

**A STUDY OF COUNSELLED VETERAN STUDENTS SUSPENDED FROM
OREGON STATE COLLEGE 1946 - 1947**

by

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CHAPTER I

INTRODUCTION

For over a year the writer acted as one of the counsellors in the Counselling and Testing Bureau at Oregon State College, and, in the course of his duties came into contact with a number of students who had been, or later were, suspended.

In some instances the counselling process showed that there was considerable doubt as to whether certain of these students should ever have come to college. In other instances, it was found that students were in the wrong fields. It is, for instance, remarkable how many youths who should be in the mechanical field, start out in engineering when they have not the background of science, or are not the type of persons to profit by it. In other instances, students have shown up well on tests of general scholastic ability but demonstrate considerable weakness in reading and vocabulary. Because of these weaknesses, they have failed in some of their courses.

Frequently, students appeared to be suitable

college material, but they had already been on probation and then been suspended. Advisement showed where they might have taken other courses, or possibly have taken remedial reading, but it was then too late.

In certain instances, the writer, as a trained psychiatric-social worker, came across students who were not doing well because they had emotional, financial or other problems which needed working through before they could concentrate on their work or discuss vocational possibilities.

It occurred to the writer that a study of a certain number of students who had been suspended might be of some value.

In the first place, it might show where and how, certain students could have been "salvaged." It might also point out those who attempted to do college work, - students who failed not because of personal problems, - and yet who should never have come to college.

In the second place, it might indicate certain areas in which the counsellors themselves might improve their techniques, or show where they made certain recommendations which were not as suitable as they might have been.

Apart from those students who obviously were not college material and whose problems were solved when they had been helped to realize this, and then aided in the

search for a more suitable field of endeavor, the most interesting type of problem to the writer was the student who under-achieved.

In such cases, tests of general scholastic ability showed that the student had definite ability, Reading tests demonstrated that he had no reading problem. Despite this, the student had been placed on probation.

Frequently, such students complained that their minds wandered; that they could not concentrate when they tried to study. After ruling out all other factors, it was then necessary to do casework with them in an endeavor to help them find out the causes.*

After it was decided that a study of suspended students might be of some value, the scope and limitation of such a study had to be determined.

The scope is limited to consideration of those students who were suspended from Oregon State College during the winter and spring terms of the academic year 1946-47, and who had received advisement at the College Counselling and Testing Bureau.

It was limited to the students suspended, because the writer was interested in trying to determine the causes

*
For an account of a student who fitted this type but who came to the Bureau for advisement, see Appendix B

of failure. It was restricted to those who had passed through the Counselling Bureau because only in such cases were data available such as that pertaining to ability, aptitude and interests.

This limitation to such students as had passed through the Counselling Bureau resulted in a definite selection and restriction of the sample of cases studied. This selection meant that only veterans formed the basis for the study as, at that time, the only students passing through the Bureau were ex-servicemen.*

This selection of cases happens to be unavoidable in the case of this study, and depends solely on the fact that at that time only veterans were counselled. This study is in no way an attempt to use the returned man as a guinea pig.

In view of the fact that all the students considered in this study are veterans, it should be borne in mind that two reasons for suspension (reasons which would not appear in the case of non veterans) are possible.

In the first place, it is quite possible - it was found to be true in some cases - that a proportion of students who are attending colleges and universities under the two laws, P.L. 346 and 16, would not have been able, under

*Since this study was commenced, arrangements have been made whereby non-veterans may, for a small fee, obtain advisement.

normal circumstances, to attend college.

It is the writer's opinion that the veterans appreciate this opportunity to obtain an education. It is well known now that practically all of them are making a determined effort to make the most of the opportunity.

Despite these factors, however, it is probably true that a certain proportion of the students, being considered in this thesis, sought to get an education in college but were unfitted for this type of training and would have been better off, for instance, in a vocational school, a business college or in gaining experience through on-the-job training.

In the work at the Counselling Bureau, counsellors frequently found that this was the type of problem demanding attention.

Another point which should be brought out in connection with the fact that all the students being studied are veterans is that, in some cases, the students had attended college prior to entrance into the armed services. On their return, some of them plunged into study without giving themselves time to adjust to civilian life. (46:41-97)

In such cases, many factors mitigated against the student's progress. Some had been married just prior to going overseas. They did not know their wives very well; many knew them not at all. Return to their homeland meant,

in reality, accomodation to someone of whom they knew little but someone, nevertheless, concerning whom they had built up a phentasy life.

To complicate the situation further, housing facilities were considerably restricted. Some students have had to live with relatives. This may be a satisfactory arrangement for a brief period, but living for an extended time with relatives, and particularly in-laws, can be disastrous to family relationships.

Under such conditions, feelings become inflamed. All too frequently they are suppressed. In either case, the student's study will suffer.¹

In connection with this particular factor, - living with relatives, - it is regretted that in this study no information regarding this can be gained as, after suspension, the veteran's file follows him, and thus, at the present time, the files of the students under consideration are distributed all over the state.

In attempting to make this study of suspended veterans, the writer gave considerable thought to his approach. For a time a definite method of attack evaded him.

¹Since scanning the literature in this field, the writer has had an opportunity to read an article "On the Campus" by Judson T. Landis, published in Survey Mid-Monthly, January 1948, pp. 17-19. This is an interesting account of a study made on the campus of Michigan State College.

Eventually the following seemed to be the most suitable.

1. Selection of the students who have been suspended during the terms stated, and who had had advisement.¹
2. Analysis of the data collected. This included- GPA for the last term, number of terms registered, number of terms on probation, academic status, percentile rankings on such tests as the ACE, the Co-operative Reading test, and where pertinent, on such tests as the Engineering Aptitude test, together with certain notes from the counsellor's summary.
3. After the data had been analyzed, it was thought that a process of what might be termed "individualization" could be carried out. By this the writer means that each record was studied from the viewpoint of the group into which it fell. For instance, certain students were found to have low percentile ratings on the ACE test while others had high ratings. Nevertheless, students in both groups were suspended. It was hoped that by this process of individualization some light might be thrown on the reason for suspension.

¹It might be of interest to note that the number of suspended veterans formed 36.5% of the total number of suspended students.

4. When this process of individualization had been carried out, an attempt was made to note whether any generalizations could be made.

This process of individualization seemed to be necessary. The reason for this was that he considers the individual at least as important as the group; probably more so.

In making this statement he does not wish to convey the impression that the study of groups of students, with the object of finding certain central tendencies, is not useful.

Such studies are valuable, for instance, in predicting as far as possible, what proportion of freshmen will not survive the first year. Such study may even indicate some of the reasons why they did not survive. For example, they may have lacked the required scholastic ability; they may have been slow readers or have had poor study habits.

On the basis of such data, the administrative officials are able to set certain limits within which the student population will doubtless fall. Other inferences are possible and action would follow accordingly.

In the opinion of the writer, this is not enough. In the shuffle the individual is submerged. Frequently he drifts from college on a sea of uncertainty and

floats (literally) from job to job until he is picked up by some helpful individual or is washed up on some more or less suitable occupational shore.

It does not seem sufficient to say that 33 per cent of freshmen fail to complete the first year of college. It is necessary to know why they did not. If it is known why certain types of students fail, something may be done concerning the situation. If, for instance, it is found that some of the failing students have not the ability necessary for college work, an attempt can be made to ascertain their interest patterns and their special aptitudes and so help them to determine their line of action.

Mere suspension does not solve any problem. Frequently it does considerable harm to the individual as he has no real knowledge as to why he failed. He may think that it was the instructor, that he spent too much time working as well as studying, or that he was somehow in the wrong field but didn't know which one to try out.

If it is found that some students are poor readers, read slowly, or have a limited vocabulary, though they have sufficient ability to see them through college, then some effort can be made to teach them to read more effectively.

In seeking to find out why the particular students who were studied failed, it may be found that the counsel-

lors are failing to do certain things, or are not alert to certain matters, or that they need to note certain signs which at the present time they are missing.

In this study the exact number of students selected for consideration was 101. Of this number 4 failed to complete advisement. The total number of students actually used in the study was 97.

CHAPTER II

HUMAN WASTE IN COLLEGE - SOME CAUSES OF STUDENT FAILURE

The Educative process is definitely a selective one. Much is said about individuals being born equal, though the study of individual differences indicates that this is not the case. As with most such statements which partake of the nature almost, of proverbs, other statements of contrary meaning may be quoted. In this case such a statement would be, "To him that hath shall be given."

In many ways the educational system shows up these contradictions. To the student of high ability, accrue, in most cases, degrees and honors. However, not all students including those of superior ability, reach the end of the academic road safely.

The picture presented by students proceeding through college, is somewhat reminiscent of that conjured up in the Vision of Mirzah. In both the Vision and in college, there is a continual procession across, but, from time to time, individuals drop out of sight as they traverse the structure.

Similarly, as in the Vision, both ends of the bridge are somewhat shrouded in mist. Fortunately, although, in the case of college, the future is hidden from us, something is known of the Students' past before they

enter college. What they will become after they leave is frequently a moot question.

Just why do certain students "drop out" on the journey through college? Are they all dull students? Are the majority working their way through college, and so not able to accomplish their best work? Do economic factors play a part? Just why do they fail?

Ivan A. Booker (8:249-254) some time ago, asked these questions: How many students withdraw from college? Why are they failing? How many withdraw because of failure?

Some related questions were propounded by this writer; questions that were probably not only pertinent but rather embarrassing. He wondered whether the student existed for the sake of the school, or the school for the sake of the student! Furthermore, he asked to what extent student failure are teachers' failures. How many of those who fail could be, or should be, spared that experience by remedial work?

Booker took figures for the various sections of the United States and was able to bring out the fact that national statistics regarding college enrollment revealed that approximately one-third of the students who enroll as freshmen, do not return as sophomores. He then quoted President Rightmire of Ohio State University to the effect

that-

With classes which were too large, with many students failing, frequently parental complaints, and with inadequate facilities, university faculties became discouraged, to some extent hopeless and finally somewhat callous. It became rather customary to say that a certain large percentage of freshmen must fail because of lack of preparation, or lack of brains, or both. (8:250)

Studies of the situation gradually caused educators to realize that there were other factors besides lack of preparation or lack of ability which caused certain students to fail in college work.

These studies have been numerous. The findings have been many and diversified. Such studies as the six-year investigation made by the Carnegie Foundation, arouses, by inference, the thought that perhaps those who do not succeed in college may be better off than those who do.

