 students in their freshman and again in their senior years in Beloit College showed improvement in individual scores on the same test, especially in the test for range of information.

Bingham (3), working with the Dartmouth freshmen in 1913-14 put his results in the form of the ogive or percentile graph. One value of this method is the ease and speed with which a given case may be ranked in terms of the group in which it belongs.

At the University of Texas, Bell (2) experimented on

a series of tests designed to be of "assistance to college authorities in aiding freshmen to adjust themselves to their environment". He concluded as the result of his experiment, however, that while he found much variation between the poorest and the best students, the scores "are so variable as to be of little value for individual diagnosis". (2)

Vassar College (49) has conducted tests of freshmen since 1914, but these results are invalidated for scientific purposes, to a great degree, by the fact that the tests are given mainly by students of psychology, working with small groups. This college has done a great deal in keeping complete records of its students.

The work of Kitson (28) at the University of Chicago will be discussed at greater length later in this study. The value of his work is not in the norms which he deduced, but in his general method of procedure. Carothers (7) says, "His emphasis upon the importance of studying the individual student in relation to the college and his realization of the fact that psychological measurements, however large the role they may play in determining the student's aptitudes, must not be considered the sole factor in such a determination, but should be so coordinated with measures of the student from various other aspects, as to lead to our fuller understanding of the nature of the individual student and his potentialities, signify a decided advance in the method of treating the problem. The splendid cooperation of all the students and his success in dealing with delinquent cases speaks much for Kitson's general

method." (7) This emphasis upon a study of the individual student is fundamental to the point of view of the present study.

To make this review reasonably complete, mention should be given to the work of Sunne (40), at Newcomb College, Haggerty (17) at Minnesota Medical School, and the early work of King (26), at Iowa, although their work made no outstanding contribution of a new type. However, in 1916 King and M'Crory (27), at Iowa, followed Kitson's (28) method of investigation and student contacts with a fair degree of success.

Uhl (44), at Northwestern, attributed the low correlation of the tests he used to the "homogeneity of his group, the relative simplicity of the tests, and the unreliability of (university) school marks". This latter explanation is of interest because it appears with increasing frequency in the literature, beginning as early as the time of Binet (12).

The Margaret Morrison Carnegie School, in 1917, attempted to use the intelligence tests as a criterion for admission. Thurstone (42) concluded from his results that the method was feasible and that it was working well in the selection of good students.

The first development of intelligence ratings on a really large scale for adults was in the U.S. Army testing in 1918. As a result of this the next few years witnessed an enormous increase in the use of tests in colleges for entire student bodies. In this movement the Army Alpha test was prominent for several reasons: among which may be mentioned; the recognition of university administrators of the merits of the test; the familiarity of many university psychologists



with the methods of administering the test; the large available body of statistics on the tests; the comparatively low cost of the test blanks; the ease and economy of scoring and interpretation.

Stone (7) of Dartmouth College, reports the use of the Army Alpha in their admissions as highly satisfactory. Walcott (45), at Hamline University, also considers it a practical test, if not the very best possible instrument. Similar investigations of entire student bodies have also been reported by Hill (22), at the University of Illinois, by Filler (14) at Dickinson College, and by Hunter (24), of Southern Methodist University. The chief interest of these men was in the determination of the correlations between the tests and college grades, and in the establishment of medians for the class groups of their respective schools.

A more fully developed type of investigation at Brown University is reported by Colvin (10,11). Briefly, he finds the Thorndike tests to have slightly superior prognostic value than the Alpha, but he considers either test a valuable measure. "Colvin warns against refusing men admission to college solely because of a low psychological record. He advocates the conservative position of regarding the psychological record as one of many factors to be considered in diagnosing cases of individual students." (10)

The outstanding results of the mental testing movement to 1923 are:

1. The correlation of physical with mental measures.

2. The production of a variety of tests for measuring various mental abilities (few of real value were devised).
3. The determination of college intelligence medians with which the mental level of colleges, classes and individuals can be compared.
4. The use of the ogive or percentile graph to express results of tests.
5. The discovery of the low correlation between intelligence test scores, and instructors' marks.
6. The discovery that other factors than low intelligence are capable of causing academic failure.
7. The use of mental tests by college admission boards.

In many instances, measuring has been, however, the end of the investigation where it should have been the beginning. If students vary so greatly in intelligence, what changes should be made in curriculum to suit these wide ranges of ability?

What are the factors other than mentality which affect academic success, and how can the situation be improved to secure a higher correlation between actual ability and achievement as measured by grades, and social standing? In other words, what has all this testing done to benefit the student and to help him to overcome his disabilities, of whatever sort they are? Very little. Only in a few instances (28,27,30) do we read of attempts to use the results of testing, in personal

conferences with the students, in discussion of his own problem and in an attempt to guide him to a solution of it in accordance with sound psychological principles. The work so far has been merely an investigation of the nature of the raw material which colleges are expected to make into men and women. To stop just short of discoveries of educational methods as valuable as those suggested by the work so far completed, is not to be considered.

## Chapter II.

### The Administrative Use of Test Results.

A. Administrative methods previous to the use of tests.

The purpose of any higher educational institution must be mainly the promotion of the academic type of education. However, not all students profit from the instruction offered, for some who come with serious purpose fail to make passing marks. Others are distracted from scholastic interests by the social activities of campus life. Some enroll in courses which they find disappointing. As "going to college" has become the socially accepted thing to do, an ever increasing number come with the intention merely of "getting by" in class in order that they may enjoy the athletic and social advantages of life in a college group. These and many other types present problems in the classroom. Various administrative plans for meeting these needs have been devised. Without attempting to mention individually the colleges and universities in which these administrative devices for the adjustment of students have been established, a brief survey of the methods which preceded the use of intelligence tests will be found helpful to an understanding of the needs of the university officers and faculty in dealing with this phase of student guidance.

One theory of the work of the college is that it should be to train those who are able and willing to profit by the instruction offered. On this basis the earliest methods

of handling those students who did not conform, was to assume a lack of disposition rather than of ability to learn and to suspend them for a period, or to expel them. In other words, a punishment was meted out to them in the form of deprivation of the privilege of securing further education at that institution. In practice this action against any student made it very difficult for him to be admitted to other colleges. A subsequent modification of this system was that of putting the student on probation for the following semester or quarter, and of deciding his ultimate fate by his grades and conduct during this period. This method was an improvement, just as the suspended sentence of the Juvenile Court was an improvement over the system of sending every offender to jail. But there are many situations which this method did not help. It was no incentive to the best students to put forth their maximum efforts, and furthermore it encouraged the attitude that so long as a student was not on probation, he was doing well.

A more positive device to encourage scholarship consists of rewards of many kinds such as money prizes, trophies, honor rolls, Magna cum Laude, and election to membership in honorary societies. These served a good purpose among these of higher abilities.

But college is not only a preparation for life, it is life. The student is as truly living during these four years as at any other period. The recognition of this principle has given rise to various extra-curricular activities, each of which

has made its definite contribution to campus life, and also to the complexity of university administration. Such organizations as Y.W.C.A. and Y.M.C.A., fraternities and sororities, literary and scientific clubs, musical organizations, and a host of others, typify this movement.

These various activities made the student conscious of his ability to take the responsibility for some of his own discipline, and helped to create the demand on his part for a share in the campus government. Wise educators saw in this feeling an opportunity to create a student sentiment against certain abuses and in favor of desirable behavior, and were not slow to encourage more or less complete systems of student self government, and student honor systems. This delegation of responsibility to the students themselves has had a far-reaching effect on university administration.

With this movement, the term "faculty advisor" acquired a new significance. Formerly, a faculty advisor was appointed to supervise the registration of students, the relationship being of the most casual and impersonal sort. Then honorary class officers were appointed as advisors to groups of students. The purpose of this was to provide for a more confidential and helpful relationship. But for several reasons, this plan was little more successful than its predecessors, mainly because time and opportunity for contact were difficult to secure, and because a good teacher might not always be an efficient advisor.

The appointment of upper-classmen as advisors for

freshmen was also tried. Y.W.C.A. Big Sister plan is an illustration of this. As a method of tiding the girls over the first homesick weeks, it has achieved some success, but it has many drawbacks, chief of which is the difficulty of grouping congenial girls before the appointment committee knows more than the mere name of the freshman with whom it is dealing.

Deans of men and Deans of women, some of whom spend part of their time as instructors, have rendered valuable assistance. In the coeducational university and woman's college, the dean of women handles the housing, and the disciplinary problems, and supervises the social life of the campus, for women students, especially the problem of proper chaperonage of dances and parties. One of the methods employed in many schools for getting these deans in touch with their groups is the system of having a number of group meetings during the year, at which time talks are given on campus affairs. The success of these informal talks has led to the next step, namely, the establishment of regular classes for the discussion of various matters, such as choice of courses, participation in campus activities, and vocations open to graduates. (18). These classes are variously called, "Fundamentals of College Life" (32), "College Problems", or other titles of similar meaning. In some places they are compulsory, in others, elective. They are conducted by the deans, by selected faculty members, or by the college

president. In some places one faculty member plans the course and asks certain of his colleagues to assist him.

In all these devices for aiding students in their scholastic, social and personal adjustments, the vital factor has been slow to develop, namely, the scientific study of the student himself. To be sure, when he matriculated he was required to bring a record of his high school marks, and a certificate of good character from his pastor or some other responsible citizen. These high school marks might give some indication as to whether the student were doing his best in his academic work, but the difference was so often due to low scholarship standards in the high school, or to other causes, that much disrepute became attached to these marks, and they were discounted as entrance credits to the extent that many colleges admitted only those students who were able to pass examinations given by the college authorities themselves.

At this point began the experimentation with the tests of intelligence traced in the preceding chapter. This above-mentioned series of steps did not come as logically and as smoothly as the foregoing account would lead one unfamiliar with the intricacies of such development to think. That it has come about is of the most importance.

B. The academic use of test results.

1. One of the important academic results of the "testing" movement was the discovery that a higher correlation



existed between the actual ability of the student and these test scores, than between ability and instructors' marks. This was not an entirely new idea, but the experimental proof led to the investigation of grading systems and teaching methods used in higher education. The preliminary literature has, however, yielded few important or positive results (12) up to this time.

