

THE RELATIONSHIP OF PERSONAL FACTORS AND READING PERFORMANCE
TO ACADEMIC ACHIEVEMENT
OF SELECTED OREGON STATE COLLEGE STUDENTS

by

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CHAPTER I

INTRODUCTION

Background for the Study

The writer's association with students who enrolled in Methods of Study, Education 101, at Oregon State College during the fall term of 1952 created interest in exploring teaching-learning techniques with student outcomes in five sections of the class the following winter and spring terms of 1952-53. With the results of this action research, including an impetus placed on student counseling follow-up during that spring term, and an accelerated investigation into the literature of the subject, the writer felt there was a student need and a research need to pursue the study in certain planned research. The design composing the research of this study developed from this background experience.

The writer's viewpoints and philosophy for the approach to the study cumulated from study and experience and from discussion of the problem with others.

The changes in philosophy and objectives for public education have influenced our thinking regarding youth who enter college today. The pattern of the college and its students has been changed by the enrollment increase of colleges after World War II. As higher education for greater numbers of individuals became possible, and as

traditional motives for seeking a higher education changed to the more popular reasons for going to college, greater numbers of youth lacking patterns and skills for college success have graduated from high schools and have entered college. Crucial problems of higher education, resulting from the concepts held by young adults of this generation, due in part to the progressive development of the atomic age, are many and varied. Nationwide, institutions for higher education sincerely wish to meet learning needs of students in order to create more functional learning for each individual seeking a college education. Increasing numbers of colleges are including in their objectives of education the responsibility to assist young adults with more training and experience toward personal adequacy for their busy living in this age of technological competencies. Hollingshead (137) and Tead (302, 303, 304) feel it necessary to include more training and experience toward personal adequacy in the objectives for a college education and also to create procedures required to insure that every college youth gain broad aspects of learning from our traditional cultural heritage.

Dr. Charles J. Armstrong (16, p. 20) succinctly expresses a summary of viewpoints from several authorities who discuss crucial needs for higher education and the role of the teacher who undertakes the service of meeting those needs. He states,

If we fail to meet our opportunity, if we turn aside from the responsibility which is ours, it will be a failure of the most far-reaching consequences, because, as has been truly said, what happens to American education will ultimately happen to America.

Tead (302, p. 138-140) adds a note of emphasis regarding acute needs for colleges to improve techniques of instruction and gives indication that educators, colleges, and universities are moving to improve the teaching-learning processes encountered in present day higher education. He cites, among other institutions' efforts, the program entitled Improving College and University Teaching at Oregon State College. Benezet (125, p. 91) points to similar progress on campuses of Minnesota, Syracuse, and others, also including Oregon State College in the group.

From traditional criteria, it is generally understood the college teacher who undertakes the service role of meeting needs of college students should have established knowledge of fields of study. It is now considered necessary also to have acquired broad knowledge of the student, his growth, and learning processes as expressed by Anderson and Anderson (10, p. 3-24) who neatly summarize the concepts held by numerous authorities. They present the formulated concepts held by this writer in planning and conducting the study. These concepts are that the student is a human organism with a great potential for optimum growth in a favorable environment. He is not only a product of his environment but in a very real sense he is also a victim of it. His growth is at once a creation of the integration of differences with optimum development only under propitious circumstances. This growth proceeds by the principle of participation of the parts in achieving a more highly differentiated and integrated whole, whether the growth is physiological, sociological, or psychological.

The student's personality is the intra action of his total self within the inter action of his environment; it is the rate at which he is becoming more differentiated as an individual and at the same time living more in common purposes with others. With his intra-action and interaction processes of growth, spontaneity and harmony develop. He makes progress, learns, and grows in a context of social learning and personal satisfaction. This learning is growth and becomes a positive process.

The Problem and Purpose

The problem of this study was to make an exploratory investigation of certain personal factors associated with reading performance and academic standing of college students who entered the writer's Methods of Study Course. It was the purpose of this study to (1) identify certain factors, and clusters of factors, related to health and personality as recorded by these students in response to psychological tests and questionnaire, and as observed by the writer; (2) identify certain factors related to reading performance and academic standing of these students, as ascertained by diagnostic testing and college records, respectively; and (3) analyze the information in an attempt to determine what interaction exists between personal factors, reading performance, and academic standing.

Hypotheses Tested

The following were the hypotheses of this study:

1. Student orientation and training in skills of study at the college level brought about reported changes by each of the 31 students in--
 - a) the individual's self concept;
 - b) attitude toward others;
 - c) expressed outlook toward college, study, reading, social skills, and academic accomplishments.
2. Individual student personal adjustment and study skills is associated with academic standing.
3. Improvement in reading proficiency, as shown by reading rate or comprehension performance, is associated with academic standing.
4. Academic standing of these 31 Oregon State College students is associated with their mental health as reported by the responses made by students through questionnaire techniques and counseling procedure.