Tunis, who wrote a report of this investigation suggested that those who realize

. . .that there is something wrong with an educational system which turns out thousands of degree-holders and only a few educated men and women

should read the report. (41:38).

This statement is perhaps an overstatement but, nevertheless, it contains considerably more than a grain of truth.

It may be that certain students fail because of the

educational system. To have to recall numerous facts (as happens frequently in the case of many students) but not necessarily to understand their relationship to other facts, may be too great a task for some searching minds. Such students, no doubt, prefer to educate themselves rather than seek to absorb the constant flow of verbiage which clogs the minds of other students.

If it be granted that the educational system is in some measure imperfect, are there other possible reasons for scholastic failure?

Research students seem to think there are. A study of the literature in this area suggests the following as possibilities.

Effect of Student Self-help.

Newman and Mooney (26:435-442) pointed out that there are two points of view regarding self-help as a possible reason for academic failure. These two points of view are-

- (a) The one, which is rather sentimentalized, that regards such a procedure as character-building by nature, and
- (b) that which states that work adversely affects achievement and health.

The writers go on to point out that working

students are drawn heavily from lower income homes.¹ They quote a study to the effect that from ten to twenty per cent of students were found to be earning all their expenses. In that study, the hours of employment averaged about twenty a week. (26:435 - 436).

Concerning the effect of working on the health of students, Newman and Mooney stated that investigation seemed to indicate that it was harmful only in extreme cases.

They cited a Chicago study which found that "The handicap in time seems to be outweighed by a greater seriousness of purpose or by an acquired ability to work to better advantage. (8:438).

These writers concluded, after reviewing the studies available at that time that no simple generalization was possible; that it is unwise to be dogmatic.

¹ To this group should, at the present time, be added the married veterans, who, in many cases, could not manage to make ends meet while they go to college, unless their wives work.

Employment is but one factor in the situation.¹

Other research workers have studied the effect of work on studies. Reeder and Newman (31:2030214) compared workers with non-workers among freshmen entering the College of Commerce at Ohio State University. They sought to equate high school records, intelligence, sex and nationality. Employment, as far as they could arrange it, was the only variable. No student was included in the study unless he worked fifteen hours or more a week.²

¹The writer of this thesis thinks that it is this fact which, in large measure nullifies many of the attempts to study failure in college. The problem is akin to that of delinquency. It is now recognized that many factors play a part in the development of this social problem. Great skill is needed by those who seek to deal with it. Nevertheless, because of this difficulty in isolating causal factors, the problem is not left to become a festering sore on the body societal.

In the same way, the problem of college failure has many possible causes, but that is no reason why further attempts should not be made to deal with the problem.

However, it is part of the thesis of this writer that the methods used are at fault. Rather than take large numbers of cases and seek to find generalizations, the writer thinks that the cases can be studied, but individually.

It is this lack of definiteness of findings, or perhaps it should be called, hasty generalization, which has caused the writer to try out the individual method.

²To the writer of this thesis, the fact that a certain number of hours a week was decided on, affects the situation, for, in the case of one student, twenty hours may not make any difference, whereas ten hours might mean the difference between passing and failing to another working student.

The authors of the paper found that "once working, always working" seemed to be a true statement of the situation. They decided that the amount of work seemed to make little difference; the same thing applied to academic load.

The writers concluded that "the use of employment as an excuse for poor marks would appear to be mere rationalization." (31:272). They did think, however, that intelligence was the factor that counted. This cannot be the complete answer as in our study we had students of superior ability who were suspended.

Robinson (33:534-540) interviewed, with the aid of carefully instructed students, 1100 students at the University of Washington during the years 1938 and 1939. He used a control group. These workers found that the working group compared very favorably with the professional group, and concluded, after analyzing all the evidence, that those who must work can still do good college work.

On the face of it, these studies would seem to indicate that self-help on the part of students can be eliminated as a factor in college failure.

The writer's comment on these conclusions would be that when groups are taken en masse and treated statistically, the results may very well be as ascertained by the writers under discussion.

In the final analysis, we think, however, that the very fact of treating these students as groups, hides the possibility that in that group are some who, despite all the evidence to the contrary, worked, and as a result, did not have the time to give to their studies.

Study habits.

In his work as a counsellor at Oregon State College, the writer, from time to time, interviewed students who had been spending the time from about seven o'clock every evening until midnight or even two o'clock in the morning in study.

It is obvious, when such is the case, that the student has not the ability to do the work required of him, is dissipating his energies or that he does not know how to study. Another possibility would be that he might be a poor reader.

Research workers have thought that methods of study and the number of hours of study play a part in the failure of some students to succeed in college.

Before citing one or two of these studies, the writer would like, at this point, to mention that, in many cases students whom he has interviewed, have said quite frankly that they either did not have to study in high

school, or that they did not know how.

In this matter of study habits, Wrenn and Humber express the opinion that

In particular the study habits of students have been analyzed repeatedly but without great success. (43:611).

They go on to say that one fault of many investigators is the failure on their part to control the related factor of intelligence, with the result that the findings have been of an indeterminate nature.

Wrenn and Humber studied men and women students at the University of Minnesota. They paired students; one member in the lower 40 per cent of the class in honor point ratio (unsuccessful students), the other in the upper 20 per cent (successful students). The research workers sought to hold stable such factors as sex, major work and so forth.¹

¹ This investigation illustrates again the point which the writer of this thesis is trying to make, that even when certain factors are equated, others, of an intangible nature cannot be. For instance, in the study just cited, some, at least, of the students in the upper 20 per cent of the class may have possessed just one quality, perseverance or perhaps motivation. (c.f. reference 33 which deals with just one aspect of motivation, that supplied by, or supposed to be supplied by residence in a fraternity house. The author of that study concluded that to be effective, motivation must be based on a desire or need consciously felt by the student.)

We would question the limitation to the term "conscious" but would agree that motivation plays a part in college success and, moreover, that this is a very difficult thing to evaluate.

These workers found that successful women students, more than successful men students, used a typewriter for their written reports and that unsuccessful women, more than unsuccessful men, cannot study unless they go out to smoke occasionally.¹

Brown (9:205-208) used a questionnaire to see what he could find out about the study habits of failing and successful students in the first two years of college. He came to the conclusion, as a result of his analysis, that the reading habits of failing students did not differ significantly from those of the successful students; that concentration was about the same in each case; that there was no difference in manner of note taking; in the preparation for examination there was no wide discrepancy; that in reviewing, neither group was superior and that there

¹Such a finding may appear to be trivial; may be considered but a very small part of what are termed study habits. As a matter of fact, they may really be most significant when the total personality of the students concerned, is considered.

The need, on the part of the unsuccessful women, to take time off to smoke may indicate a short interest span, or perhaps inability to concentrate, perhaps in certain cases, emotional instability.

was no difference in preparation of assignments.¹

Williamson made a study to ascertain if there were any relationship between the number of hours of study and scholarship, (42:682-688). This writer points out that students of low scholarship often say that they study hard but that no benefit seems to result. Williamson argues that such a statement should be viewed skeptically as students cannot make a valid estimate of the number of

1

This study seems to indicate that questionnaires may be used to prove almost anything. The writer of this thesis has, from time to time, referred students at Oregon State College to instructors for a course in Methods of Study in the belief that such a course would be of help in the selected cases. From what these instructors have to say, many of the students they teach, do not know how to study. The mere fact that such classes exist, although their existence does not prove their need, does seem to suggest that there is a need.

The fact that the students rated themselves in relation to these various aspects of study would invalidate the results as many of the poor students would not be aware of their use of inefficient study methods.

hours that they study.¹

Williamson reported that freshmen in a College of Science and Literature and Arts recorded for one week the actual distribution of their time. This study indicated that the least amount of study was done on Saturdays.

He cites Jones and Ruch as finding that there is a significant decrease in the number of hours of study with an increase in the level of academic intelligence as determined by a battery of tests. This increase in the number of hours of study was accompanied by a decrease in scholarship.

Williamson thinks that possibly beyond a minimum number varying with the level of academic intelligence, the

¹ Williamson would seem to be saying, regarding the number of hours of study, what the writer of this paper said in the footnote on the previous page regarding methods of study.

In this matter of hours of study, some students would probably mention that they had been advised to use schedules. In certain cases this might be of considerable value. Before such a recommendation is made, however, a careful estimate of the behavior pattern of the student should be made.

The writer has had certain students to whom the use of schedules had been suggested by instructors. The result was that they prepared beautiful timetables, but that was as far as the matter went.

The manner in which a student goes about his studies is typical of his other modes of action. The student who has spent all his life flitting from one thing to another and never finishing any, is generally not the type of person to whom the use of a schedule should be suggested.

A student with a schedule may assign a certain time to say sociology, but that is no guarantee that he will use that time for that purpose.

hours of study a student gives to his scholastic work have less significance than academic intelligence.

A student (of low ability) will need to study more hours in order to do passing work but* an increase in the number of hours of study by this student will not necessarily result in much higher scholarship. (42:687)

Williamson then points out something which, in the opinion of the writer of this thesis is very important. He states that beyond a total of say 20-30 hours of study a week, an increase in hours will not improve the student's scholastic study and may actually result in emotional disturbance.*

In summarizing the position regarding study habits and hours of study, it may be stated that poor study habits mean longer hours spent in study, but not necessarily greater scholastic results.

A well-conducted course in methods of study can be helpful in certain cases, but, as Heaton and Weedon rightly point out

Attention to study habits and skills may be misdirected in that such attention may oversimplify the problem of failure. In the case of students with emotional and health difficulties for example, but little profit could be expected from direct instruction in study skills... As a matter of fact, such

* Italics are the writer's.

a direct attack might increase the difficulties of many students.
(49:83) ¹

Heaton and Weedon also point out that there is a danger that it may be assumed that all students should be expected to study by exactly the same methods. (46:83).

It would seem, however, that there are certain techniques and practices, and certain environmental conditions which, for the majority of students, are favorable to effective study. In every case of a failing student, however, individual counselling would be needed to ascertain whether certain of these techniques and conditions are present or desirable.

Housing.

Brief mention may be made of this problem as related to failure in college.

On occasions, the writer has had students come in for advisement, and they have mentioned that they were

¹ This brings us back to the thesis which the writer thinks develops from the study of the data chosen for this study. Briefly this thesis is that in most, if not all cases, each student presents an individual problem which of course, necessitates careful diagnosis.

finding it difficult to do their studies because of housing and a related problem, namely, the presence of other students in the same house.