2. Another result was the division of large classes into sections on the basis of equality of ability, training, or special talent, rather than alphabetically. With more homogeneous groups, a better grade of instruction, better suited to individual needs, could be secured, with no increase of expense. Then, too, a higher standard of accomplishment could be maintained in classes of superior students.

3. The prediction of academic success from test scores has been found to be possible. As a basis for educational guidance, this is a valuable contribution to collegiate and to individual efficiency. (37)

4. Not only the type of academic work, but the amount which a student should undertake should be determined by his mental ability. The amount of work attempted for self-support should be decided also on the basis of intelligence ranking.

5. Test scores can be used as the basis for the recommendation of students for appointment to assistantships.

6. A comparison of test results with academic grades presents to the student who is not putting forth maximum

effort in his class-work, an argument that challenges his co-operation. Being faced with such facts, he can not shift the responsibility to the personal prejudice of the instructor.

### C. Administrative use of test results.

Probably no college problems have received more attention and caused more serious discussion than those connected with admission of applicants. In actual practice every type of solution seems to be in use somewhere. Some colleges have raised the entrance requirements while others have so reduced them that "anyone with sense enough to bathe and dress himself can, with slight encouragement get into the average state university". (34) Colleges with low requirements count on "weeding out" the incompetents at the end of the first quarter. From the point of view of the student's time and mental attitude, this is a wasteful and sometimes vicious method if there is any way of predicting academic success. The increasing use of the intelligence test as a basis for admissions seems to point out rather clearly that tests are actually helping to meet this need. This saves unpromising students from loss of time and money, and from humiliation which might not at all be the result of any lack of earnest application on their part. It also conserves the time and energy of the college officers and the money cost of wasted instruction.

In helping to decide the suspension or dismissal of students, or the reinstatement of suspended students, and in evaluating the excuses made for failures to the committee on

scholarship, the test results are helpful. As a definite basis for conference with students; in determining the amount of outside work the student should be permitted to carry; in the administration of punishment for infringement of rules, a knowledge of his mental status is obviously of the greatest importance.

The Vocational guidance movement, which began as an attempt to fill the demand for trained teachers, has extended its scope to other professions in many schools, and a beginning has been made in the direction of educational guidance in the light of a study of the student's vocational fitness and interests. These two branches of student direction will become of increasing importance as the testing movement makes possible a better analysis of the requirements for different professions, and more accurate prediction of a given student's chances for vocational success on the basis of his mental traits and qualifications.

Reference to many of the educational and administrative uses of intelligence tests may be found in a report from Leland Stanford Jr. University (1) and in a report from the Division of University Intelligence Testing in the Department of Psychology at Ohio State University (2). A complete bibliography of the administrative use of tests is in preparation by the Ohio State University Division of University Intelligence Testing under the direction of Toops. (43).

### Chapter III.

#### Analysis of the Problem of Maladjustment.

In the preceding chapters we have seen that many problems have been discovered to be related to the one which first came to the attention of the early college authorities--the problem of failure to make passing grades. However, no attempt has so far been made to present these in any classified form. It is the purpose of this chapter to arrange in a systematic way those outstanding problems confronting students, which are now recognized by university officers of administration and instruction.

These problems may be grouped under three general heads: Scholastic, Social and Personal.

1. Scholastic. These were the first to be recognized.

In this list are found such problems as:

- a. Failure in studies.
- b. Special disabilities in certain subjects such as mathematics or the languages.
- c. Class-room dishonesty which many interpreted correctly as meaning the attempt of an inferior student to pass work for which he was not prepared or which was beyond his ability.
- d. Illegible handwriting.
- e. Speech defects which necessitate the exercise of special leniency in recitation.

- f. The dropping of courses and the substitution of others after the work of the quarter is well under way. This is especially annoying to the registrar's office.
- g. The "College Tramp", who during the four years of his undergraduate life is enrolled in as many colleges, and for no particular reason.
- h. The shrinkage of every freshman class by the dropping out, quietly, of students for reasons other than illness or college discipline.

II. Social. The college deans of women have been most closely and vitally interested in this group. The problems are classified under two main heads, on the basis of their seriousness from the point of view of college discipline.

a. Minor maladjustments,

- 1. Disobedience to college rules.
- 2. Inability to "get along" with others in the rooming or boarding house.
- 3. Forwardness.
- 4. Lack of initiative.
- 5. "Crushes".
- 6. "College engagements" of a certain type.

b. Major maladjustments. These are the more serious offenses which would in some instances bring the student into court if it were not

for our American custom of delegating the discipline of students to their faculty authorities. These cases are more numerous than is commonly realized, but represent comparatively few types of offense.

1. Stealing (36).
2. Lying (almost a college virtue so long as one is not "found out").
3. Forgery, (a serious offense, for the banks are likely to prosecute the offender).
4. Sex offenses - (especially since "petting parties" have become so common).
5. Drinking of intoxicants.

III. Personal. These rarely, if ever, come to the official attention of the school. Only those faculty members who have a close and confidential friendship with their students fully realize the number and the distressing seriousness of these problems, or the influence they exert on the efficiency and proper adjustment of the student.

- a. Worry over financial matters or family troubles.
- b. Illness.
- c. Nervous disturbance of all degrees of severity.
- d. Actual mental disorders, even to insanity.
- e. Morbid seclusiveness.
- f. Religious difficulties.

The Student Health Service, established in some schools, or the school nurse or doctor are doing good service in handling some of these problems. They deserve all possible support. Professor Laird (20) of Yale expresses himself as follows: "It is not providence, bad heredity, or native stubbornness that has brought about all these twists and kinks (of behavior). They are the result of perfectly understandable mechanisms, and just as they have a natural genesis, so they are amenable to a natural treatment. Discipline committees, flunking, public ridicule, or moral condemnation are not forms of rational treatment."

Whether or not we agree with the statement just quoted, it should challenge further investigation, for if these problems are capable of a rational solution, one that will be of real value to the student and to the college authorities also, and if a method of working out this solution can be developed, then a forward step in the history of education will have been taken.

## Chapter IV.

### A Survey of the Records of the Office of the Dean of Women. at Ohio State University.

The records of the maladjusted women students at Ohio State University are to be found in several places. In the office of the President is a file made up of cards on which is written the name and address of the student (man or woman) the offense, and the action taken, with a few details in certain cases. To protect the name of the student the record is made as brief and concise as possible, and the file is kept strictly private. Only a few of the cases are women, these mainly cases of cutting class, cheating in examinations, or failure to comply with physical education requirements.

In the office of the secretary of each of the colleges of the university is a file of the students enrolled in that college. This reveals mainly the scholastic record of the individual, but in the College of Arts and the College of Agriculture there is an effort to make the information more complete, and to include other data which the office may secure on the problems of the student.

In the Registrar's Office is found complete information about the scholastic standing, the conditions of admission, previous scholastic record, transfers from one college of the University to another, suspension and withdrawal, with reasons where these are known. These files are available to members of the faculty and graduate students who have an adequate reason for consulting them.



The records of the Division of University Intelligence Testing are available to members of the faculty. Here are recorded the score made on the University Intelligence Tests, the group into which this score places the individual, and the percentile in that group. Graphs showing just where the student's work is tending, in terms of the point-hour ratio, are being made out for all students.

In none of these places is the information as personal as it is in the office of the Dean of Women.<sup>o</sup> This is to be expected from the nature of the data sought. A card system is used in which the records are filed alphabetically by classes, each girl being represented by one card. The file is maintained complete during the four years in which this class remains in college and is for use of university officials only. Those enrolling late, and transfer students from other schools are added from time to time. These cards call for the following information which is filled in by the girl herself at the time of her first campus registration.

#### CENSUS CARD

Name (Miss or Mrs.)

Home address

College

Class

Place and date of birth.

Admitted from -

Father's or Guardian's name

Father's occupation

Supporting Self whole or in part

How earned -

Expect to receive degree here

What

<sup>o</sup>The writer is greatly indebted to Dean Elizabeth Conrad for her cooperation, her suggestions, and for her approval of the results of this study.

Another card called the Registration Card is filled out at the same time and makes up the directions for general student use, from this office. This gives details such as Columbus address, church preference, and on the reverse side, the class schedule. The file containing this card has not been used in this study.

The reverse of the census card shows a list of the subjects, if any, in which a girl is not making passing grades. On some cards there will not appear a single entry for the entire four years. On others as many hours as the student is taking may appear. Each of these records is dated, so that it is possible to tell in just what quarter and what year the low grade was made. The card also shows by a system of symbols when a girl is put on probation, or by some special dispensation is permitted to continue on probation for two consecutive quarters, or is dropped because of grades.

When it is necessary for the Dean of Women to call any girl into her office for having low grades, or for disciplinary reasons, a memorandum as to cause, problem and circumstances, together with a brief characterization of the girl, or any other pertinent information, is written on a slip of blank paper and affixed to the card by a paper clip. Successive visits to the office are represented by other slips of the same sort. These are seldom dated.

This card file includes the records of all women enrolled in any college of the university (with the exception of the graduate school) since September 1920. During part of one of these years, due to the absence of the Dean on leave,

the files were not kept up, and at another period they had been slighted by the assistant whose duty it was to make the entries and to file the reports of interviews. With these exceptions, however, the data had been faithfully recorded as collected. While these deficiencies of the records make impossible the use of these data for statistical purposes in certain respects, they are nevertheless useful as an indication of the relative number and type of problem cases handled, for as far as can be ascertained, these omissions affect all types of data to an equal extent, with the possible exception that the records of actual grades may be complete. For these reasons, the data are included as an exhibit rather than as a statistical study.

The dates of the occurrence of problems other than academic are not recorded, consequently it is impossible to draw any conclusions as to the effectiveness of the treatment undertaken, or the years in which certain problems are most prevalent.

The causes or explanations of the problems are often those given by the student herself, in which case they may be appeals for sympathy or they may be the obvious explanation of the difficulty rather than the real underlying cause. It must be remembered that the varied contacts required of the Dean of Women render it impossible to make a thorough investigation of every case. She is charged with the duty of oversight of housing as well as of discipline, and of social affairs, and must content herself with giving each class no

more than its share of her time. It may be said that the Dean's knowledge of these girls is much greater than the records show, that the records are kept to help her in administering her office, not for scientific purposes, so no attempt is made to record in full her knowledge of a case. Especially is this true as regards some of the more serious offenses; consequently, in the tabulation very little is mention of any problem connected with sex, although from conversation with the Dean we are assured that such cases do exist in some numbers. Severe mental disturbance is also practically absent from the file, although cases are sent home for this cause yearly.