Selection of the Sample

This study was conducted with students who entered the writer's fall term 1953 sections of Education 101, Methods of Study Course, and who agreed to cooperate with the study throughout the academic year ending June 1954. (See Appendix B, p. 118.) Forty-four students of the 61 enrolled agreed to meet requirements for the study. Of the 44 students, 31 met requirements sufficiently to be retained for the study.

Brief Description of the Sample

Of the 31 students, all but three were first term freshman. Of these three students, two were sophomores and one a junior. Of the three students who were not freshmen, two had been on probation during their freshman year. One of these students was returning to college after a probation suspension; the other was on fall probation, cumulative from the low grade point average of his first term freshman year. There were 11 women and 20 men; the two sophomores were men and the junior a woman. This factor was approximately the same percentage with the class sections of the previous year and is compatible with research findings from the literature. Refer to the clinical study by Helen Robinson (238, p. 102-106). She states there are more boys who are not mature for reading readiness at the ages of six, seven, and eight than there are girls. At the beginning of this study, ages ranged from 17 to 24 and at the close of the study--the spring of 1954--ages ranged from 18 to 25. The mean age of the group beginning the study was 18.86 years. Five of the men were of G.I. status, having served with the army.

For this study, students were collated by study major into the eight divisions of curriculum in which they were enrolled toward the latter part of the fall term. Some of the students had already changed their major study field within the early part of the study, others had consulted their advisers and were planning to change their major field before their second term registration. The reader will note in Chapter IV that there are additional changes in

students' designated majors.

The 31 students from eight divisions of study on the campus included Agriculture, five men; Business and Technology, four--one man and three women; Education, four women; Engineering, six men; Forestry, one man; Home Economics, two women; Lower Division, Liberal Arts, six--four men and two women; and Science, three men.

A common thread, or core, of several factors emerged from these students. Though they were in the writer's Methods of Study Course, they were divided between three sections, meeting at hours of 10:00, 11:00, and 1:00. There was a wide range in the apparent academic ability learned from evaluation made by the writer of verbal and written responses of these students at the beginning of the term. The writer was challenged to make close observation while gathering data and she was anxious to see what each next week's performance of these students would reveal. Age was not a homogeneous factor although the age mean was approximately 19 years.

One homogeneous factor among these students was that they were willing to remain in the Methods of Study Course after the first week and begin working on their own feelings, their attitudes, and the way they viewed things, while beginning the developmental task of the improvement of their study skills. Self-motivation was not at the "working core" of all the students; but either personal or outward incentive was present in sufficient degree to warrant each student to feel he had a common problem with the group for a point

of departure and attack upon the problem; namely, improvement of self and of study effectiveness.

Limitations, Assumptions and Definitions

Limitations and assumptions

Limitations of this study are inherent in the group itself. The group came from three class sections who did not meet as a single study or interaction group. A selective factor is that students who entered Education 101 wished assistance toward more effective student-ship. Students usually entered the course of their own motivation and volition; a few were advised to do so. The group was select in that the majority of Education 101, Methods of Study, students for the fall term were of freshman and sophomore rank. Personal willingness to cooperate and face the possibility of change, and agreeableness to devote time beyond classroom and laboratory, were additional and significant selective variables.

Definitions and clarification of terms

Definitions of terms and concepts used throughout the study follow common terminology used in the literature encompassing areas of personal factors, reading, and personal services for college youth. This includes the research relevant to academic standing of college youth.

Guidance. Guidance is used in its broadest connotation. It is the process of assisting others (students) to help themselves.

Counseling is the core of guidance as special guidance.

It is the specialized technique of assisting another to view his problem (s) to gain insights for problem solving in a person to person communication relationship between counselor and the person (student) being counseled.

Multiple counseling is the term referring to the counseling relationship between counselor and a small number of persons (students) comprising the group where interpersonal interaction between group members, and the counselor, enters into assisting the individual to gain insights for problem solving and personal growth. In this study, guidance in groups was not used synonymously with multiple counseling. Multiple counseling was conducted infrequently following outgrowth from guidance in groups and individual counseling.

Health factors. Health factors are classified as personal factors including both physical and mental health.

Health pertains to physical health.

Mental health defined is the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfactions, cheerfulness, and socially considerate behavior, and the ability to face and accept the realities of life (28, p. 20). One's state of health is relative in degree of progression relationship between good or bad.

Mental hygiene refers to the process or program that one adopts to achieve adjustment toward good mental health. Its

meaning involves the prevention of maladjustment for normal people, as well as curing of persons who already have moved into deviant behavior or have become psychologically disorganized. Education for good (the positive) mental health is therapeutic by the concept that it imparts knowledge for optimum satisfaction for living.