The writer recalls one student who stated that there were several other students living in the same house as he was, and first one of them would come in to discuss a problem, say in mathematics, then another would come in to get an opinion perhaps on sociology. The student under discussion, in his turn would perhaps visit one of the other boys for a similar purpose.

The result, in most cases, was that after the question was settled, the discussion broadened and soon had nothing to do with the original question. In fact, a regular "bull session" developed.

This is not the place to indicate the suggestions made by the writer, but it does indicate that housing may play some part in failure. However, in the final analysis, the writer is of the opinion that in such cases, the matter is closely related to the behavior pattern of the student.

The housing problem has been a definite and urgent one for many veterans. The writer has had a number of veterans come in for advisement. During the interview it transpired that they were married, were trying to study and at the same time were spending as much time as they

could in the construction of a house because the conditions under which they were at that time living, were unsettling, to say the least.

References to the literature on this subject disclosed one study by Van Alstine (2:158-159) who examined the records of nearly 1000 freshmen and sophomores in six colleges on the University of Minnesota campus. In order to be considered, the students had to have lived in the same place for two years. The places of abode were classified as home, private residence, college cormitory and chapter house.

The writer concluded that if a student were in the field of medicine, law, engineering, business or education, and he remained in the college during the period of study, where he lived made little difference in his record of scholarship. If the pharmacy student lived in a private residence, he seemed to do better work.¹

As the students who form the subject of this thesis are veterans, it is rather unfortunate that this matter of housing could not have been studied in some detail. However, as with the matter of follow-up, this is impossible

¹This study may not have much value beyond that of stressing the helpfulness of permanence of lodging. In all probability, mobility would be a disrupting factor. This is the one factor that the author ruled out.

as after a student has been suspended from college, his Veterans Administration record follow him and so is not available for research purposes.

In this chapter some possible causes of student failure have been considered and some of the pertinent literature considered.

Taking everything into consideration it would appear that sometimes one of the causes may be influencing the situation while at other times, another may play a part. Because of this, each case of failure in college warrants individual attention.

In the chapters which follow, the data assembled concerning the veterans who were suspended during the period under consideration, will be analyzed.

The conclusions noted in the previous pages will be related to these data and also such known causes of failure as lack of academic ability, or weakness in reading, considered.

CHAPTER III

ANALYSIS OF DATA

Academic Status.

The students under consideration were those veterans who were suspended from Oregon State College during the winter and spring terms of the academic year 1946-1947, and who had received advisement at the College Counseling and Testing Bureau.

These suspended veterans comprised almost 36 per cent of the total number of students suspended during these two terms.¹

The exact number of suspended veterans for this period was 101, but as 4 of them failed to complete a sufficient number of tests to permit of advisement, they are not included. The number in this study is, therefore, 97.

It is of value to this study to ascertain the academic status of the students under consideration. The following table gives this breakdown.

¹ The Registrar advised the writer that the number of veterans and non-veterans registered for these terms was 7003 for the first and 6499 for the second.

Table I

Academic Status of Suspended Veterans

Academic Status	Number of Veterans		Percentage
	Total		
	97		100.0
Freshmen*	72		74.0
Sophomores	23		23.7
Juniors	2		2.3

It will be noted that, of the 97 students who were suspended, 72 (74 per cent) were freshmen, while 23 (23.7 per cent) were sophomores. Thus, over three times as many of the students suspended were freshmen as were sophomores.

This would be due, in part, to the fact that the freshmen were in the process of being "weeded out", or "selected", whereas in the case of the sophomores, this process had already been in operation. It should not be forgotten either, that there are more freshmen in college than there are sophomores.

One favorable aspect of this selective process is that this 74 per cent of the suspended students knew within

* This number included 8 veterans who did not actually take the 12 grade in high school but who obtained their diplomas after passing the USFI tests.

their first year just where they stood with regard to their college studies. At a later point in this study it will be shown at what point in their freshmen year they received some intimation that all was not well. This was usually accomplished by placing them on probation.

In the case of these students, as compared with students suspended a few years ago, the important point is that an attempt was made to do something about the situation. All these students received advisement by counselors at the Counselling Bureau and were thus enabled to survey their academic situation, to assess their interests and aptitudes and to work out some plan.

According to Table I, 72 per cent of the suspended students knew within their first year that they, for some reason or other, could not proceed with their college work. It might prove interesting to ascertain just at what period in their academic career they were suspended. For this reason the following table is given. This table shows the number and percentage of the 97 students who were registered for varying numbers of terms.

Table II

Number of Terms During Which the 97 Students were
Registered

Number of Terms Students Registered	Percentage of Students	
	All Students (97)	Total per cent 100
1	4	4
2	49	51
3	23	24
4	9	9
5	9	9
6	1	1
7	1	1
8	1	1

According to the above table, of the 97 students, just over 50 per cent had been registered for 2 terms when they were suspended. This suggests that in about half of the cases, it took two terms for the college to learn that these students could not, as it seemed, make the grade in college.

Probationary period and suspension.

Some of the students who were suspended had been on probation for several terms. An analysis of the data relating to this is given below.

Table III

Length of Probationary Period Prior to Suspension

Number of Terms on Probation	Number of Students on Probation.	Percentage of Students on Probation
Total	97	100.0
0	20	21.0
1	66	68.0
2	7	7.0
3	4	4.0

The above table shows that one-fifth of the students were suspended without being placed on probation. Somewhat over two-thirds of the students were on probation for a term before being suspended.

Now if the data, regarding the number of terms registered, are combined with that dealing with the length of the probationary period, what is found? The table on the following page gives this material.

Table IV

Comparison of the Number of Terms Registered with the Number of Terms on Probation of 97 Suspended Students

Terms Registered		Terms on Probation			
		0	1	2	3
All Students (97)		20	66	7	4
1	4	4	0	0	0
2	49	9	40	0	0
3	23	4	15	4	0
4	9	3	3	0	3
5	10	0	7	2	1
6 and over	2	0	1	1	0

Certain facts may be noted in the above table. Of the 97 students who were suspended, 20 were registered for periods varying from one to four terms, but were never on probation. If this is a true statement of the situation, these students had no definite indication that they might be suspended.

Sixty-six (67 per cent) of the students (of whom 40 had been registered for two terms) were on probation for one term. Only seven of the 97 students were on probation for 2 terms and but four for 3 terms.

This table brings out the fact that the majority

of students were not kept on probation for more than one term before they were suspended, but seven of them had been registered for as many as five terms before they were suspended.

It has been shown in what manner these suspended students gradually were eliminated from college. However, it is, for our purpose, more interesting to show just when the 72 freshmen were suspended. In this way it can be noted how long it took for this to happen, and incidentally, this indicates how much time was, for them, wasted.

The comparison of the number of terms for which these 72 freshmen were registered and the number of terms on which they were on probation is given below.

Table V

Comparison of Number of Terms Registered and Number of these Terms 72 Freshmen were on Probation

Number of Terms Registered	Terms on Probation				
	Totals	0	1	2	3
	72	17	50	3	2
1	3	3	0	0	0
2	44	9	35	0	0
3	20	3	14	3	0
4	5	2	1	0	2

The above table is given mainly because the writer thinks very definitely that the sooner the student is faced with the fact that he may not be suitable college material, the better. Then, and this is the important point; something can be done about the situation.

Reference to Table V brings out the fact that, of the 72 freshmen suspended during the two terms under consideration, 35 (or 49 per cent) were registered for two terms, and of these two terms, one was spent on probation. Nine additional students who were in residence for two terms were suspended without being placed on probation.

Study of Scholastic Ability.

In the last section an attempt was made to show-

- (1) How the students under consideration were distributed over the various college years; in other words, their academic status,
- and (2) How much time elapsed before they were suspended.

In this section the scholastic ability of these students will be considered. It is fairly certain that if any of them were very low, or entirely lacking in scholastic ability, they would in all probability, and certainly should be eliminated.

To retain in college, students lacking in the ability to do college work is unfair to them, as they waste time trying to learn what they are not equipped to learn, and furthermore, they waste valuable time which might be spent more profitably.

It is unfair to those students who possess sufficient ability to benefit from a college education in

many cases the level of the class may be lowered.¹

In college, a useful way of estimating with some degree of exactitude, the prospects of success, is by way of reliable tests.

In the case of the Counselling and Testing Bureau at Oregon State College, it was the policy to give, where possible, the ACE and the Ohio tests. In addition to these a reading test, usually the Co-operative, was given. Further tests were added according as the individual situation demanded it.²

¹In the matter of scholastic ability it might be pointed out that in the Manual of Advisement and Guidance prepared in accordance with the approved policies of the Veterans Administration for the use of its appraisers and advisers, the following is stated regarding this problem.

Achievement by a college applicant of less than twentieth percentile (College Freshmen norms) on a scholastic aptitude test such as the Ohio University Psychological Test or the American Council Psychological Examination for College Freshmen indicates a high probability of failure if the applicant should enter college. (:146)

²In counselling the students the use of the above-mentioned three tests was useful in the following respects. In the case of some students it was noted that they did not rank very high on the ACE because the time element bothered them. When they took the Ohio they did better because it is a power test. Then, when they completed the Co-op Reading test they showed themselves to be possessed of a reasonably good vocabulary but rated low in speed and poorly in comprehension.

In seeking to understand why our 97 students failed, all the ACE percentiles were studied. The following table shows the distribution for the percentiles based on the total scores.

Table VI

Distribution of ACE Percentile Rankings (total score)

Percentile rank	Number of Students		Percentage of Students
	Totals	97	
0 - 19		27	28
20 - 29		19	20
30 - 39		10	11
40 - 49		7	7
50 - 59		8	8
60 - 69		4	4
70 - 79		6	6
80 - 89		6	6
90 -100		4	4
No ACE		6	6

Study of Table VI brings out the following facts. In the first place, the largest percentage of scores (28 per cent) fell within the range of the first to 19th. percentiles. On the basis of the statement quoted as a footnote on page 36, these students were doomed to failure almost before they began their college work.

The word "almost" is used, as despite the statement

quoted, experience has demonstrated to the writer that in certain cases, students who fall at about the 20th. percentile on the ACE test, do manage to pass their courses. This is due to the possession, on their part, of certain qualities such as determination, persistence, and rather fair reading ability.

In the second place, 65 per cent of these students rated below the 50th percentile. This leaves 35 per cent who were above the 50th percentile and who, under ordinary circumstances, it may be presumed, should not have failed.¹ Later, inquiry will be made into the group of 35 per cent who rated above the 50th percentile. In the meantime a further breakdown is given.

