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The Adjustment Problems of College Freshman and Contributory Factors

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(maze learning an example of "motor habits," e.g.). The present paper discusses the basis for such classificatory work, and proposes a tentative classification.

Past discussions of classifications of forms of learning have generally suffered from a failure to distinguish between classifications on the basis of ways of learning and classifications on the basis of kinds of habit formed. The paper suggests tentative classifications for each of these approaches. From the standpoint of kinds of habits formed, it is urged that relatively few examples can be found of pure types of habit, but that most concrete habits involve all three of the different types of habit suggested (namely, perceptual re-organizations, new motor coördinations, and re-intergrations). The differentiation of these three types of habit leads to the definition of a rather longer list of ways of learning than ordinarily is recognized.

Thinking in some of its forms is presented as a means of learning; but other forms of thinking, such as revery and dreaming, fall outside the field of learning. The forms of thinking that fall within the territory of learning can be classified into these forms: (a) controlled association, or search for some specific thing previously learned, (b) creative imaginative thinking, (c) problem-solving thinking on relatively objective problems, (d) problem-solving thinking on problems involving adjustments of personal interests.

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THE ADJUSTMENT PROBLEMS OF COLLEGE FRESH- MEN AND CONTRIBUTORY FACTORS

EARLE E. EMME

1. There were 5,959 adjustment problems discovered from 73 freshmen.
2. There were 19 areas of adjustment within which these adjustment problems were distributed.
3. Each student considers his own problems as being so unique and primarily significant that his perspective of the entire college situation is colored by them.
4. A distinct dissatisfaction with the social relationships of the college.

5. These freshmen expected personal, kindly attention, and understanding counsel.

6. These freshmen expected a more commonplace practice of religion, with less emphasis upon the intensely devotional aspects, and perhaps a lessening of the pressure of going into Christian work as a vocation, would probably bring others into a recognized relationship with the Christian religion who now feel unrelated to the intensely religious emphasis of the campus.

7. Causative Factors: Low intelligence, high neurotic tendency, and low socio-economic status were functioning in the ratio of 7:6:3.

It was quite evident that other factors were functioning which the present study did not disclose.

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SOME GENERAL AND SPECIFIC FACTORS IN TRANSFER OF TRAINING

CHARLES VAN RIPER AND ROBERT L. MILISEN

Two groups were used, one of which was trained in a right hand clockwise, and the other in a right hand counter-clockwise direction of motor skill. The transfer to the untrained hand in both groups was greatest in the direction opposite to training, although every case improved in both directions. The improvement due to the specific training was felt to account for the higher scores in the opposite direction, the remainder being due to general transfer.

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STATISTICAL ANALYSIS OF CHANGE-OVER OR REVERSAL TESTS

A. E. BRANDT¹ AND A. STARBUCK²

The arithemetical procedure known as the analysis of variance is offered as a method determining the reliability of a test when two forms are given to subjects of known differences in ability

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