While the above-mentioned difficulties limit the value of the records as statistical data, nevertheless they present some valuable suggestions as to problems, causes and relationships that make a qualitative study of them worth-while. They give:

1. An extensive list of college problems among women.
2. A statement of causes as given by the Dean and by the girls themselves.
3. A sampling of the various problems of each of the four years of college life.
4. Suggestions on the relation of self-support and college success.
5. Suggestions as to what are some of the reasons for academic failure other than low intelligence.

In particular they show that the students themselves are conscious of needs unable to be met under the present system.

In Table 1 is presented the summation of women enrolled in each of the four classes of Ohio State University, including not only those now actually in school, but all those who have at any time been members of these classes. Thus the senior represent all those enrolled in the class of 1924, from September 1920 to the end of the fall quarter of 1923. Similarly the freshmen include only the enrollment during the fall quarter of 1923. In the following tabulation the number and percentage of those presenting no problem whatsoever is compared with that of those having low grades or disciplinary difficulties, or both.

Table I  
Distribution by Classes.

	Num.	Freshman %	Num.	Sophomore %	Num.	Junior %	Num.	Senior %	Total Num.	%
Enrolled	713		831		683		753		2980	
Problem	58	8	136	17	238	34	442	53	874	29
No Problem	655	92	695	83	445	66	311	47	2106	71

It will be noted that approximately 30 per cent of those enrolled present some problem at some time in their college course.

In Table 2 is given the distribution of problem cases by colleges. A larger number of the problems are in the Arts College than in all the rest combined, but this may not mean that the Arts College has a larger percentage of problems than the rest.

Table 2.  
Distribution of Problem Cases by Colleges.

	Freshman		Sophomore		Junior		Senior		Total	
	Num.	%	Num.	%	Num.	%	Num.	%	Num.	%
Arts	33		79		135		242		489	
Education	17		40		56		70		183	
Agriculture	8		15		42		98		161	
Others	0		4		5		32		41	

In fact, an inspection of the distribution of problems by colleges, in the records of the senior class, (Table 4), shows that the highest percentage of cases is found in the colleges in which few women are enrolled. The small number of cases upon which the per cents are based may easily be the explanation in this instance.

Table 3.  
Distribution of Senior Problem Cases  
by Colleges.

	Total Enroll.	Problem Cases	Per cents
Arts	416	241	58
Education	150	71	41
Agriculture	153	103	67
Others	34	27	80
Total	753	442	53

The high percentage of cases in the Arts College may be due in part to the fact that Dean Conrad is a member of the Executive Committee of this college, and so secures the cases at first hand. A similar influence in the College of Agriculture is the keeping of more detailed student records, which results in the recognition of more of the existing problems.

A statistical study of the number and types of difficulties found in the various colleges, over a period of years, would be a valuable contribution to the study of this subject. This has not been attempted in this paper for the entire enrollment of the college because the unreliability of the data available did not seem to justify the amount of work the investigation would involve. The records of the senior class have been taken as a representative sampling of the situation.

In Table 4 it is noticeable that of the problems reported, 814 are those of grades, while all the rest number only 61. This is partly explained by the fact that in a college community, the main evidence of maladjustment would naturally be failure to make grades. The small number of other difficulties may also be due to the fact that a state school does not and can not exercise strict supervision over every detail of the life of the student, therefore many real social maladjustments come to the attention of the administration only as they cause the

student to fail to pass. Also many cases of house maladjustment are dealt with by student and merely talked over by Student Council officers with Dean of Women and do not appear in the records. But there is a rather serious implication involved, namely that the college is not recognizing existing problems. Shutting the eyes to unpleasant truths does not remedy undesirable conditions. Out of the twenty or more cases seen by the Psychological Clinic during the progress of this investigation, not more than five were referred primarily because of low grades. If this is any indication of the existing situation, surely there have been in the last four years more than sixty cases of student maladjustment not involving scholastic failure, when in a little more than two quarters at least fifteen such cases have presented themselves.



Table 4.

## Nature of Problems (Entire enrollment)

		Freshman	Sophomore	Junior	Senior	Total
*Grades(major) (more than 1 failure)	:	34	112	130	286	561
Grades (minor) (only 1 failure)	:	2	14	95	141	252
Loans	:	1	1	2	3	7
Theft	:	1	1	0	0	2
House Discipline	:	1	4	3	6	14
College Discipline	:	0	1	1	1	3
Sex problems	:	0	2	1	4	7
Mental disturbance	:	0	3	0	3	6
Cheating	:	0	0	2	0	2
Drinking and smoking	:	0	0	2	2	4
Withdrawn(no cause stated)	:	0	0	12	0	12
Misfit	:	0	0	2	0	2
Trouble with employer:		0	0	1	0	1
Forgery	:	0	0	0	1	1

\*Including dismissals

Total - 874

Let us look again at the records of the senior class, to see how many of its four hundred and forty reported problems involve probation, double probation or dismissal.

Table 5.

Senior Probation and Dismissal.

Single probation	108
Single probation and dismissal	17
Single probation and double probation	1
Double probation	6
Expulsion	15
Two single probations	3
Two single probations and dismissal	2
Double probation and dismissal	<u>3</u>
Total	157

It is of interest to note that at the least count, the individuals represented in Table 5 required 200 interviews, averaging one hour each, or approximately 25 days (8 hours each) of the time of the Dean of Women, for probationary work alone, for one class in their passage through the university. This time allowance is merely the minimum for a formal interview. In this time very little constructive work would be possible.

A tabulation of the number of senior women who are supporting themselves in whole or in part shows the following:

Table 6.

Senior Class and Self-Support.

	Number	Per cent	
Partial Self-support	111	15	Per cents based
Entire Self-support	54	7	on number in
No Self-support	588	78	class.

Note that nearly eighty per cent of the class is not self-supporting. Now examine the figures for the senior problem cases.

Table 7.

Senior Problem Cases and Self-Support.

	Enrolled	Problem	Per cents
Partial Self-support	111	71	64
Entire Self-support	54	23	42
No self-support	588	348	59

Here the smallest per cent of problems is found among those who are entirely self-supporting. This is partly explained by the fact that in general this group is older, many of them, girls who have earned their own way by teaching, and are not working for self-support while in school. Further, girls who are supporting themselves are under constant supervision by the office

of the Dean, for both health and money factors. The conclusion seems to be that a certain amount of financial responsibility exerts a stabilizing influence, and that self-support is not as important a cause of college maladjustment as has been commonly supposed.

The causes assigned by the girls themselves for their troubles, with those given by the Dean of Women are listed in Table 8. Care has been taken to preserve the original statement of the records as far as possible. It is of interest to note how closely these correspond to a tabulation which will appear in Chapter V, made from a study of the literature on the subject, and from the preliminary clinical work on actual cases of student maladjustment, before the study of the files of the Dean's office had been begun.

Table 8.

Assigned Causes of Problems, Including  
Academic Failure.

CAUSE	Fresh.	Soph.	Junior	Senior	Total
1. Illness					
Eyes	2	2	6	8	18
Nervous	3	3	1	10	17
Major (long or serious illness)	5	10	9	12	36
Minor (frequent small illnesses)	2	6	11	7	26
2. Unhygienic living	0	3	0	3	6
3. Mental Disturbance	0	1	0	0	1
4. Mentally inferior	1	1	3	8	13
5. Not college type	1	0	3	0	4
6. Not interested	3	4	13	8	28
7. Timid and discouraged	5	1	7	4	17
8. Over conscientious	0	1	0	3	4
9. Slow	2	3	7	4	16
10. Difficulty in adjustment to new surroundings	6	0	10	4	20
11. Change from small school with strict discipline	0	2	3	3	8
12. Study problems					
Too heavy schedule	0	2	5	4	11
Poorly planned	1	1	7	6	15
Poor study conditions	1	1	6	0	8
Did not know how	3	4	9	4	20
Did not understand	3	0	0	4	7
Could not concentrate	1	0	0	0	1
Class work hard	1	0	0	0	1
Did not study	0	0	3	10	13

Table 8 - Continued

CAUSE	Fresh.	Soph.	Junior	Senior	Total
13. Home Conditions					
Illness in family	2	2	1	8	13
Demands too much time	1	1	4	2	8
Death in family	1	0	1	1	3
Called home	2	0	0	1	3
Married	0	0	0	2	2
Commutes	0	0	2	2	4
14. Too many outside activities					
Social	2	1	9	3	15
Self-support	3	0	5	12	20
15. Previous preparation					
No exams in H.S.	0	0	2	8	10
Small H.S.	0	2	5	0	7
Poor H.S.	0	1	0	0	1
16. Alleged special disability					
Language	0	0	3	2	5
Art	0	1	1	1	3
Science	0	0	2	0	2
Mathematics	0	1	0	4	5
17. Emotional					
Conflict	1	0	1	1	3
Worries about home	1	2	2	1	6
Fears nervous breakdown	1	0	2	0	3
Worries about finances	1	0	0	2	3
18. Cut classes	1	0	4	0	5

Table 8 - Continued

CAUSE	Fresh.	Soph.	Junior	Senior	Total
19. Cheating	0	1	0	4	5
20. No social contacts	0	3	2	0	5
21. Out of college 1-4 yrs.	0	0	5	0	5
22. Impudent	1	1	0	0	<u>2</u>
Total -					407

The assigned causes appearing in Table 8 range from slowness of mental reactions to actual inferiority of intelligence; from unhygienic living to long serious illness; from unwillingness to study; to alleged special disability. The causes given the largest number of times are, (in order)

1. Major illness 36
2. Lack of interest in college work 28
3. Minor illnesses 26
4. Difficulty of adjusting to strange surroundings 20
5. Self-support 20
6. Eye trouble 18
7. Nervousness 17
8. Timidity and discouragement 17
9. Slowness 16
10. Poorly planned time 15
11. Too many social activities 15
12. Illness in family 13
13. Did not study 13
14. Mentally inferior 13
15. Too heavy schedule 11
16. No examinations in H.S. 10

Twenty-nine causes appeared fewer than ten times each.