¹Out of our 97 students this leaves some 34 or so who should be studied "individually" - thus we come back again to our main contentation, namely, that in the case of college failure, it is necessary to inquire into the case of each student.

Table VII

Analysis of the ACE Percentiles of 90* Suspended
Students Showing Breakdown as to the
Q and L Scores

Percentile Rating	Number of Students	Percent of Students
Totals	90	100.0
<u>Q and L percentiles at 50th or over</u>	16	18.0
<u>Q and L percentiles under the 50th</u>	47	52.0
<u>Q percentile under L percentile over 50th</u>	10	11.0
<u>Q percentile over L percentile under 50th</u>	17	19.0

* Note- Of the 97 students studied, one had no ACE rating, though he did have a score on the Ohio State Aptitude test which placed him above the 50th percentile. Four students had no ACE score but ranked below the 50th percentile on the Ohio State Aptitude test. However, it was deemed unwise to include them as the two tests are not quite comparable. Two students had no ACE and no Ohio scores.

The above table shows that nearly one-fifth of the students rated above the 50th percentile on both sections of the ACE test.

Concerning the ratings on the ACE test then, it may be brought out that for our purposes, over 25 per cent of these students probably had no chance, or very little

chance, of passing through college, whereas nearly one-fifth of them, on the basis of this test could have been considered good college material.

In the case of the students who, from the start, had little prospect of success in college, it is unfortunate that they came to college in the first place. However, it might be mentioned at this point that, from the counselling point of view, there are certain students who cannot accept the fact that they are not suited for college, until they have tried and failed.

On the basis of the ACE test, the failure of quite a large percentage of the students, seems to have been due in part, at least, to the possession of insufficient scholastic ability.

Also playing a part in poor and failing college work is weakness in reading. Therefore, before the students are studied individually, a short section will be devoted to this matter.

Reading and College Failure.

College courses involve considerable reading. College reading is definitely reading with a purpose. It should be discriminative, thorough, and carried out with as little waste of time as possible.

The above statement is not meant to infer that browsing and skimming are to be discouraged. The point being made is that in college certain new information has to be assimilated and, as the writer presumes and hopes, used as the basis for thought.

Students who come to college ill-prepared to read are almost certain to find themselves in difficulties.

Anderson and Dearborn (4:387-396) made a study of Harvard College freshmen for the academic year 1938-39. They attempted to pair students for intelligence¹ and then gave them a battery of reading tests. The authors came to the conclusion that there is a positive relationship between reading ability and college achievement even when

¹This matter of intelligence is a difficult one. Any study involving it should indicate just what is involved. It is impossible in this thesis to go into a discussion of just what is involved though the writer thinks that the definition given by the late Dr. Byron Reuter (a sociologist, incidentally) is useful.-"Intelligence..the capacity to see relations and to adapt the means available to the ends desired." Quoted from Introduction to Sociology, p.34

only such differences as vary independently of intelligence, are considered. The authors felt very definitely that there is still justification for the attention being given reading problems shown by college students.

The authors also found that in their experiments, those students with the higher marks were better readers.

The experience of the writer of this paper would seem to bear out the findings of Atkinson and Dearborn. He has had students take advisement only to find out that their main difficulty apparently was a weakness in reading. Help with this frequently resulted in their returning to advise the writer that they were getting along better in their studies.

What then, of the students whom we are studying?

In an effort to see what part reading weaknesses played in the failure of the students under consideration, the percentile rankings of these students on the Co-operative Reading test, which rates the testee for vocabulary, speed and comprehension, were analyzed.

In doing so, the caution expressed by Crawford and Burnham (46:25) is borne in mind, namely that

..when test results are set forth in percentile terms or any other methods of expressing individual rank relative to certain predetermined norms, one should consider as essential data what level and range of ability are represented by the population from which their reference points were derived.

In the first place, in analyzing the reading aptitude of these students, they were divided into those who fall below and above the 50th percentile for each of the three divisions of the Co-operative Reading test.

The 50th percentile was taken as it is approximately the midway point. The data was analyzed and is given in Table VIII below.

Table VIII

Analysis of 87 Percentile Rankings on the Co-operative Reading Test*

	All Students	%	50th Percentile and over	%	Under 50th Percentile	%
Vocabulary	87	100	21	24	66	76
Speed	87	100	13	15	74	85
Comprehen- sion	87	100	18	21	69	79

*In the case of the Co-operative Reading test data was available for only 87 out of the 97 students.

Reference to the above table shows that over 75

per cent of the students, were weak in each section of the test.¹ Darley makes the statement that it is estimated that 20 per cent of entering college students have inappropriate or inadequate reading skills for the demands of college assignments. (47:107).

In this case the sample would include all the students entering college. In regard to the students here studied, of course, the sample is composed of failing students. Nevertheless, it is interesting to note how high a proportion of these students are weak in some respects of reading

In an endeavor to refine the process somewhat further, an arbitrary percentile ranking of 35 was taken and the total number of students whose rankings in all three sections of the test fell below this 35th percentile, was found.

In some cases the data did not contain all of the three rankings, or there was no Co-operative test given

¹It should be pointed out that in the above table, for each of the sections of the test, the 87 percentile rankings were divided as falling either above or below the 50th percentile. For instance, if the first student's rankings are taken, for vocabulary, speed and comprehension, the rank for vocabulary might fall above the 50th percentile, that for speed below and that for comprehension, below.

or in some cases, only the total percentile ranking was given. Excluding these, there were 79 cases. Of these 79, thirty-seven (or 47 per cent) ranked below the 35th percentile in all sections of the test.

Thus, nearly half of the students for whom available data were used showed themselves to be poor readers.

Study of those students who rated high on
The ACE test and yet who were suspended.

This far in our study we have brought out the fact that in the case of the majority of the students under consideration, many lacked the necessary scholastic ability to do college work. A brief summary of these findings is now given:

1. Twenty-eight per cent of the students rated (for total score) on the ACE test of scholastic ability, between the first and nineteenth percentiles. These students were probably doomed to failure before they commenced their college work.¹

2. Sixty-five per cent ranked below the 50th percentile.

3. Hence, thirty-five per cent rated above the 50th percentile and should, it would seem, have been capable of doing satisfactory college work.

4. When the percentile rankings of the students for each of the parts of the Co-operative Reading test

¹In this connection compare the study and comments made by Trebilcock (39:544-546) who thinks very definitely that colleges which take students without regard to their high school rank are performing an educational service, as they open the door of opportunity to many. The writer of this thesis would add that some students who do not do well in high school "find" themselves in college. There seems to be such a thing as maturation. However, this does not eliminate the fact that certain students just are not college material.

(vocabulary, speed and comprehension) were taken, it was found that over seventy-five per cent of the students were weak in each section.

5. Further, practically 47 per cent of the students ranked below the 35th percentile in all sections of the Reading test.

6. Sixteen students ranked at the 50th percentile or over on both sections of the ACE test and yet did poor enough work to warrant their suspension.

7. Of these sixteen students, one was found to have done excellently on both the ACE and the Co-operative Reading test and yet was suspended. He was found to be in the wrong field of interest.

Thus, of the total number of students considered, there seem to be satisfactory reasons for failure for all but sixteen of them.

As the analysis of reading aptitude among the students covered them all without regard to their scholastic ability as measured on the ACE test, it seems in order to analyze this factor for these sixteen seemingly, superior students.

Of these sixteen students, the superior student who was in the wrong field of interest, is excluded. Another student, for whom no score on the Co-operative Reading

test was available, is also excluded.

A third student is excluded solely because of the arbitrary setting of a certain percentile rank as the dividing line. This student fell below the 50th percentile on the ACE test but was so close to it that he forms one of those examples of the unfairness which sometimes results from the setting of limits.

If these three students are excluded there remain 13 who rated at or above the 50th percentile on both the Q and the L portions of the ACE test.

In seeking to ascertain whether reading played a part in their failure, the percentile rankings of each, for each of the three sections of the Co-operative Reading test (vocabulary, speed and comprehension) were taken from the data. The following brief table shows just how these students stood in this connection.

Table IX

Analysis of 13 Suspended Students Whose Percentile
Ranking Stood Below the 50th and also Below
the 35th Percentile, in Vocabulary, Speed
and Comprehension on the Co-operative
Reading Test

Section of the Reading Test.	Students below the 50th Per- centile %		Students below the 35th Per- centile* %	
Vocabulary	7	54	2	14
Speed	11	85	7	54
Comprehension	10	77	4	31

* In the case of the students who fell below the 35th percentile, they were also included with those who fell below the 50th percentile

It would appear from the above figures that speed¹ of reading forms a problem for many of these students. As, on the Co-operative Reading test speed affects the

¹ With regard to the matter of reading speed, it might be mentioned at this point, that the writer, in his counselling, usually gave, in addition to the speed test (ACE) the Ohio State Psychological test (which is a power test). Frequently the writer found that when students rated reasonably high on the Q section of the ACE but rather low on the L section, and also rated low on the Co-operative Reading test in speed, they did well on the reading section of the Ohio test.

In the case of the thirteen students above mentioned, although scores on the Ohio State test were not available for all of them, many of them who had taken this test, did quite well in reading on it.

rating in comprehension, it is understandable why there is some weakness in this section.

On the face of it, it would seem that in a large proportion of these thirteen students, slowness in reading may have played a part in their failure.

Of course, speed, though helpful, is not in itself something to be desired. Efficiency which would include speed and direction, is more desirable.

However, there are other causes of failure besides this. Some of these possible causes will be discussed at this point and then each of the thirteen cases studied individually to see what the true picture is.

Before doing so, the matter of reading might be considered briefly for a moment. This serious weakness shown among college students raises the question as to whether it is partly the result of weakness in teaching in the elementary and secondary schools. Has the lack of trained personnel in schools played a part? Does the high mobility among American families make a difference?

To the writer it appears somewhat alarming that so great a proportion of college students are poor readers. Although in this study only suspended students are being considered, the writer cannot forget those other students

who came for guidance because they were on probation. Many of these also proved to be weak readers. Furthermore, quite a number of students who were counselled but who were not on probation also seemed not to be good readers.¹

What other possible causes of failure might be present in the case of the thirteen students who did well on the ACE test? Slowness in reading was not present in the case of all of the thirteen. Furthermore, it would hardly be scientific to say that because certain of these students were slow readers therefore they were suspended. It is for this reason that individualization is suggested.

This brings us back to the argument propounded throughout this thesis, namely, that students cannot, in the main, be treated en masse.

