

In the fall of 1931, the author entered the University of Illinois following his graduation from a small high school in the central portion of the State. Having lived his entire life upon a farm as a member of a large family, the new college student found himself in the midst of economic and social turmoil at a critical period in his life. Obviously his family could not provide the depth of financial support for him to attend even a state-supported college without ~~some type of~~ <sup>supplemental</sup> outside financial aid. Procuring a college loan during the first two years of student's life was nearly an impossibility at that time. Loans were available to college students, by and large, when the individual had successfully completed his first two years of study. The author had worked during the summer months for his father on the family farm, had participated in the nightly chores and other supportive tasks facing all farm families then. He had commuted ten miles daily, <sup>each direction</sup> to the high school ~~from his home~~, part of the time riding a horse but mostly using a Model T Ford.

The student during his junior year in high school inquired from one of his teachers about the possibilities of entering the University of Illinois. The high school did not ~~have~~ <sup>provide</sup> a guidance department; therefore, any technical counselling of students ~~upon~~ <sup>on her</sup> a ~~scheduled or formal~~ basis was lacking. The student was left to his own trial-and-error means to ascertain that ~~his~~ secondary schooling included those subjects essential for admittance to college. As the author looked back <sup>evaluating</sup> at those experiences, he <sup>was</sup> continued to marvel that many students were fortunate in meeting the college requirements for admittance, ~~under such conditions~~. Perhaps more significant was the fact that, despite the best efforts of his teachers, the depth of training in English, science, and mathematics was exceedingly shallow. ~~The~~ <sup>his</sup> high school possessed only a small, neglected, hidden library, which, at best, probably contained not more than two hundred volumes, including ~~###~~ a set of Encyclopedia Briticana at least fifteen years of age. So inadequate was the school library that there were days in which it was never unlocked for student or instructor uses. Most of the teachers were recent graduates from nearby colleges, searching for the first positions. The school board ~~had~~ <sup>was developed</sup> a reputation ~~for~~ <sup>for</sup> being extremely frugal and, unfortunately, some of its members, apparently believed that "too much learning was a bad thing." The entire operation of the school during the writer's four years as a student ~~reflected~~ <sup>manifested</sup> that philosophy, one which ~~the student~~ <sup>HE</sup> found to be not helpful as he struggled to become a student at the state university.