An inspection of the nature of the causes, reveals that many of them not only could be removed, but should be. In this group mention might be made of such things as not knowing how to study, timidity and discouragement, special disability, lack of interest, difficulty of adjustment to new surroundings, worries of the various sorts, too many outside activities, and others which will be obvious without special mention.

Table 9 consists of a list of the expressions used to characterize the girls who presented problems, with a few quotations from the words of the girls themselves about their troubles.

Table 9.

Characterizations of Maladjusted Women.

Reeks of tobacco.

Mother shows no judgment in handling her.

A weak sister.

Baby doll, looks 12 years old.

Failed Spanish because she argued with the professor.

"Needed a jolt".

Too gay.

"So different here"

"Everything went wrong" when she first started.

Painted, frivolous.

Pretty, looks fairly bright.

Wore prom dress with no limits.



Too tired at night to study.

Worries about home conditions.

Timid to a pathetic degree.

Paint - two colors.

Probably slightly below the average but practical.

Can not work under pressure.

Overly interested in journalism.

Over-enthusiastic.

Lost - new to everything.

Queer - gassed, unconscious 102 hours. "had to learn to talk  
and walk again".

Belligerent "nothing to be reprimanded about".

Came to Ohio State University against her will.

Quit to support her parents.

Not college type.

Family demands too much of her time.

Never quite measures up.

"I have had many personal troubles which I am trying to forget  
and which my family do not know."

Has been under strict rules at another school.

Loafs, but her family "does not mind".

Language deaf.

Dates every evening, all hours.

"Fainting spells" - "unconscious just long enough to fall"

Loafs although her widowed mother is trying to support her on  
\$8.00 per week.

Lies in bed until noon.

"I would work if I had to".

Small, nervous type.

This table shows more clearly than mere numbers could do, some of the student-types which are furnishing the difficulties. Note that by no means are all the troubles due to the girl who is shallow and insincere, or who is seeking social prestige.

## Chapter V.

### A Study of Probable Causes of Maladjustment.

The work of the psycho-educational clinic in the public school has brought the realization to the minds of educators that behind every problem of conduct is a cause, of which the student himself may be absolutely unaware, so that when we ask the girl who failed to pass her work why this has happened, she may with entire truthfulness answer "I do not know". To realize this fully one must work with such cases and see how these problems, upon analysis, prove to be the result of certain common causal factors, fewer in number than the apparent complexity of the problem would lead us to expect. As one clinician has said, "I am continually surprised at the simple causes for these serious difficulties, Many of them are so easily removable when one understands them from the point of view of clinical psychology". These causes group themselves under four main heads, Mental, Physical, Environmental and Emotional.

I. Mental causes. Marked discrepancies between the test scores of individual students in the University Intelligence Tests, and their class room records show that the factor of general intelligence is not the only one involved in academic failures. Let us examine some of the other possible factors.

a. Persons of the feeble-minded level of intelligence are rarely successful in reaching high school, and almost never reach college. Many "inferior normal" persons actually enroll, and some of these, by continued effort, and by remaining longer than the usual four years, actually obtain a degree.

b. Scholastic inferiority without intelligence defect is a condition resulting in some instances from emotional disturbance (q.v.) or it may be the result of:

1. Premature attempts to carry advanced work.
2. Poorly arranged sequence of courses.
3. Lack of definite objective i.e. no life plan for which the college work is considered a more or less definite preparation.
4. Special disability, such as poor visual or auditory memory, arithmetical disability, or lack of "language sense".

5. Poor previous preparation.

3. Definite psychiatric condition. This group is important not so much for its size as for the seriousness of the condition. Dr.

H.S. Wingert, Director of the Student Health Service of Ohio State University in an unofficial estimate states that possibly the number of actual psychoses (both men and women) on this campus would not exceed twenty. However no definite figures are available. Dr. Barrett of Michigan University sees about twenty-five student cases per year, most of whom are referred by the University Health Service. Cases of psychic epilepsy (epileptic equivalent, hysteria, pseudo-epilepsy) are on record, one suspected case having been sent to the Ohio State University Clinic this quarter.

II. Physical causes. The relation of poor health to poor academic standing needs little comment. Gambrill (16) says "Not the sudden, temporary (serious illnesses) but the chronic, undetected or undiagnosed conditions of lowered vitality and discomfort" are the things that undermine college success.

There are disturbances of internally secreting glands which do not cause illness in the ordinary sense in which the word is used, but which interfere with the efficiency of the student's physical and mental life, Especially

among women, the thyroid gland is a common cause of trouble. This is again the province of the physician. We may list the following principal physical causes:

- A. Chronic disease or acute illness.
- B. Sensory defect. Under this heading would come defective eyesight and poor hearing.
- C. Motor defect - for example speech defect or wiring disability.
- D. Unhygienic living:
  - 1. Insufficient sleep
  - 2. Insufficient food or badly planned meals.
  - 3. Bad living conditions
  - 4. Improper clothing
  - 5. Lack of outdoor exercise.
  - 6. Lack of recreation
  - 7. Slovenly personal habits

III. Environmental causes. In this group, enumeration will suffice in most instances to show the relationship between the cause and effect.

- A. Too many outside activities.
  - 1. Social
  - 2. Self-support
  - 3. Helping at home (in case of girls who live in Columbus)

- B. Too frequent visits home
- C. Lack of application (this usually has subordinate causal factors)
- D. Inability to make proper use of time
- E. Difficulty in adapting to the new environment. This is especially evident in the case of students whose high school work was done in a small community upon entering a large University located in a city.
- F. Bad companions
- G. Faulty home training ("perverse habituation trends")
- H. Excessive parental sympathy
- I. Lack of home encouragement
- J. Too much spending money
- K. Family worries (especially the separation of parents)

IV. Emotional causes. For the college student the ordinary adjustments incidental to adolescence present unusual difficulties. "He has to adjust himself to a new environment and to a new group of associates. He wishes to be well thought of by his companions, to stand well in his studies, to be prominent in college activities. He does not understand why he finds it so difficult to

be his natural self, so that his sterling qualities may be recognized. He may be over sensitive to the actions of others, or he may develop a feeling of inferiority. As a result he may lose interest in his work and play, find it hard to concentrate, become restless, and worried, and develop general physical complaints." (33). Williams (50) has said that these experiences are common, and that "there is not one of us but has his psychic scars of this period." Laird (30) has also said that love of social esteem is the force that rules college life. This he illustrates by reference to the type of songs which are most popular--the ones expressing this gregarious tendency. He has made a list of "complexes" which we present here, with some changes and additions:

1. Greek Letter Complex
2. "Date" complex
3. Athletic Complex
4. Grade complex
5. Inferiority complex ("Hick Complex")
6. Parent complex.

Beside these more or less organized systems of worries, are certain others, such as

1. Antipathy to some instructor
2. Antipathy to required subject



3. Fear of being dismissed from the university.
4. The idea, a survival of high school days, that the instructor is the natural enemy of the student, and therefore should be outwitted and deceived as any other enemy.
5. "Crushes" on faculty women or other girl students.
6. Sex experiences, real or psychic.

That these problems are found in real life, Professor Laird proves by a list of cases which he has studied in the University of Wyoming. That something may be done to help these students, he has also shown. His results are verified by the studies of Dr. A.W. Morrison (33) of the University of Minnesota as well as by the work of Dr. William Healy (19,20,21) with the adolescent outside the university. Studies made here at Ohio State University in the psychological clinic also confirm these findings and give a basis for hope that definite contribution to the solution of college problems can be made. In the following chapter cases will be reported in detail to confirm this statement.

A search of the literature on the subject shows that recognition is just beginning to be given to the clinical approach to the problem, and that here is a field which promises much valuable help to the problem of education as that term is used in its broadest sense to mean preparation for successful adult participation in life.

American educators do not agree with the ideals of the continental educator quoted by Professor Swift (25) that "It is expected that the student upon entering the university will spend one, two or three years, wandering from one university to another, attending such lectures as he chooses, but on the whole living a care-free life.--If the youth acquires during those free years morals and habits which prove his undoing, he has simply shown that he was not of the stuff that men are made of, and society and his profession are saved from an undesirable weakling." (25, p. 22) Rather they agree with the following quotation from Laird (30) "If the college is to prepare adequately for life, measures should be taken to see that the students are mentally adapted to life as it is, instead of graduating cum laude and cum also bitterness, cynicism, inadequacy, emotionalism, paranoia, and shoddy idealism.", and with this "Mental Hygiene studies are proving conclusively, however, that the mental factors leading to success or failure in life are preponderatingly emotional and dynamic factors, together

with those elements that have to do with control and balance. When we study men of eminence, for example, we are often impressed not so much with intellectual acumen and agility, but with energy, enthusiasm, sustained activity, courage, and the like. When, too, we investigate social failures, we find in some instances, individuals, not particularly lacking in intellect, but deficient in those subtler qualities that seem to be the springs of conduct.--Certainly the whole question is deserving of the attention of university authorities. The college gains no prestige when it puts its stamp of approval upon the intellectual gymnast who proves to be a failure outside of college walls." (23)

In further contrast to the continental viewpoint mentioned above, let us look at still another characteristically American conception of education as service; (28) "Academic failure of students must be recognized as necessary subjects for investigation. The tendency of the past has been to accept these academic 'cripples' rather ungraciously as necessary phenomena of the normal curve of distribution or else summarily to dismiss them on the general charge of incompetency. So long as an institution accepts and retains a deficient student as a matriculant, it owes him not merely low grades, but special efforts looking toward their elimination".

With this American viewpoint in mind, let us study some of the actual cases seen in clinical work at Ohio State

University, for after all, armchair generalization is of value only as it is based on facts which can be verified in the laboratory and in other actual life situations.