In making such a statement concerning tests it is not meant to infer that the reliability and validity of the tests used are in question. The tests are used by colleges and universities throughout the nation and it is

¹The writer, who is now once again in the field of social work, wishes to bring out another point concerning reading. His experience, which has been largely with problem and delinquent children has demonstrated, time and again, that many of these children disliked school, played truant and were poor readers.

thought by competent users that the tests are both reliable and valid.

The cause of college failure is not single. Many factors play a part. Some exert a stronger influence at one time while at another time, some other factor is paramount.

One such factor is mentioned by Crawford and Burnham. They speak of differential readiness to learn. This is probably a difficult factor to isolate. It might well be asked, just how many of the students who are studied in this paper, and who rated high on the ACE test, were not ready for college work. These writers express the opinion that a student's

...strongest intellectual powers may be latent and as yet uncultivated through lack of recognition or opportunity.
(45:10)

The writer would say, in this connection, that during his period of counselling at Oregon State College, he came into contact with many students who rated low on the ACE and also on the Co-operative Reading test and yet were managing to "make the grade."

There is also the matter of the high school from which the particular student comes. Was it a large one located in an urban area, or was it a small rural one?

Nixon, it might here be noted, in discussing the student from the small high school, thinks that city and country students should benefit by contact with one another. (26: 24). This is merely a wish. The important point concerns the individual high school. Although most city high schools have more and probably better trained teachers, the large student body frequently submerges the personality of certain students.

In this connection it would be possible to make a study of all the students in a certain high school, ranking them for scholastic ability and reading and other aptitudes. Beautiful graphs could be constructed and certain interesting conclusions drawn.

When such a procedure had been completed, certain more interesting facts would have failed to have been brought to light. Once again, the individual would have been passed by. Such students who might do reasonably well on tests but who were not really adjusting because of some personality trait or lack of interest, or slowness in maturing, would be passed by.

Dressel in 1939 made a study of the relation of high school work to college success. This study was made at Michigan State College and the results forced him to the conclusion that there were differences among high schools and he felt that knowledge of these differences

would definitely aid in predicting college success or failure. (14:612-617).

There is also one factor which has been barely mentioned in this thesis. That is the matter of interest, which, in college, usually is vocational interest.

In the counselling at Oregon State College, as with most other counselling centers, a change of vocational emphasis was frequently decided upon. As a result of discussions with some students who made such changes and did better work, the writer knows that success in college, as distinct from failure, may result. It is quite another matter to say, however, that the factor of interest was the sole reason for the improvement.

Zorbaugh and Kuder discussed the matter of college grades and the vocational motive. These students of the problem studied a group of students, trying, in so doing, to equalize the relationship of intelligence and college age in comparing the grades of those who had, and had not, chosen a career. They find a significant difference.

(44:62-64)

The authors thought that possibly average grade may be too crude a measure to reveal certain influences that are operating.

They also thought that it is quite possible that

the choice of a vocation produces a sort of emphasis in the individual's studies with the result that certain courses are concentrated upon while others are somewhat neglected. They point out further, that the choice of an occupation may stimulate activities which are not revealed in the grades.

This writer is inclined to agree with the above views. Frequently he has advised students who, because of a keen interest in their particular field of studies that they carry out extra work, broadening their area of reading and thought accordingly.

This matter of vocational interest has not been treated fully in this paper because, as far as the analysis has gone, this does not seem to have been the main source of difficulty.

When these suspended students came for advisement and accepted the fact that they could not return to college, then the matter of interest was fully discussed, and, in conjunction with other factors, used in an endeavor to aid the various students in deciding on a suitable program.

So far, in this paper, it appears that reasonable grounds for suspension of most of the students studied have been discovered; lack of scholastic ability, poor

reading ability and so forth.

We now take up the matter of the thirteen students for whom these causes of failure do not seem entirely to be sufficient.

Each of the thirteen students will now be considered individually in an effort to ascertain whether some of the above-mentioned possible causes played a part in their failure.

1. This student, with a grade point average of 1.71 for the last term, was registered for two terms and was on probation for one term. He was a sophomore (this would be accounted for by the fact that he had taken training while in the armed forces.)

On the ACE test he ranked as follows- Q score- 95th percentile; L score 80th percentile. He proved to be average in reading standing as the following percentile tanks on the Co-operative Reading test-vocabulary, 53rd speed 31st and comprehension 43rd.

There is a possibility that he might have failed because he is not too speedy a reader but this is by no means certain.

It is interesting to note that on the Engineering and Scientific Aptitude test he ranked at the 90th percentile or over on every section of the test except Verbal Comprehension in which he ranked at the 64th

percentile. This might be further proof of weakness in reading.

In this instance, the counsellor ascertained that the student had taken electrical engineering in the navy but wanted to take chemical engineering. It is possible that the change over made a difference. We feel in this case that further counselling might have been of value.

2. This student had a grade point average of 1.67 for the last term. He was a freshman and had been registered for three terms and been on probation for one term. On the ACE test he ranked at the 87th percentile on the Q section and the 68th percentile on the L section.

On the Co-operative Reading test he ranked at the 32nd percentile in vocabulary, at the 51st in speed and the 66th in comprehension. He also took the Ohio State Psychological Test and ranked at the 56th percentile (total score).

On the Engineering test he rated highest in Physical Science Comprehension but stood as low as the 30th percentile in Arithmetical Reasoning and at the 51st percentile in Verbal Comprehension.

The key to this student's difficulty did not seem to lie in his reading so much as in the fact that he soon gets bored with routine; he likes dealing with people.

In his case, the counsellor thought that he was college material but might well consider taking courses in Business and Industry, possibly utilizing his science in this connection.

3. This student had a grade point average of 1.25 for the last term. He was registered for 2 terms and was never on probation. He was a freshman who ranked at the 94th percentile on the Q section of the ACE and at the 66th percentile on the L score.

On the Co-operative Reading test he ranked at the 62nd percentile in vocabulary but stood at the 39th and the 36th percentiles respectively, in speed and comprehension.

He, too, had taken the Ohio State test and ranked at the 55th percentile (total score). He was another science student.

This is another student who may have done poor work partly because he was not an outstanding reader. However, we have had other students with similar scores who were not failing.

This student's interest profile suggested that he might continue in science, possibly combining it with business. Such a field as statistics, bookkeeping and accounting seemed indicated.

It might be mentioned that this student did poor work during all of his school years.

4. This is another science student with a G.P.A. of 1.62 for his final term. He was registered for 2 terms and on probation for one of these. He was a freshman.

He ranked at the 69th percentile on the Q section and at the 54th on the L section, of the ACE test.

On the Co-operative Reading test he ranked at the 54th percentile in vocabulary, at the 37th in speed and at the 63rd in comprehension.

On the Engineering Aptitude test he was average.

In this case the counsellor felt that the student's high school record indicated that he might do poor college work.

It was suggested that he might try on-the-job training or attend a vocational school. If he were permitted to remain at Oregon State College, he should consider trying out exploratory courses in art, architecture and industrial arts.

5. This was an engineering freshman with a G.P.A. the final term of .75. He was registered for two terms and on probation for one of these.

On the ACE he ranked (Q score) at the 80th percentile and (L score) at the 66th percentile.

He also took the Ohio test and ranked (total score) at the 80th percentile. On the Co-operative Reading test he ranked as follows; vocabulary 62nd percentile, speed, 37th percentile and comprehension, 49th percentile.

There seems to be some slowness in reading but if the scores on the Ohio State test mean anything, he can read well enough if given the time.

He ranked quite high on most sections of the Engineering Aptitude test but ranked only at the 58th percentile in Arithmetical Reasoning.

The counsellor thought very definitely that this student was unaware of his high interest in the persuasive field. This alone might have been sufficient cause for failure, as such a student would find engineering quite unsuited to his interest.

6. This was a student - a freshman - with a G.P.A. of .92 for his final term. He had been registered for two terms and had not been on probation.

On the ACE he ranked (Q score) at the 83rd percentile and (L score) at the 56th percentile.

This student definitely showed weakness in reading on the Co-operative Reading test, ranking at the 41st percentile in vocabulary, the 14th in speed and the 25th in comprehension.

He also did poorly on some sections of the Engineering Aptitude test.

At this point there seems to be insufficient information regarding the counsellor's suggestions. It was probably felt that his reading was too weak.

7. This was a freshman student in the School of Business and Industry with a G.P.A. of 1.38 for his final term. He had been registered for three terms and on probation for one.

On the ACE test he ranked at the 56th percentile on both sections.

His reading scores on the Co-operative Reading test were particularly poor; he ranked at the 48th percentile in vocabulary, and at the 9th in both speed and comprehension.

He also took the Ohio State Aptitude test and did poorly on that.

This seems to be a case which shows the need for what the writer has termed individualization, the need for individual study of students. This was a man who, when first interviewed gave the impression of being a most disgruntled person. Later, it was learned that he was working many hours a day to make ends meet.

Interest tests showed that he was in a suitable field of interest. Possible plans were discussed whereby he might - if not suspended - reduce his working hours.

If he were suspended he explained that he planned to go into business with his father.

8. This was a Pre-engineering student of freshman standing with a G.P.A. of .93 for his final term. He had been registered for two terms and had been on probation for one.

On the ACE he ranked at the 87th and 76th percentiles on the Q and L portions. He did poorly on the Ohio State test.

On the Co-operative Reading test he showed himself to be very weak. He ranked at the 27th percentile in vocabulary, the 31st in speed and the 18th in comprehension. He also did poorly on the Engineering Aptitude test and stood at the 1st percentile in Arithmetical Reasoning in that test.*

In this case the counsellor was doubtful that the student would be taken off probation, but felt that he would be a good prospect for semi-skilled training.

9. This student had a G.P.A. of 1.64 for his last term. He was a sophomore, had attended for five terms and had been on probation for three terms.

*In all cases, students were given manipulative tests. These have been mentioned only when they seemed to indicate, say, industrial arts or on-the-job training.

He did well on the ACE test which he took when he was a freshman. He ranked (Q score) at the 85th percentile and at the 81st on the L section. He ranked at the 49th percentile in vocabulary, at the 79th in speed, and the 74th in comprehension on the Co-operative Reading test. He was in the School of Engineering. He took the Engineering Aptitude test, his scores ranging from average to very high.

The counsellor felt that this student should stay in engineering.

This would appear to be a case where tests seemed to show reasonably good results and yet the student was suspended.

We feel that in this case further investigation might have been of value. It may have been that this student would have done better in the field of mechanics rather than in engineering.

10. This is a sophomore in engineering who was registered at Oregon State College for two terms, on probation for one term. He had a G.P.A. of 1.25 for his last term.