Mental ability. Mental ability refers to the mental capacity and potential to learn as measured by the responses to the Wechsler-Bellevue Scale of Intelligence for Adolescents and Adults.

Personality. Personality is classified as a personal factor utilizing the concept in its broadest meaning: the interaction of the individual's total self systems in interaction with his total environment.

The Scope and Plan of the Thesis

The scope

The study was planned to secure the research sample from three sections of the students entering the writer's Methods of Study Course, Education 101, the fall term of 1953. (See letter in Appendix B, p. 119 for the student's agreement to cooperate with the research.) Data for the study were gathered from these students through procedures in the course work of the classroom of the Methods of Study Course and laboratory of reading practice progress, through personal interview and counseling, and the administration of tests throughout the fall and into the spring term of 1954. Since the writer administered the Wechsler-Bellevue Intelligence Scale to

the 31 students, it was necessary that about two-thirds of the total 31 students return through the winter and spring term for their testing appointment. At the latter part of the spring term 1954, the writer mailed additional materials to each student for responses. These materials were then returned to the writer by mail.

The plan

Chapter II presents a review of selected literature pertinent to certain phases of personal adjustment, reading, and student personnel services treating academic standing of college students.

Chapter III presents Methods and Materials comprising this study.

Chapter IV presents research data, their organization, analyses, and interpretation. Students will be referred to by Code Numbers and also Coding Information. Data will be treated by group and individual aspects.

Chapter V presents the summary of the study, generalizations, and recommendations.

The Bibliography covers (1) literature of the writer's reading and study which contributed to viewpoints and philosophy presented in Chapter I; (2) periodicals, unpublished research, and other unique contributions presented in Chapter II; and (3) selected publications published during later 1955 into early 1957 which include recent progress the writer considers timely for the problem of this study.

The Appendices include: Appendix A, Table not in the body of the thesis; Appendix B, Letters and Questionnaire used in the study; Appendix C, Forms of Study Aids used in the course work; and Appendix D, Selected Responses from Students' Reporting.

CHAPTER II

SELECTED LITERATURE PERTINENT TO PERSONAL FACTORS, READING
AND ACADEMIC STANDING

This chapter presents a review of selected literature pertinent to topical areas of (1) personal adjustment considering the college student as a "whole individual"; (2) reading performance of college students covering diagnostic difficulties, evaluation of progress; and (3) phases of college student personnel services relevant to academic achievement of college students.

During the developmental stage of the study, and time of the research progress, search of the literature revealed numerous contributions pertinent to the study with publication dates prior to 1940. Concepts from publication dates prior to 1940 have been adequately incorporated into more recent research; therefore, for this chapter the writer eliminated literature for purposes of merely historical significance. When feasible, literature was selected of publication dates within a period of the present decade.

Interrelationships of Related Disciplines

Throughout the literature, basic factors emerging from authorities became a pattern of common factors contributing to the study. Utilization of integrated interdiscipline knowledge from research of behavioral, social, biological and medical science has contributed greatly to better understanding of the college student in his everyday classroom and living situations. Lawrence K. Frank (97) reports that

mental hygienists, clinical psychologists, guidance personnel and counselors, psychiatric case workers and psychiatrists have merged their thinking and research into a new philosophy and concept of education for the prevention of deviant behavior. This merging of concepts and philosophies has had a marked influence in understanding behavior of college students. It has created an educational impetus to educate teachers, from the primary through college level, in teaching-learning techniques and knowledge for more proficiency in detecting symptomatic deviant behavior resulting in ineffective academic performance. Henry (134), Dorothy Rogers (248) and Thorpe (305) offer challenging evidence for furthering this trend. They point out, along with other specialists and educators, that with more proficient detection of symptoms of maladjustive behavior earlier in the life of the child, or in its beginning manifestations at any level in the classroom, preventive measures become more effective. Bennett (24), Driver (78), and Hahn and MacLean (122) present evidence of present date showing where improving guidance and counseling procedures, and more efficient referrals, incorporated into the education program, greatly alleviate deviant behavior of pupils and students.

Approach, Techniques and Viewpoints to the Teaching-Learning Process

As stated in Chapter I, page three, teachers should have useful knowledge of subject fields and also recognize the significance of differences in pupils and students in the teaching-learning process. With knowledge of subject fields and keen insights into student

behavior, teachers can assist students in their personal development and be prepared to help boys and girls and college youth channel their growth adjustments into constructive patterns. The teacher needs a personal and professional philosophy of one's special fields of work, and the job he is performing for education and society, whether it is college or elementary level. He cannot be passive; and as Jersild (148, p. 201) emphasizes, the teacher should attempt to know his pupils, or students, and understand them with empathy and compassion. He should make every effort to understand the way the individual sees and appraises himself in relationship to daily living situations. As Prescott Lecky pointed out (172), and Snygg and Combs believe (278), it may be the status of self-concept, and not a lack of learning potential that interferes with a child or student's learning performance.