In the following chapter appear reports of actual cases studied by the writer. The study extended over three university quarters, but the bulk of the case work was done during the winter quarter, in the Ohio State University Psychological Clinic under the direction of Dr. E.A. Doll who himself did the work with the young men students, and whose reports on these cases are quoted herein. A report is made of 14 cases, in the nature of a more or less full summary. These 14 cases are typical of the variety of cases served by the Clinic. They indicate the lay complexity of the maladaptation and the comparative simplicity of diagnosis and treatment. During the present study there have been at least 20 such cases, some of whom came of their own volition, others were sent by the Dean of Women, and others by the various instructors. Actual assistance through a third person has been given in 13 cases, in which it was impossible, or inadvisable for the student concerned to be brought to the Clinic for direct help. No special effort of publicity has been made to secure these cases, the fact that such service was available has been quietly circulated in ordinary conversation.

In conducting these examinations, the Ohio State University Clinic has been handicapped greatly by certain difficulties which should be mentioned here.

1. Lack of suitable medical contacts to provide the physical diagnoses which are essential in all such cases, both for positive and negative data.
2. Lack of suitable examining quarters in the present laboratory. Privacy and freedom from distractions are essential to confidential interviews and adequate examinations.
3. Lack of knowledge on the part of faculty, administrative officers, and student body that such services are available (without this the Clinic has had all the cases that could be handled with the present staff and equipment).
4. Lack of official recognition of this phase of the work of the Psychological Clinic as a part of the administrative machinery of the university -- in other words, lack of opportunity for adequate follow-up work.
5. Lack of time to make adequate continuation studies of the cases.
6. Lack of laboratory precedents, especially with reference to such examinations.
  - a. Routine measures of procedure
  - b. Adequate examination technique
  - c. Clinical syllabus
  - d. Objective tests for the higher intellectual ranges.

B. Procedure. This varies with the type of case, being in general somewhat as follows:

1. Problem presented. In every case the first consideration is a statement of why the individual comes, or is sent to the Clinic. This may or may not be the real problem that develops as the investigation progresses, for example, an instructor may send in a student because he is not passing his course. The cause, or the clinical problem might prove to be a specific language disability, or poor visual imagery, or any one of a number of basic causes.
2. Life History. This is usually of very great importance in work with students, especially the history of their previous school life.
3. Patient's account of the present problem. The first three points mentioned here will be of varying degrees of importance and are used in different order, depending on the type of the problem.
4. Objective tests. These are not indispensable but are nearly always fundamental to subsequent analysis. Those that have proved helpful are listed here. This is not an exhaustive list, merely a list of those that have been used in the various

cases reported in this study.

(1) Verbal Tests

- a. Ohio Literacy.
- b. Short Alpha.
- d. Binet (Stanford revision)
- d. Morgan's Mental Measure.
- e. Toops' Language Test.
- f. Ohio State University Intelligence  
Rating.

(2) Non-verbal tests

- a. Porteus
- b. Witmer form board.
- c. Ferguson form boards.
- d. Myers Mental Measure.
- e. Healy Pictorial Completion.
- f. Stenquist Tests of mechanical  
aptitudes.

(3) Anthropometric and Psychophysical Measures

- a. Height
- b. Weight
- c. Grip
- d. Lung capacity

(4) Psychiatric tests and "complex detectors"

- a. Kent-Rosanoff Association Test.
- b. Orientation Tests.
- c. Woodworth and Wells Test for Emotional  
Instability.
- d. Pressey X-O Tests.

(5) Analytic procedure (not necessarily  
Psychoanalytic in the Freudian sense)



## Chapter VI.

### Clinical Studies of Actual Problem Cases.

#### I. A CASE OF HANDWRITING DISABILITY.

A woman student, Ed. 3, majoring in English, consults the Clinic of her own volition regarding a disturbance in handwriting. Ordinarily capable of a good script, there are times when she is incapable of writing legibly. She also complains of nervousness, worries, and general maladjustment. Preliminary examination shows obvious physical disturbances such as overweight, defective vision, bad teeth, goiter, and probable heart weakness. There are evidences of speech defect, mild neuro-psychiatric complications, and emotional disturbances as well as mental conflicts or complexes. A physical examination is recommended, an analytical psychological study suggested and some mental hygiene advice given. Owing to the closing of the quarter, time does not permit following up the case, and she does not return of her own accord. This girl will probably suffer a nervous breakdown unless assisted to overcome her mental and social difficulties. She is mentally unfit in her present condition to continue her studies or to prepare for teaching.

#### II. A CASE OF SPEECH DEFECT.

A young man, Arts 2, consults us of his own initiative regarding an unusually bad speech defect in the form of

intermittent stammering. He is of average intelligence, and doing passing work in his studies. There are no evident signs of mental or physical abnormality. Speech is normal at home, with friends, when excited, and when in good mental and physical condition. Speech is intermittently normal during the examination. A brief analysis of his history shows a persistent fear of stammering which acts as an inhibitor of free speech, with strangers, or when fatigued, nervous or ideationally disturbed. The preliminary analysis further reveals the cause of the fear complex in a series of events (sickness, fear, imitation) in early childhood. The student is advised regarding the harmfulness of the "corrective" measures he has followed which have in fact only aggravated the defect. The causes of his defect are made clear and he is advised how to rationalize them. He will return for further analysis, objective testing, continued advice, and possible corrective methods.

### III. A CASE OF SEX PERVERSION.

A theological student, Aged 30, comes from Springfield to consult about persistent homosexual mal-practices. He is guilty of frequent masturbation, and manustupration with young boys. He wishes to visit the ward for sex perverts at some state hospital for the insane, in order to build up a stronger feeling of repugnance against the habit over which he has no self-control. He is found to be a young man of superior intelligence, character, education and aspirations.

He fully recognizes his abnormal conduct and is fully alive to the disastrous consequences to his career and good name if not overcome. Is now liable to a prison sentence if convicted before a court. An analysis by means of detailed inquiry, into his personal history, reveals the origin of his misconduct and assists him to see how to regain his self-control. Advice is given regarding the nature of the mental and physical factors involved and how to control them. He is immensely relieved and assures us that the information imparted has saved him from mental collapse, and will surely inspire and aid him to regain his self-control. He is urged to consult us further in case of continuation or relapse.

#### IV. A CASE OF INABILITY TO LEARN.

A pre-medical student, Arts 2, now on probation, consults us on his own volition regarding an "inability to learn from books". He states that he can not learn from books or from group instruction in spite of conscientious effort and in spite of good ability and successful previous academic record. The examination shows a man of sincere purpose, sound character, strong personality and high intelligence who apparently suffers from disturbed motivation and the inferiority complex. The disability has developed apparently on a subconscious basis of mental conflict due to a desire to assume larger responsibilities, and unusual paternal affection. There is a history of strong adolescent shock with suggestions of a father complex, normal in type, but exaggerated in degree. This case is now under consultation. The analysis has already

gone far to reestablish self-confidence. Corrective measures have already been indicated. We are confident of ultimate rehabilitation.

#### V. A CASE OF DROPPING WORK IN THE MIDST OF THE QUARTER.

A young woman student, Arts 1, 18 years old, is referred by the Secretary of the College of Arts for a statement as to her ability to carry Psychology 401, which she is failing and desires to drop. Examination shows her to be of somewhat above average mentally, capable of carrying university work suited to her class rank, and of securing above average grades. An intensive study of her study schedule reveals poor planning of time in the work of the second quarter. She says that she has deliberately chosen to put more time on History, to save her credit on that course which is continuous throughout two quarters, and if anything has to suffer, she thinks it best to have it something involving only one quarter's credit. Advice regarding the more efficient planning of her work, encouragement to do her best to pass all her work, and a little talk on what the college has a right to expect of one of her ability, sends her out with a promise to try her best. Her instructor reports signs of more consistent application. At the end of the quarter she reports voluntarily that she has made a passing grade in Psychology, and expresses her appreciation for the help she received.

## VI. A CASE OF FORGERY.

A young woman, Ed. 4, 20 years old, is sent to the Clinic by the Dean of Women because she has forged a check. She proves to be of inferior mentality and to have a colorless personality. She is working her way through school. Previously she has borrowed money from the girl whose pay check she signed in her own handwriting with no attempt at disguise. She has never had anything to do with banking before, and thought that this was simply a matter between her and her friend. She seems much distressed at the serious consequences of her ignorance, and says that she has learned her lesson. In the course of the examination another conduct problem is discovered, namely, a violation of woman's athletic association rules by playing on a professional team while also a member of a class team. When the facts are all learned, this proves to be an offense of a similar nature to the first-- a failure to sense the importance of her own acts. She is typically inferior, mentally, socially, emotionally, and in personal bearing. She has never had adequate training at home. She is a rather hopeless case. She is advised to find some older person to whom she might go for advice about everyday affairs. The prognosis is not good. However, change to a smaller school is recommended, on the grounds that there she could receive more personal oversight. Choice of a school, and further "mental bolstering" is to be undertaken.

## VII. A CASE OF PERSONALITY DEFECT.

A young woman, Ed. 4, room-mate of case 6, is sent

for study also by the Dean of Women. The charge against her is that she was with case 6 at the time of the forging of the check, and did not attempt to stop her. This girl proves to be of much the same type as the preceeding, the chief difference being a greater lack of initiative and the fact that she does not have to support herself. She is also an orphan. The two girls cling to each other for mutual encouragement. As a means of developing this girl's initiative, she is encouraged to take a decided stand on all moral issues and to help her chum to do the same. There are no evidences of emotional instability, or emotional complexes. Here again is a picture of constitutional inferiority which will never succeed in a complex environment. She will never be a social problem, in a positive sense.

#### VIII. A CASE OF SUSPECTED INSANITY.

A young woman, Ed. 4, 31 years old, is sent by the Dean of Women because of suspected insanity, evidenced by "queer" actions, "hallucinations" and "undue emotionalism". Examination reveals that this is a psychiatric type of case, although there is no evidence of actual mental derangement at the time of examination. She is somewhat hysterical, her emotions are easily aroused, but her condition does not justify a diagnosis of more than instability on the basis of her present condition. Her life history is given connectedly and with much insight into two mental collapses for the treatment of which she spent two periods in private sanatoria. The first

episode was precipitated by the death of her father, after a long and painful period (to the patient) of family troubles and disagreement. The patient thinks her breakdown was the result of an emotional complex, which she has almost completely rationalized. The second attack came after the patient had an illness, and immediately following her mother's remarriage. Evidently this revived the earlier conflicts which the patient thought had been rationalized. A frank discussion of her history seemed to bring great relief to the patient, who because of the intimate nature of the difficulty and the social prominence of the family, had never felt free to confide in anyone before. Owing to the close of the quarter, and to the fact that the young woman is graduating at this time, further follow-up work on this case is impossible; however, she promised to return for further help and advice. This is a case where much could be done by further analysis and frank discussion. The pity is that psychoanalytic treatment could not have been used long ago on this case.