On the ACE test he rated (Q score) at the 83rd percentile and (L score) at the 90th percentile. On the Co-operative Reading test he ranked at the 65th, 48th, and the 54th in vocabulary, speed and comprehension

respectively.

He did quite well on the Engineering Aptitude test and also on the Ohio State Psychological test.

The counsellor felt that this student had sufficient aptitude to permit of his doing college work, but felt that he would do much better in business with particular reference to management. His family is in the field of business. Reference to the record shows that this student formerly attended a Business College in Salem, Oregon and did quite well there. In view of his suspension, he planned to return to Business College but had hopes of gaining re-admission to Oregon State College in the future.

11. This is another engineering student, a junior, with a G.P.A. of 1.46 for his last term. He had been registered for two terms; none of these had been spent on probation.

On the ACE he ranked (Q score) at the 87th percentile, and (on the L score) at the 64th percentile. He took this test when a freshman.

He ranked similarly on the Ohio State Aptitude test. On the Co-operative Reading test he ranked at the 43rd percentile in vocabulary, the 13th in speed and the 22nd in comprehension. This would seem to indicate a weakness in reading.

He did extremely well on the Engineering Aptitude

test.

In this case the counsellor felt that the cause of this student's failure lay outside the college. His family situation was unsettled; his wife had to remain in Portland while he was on the campus. This separation bothered him a good deal.

It may be that this student is also a weak reader, but with the emotional involvement that was present (the writer counselled this student) he feels that failure cannot be attributed entirely to reading weakness.

This student was given an opportunity to talk through the matter and he finally decided to return to Idaho where he could be with his wife and attend the College of Idaho.

12. This student was a sophomore in the School of Engineering. He had been registered for two terms, for one of which he had been on probation.

On the ACE test he ranked (Q score) at the 87th percentile and (L score) at the 56th percentile. He ranked at the same level on the Ohio State Aptitude test.

He varied considerably in his rankings on the Engineering Aptitude test.

On the Co-operative Reading test he ranked at the 40th percentile or below on the three sections of the

test. Thus reading may have been the cause, but the writer thinks that other factors were playing a part. His scores on the Bernreuter indicated emotional difficulty. It was learned that he was an only child and seemed to be highly introverted and submissive.

Further interviews with some therapy was suggested before a vocational objective was decided on.

13. This student was a sophomore in pharmacy. His G.P.A. was .69. He was registered for two terms at Oregon State College and was on probation for one term.

On the ACE test he ranked (Q score) at the 89th percentile and (L score) at the 93rd percentile. On the Ohio State test he ranked (total score) at the 59th percentile.

His percentile rankings on the Co-operative Reading test ranged from the 36th in comprehension to the 46th and the 49th in speed and vocabulary.

In this case the counsellor felt that a change to business was indicated, but the student persisted in pharmacy.

The above cases have been given briefly to show that there were several factors to be considered in each case. The significance of this will be considered in the final chapter.

CHAPTER IV

AN INDIVIDUAL STUDY OF EIGHT STUDENTS WHO ENTERED
OREGON STATE COLLEGE ON THE BASIS OF USAFI SCORES

Among the 97 students studied were eight who entered Oregon State College on the basis of their having passed the United States Armed Forces Institute tests.

Seven of these eight students had reached the eleventh grade before they entered the armed forces while one had attained only the tenth grade.

These students, on their return from service decided to take the USAFI tests to save time. When these students later took the entrance tests at Oregon State College, they were not, as far as can be ascertained, singled out from the rest of the students.¹

In his search of the literature, the writer unearthed one study dealing with this matter. (15:229-232). The writer of this article, Edwards, mentioned that two former studies had shown that about three-quarters of

¹The writer has no idea as to how many successful students (for the period under study) also entered college on the basis of the USAFI tests. Accordingly it would be unwise to state that they all needed special guidance. However, it would seem that, because of the loss of the last year of high school, their progress required some scrutiny.

the students with eleven years of school preparation were, on the average, the equivalent of one year younger than those with twelve years of preparation. They also rated lower on the ACE test and graded significantly lower.

Edwards gave it as his opinion that, although the eleven year group was handicapped at first, perhaps they reached the end of the four year college course.¹

Despite this, however, Edwards found in a study he made, that, in general, the eleven-year group could not compete with the twelve-year group.

In considering these eight students who may have been somewhat handicapped because of the loss of a year of high school work, it is necessary to look first at their scholastic ability, then at their reading aptitude and finally to consider all factors to see whether these two (scholastic ability and reading aptitude) could account for the suspension of the students.

¹If this is the case, the total picture is complicated. The writer of this thesis presumes, however, that if this maturation does take place, the eleven year group are satisfactory readers.

If this is granted, Edwards' thought is of grave importance for college faculties in general and counsellors in particular as care should be taken that students do not fall out of college before they have time to mature.

In the case of two students, there were no ACE scores available. Four of the students rated on the Q and L scores of the ACE below, well below the 35th percentile. In the case of one student he ranked at the 90th percentile on the Q score but at the 3rd percentile on the L score. One student rated around the 50th percentile on both sections.

In the matter of scores on the Co-operative Reading test one student did not take this test but on the Minnesota Reading test he rated at the 14th percentile.

Four students ranked well below the 35th percentile on the Co-operative Reading test, while the rest rated about average.

With this variation it seems unsatisfactory to attempt to give lack of scholastic ability or reading weakness as the causes of the suspension of these eight students.

Incidentally, these eight students comprised but 8 per cent of the total of students studied. Nevertheless, if a college is to serve its purpose, it must account for these eight.

To do this the writer must take each case individually. This individualization which the writer thinks is necessary, - a thought which follows partly as a result of

his analysis of his data, - was maintained previously by Hawkes and Hawkes in their penetrating and fascinating book, Through a Dean's Open Door.

As a buttressing statement for the writer's argument for individualization, he quotes the following passage from this book.

The maturing process is not standardized in any of its many phases - physical, intellectual, social, moral or spiritual. A student may be intellectually mature and morally immature, or he may have any combination of these characteristics. The important thing is that no two people mature alike, nor does any individual mature evenly in all aspects of his personality. The school and the college must recognize this, even if the home does not, and must take the youth where he is and work with him with the facilities at hand, taking into consideration the different levels of his growth. (48:54-55)

In considering these eight students who entered college on the basis of their USAFI scores, what did their tests and counselling interviews show?

1. In the case of two students, there seemed to be some personality difficulty.

Before asserting that this fact was the sole cause of the difficulty experienced by these two students, attention should be given to the data (ACE and Co-operative reading scores) which have been analyzed heretofore in this study.

In the case of one student, he ranked at the first

percentile on the Q score and at the 31st percentile on the L section of the test.

On the Co-operative Reading test, he demonstrated considerable weakness, ranking at the 5th the 7th and the 9th percentiles respectively.

He was thinking of engineering and so took the Engineering Aptitude test but did poorly on this.

On the face of it, it would appear that this student's difficulty lay in certain weaknesses of ability and/or aptitudes. However, reference to the counselling record discloses that this student was with foster parents until the age of 8. This was followed by a period in the State Juvenile Home.

This student took a considerable time to complete all the tests.

The counsellor also felt that this student was the most antagonistic student he had interviewed.

In the case of this student, it is impossible to assign the cause of his failure to either the lack of ability or to the personality difficulty but the writer (as a result of his experience) would think that the personality formed the soil in which the other failed to develop.

In this case too, the writer thinks that had the counsellor had greater psychological insight he would have

helped this student more than he did or he might have referred him to a psychiatrist.

In the case of the other of the two students with some personality difficulty, he rated reasonably high on the ACE and the Co-operative Reading test.

The counsellor indicated that he felt that the Bernreuter Personality Inventory suggested some personality difficulty. As far as could be gathered from the record, that was as far as the matter went.¹

Such a situation suggests that the attachment of a psychiatrist and a psychiatric-social worker to the Personnel Department would be of considerable value.

2. In the case of another of the students in this group, he had attended previously, a small college and had done reasonably good work. He sought admission to Oregon State College and at that time was referred by the Student's Adviser of the small college, to the Counselling and Testing Bureau at Oregon State College.

This student was anxious to take up engineering. He rated, on the ACE at the 23rd and 21st percentiles respectively on the Q and L sections of the test. On the

¹It was the writer's experience at Oregon State College that the Bernreuter test was not of too much value. An experienced interviewer would probably learn just as much, if not more, than would be indicated on this test.

Co-operative Reading test he ranked at the 37th, 46th, and 52nd percentiles in vocabulary, speed and comprehension respectively.

This student had also taken the Ohio State Psychological test and ranked at the 15th percentile, total score. He did poorly on the Engineering Aptitude test.

He had high school and army training in aircraft and mechanics. It was suggested by the counsellor that the student return to the small college where he could continue with his preparation in this type of work.

3. On another student, there was no ACE score but he did take the Ohio State Psychological test and ranked, total score, at the 30th percentile. There was no Co-operative Reading test score but he had taken the Minnesota Reading test and rated at the 14th percentile.

This veteran was interested, he thought, in Engineering; he ranked (total score) at the 76th percentile on the Engineering Aptitude test.

In the case of this student, the counsellor, after considering everything, recommended that the student try out the course in Business and Industry with a minor in Industrial Arts.

4. Another student in this group did not take the ACE test but ranked in Reading on the Ohio State Aptitude test at the 69th percentile. He did poorly on the Co-operative test, ranking at the 20th, the 18th, and the 36th

percentiles respectively on the three sections of this test.

He ranked low on most sections of the Engineering Aptitude test.

In this case the counsellor recommended that the student try out some lower division work.

5. Another student ranked high on the Q score of the ACE test (90th percentile) but at the 3rd percentile only on the L section. He proved to be particularly weak on the Co-operative Reading test ranking at the 1st, the 2nd and the 5th percentiles respectively on the various sections of the test.

The counsellor recommended, and this recommendation was supported by the advisers of the Veterans' Administration, that the student leave college and try out on-the-job and related training.

6. This student might possibly have been included with the two whose cases were discussed under 1 above.

He told the counsellor that in his youth he suffered from a violent temper and had been placed in a Military academy. This experience had helped him somewhat. He felt very definitely that his army experience had also helped him.

On the ACE he ranked at the 19th and 28th percentiles on the Q and L sections of the test.

On the Co-operative Reading test he ranked at the 34th and the 13th and the 25th percentiles respectively.

It would be rather difficult to separate the weaknesses shown on the tests from the seeming personality difficulty.