NOTE: It is rather interesting to note that cases of maladjustment so frequently come to the attention of the administrative officers just at the close of a quarter, when the strain of final examinations and fatigue drive the girls to seek help. Preventive work should be begun earlier in the year, so that better follow-up work could be done, and these breakdowns prevented. Preventive work of this sort is being successfully done among the lodgingpupils of the Columbus School for Girls, under the direction of Dr. Florence Mateer,

and very definite decrease in strain and in "spring breakdowns" is resulting.

#### IX. VOCATIONAL GUIDANCE CASE.

This young woman, Arts 1, 18 years old, comes to the Clinic for Vocational Guidance. She is found to be of average (college) intelligence, and slightly spoiled by the attention she has received because of her more than usual physical and social charm. On first interview she makes a very pleasing impression which does not, however, increase with acquaintance. A study of her abilities and interests reveals a strong interest in heavy drama and the Shakesperean stage. She has some vocal ability and some ability in design. She is advised to seek expert opinion on these three lines of ability. She is also shown the best way to make use of the campus opportunities to find the thing for which she is best suited. She is discouraged from attempting newspaper reporting in which she is also interested, because of certain specific disabilities, one of which is a difficulty in the discriminating use of English (she is a Russian Jew and learned Yiddish and English simultaneously). She is instructed in the principles underlying vocational choice.

#### X. A CASE OF STEALING.

This young woman, Arts 1, 18 years of age, of a prominent family is sent by the Dean of Women because she stole a coat from the gymnasium locker-room. Later she wore the coat on the campus where it was recognized by the owner, and



after many attempts to deny the charge, confession and restitution were made. This girl is found to be on the verge of a physical breakdown as the result of infected tonsils and anemia (doctor's report). Mentally she shows the effect of the recent strain of appearing to answer such a charge. Her intelligence is above the average. She willingly enters into cooperation to discover the causes underlying her act, which is her only offense. Exhaustive study of her previous life fails to find any basis for the offense, except a possible shortcoming in her sense of ownership. This probably dates back to high school days when promiscuous borrowing of articles of apparel was the habit of the girls with whom she associated. This is fully explained to the patient who is helped to rationalize her act as being a natural consequence of this habit. She is advised to remain at home during the ensuing quarter for the purpose of regaining her health. She is to be permitted to return to school when she is able to do so, partly as a result of the findings of the Clinic in her case.

#### XI. A CASE OF BEGINNING INFANTILE REGRESSION.

A young woman student of Ohio University, Athens, is referred by friends because she is acting "queerly", absenting herself from classes, talking "baby talk", and acting in general like a child. She is 28 years old. She is seen in her room under the pretext of a friendly call. When assured of understanding she readily discussed her problem, a love affair with a man some years her junior. The situation made

it necessary that she should discuss it with none of her friends, so she had tried to repress it. Frank discussion of the problem of age difference and the reason for society's attitude toward it, helps her to dissipate part of the conflict. A discussion of common sense methods of dealing with the practical aspects of the situation seems to result in the complete freedom from the disturbed state, and without any mention or suggestion, she at once resumes her normal, grown-up manners of speech and action. Her friends report that she has remained entirely normal in the months since this interview, and that she has also been in better health.

## XII. A DIVORCE CASE.

A Graduate student, Mrs. X., in the university to finish her Master's Thesis, her year of residence being completed, comes voluntarily to the author for help to justify her separation from her husband. This appeal is the result of a chance remark made to her in a class in psychoanalysis, in answer to her question as to a possible Freudian explanation of her difficulty in writing "be" for "we" and vice versa, several times in writing her thesis. She confides the information that she has a husband and a small son, but is not living with them, although there has been no open break, her return for the degree being rationalized to her husband by her desire to teach and so help out in family finances which are rather precarious just at this time. She finds married life intolerable because

of her husband's lack of consideration for her, which she says has been more pronounced since his becoming a chiropractor. He refuses to leave this occupation. Analysis of her own sex life shows a strong father-fixation. Her habits of reaction to difficult situations are the childish ones of "temper spells" or running away. Her mother has always ruled her husband by these same methods. Since Mrs. X. is something of a psychologist herself, it is possible in a very short time to show her the roots of her difficulty. Her husband responds surprisingly to a more adult attitude on the part of his wife, and the family are reunited on a better basis of understanding than ever before.

#### XIII. A COLLEGE "CRUSH" CASE.

This case, which is still pending, is included to show the need which exists for a well known, well established agency where help for problems may be sought. In private conversation with the Secretary of the Arts College, a young woman student expresses the wish that something could be done to relieve her from the annoying attentions of an under-class woman who had become devotedly and romantically attached to her. After considerable urging, the girl reveals the name of her young admirer. The girl proves to be enrolled in the College of Agriculture. The next step was the reference of the situation to the Secretary of the College of Agriculture, who in turn referred the information to the head of the

Department of Home Economics, and she in her turn called on the Dean of Women for advice, who finally referred the case to the Clinic. Since the data were so incomplete, an interview with the Secretary of the Arts College was the next step. It was learned that the complainant had asked that her name be withheld, so a message was sent to her through the Secretary of the Arts College, to the effect that if she desired to come in person to the Clinic, she could receive advice and help in handling her problem. Suggestions were also sent to her as to means for transforming this unhealthy condition into a normal friendship, (fearing that timidity would prevent her consulting the Clinic). Sufficient time has not yet elapsed for a report on the outcome, but the case is recorded here as another evidence of a student need of help.

#### XIV. A CASE OF ALLEGED SLEEPING SICKNESS.

This is a report of a case that is still under clinical observation and investigation. It is given in its incomplete state because it also illustrates concretely certain campus needs.

A young woman student, Arts 1, aged 16, consults the Clinic on the advice of her instructor regarding a condition of alleged sleeping sickness with a history resembling psychic epilepsy (epileptic equivalent) or post encephalitis. She falls asleep in class and elsewhere,

goes into stuporous states from which she can not be aroused, has periodic uncontrollable temper spells, accompanied by profanity, vulgarity, (or delirium) of which she appears to have no recollection. The examination reveals a case of bad mental and physical hygiene, combined with emotional instability and a romantic temperament. After the second interview she presents the writer with fervid verses written in praise of the wonderful benefit her consultations have been in her life!

She overworks, undersleeps, abuses her diet, carries too much work and engages in too many social and athletic activities. She resorts to extreme measures to attract attention, especially of young men, even going so far as to undress with the blinds of her room raised high although she has been warned that she is in full view of men rooming across the street.

With a tendency toward reverie, she romances, then dissimulates and practically malingers. In three different attempts to secure a connected history of her life, entirely contradictory data are obtained, by different examiners. These data are further contradicted by facts obtained from neighbors.

A sister who is enrolled in the College of Education makes high grades, and presents no social problems. She, however, is also subject to some sort of spells in which she loses consciousness for varying periods of time.

Because of this, the patient was taken for neurological examination to a well established local physician, who reports that he finds no evidences of disturbances of reflexes, and reports that he "had a very enjoyable conversation with a young woman of unusual intelligence.

The Kent-Rosanoff Association Tests show clearly the existences of sex complexes, and a large number (15-19) of individual and low frequency responses. When attempt is made to approach the subject of sex experiences, the patient introduces other topics. At the same time, she was seen to be flirting with a man, a stranger to her, waiting in an adjoining office. Reports of open flirting come from every one connected with the case. As yet it has been impossible to get any real cooperation from the patient. She apparently enjoys being the center of the stage, and keeps her appointments for that reason.

Her intelligence rating on the University Intelligence Tests is at the 50 percentile of Group 3. On the Morgan Mental Measure she makes a score of eighteen years, two years above her actual age.

She completed her high school course in three years, with honors. In her third year she took a leading part in both the junior and the senior class plays. She was active in athletics and social affairs.

Her university grades average C, with both very

high and very low marks. She seems to have some talent in writing, and says that she has had a scenario accepted by Famous Players Company. Also that she has had poems printed. In the absence of tangible evidence to the statement, it must not be taken too seriously.

At the end of the third interview, a "calling of her bluff", a stiff reprimand and candid suggestions work wonders in almost immediately setting her straight and doing away with the "sleeping sickness" which has not since reappeared. In fact the "dramatizing" for effect has considerably subsided, and has turned itself more definitely into attracting the attention of men to herself. This shows in her extreme dressing as well as in her conduct.

Recently she has been called into the office of the Dean of Women on complaint of the woman for whom she was working for board and room. The trouble in this instance is connected with the same type of mild exhibitionisms mentioned previously. She is said to have sat half clothed smoking, in an upstairs window and to have called to men passing the house. For this and other reasons the Dean has removed her to the home of a relative in Columbus in the hope that more strict supervision will be possible.

This is indeed a maladjusted adolescent. She needs help. As yet it has been impossible to reach the root of the trouble. Adequate medical and laboratory

studies have not been secured.

These case studies, with others, have been most unsatisfactory to the writer because of inadequate facilities for carrying on this important service to the students. The net results of the clinical side of this investigation have been to show that help can be given to many if not all of the maladjusted students, that they respond with appreciation to an attempt to help them, and to show that a more complete organization of the resources for giving this help is imperative before further work can be successfully undertaken in the Clinic.

It will be evident to anyone sufficiently interested to have followed the discussion to this point that the individual handling of these problems is expensive both from the point of time and money. In the next chapter will be discussed methods of others in dealing with the problem of maladjustment from this and other angles related to the clinical approach to the problem.



## Chapter VII.

### Comparison of Methods and Results with Those of Others.

We have mentioned the fact that the individual handling of these problems is a costly procedure. Might there not be some other method of solving the problem? Would it not be possible to give courses in Mental Hygiene in which the minor problems could be handled by the student himself, leaving only the most severe cases to be dealt with individually? The writer has no doubt that to some extent this is a possible solution. This belief was the basis of a class in elementary Psychology organized by the writer in a high school of which she was principal, and the results of the work done there have been most encouraging. The attitude of the students enrolled was most enthusiastic.

Laird has attempted the same type of experiment with college students (31) and reports that "College students are eager for instruction in Mental Hygiene, especially as it affects them personally. It was estimated to be of more value than any other part of the course in Elementary Psychology. That it results in much personal benefit is shown by the results 'before and after taking'."

Wallin (46) reports the existence of sixteen university clinics, but in no instance is any mention made of work done in these clinics for the University students themselves.

Anderson (1) states that "a well-known Eastern college has recently undertaken to create the position of full-time Psychiatric advisor to the student body. It is believed that work of this nature would justify the most serious consideration and would within a given time produce definite results". (The college referred to here is Dartmouth, and later communication informs that the position has not been filled because of the difficulty of finding a person of suitable training. This brings up another problem that would be a whole study in itself. Reference might be made to the Smith College Experiment (35) in training for work of this same general type.

Michigan University, does nothing of this sort except the psychiatric work mentioned earlier in this paper. Whipple (48) has made a report on a study of the causes given for their failure by students on probation at Michigan. In this study the following causes appeared:

Change from high school to college conditions not fully appreciated and met.	115
Health poor, or physical defect	110
High school preparation inadequate	100
Self-support 2-9 hours daily	89
Room conditions unfavorable for study.	60
Never taught to study	57
Insufficient sleep	31
Neglect of study	29

Illness (specific recent cases)	28
Worried about studies and fearful of failure	28
Out of school for a time	26
Military service	21
Miscellaneous causes less than twenty times each.	

These figures are based on the student's own statements of causes. Whipple states that of these probationary students, 94% were in groups A or B (the two highest groups) in the University Intelligence Tests. This high percentage was the reason for the making of the tabulation here quoted. It is notable that the alleged cause in 272 cases was of poor articulation between high school and college. This, in agreement with the relative number of such causes, found at Ohio State University by the writer. With the exception of military service, no cause appears in the Michigan University list that may not be identified with causes found at Ohio State University, although there is slight differences in the form of statement in some instances.

Morrison (33) of Minnesota sent out a questionnaire to 342 Deans of 32 state universities, 14 privately endowed colleges and universities, and 8 women's colleges to find out:

- a. "Whether any effort is being made by the universities to analyze the causes of students leaving college
- b. What proportion of the students have mental difficulties as undergraduates and graduates.
- c. What is the attitude of educators toward the need of

work in Mental Hygiene in the universities from both the instructors and student's standpoint and how the problem of reaching and advising the students on this subject might be approached."

This investigation showed that:

1. There seem to be many universities which have analyzed to some extent the causes of students leaving college, but little further is done about it.

2. The proportion of students having difficulties of a mental nature was thought by most to be sufficient to warrant a careful study.

3. There was a fairly general agreement that mental hygiene advice would help, but many different methods were suggested as to how the students could be brought into touch with such help, and who should be the one to give the help.

4. Opinion ~~was~~ about equally divided on the question of required mental hygiene courses.

5. There is difficulty in securing persons of requisite training to do this work.

In the summary Morrison suggests several possible plans

- a. The employment of a neuro-psychiatrist on the staff of the University Health Service.
- b. A complete physical and mental examination of every student once a year.

- c. Instructional lectures on this subject to the faculty, both for their own good, and so that they might earlier recognize danger signals in their students.
- d. Faculty advisors of small groups of students.
- e. Encouraging students to seek help from deans and instructors.

Mention has been made of various studies as to why students leave college. Murchison, (34) makes a comparison of intelligence ratings of those withdrawing for various reasons. The median intelligence rating in the school referred to is 129. Note how in all cases except that of actual illness, the median for each excuse falls below this school median, in some instances very markedly.

Reason for Withdrawal	Median Intelligence for Each reason.	Number leaving
Sickness	130	15
Illness at home	116	5
Lack of funds	107	10
Another institution	107	11
Poor scholarship	105	14
Dissatisfied	100	7
By request	99	22
Unable to get the desired course	92	4
Conduct (expelled)	81	1

The use of the median intelligence for each reason is somewhat misleading in that it obscures the great amount of individual variation which no doubt existed in these groups.

This low score in the case of students withdrawing for sickness, illness at home, and lack of funds is difficult to explain, unless the small number of cases may be partly responsible for a "skewed" distribution. Change to another institution, might be due to the attempt on the part of pupils of mediocre intelligence to find courses more suited to their needs. It is a surprise to find those leaving for poor scholarship, ranking higher than those dismissed for undesirable conduct, until one sees that the latter is only one case. "By request" seems to overlap "poor scholarship", or "expelled". Murchison does not explain the basis for these or the other categories, perhaps if it could be known how the table was obtained, and just what each heading connotes, much of the obscurity would be removed.

Pressey, in an article describing his X-O tests made the following pertinent comment: "It is beginning to appear that intellectual traits may be distinctly less important than has been supposed in conditioning delinquency, economic capacity or even scholastic training". He mentions in support of his contention the correlation reported by Bridges (4) between grades and score in the Army Alpha Test for over 5000 cases which he found to be only  $r = .35$ . Bridges reported the results of a questionnaire sent out in 1920 by Arps of the College of Education, Ohio State

University, to seventy different schools on the value of intelligence tests. Forty-two replies were received. Thirty-one said they were using group tests; seventeen were using them with freshmen only. As to the use made of the results, the following purposes or uses were mentioned:

Correlation and other research	17
Instruction in psychology courses	5
Delinquency	6
Supplementary for entrance	4
Educational advice	2
Vocational advice	3
Miscellaneous	5

Bridges concludes: "A better arrangement would be to have for this purpose (student guidance) a special bureau upon which psychology, psychiatry, and perhaps other departments of medicine would be represented.-----Thorough psychological and psychiatric examinations of those cases that fail to come up to the established minimum academic standards, or who are in any way not adjusted to university life and its problems may have a very great value both for the university and for the student concerned. For the university, it may mean some assistance in the solution of a special problem; for the student it may mean not only psychologically well-founded advice, where such advice can be given, but in certain cases it may mean the detection of psychotic or psychoneurotic trends in their incipient stage, at a time



when therapeutic procedure may perhaps be of some avail in freeing the subject from the direful results of a repressed complex, or in breaking through the vicious circle of his neurasthenic habits." (4)

The University of California has for several years had a psychiatric clinic at the University Infirmary, at which at present Eva C. Reid, M.D. spends a half-day each week. In a recent letter she says: "The majority of the cases are neuropathic or psychopathic. There are, however, a considerable number who are normal but who have problems on which they wish advice. Nearly all the cases are referred to me by the physicians at the Infirmary. I have no routine for examination as every case requires a different line of interrogation or examination. I write a report which is placed on file at the Infirmary for consultation when desired by various members of the faculty."

In contrast to this is the statement of Dr. H.A. Aikins of Western Reserve University, that several years ago he gave "every available hour to personal conferences and did not fill the demand", in a college of six or seven hundred students. "If one includes little complexes like fears, unreasonable antipathies, etc, I should say the proportion of maladjustments would be well above 50%." Of all these cases, he was able to be of help to 90%. Contacts were established in class-room discussion, the students later making appointment for private consultation.

The types of problem differed very widely and "sex in the narrower sense is not predominant". Aikins' work has been of a purely voluntary nature.

It is evident from the contrasting points of view presented in these two letters from two persons actually engaged in the work that the difference between the medical viewpoint and the psychological makes a difference in the number of types of cases found, for it is not probable that there should be so great a difference between the student body of the two schools. In the reports from medical men at Michigan and Ohio State Universities, the number of actual psychiatric cases is given as about 20 to 25 per year. Reid at University of California spends a half-day each week in dealing with mental cases, but it must be noted that she says a considerable number of these are "normal, but ---- have problems on which they wish advice". Aikins also includes "little complexes like fears, unreasonable antipathies" in his estimate that 50% of the students of Western Reserve are maladjusted. Analysis shows contradictory nature of these statements to be due to difference in use of terms.

In the Ohio Wesleyan Alumni Magazine (13) appears a report of the use of mental tests in that university, in which mention is made of the treatment of students who make low grades. This significant statement is made, "In frequent cases special defects are discovered, many of which can be corrected. Among these are defective eyes

and ears, delayed adolescent disturbances, and worries".

At Ohio State University (5) a study of 45 academically inferior but mentally bright students was made by personal interview. The reasons given for the low academic standing are summed up as follows:

	Cases
Social activities (out two to five nights a week	20
Outside work (earning part or all of their school expenses)	17
Came from other colleges, not yet adjusted	4
Major athletics	3
Poor health	1

Some of the students ranking in the lowest group according to the University Intelligence Tests, yet making grades above the average, were found to be foreigners, and it was felt that "the test used was not a fair measure of the intelligence of this group".

The most extensive experiment with the use of the methods of clinical psychology found in the preliminary study of the literature for this paper is the one reported by Kitson (28) of the University of Chicago from actual experience with putting the plans into action in a very practical way. Hesays, "Today the professor's energy is practically exhausted in his study of the subject which he is to present to the student. In the time that is coming, provision must be made either by the regular instructors or by those especially appointed for the purpose, to study in detail the

the man or woman to whom instruction is offered. Just as at present in many institutions every student upon entrance receives a careful physical examination for the discovery of possible weaknesses, and for the provision of special corrective exercises, so in the future it will be the regular function of the college to make a general diagnosis of each student". (28) This is made as to:

1. Character (responsible or careless, shiftless or vicious).
2. Intellectual capacity (able, dull, industrious or lazy).
3. Characteristics of intellectual life (independent or routine).
4. Special tastes (balanced, book, or laboratory type).
5. Social interests (recreations, self-support, companionship)

(the words in parenthesis are suggestive, not exhaustive of the possibilities under each heading.)