In the case of this student his mother has been in the real estate business for many years and had been very successful. The student also had had some experience in this field, liked meeting people, and had been quite successful in this type of work.

As he was particularly anxious to get some college education, it was recommended that he might try a small business college where he could take some courses in real estate work and combine with them, some other suitable courses.

7. This student rated at the 23rd percentile on both the Q and the L sections of the ACE test and lower on all sections of the Co-operative Reading test.

This student had been recommended for English K, which, at Oregon State College, is a course designed to help students who are weak in English, to prepare for the regular course in this subject.

The student also took the Engineering Aptitude test but did very poorly on most sections.

In this case the counsellor did not seem sure but recommended that the student remain in Lower Division.

The above eight cases have been given individually because they indicate the need for individual attention.

They had done some college work and had been suspended. The ACE and the reading test would not have indicated in certain instances at least, that other factors might have played a part.

CHAPTER V

VETERANS AND NON-VETERANS

It was mentioned earlier in this thesis that when the sample of students was taken, it consisted solely of veterans, but that there were certain reasons for this. At the same time it was mentioned that no attempt was being made here, to use the veterans as experimental groups.

Since, however, the students studied are veterans, it may be of interest to compare them with non-veterans.

Since the return of the veteran and the entrance of many into college, much has been said concerning their work. Miner, for instance, points out that there is no argument concerning the seriousness mindedness of the veteran student. (24:159-163). Day, writing in School and Society last year, expressed the opinion that veterans are doing even better than the average college student and "not taking a ride on Uncle Sam's generosity." Day concluded that the returned serviceman was making the most of his opportunity. (13:101-102).

Atkinson and Webb, in a study made in regard to veterans studying under public Law 16 at the University of Colorado found that, despite the fact that these particular students were disabled, they were doing startlingly good work.

These research workers felt that the outstanding performance of these handicapped students probably resulted from,

- (1) a determination to excel in spite of their handicaps,
- (2) the care with which these students were selected, because failure would have disastrous effects on these mentally and physically injured men,
- (3) much more careful 'behind the scenes' supervision of the work of these students by the Veterans' Administration. (5:87-88).

Miner remarked that the ambition of veterans in college is high, their determination limitless and their achievement generally good. (24:159-193). Significantly, this writer went on to discuss a certain type of G.I. student, (one, by the way, with whom the writer came in contact too) the veteran who finds that he cannot concentrate, is unsure of his ultimate goal and who finds his adjustment to college life very troublesome.

Miner further points out that frequently their inability to settle down to study may be traced to the fact that they have never learned how to study in high school.¹ Another possible reason for inability on the

¹In this connection the writer of this thesis thinks that it would probably be of interest if a survey were made of veterans' work in high school and their work in college. A number of such studies has been made from time to time in connection with non-veterans.

part of the returned man to settle down to study might be, Miner contends, upsetting emotional war experiences.¹

In discussing the manner in which many veteran students were doing college work of high standard, Hamilton gives it as his opinion that the non-veteran has been too long with the formal process of learning. (18:213-322).

Hamilton goes on to stress a fact which is sometimes lost sight of, namely, that many of the veterans (nine out of ten, he thinks) now receiving education under the G. I. Bill, were not broken-hearted when they had to leave school to enter the armed forces. After their period of absence from school, and with the experiences and experience which had come to them, they returned with a more mature outlook.

What of the veterans studied here?

It was noted² earlier in this paper, that for the two terms during which these students attended Oregon State College, they comprised a large proportion of the total college population. The table below gives the exact figures.

¹The writer might here mention one student whom he saw and who was referred to the psychiatric clinic. This student was very emotionally disturbed and realized it. He was re-living during the nights, war experiences, and, as a result woke up quite unable to study.

²Footnote on page

Table X

Comparison of Numbers of Veterans and Non-veterans
 Attending Oregon State College, Winter
 and Spring Terms, 1945-47*

Terms	Total number of students	Veterans	%age	Non-veterans	%age
Winter	7003	4406	63	2597	37
Spring	6499	4090	63	2407	37

It may be seen from the above table that the percentage of veterans in each term was the same (63 per cent) and this is a considerable proportion of the total enrollment.

It might at this point be brought out that when the data for this paper were being collected, there was available to the writer (for a short time only) the total list of students who were suspended during the two terms under consideration here.

Calculations made at that time disclosed that veterans comprised 36.5 per cent of all suspended students. When this fact is considered in the light of Table XI it would appear that the veterans were showing up to considerable advantage.

*Data obtained from Dr. D. T. Ordeman, Registrar, Oregon State College.

Total numbers and number of suspensions do not tell the whole story. The small table below gives the Grade Point Average for veterans and non-veterans respectively.

Table XI

Grade Point Average for Veterans and Non-veterans during the Winter and Spring Terms, 1946-47

Term	Grade Point Average	
	Veterans	Non-veterans
Winter	2.49	2.49
Spring	2.56	2.55

It will be noted, from the above table, that during the winter term the veterans and non-veterans attained the same Grade Point Average while for the following term there was an infinitesimal difference in the veterans' favor.

When all the above facts are taken into consideration, it would appear that, for the two terms under discussion, the veterans at least held their own, and when the particular group which comprised our sample is taken into consideration, they more than held their own because our sample formed only a little over one-third of the total suspensions.

Because of this situation, it would appear all the more desirable that everything which might be done for these suspended veterans, should be done.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

The subject of this thesis has been a study of 97 students at Oregon State College, students who were suspended and who had received advisement at the Counselling and Testing Bureau.

The purpose of the study was to ascertain, as far as possible, the reasons for suspension.

The study was limited to veterans as, at the time of the preparation of the thesis, only veterans received advisement.

The method used was as follows:

1. From a list of suspended students for the winter and spring terms of 1946-47, the names of veterans who had received advisement, were selected.

2. Certain information concerning each of these students was assembled from the tests given and the records compiled by the counsellors at the Counselling Bureau.

This information included - the number of terms each student had been in attendance, the number of terms (if any) he had been on probation, his academic status at the time of advisement, his percentile ranking on certain basic tests such as the ACE and the Co-operative

Reading test, and comments made by the counsellors as a result of their interviews with the students.

3. The chief method used was a study of percentile rankings of students on the various tests. For instance, if it was ascertained that certain students fell below a certain percentile on the ACE test (a ranking which it was felt could be used as a fair standard for passing) it was presumed that he probably was not suitable college material.

Similarly, if he fell below a certain percentile on the Co-operative Reading test, it was assumed that he was a weak reader.

After these students had been eliminated, those who, because of high percentile rankings, could be assumed to be college material, were further studied on an individual basis with the idea that there would probably be some reason, peculiar to each student, which might account for his suspension.

4. This process of "individualization" was carried out also in the case of certain students who had entered Oregon State College on the basis of the USAFI tests.

5. A brief comparison of the veterans with non-veterans was also made.

As a result of the application of the above methods

to the data, the following results were obtained.

A total of 97 students who had been suspended during the winter and spring terms of the academic year 1946-1947 were studied. This number comprised 36.5 per cent of the total number of suspended students for these two terms.

Of this number 74 per cent were freshmen.

The 97 students were registered at Oregon State College for periods ranging from one to over six terms. Sixty-seven per cent of the students were on probation for one term only.

Of the 72 freshmen, just over 48 per cent were registered for two terms, one of which was spent on probation.

On the basis of the ACE test of scholastic ability, practically 30 per cent of the students fell between the 1st and 19th percentiles. If we accept the statement cited in the Manual of Advisement and Guidance used by the Veterans Administration that

Achievement by a college applicant of less than twentieth percentile (College Freshman norms)....indicates a high probability of failure if the applicant should enter college

then these students probably, but not certainly, were not college material.

Thirty-five per cent of the students rated above

the 50th percentile on the ACE test and yet were suspended.

On the basis of the Co-operative Reading test, 75 per cent of the students were weak on each section (vocabulary, speed and comprehension) of the test. Almost 47 per cent ranked below the 35th percentile on all sections of the test.

Of the 97 students studied, sixteen rated high on the ACE. Excluding three (for reasons given in Chapter III) there were 13 students who, on the basis of the ACE test should have done satisfactory college work.

Of these 13 students 54 per cent rated below the 35th percentile in speed on the Co-operative Reading test. Although speed is not the only important factor in reading, it would seem that even these thirteen students were not such good readers as they needed to be if they were to do satisfactory college work.

However, our study on an individual basis indicated that although reading weakness might have played a part in the failure of these thirteen students, other causal factors seemed to be present.

When this process of individualization was carried out for each of the thirteen students, it was ascertained that, in certain cases, the student seemed to be in the wrong field of interest.

Five of them appeared to be in the wrong field

of interest.

Two of them showed poor high school records.

In the case of two of them, further information from the counsellors might have helped. It might be mentioned in this connection that the writer of this thesis had access only to the summary compiled by the counsellor concerned. It is quite possible that the summary did not contain all the impressions gained by the counsellor regarding the student.

One student seemed to be doing far too much work outside his studies.

One seemed better suited to training in a semi-skilled trade.

Two of the students showed definite personality problems.

Of the 97 students considered, eight entered Oregon State College on the basis of the USAFI tests. Concerning the scholastic ability of these eight students, as indicated by ratings on the ACE test, two did not take the test, four rated well below the 35th percentile on both the Q and L sections, one student rated very high on the Q score but fell to the 3rd percentile on the L section, one student rated around the 50th percentile on both the Q and L sections.

It would seem that at least half of these students lacked sufficient scholastic ability to do college work satisfactorily.

In reading, on the basis of the Co-operative Reading test, one did not take the test, four ranked well below the 35th percentile while the rest (3) were above average.

The above does not give the whole story for these eight students. Three of them seem very definitely to have been suffering from personality difficulties.

In looking over these findings, it would appear that in many cases the students failed because they lacked the necessary scholastic ability, while in some of these cases and also in some where the scholastic ability seemed to be high enough to feel sure that the students could do college work, reading weaknesses brought about their downfall.

Thus, in some cases, some of these failing students did not seem to be college material; others did.

This does not seem to be the complete picture though. A fact which proved disturbing to the writer was that while he was counselling these failing and suspended students, at the time he was also counselling students who frequently obtained just as poor ratings on tests and yet were "making

the grade" and seemed to be comparatively happy in their studies.

In regard to some of these students it may be that college life is somewhat of an escape from reality. A follow-up study of a group of such students might prove both interesting and illuminating.

Because of these divergencies and differences, the writer felt that scores on the ACE and other tests did not give the complete answer.

If, for instance, we consider the Co-operative Reading, or any other reading test, for that matter, we find that much of the material on which the test is based, is of such a type that interest in it would be completely lacking in the case of many a student.

It may be said in rebuttal, that a student should be able to read such extracts if he plans to do college work. This is true but in certain cases, students who have an interest in what they are doing, do better than when the study material is more or less boring to them.

As a result of this study the writer has become more convinced than he was before, that it is the individual who counts. Correlated reading together with some thought on the matter, has reinforced this idea.

As an aid to this individual study, the writer wonders whether the services of graduate students might

not be used to make surveys of the freshmen test results and to note the presence of such scores as would indicate the need for help.

If colleges and universities are able to erect buildings (however inadequate they may be) to house the numerous students who are seeking admission, it should be possible to utilize the brains of the administrative staff to find some way of making sure that the individual student is not lost somewhere along the journey through college.

We wonder whether it might not prove less expensive in both student and financial currency, to have one or more additional counsellors in each college and then to substitute a systematic combing of students to find out those who need help.

There is a distinct possibility (though the writer has no statistics to prove the point) that the cost to a college and its students of the wasted terms attended by suspended students might well be repaid if one or more counsellors made a determined effort so sort out the academic wheat from the chaff.

One other point may be made before certain recommendations arising out of the study, are made.

The writer, after reading a number of articles dealing with studies pertinent to this thesis, came to the conclusion that although many of these studies aim to help

the student, they frequently fail because they seek to make certain generalizations which, in the making, erase many individuals.

A further difficulty arises through the frequent quoting of generalizations as though they have application to other situations. The writer feels that there is a distinct danger involved in such applications. No two colleges present the same situation, nor do any two schools within the same college.

In this thesis the findings indicate that weakness in reading seemed to play a distinct part in the failure of many of the students studied. If similar studies in other colleges show corresponding results then a significant trend may be indicated. Without such corresponding studies it would be unwise, to say the least, to assume that suspended students at other colleges were poor readers.

Even if other studies show similar trends the writer is of the opinion that there are certain intangibles which elude the administrator who seeks to base profound statements on mass testing and surveys.

Recommendations

As a result of this study certain recommendations are suggested.

A. In the counselling process, (which, it might be noted, must be related to all phases of personnel work) a series of steps might be considered useful.

1. All freshmen at Oregon State College take the ACE test. These results should be studied by faculty members and seen in relation to other factors.

We understand that many, if not all faculty members use the ACE results, but it is here suggested that perhaps they may be used with more effect.

If a member of the faculty, on going through the test results of his new students, noted that certain students fell below the 50th percentile, he might relate this to scores on the reading tests and also to high school grades. Personal interview with such students might bring out certain facts which would help him in determining how the student might progress. Where necessary, he might refer the student to the Counselling and Testing Bureau.

2. All entering freshmen take the Co-operative Reading test. On the basis of this some students are assigned to certain classes with a view to ensuring that they make progress according to individual reading aptitude.

Could this arrangement be improved, from the point of view of the student, be selecting students who seemed low in reading aptitude and arranging a conference with

them so that, through discussion, and possibly testing of reading in relation to an area in which they appeared to be vitally interested, it might be determined whether the reading weakness was dependent upon lack of interest, or really was based upon poor reading methods, or perhaps associated with low mental power.

3. Where students ranked low on both the ACE and Co-operative Reading tests they should be referred to the Counselling and Testing Bureau as soon as possible so that they might be helped to decide whether they really were suitable college material.*

4. After a term of work, those students who had ranked high on the ACE and rather low on the Co-operative Reading test might be referred to the Counselling Bureau, especially if they were having difficulty.

*The writer has been given to understand, in a personal communication from the Director of the Counselling and Testing Bureau, that the Superintendent of Schools in Corvallis (where Oregon State College is located) plan to have his senior students in the high school take advisement at the Counselling Bureau, especially if they plan to enter college.

Such a procedure will provide an excellent opportunity for counsellors to prevent much waste of human material in college. It still would not, of course, solve the problem created by the fact that some students "find" themselves scholastically in college, only after they have attended for a while.

Such high school counselling might also act as an antidote to much of the "I'll take it easy in high school" attitude shown by many high school students.

5. The progress of those students who ranked high on both tests but whose GPA was not as high as their scores would indicate they should be, should be watched closely. If necessary they too, should be referred to the Bureau as they appear to possess the ability to do college work. Sometimes some of these students are too extroverted to make good students.

Such a series of steps would place greater responsibility on the counsellors of the Bureau. In order to permit of their giving their best, the flow of students through the Bureau should be so arranged that undue pressure is not exerted on them.

Possibly, even greater consideration should be given to individual cases. Our study suggests that in some cases the counselling was not as complete as it might have been.

Case conferences might prove of value, especially with the more difficult cases. At such conferences, not only the various counsellors (who, because of their varying backgrounds, would be able to present differing viewpoints) but also faculty members from interested departments, should be present.

Under such conditions, not only would there be the benefit of various viewpoints, but also both the counsellors

and the staff members would learn more of what each was trying to accomplish.

The writer believes that such conferences would finally result in the appointment of a psychiatrist and possibly of a psychiatric-social worker.

B. The use of recordings of interviews as carried out by Rogers formerly at Ohio State University and now at Chicago, and also used by some psychiatrists, would materially help in aiding counsellors improve their techniques.

C. In view of the fact that in certain cases in our study, personality difficulties were present, the writer wonders whether these are receiving the attention they should. Because of the nature of the origin of the Bureau, the intention to help veterans choose the most suitable career, the bias has been towards the vocational with, of course, a concomitant interest in the educational.

It might be better if, instead of speaking of vocational, educational or personal counselling, we speak of counselling.

When a person comes to the Counselling and Testing Bureau he may say, in so many words, that he wants to take tests to help him decide on the type of course he should pursue. This has certain merits, for a student in the right field is usually happier and a better student in the

right field is usually happier and a better student than one who is either in the wrong field or floundering from one field to another.

However, when such a student suggests the reason for his coming for advisement, he may, in reality, indicate by subtle, usually to him, unnoticed signs, that he needs help with some other problem.

This is hardly the place to become involved in a discussion as to what counselling is, what is casework and what therapy, - if there is such a difference. The point is that real counselling involves some psychotherapy. The better the counsellor the more likely is he to do some good therapy and less likely to depend on test scores.

Pertinent to this problem are the words of Dr. Clark Rogers, a pioneer in non-directive counselling.

Dr. Rogers says -

We have a considerable number of cases, for example, where intelligence ratings have risen very sharply following non-directive therapy; a graduate student who went from the forty-third to the ninetieth percentile on a college aptitude test; children who have shown IQ increases up to forty points. Are these isolated cases or does the freer use of self following client-centered therapy tend to bring about a measurable alteration in what we call intelligence? Studies to investigate this important question need to be made.

The same results have probably followed good case work and successful psychiatric therapy.

The writer doubts that there is an alteration in intelligence but rather a better use of it as a result of freedom from emotional conflict.

Be this as it may, if instances of such changes are on record, the need for individual attention to students is even more profound. Indeed, it stresses the point that we have made when urging that mass testing will not help to isolate all the students who are not suitable college material.

The preparation of this thesis has caused the writer, even if it convinces no one else, to feel that if the colleges of any country are to serve their purpose, - to help students develop themselves so that they can live fuller lives - they can do so only by ensuring that the individual student is not lost somewhere on the bridge which, as we said in the first chapter, leads from the secondary school to somewhere in the future.

Colleges and universities are in a position to play an important part in ensuring that the "somewhere" is not just anywhere.

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APPENDIX

The Counselling and Testing Bureau at Oregon State College

The Bureau was organized in late December, 1945, to work in close co-operation with the Veterans' Administration Guidance Center. Similar bureaus were established at other points in the country, and were similarly associated with colleges and universities.

These bureaus were considered useful in aiding the officials of the Veterans' Administration in their attempt to administer, as efficiently as possible, the laws which were passed by the United States Congress to aid in the rehabilitation of disabled veterans and to help other veterans obtain the greatest benefits from the education which had become their right under these laws.

At the time during which the writer was a counselor with the Bureau at Oregon State College, the staff consisted of a Director, three full-time counsellors, a psychometrist (who also acted as intake receptionist) another psychometrist (who had also certain administrative duties) and a stenographer.

Because of the close relationship with the Veterans' Administration, certain forms had to be completed.

These forms included the following.

1. An initial interview form which, when completed, gives a particularly full and useful summary of the veteran's schooling, hobbies, related interests, work experience, service training and experience.

2. In the case of disabled veterans there is a special form which is used for all cases where the disability is less than thirty per cent. This form is used as an aid in determining the "need" for rehabilitation.

3. There is also a summary form which was prepared as an aid in determining the vocational objective.

It might be mentioned at this point, that these forms apparently were prepared to assist appraisers who were, in many cases, not exceptionally well-trained. To well-trained counsellors, these would be of little use. It might also be brought out that the use of stereotyped forms may, if unwisely used, tend to structure the counselling process.

The usual procedure at the Bureau was for the student (at that time the veteran, but recently, also non-veterans) to be introduced by an officer of the Veterans' Administration to the receptionist of the Bureau. She would then take certain preliminary identifying information.

The veteran was then introduced by the receptionist to the particular counsellor to whom he was assigned. This counsellor conducted an initial interview.

Certain rather full information had to be obtained and entered on the appropriate form. In order to avoid leaving untouched problems other than vocational, the first part of the initial interview was conducted in a seemingly informal manner. In reality, it was used by the counsellor to gain perspective regarding the real nature of the student's problem and at the same time to give him the opportunity to raise problems other than that for which he was referred.

As an aid to the understanding of the student, certain tests were suggested to him. Some explanation of their purpose was at the same time given.

After he had completed these tests a final interview was arranged. During this period, the test results were interpreted to him, if such a procedure seemed indicated at that stage. If any problem other than vocational were present, it was worked through.

It may be mentioned at this stage that the writer, who is also a trained psychiatric social worker found that, on a number of occasions, the basic problem was not vocational, educational, or a combination of these, but definitely a personal one. In such cases he used his training and experience to help the veteran to work through his problem.

It is the opinion of the writer, and this is supported by that of the Director, that the percentage of

students at Oregon State College seeking advisement and who have serious personal problems, is not large. It would appear that the student population is composed largely of "normal" students.

However, when both veteran and non-veteran students pass through the Bureau this statement may not hold.

Arrangements were recently made whereby non-veterans may avail themselves of the services of the Bureau for a more or less nominal fee.