"This will serve as a basis for selection of studies, will determine the character of advice and punishment, in fact determine the career of the student. This feature of education will come to be regarded as of the greatest importance and fifty years hence will prevail as widely as it is now lacking." (28)

In Kitson's work, which has been done in connection with the College of Commerce and Business Administration in Chicago University, the following plans have been used:

1. The enrollment has been kept small.
2. The choice of courses by the students has been carefully supervised.
3. A long preliminary interview is given each candidate for enrollment to prove -
  - a. whether the candidate can be served by the courses offered.
  - b. whether the candidate understands the requirements which are held high.
4. Life and personal history blank are filled out upon admission.
5. Letters of inquiry are sent to his high school teachers concerning him.
6. Letters of inquiry are sent to former employers.
7. A printed form accompanied by a personal letter is sent to parents requesting information and cooperation in the purposes of the college.
8. Gymnasium teachers furnish data as to physical condition.
9. Freshman lectures are given and conferences held on the psychology and physiology of study.
10. Instructors turn in criticisms at the end of the quarter.
11. Each student fills out a blank listing outside activity.
12. Clippings from campus paper regarding any student's activity are kept in the office.

13. A system of psychological examinations is in use.

14. Personal interviews are encouraged.

All this might not prove a practical method of attacking the problem where the enrollment was large, but suggestions are valuable. After two years of experience Kitson concludes, "For one who has witnessed the application of these methods to the education of a group of able and willing young men and women for two years it is evident that higher education may look with increasing hopes to psychological laboratories."

No attempt has been made in this survey to include all the colleges in which work is being done for the mal-adjusted student. The literature on this phase of the work is as yet meager, and definite details are somewhat difficult to secure because the colleges regard the work they are doing as experimental in character, and have not felt ready to publish results confidently. It is significant to note that there is as yet not even a name given to this service. The term "Students Personnel Service" has been used in a recent conference (May 9 and 10, 1924) called by the National Research Council, Washington, D.C. It is the second of a series of conferences on vocational guidance, and had for its definite topic "Vocational Guidance and Personnel Service for College Students". In the detailed announcement of this meeting appears the following comment:

"Some of the colleges have lately started personnel service for their students. The service varies in different colleges. In some institutions it takes the form of rather intensive work on intelligence tests and tests of special aptitudes in the hope that the students may be advised about their college courses and their occupational decisions, at least partly in the light of the results of the tests. In some of the colleges the personnel service takes the form of close study of the opportunities that the Alumni are finding in the firms where they take their initial positions. By personnel service for college students is meant the attempt to advise the individual students in the light of their capacities and limitations in addition to offering the formal courses of instruction. In some colleges full-time personnel officers have been appointed to conduct various forms of personnel service and to carry out scientific investigation on student personnel problems. Since this is a relatively new field of work in which many of the colleges are becoming interested and in which a considerable amount of scientific work is being carried on, it will be especially useful to have a conference in which those who are particularly interested may pool their experience and formulate their research problems."

The purposes of this Conference are enumerated as follows:

1. To describe and compare the different forms of personnel service in the colleges where such service has already been installed.

2. To publish a report of student personnel service and vocational guidance in the colleges.
3. To describe the problems of vocational guidance and personnel service for college students, both technical and administrative.
4. To encourage some of the colleges to assume the responsibility for carrying out scientific experiments looking toward the solution of these problems.

The projects suggested are not exactly the same, or taken from quite the same standpoint as that advocated by the present study, still there are several of them (as checked) which would be of value to the plan, or rather the suggested point of approach to the problem, which will be found in the following chapter of this study.

The following projects are proposed for consideration by the conference as typical student personnel problems.

1. Vocational guidance monographs.
2. Vocational guidance service conducted primarily for research purposes.
3. Experimental study of intelligence tests for college students.
4. Preparation of a national intelligence test for college students.
5. Experimental study of personality traits.
6. Experimental study of the development of personality traits.



7. Analysis of occupational traits.
8. Rating scales and student personnel records.
9. The history and present status of the honor  
system.
10. The honor societies in the colleges.

## Chapter VIII.

### Suggestions for Further Investigation.

The first need faced by any new movement is that of educating its public to an unfamiliar viewpoint. The need for further research on the maladjusted college student and the feasibility of practical service are emphasized by this study. We now present some suggestions as to points of attack, together with a tentative organization for making such a study effective at Ohio State University.

Cooperation of various service agencies on the University campus, such as the Division of University Intelligence Testing, the Registrar's Office, Deans of the various colleges, Dean of Women, Department of Physical Education, Student Health Service, and the Bureau of Appointments would save reduplication of data, and furnish various angles of the problem. This could be made possible by the establishment of a research or service position, in charge of a full time worker who would be specially trained in mental diagnosis and vocational or personal guidance. With sufficient office force to handle the routine clerical work of the study, the full time of this worker should be at his own disposal to plan the details of this service or research and to care for the personal interviews with the students who present problems of maladjustment. A special worker in charge of this study would be a distinct advantage.

It might be the duty of this worker, in conference with the administration, to devise methods of articulating the agencies mentioned above, in such a manner that the best interests of all were conserved. This could include methods of securing necessary data, in the most efficient manner, the question of establishing the initial contacts with the student cases, and of keeping in touch with the cases until officially completed. Details of methods and of follow-up work would need to be provided, such as the organization of the laboratory itself, routine laboratory procedures, selection and development of suitable objective tests, and preparation of clinical syllabi or case study outlines. If the plan includes a study of the maladjustment of both men and women students, both a man and a woman should be on the staff.

There are a number of topics that might well be investigated in connection with such a service or research bureau, or studied independently by students doing graduate work in the several departments of psychology, or in school administration.

1. Academic or educational problems.

- a. Objective validity of instructor's marks.
- b. Content and method of examinations.
- c. Distribution of grades (shall the grades given in a course follow the curve of normal distribution).
- d. Size of college classes.
- e. Special provision for gifted students in university.

f. Mental ability required to profit from various courses.

g. Educational prognosis.

h. Teaching the college student to study.

i. Improving the quality of university instruction.

j. Academic guidance.

## 2. Vocational

a. Qualities required for success in various callings.

b. Relation of vocational tests to vocational success.

c. Placement Bureau for professions other than teaching.

## 3. Personnel

a. Development of tests for higher levels of intelligence.

b. Standardizing and calibrating such tests.

c. Statistical study of student problems over a period of years.

d. Development of adequate record blanks for service agencies dealing with students.

## Chapter IX.

### Summary of Results and Conclusions.

1. Although the maladjusted college student was recognized as a problem as early as 1890, the main treatment offered him was deprivation of the privilege of a college education so long as he was unable or unwilling to conform to the rules, and to make passing grades. Education was thought of as being for those who were able to make use of it in the form in which it was then offered. This narrow point of view as to the purpose of education barred from college men and women who with a little help could have been made into highly useful members of society. It allowed others to graduate with warped and twisted viewpoints. While the instructor was well-equipped with a knowledge of his subject, he knew very little about the nature of the human beings entrusted to his care. It has long been a matter of common consent that the best teaching is found in the kindergarten and that as far as understanding the students problems, the higher one goes in the educational world, the more he is dependent upon his own ability and the less efficient assistance he receives. The instructor in the higher educational institutions may know his subject matter, but all too often does not know his pupil. And a knowledge of the strong and weak points of the pupil is essential to a successful attempt to help him into vigorous, useful manhood.

2. The advent of intelligence tests was a step in advance, in that it gave objective measures of the difference between pupils. Merely to find out, however that A is brighter than 75% of his classmates is not enough, for statistics developed at various colleges are in fairly close agreement that the correlation between high marks on intelligence tests, and high grades in school is comparatively low. This means that poor quality of intelligence is not so largely to blame for failure to make creditable marks as some other factors. A search for these "other factors" then began. Classes were divided into sections on the basis of ability, more work was given to the student scoring high in the tests, the weak student was restricted as to the amount of outside work he might carry, in fact all kinds of effort were made to adjust the curriculum to the student. It is true that much good did result from all this reorganization, and that more is still to result from its continuation. The general testing of entire student bodies has done good because it, with the changes resulting from it, has been based on actual scientific study of the student rather than on arm-chair generalizations about him. The literature of the period just preceding the introduction of the tests abounds in books which discuss eloquently and beautifully what the student should be and do. It tells him exactly where the pitfalls are, and points out the advantages to be gained by conforming to the ideals set forth by his "elders and betters". The fact that this type of inspirational literature is now read only by those who are compelled to review

it for a historical survey is eloquent of its failure. Its ideals are all right----the trouble is that "to do" is not as easy as "to know what were good to be done".

3. The point of view of Goddard that "there are no bad children, there are children that do bad things" and the further explanation that these bad things are done because the children do not know any better or can not help doing as they do, because of mal-functioning or emotional maladjustment, is suggestive as to a helpful attitude toward college students. The idea that there are causes for the failure of little children to succeed in public school has caused the establishment of school clinics and court clinics in which, without the intervention of any other magic than that of the common sense application of scientific principles, maladjusted boys and girls are made responsible and cooperative members of their little groups, can be extended into the next step higher. Perhaps there are somewhat similar causes for the failure of college students to adjust themselves to their environment.

4. A study of the records of the office of the Dean of Women at Ohio State University reveals that there are problem cases on this campus, in fact, that nearly 30% of the women enrolled in the past four years have failed one or more subjects, or have been called to the office to answer some disciplinary charge. These figures,

moreover, represent only in part the maladjustment problem as it really exists, because the records are not complete, nor does every case come to the attention of the existing agencies. Not only do these problems exist, but the girls' own statements of causes, as well as those of the Dean, coincide to a high degree with a more or less empirical study of causes which, from a clinical point of view, might be the sources of such maladjustment. Furthermore, actual clinical study of problem cases in the University Psychological Laboratory has showed that they can be helped by the application of psychological and psychiatric methods. At present these needs are being met by no existing campus agency.

5. Individual handling of these problems is a necessity because of the intimately personal nature of most of them. This is a very expensive method and one which consumes a large amount of time. It is possible that courses in Mental Hygiene could be very helpful to some of the minor cases, but there will always be many for whom personal work will be a necessity if adequate assistance is to be given. The experimental work done this past year has been incomplete and unsatisfactory because of lack of time and laboratory facilities, and opportunity for adequate follow-up work.

6. A tentative program for such service to students might include the employment of a service or research worker to coordinate the existing campus agencies, to develop a laboratory organization, and to investigate various academic,



vocational or personnel problems, as well as to deal with the individual students who were maladjusted.

Very little work is being done from this point of view by other universities, but the establishment of this type of clinical service for students is being seriously considered by several. The recent conference called at Washington will hasten action in student personnel work.

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