In too many classrooms, the teaching-learning situations depend upon information giving only, forgetting that education takes place when and where minds come into close and vital contact making communication possible. Smith (276) states the teacher should possess educational skills and techniques, including inspirational qualities, to assist college youth in acquiring those habits of mind that result in the intellectual achievement of the educated man or woman.

Sheldon's and Landsman's study (266) investigating nondirective group therapy as a classroom approach with students in academic difficulty is significant to the writer's study. Students cooperating with his investigation responded to his questionnaire at the end of their semester with comments in favor of the approach they used. The core

of the approach and techniques were in the understanding and acceptance of the self or the self-concept. Sheldon and Landsman also pointed out that Lecky (172) and Snygg and Combs (278) had hypothesized concerning the crucial importance of a student's attitude toward himself. Sheldon and Landsman indicated the root of many students' failures is not the inability to master study materials and subject matter, but that it is an inadequate concept of self causing the failure.

Certainly, the personality of the college student is affected by impact from many influences in the total college program--namely, classroom, laboratory, library, snack bar, living units, the beauty (or lack of beauty) of the campus, and other things. When and how he learns the factual knowledge of the classroom and laboratories, how to think, how to study, how to relax and play, is a cooperative learning enterprise between the student and the college. Arbuckle (15, p. 1-20) and Woolf (340, p. 204-214) emphasize that college personnel services, and the administrative and academic personnel have as great a responsibility to provide proper molding influences for students, as indicated above, as students have for their self discipline and motivation development, learning habits and skills. Bennett (24) and Voeks (317) report recent approaches, techniques and viewpoints to assist both the college and students in a cooperative learning enterprise.

Mental and Physical Health and Learning

Integrative significance

Henry (134, p. 1) offers to educators specific implication that mental health is a crucial need of teachers for self understanding and for understanding pupils and students. Strang (289, p. 21-56) urges teachers to benefit by mental health practices and increase their knowledge by drawing on help from various professional disciplines. She urges that teachers work more in professional teams to gain effective skills and assist others in developing potentials for fullest realization of self-understanding. Jersild (149, p. 80-82) encourages the teacher to strive to know himself, and to search for meaning in education to help pupils or students have meaningful experiences and to know them as persons. To help college students develop mental health practices to enhance learning proficiency, the teacher must accept and understand anxieties and inabilities students express while performing their learning tasks. Such acceptance and understanding require the teacher's gaining knowledge of self, with the courage to seek it, "and the humility to accept what one may find. If one has such courage, one can draw on many resources in everyday life to gain that integration knowledge of self" (149, p. 83).

Thorpe says that if academic performance of college students reaches maximum learning potential, concern for providing mental integration processes in their daily learning must become the responsibility of instructors and professors (305, p. 236-270).

Carroll (48, p. 59-81) states that for adolescents and young adults to enter college prepared to accomplish academic performance of maximum potential, mental health for children must have been a major responsibility of their schools.

Landsman (169) and Pepinsky (222) project the viewpoint that all good teaching borders therapeutic teaching. This viewpoint was explored by Faw (89), Persons and Grumbly (226), Carl Rogers (244) and others in studies and publications which showed integrative significance of teaching-learning techniques utilizing specific mental health principles and concepts.

Other unpublished research and publications located in the literature exploring viewpoints of integrative aspects of mental health concepts and teaching-learning processes contributing significance to this study are listed in the Bibliography.

The self-concept

Many authorities believe the self-concept is an influencing factor in learning processes of college students.

Symonds (297) reminds educators that a vitally important factor in the college classroom is that the learning goal be geared to satisfy needs, and that one need of special importance is assisting the establishment of a self-concept conducive to maximal learning. Dollard and Miller (76, p. 21) and Pearson (221, p. 148-150) place additional emphasis upon the needs concept. Havighurst (130), Love (182), and Mowrer (206) agree that the fundamental problem of

education in our time is to find the proper combinations of intellectual learning for personal growth to satisfy needs for various types of young people in school and college. Mowrer points to the role of reading in our culture and its relationship to reading difficulties. McClelland (186) stresses the self-concept analyzing the achievement motive in context of total personality from the need concept: the need for achievement, security, insight and self-integration.

Taylor (301) presents research exploring the consistency of the self-concept of undergraduate and graduate adult individuals. His study concluded that the self-concept tends to remain relatively stable and that changes occur from therapy which alter the self-concept and self-ideal. His definition of self-concept emerges from Snygg and Combs' phenomenological frame of reference of individual personality.

Strang (289, p. 39-40) offers contributions from a number of psychologists pertinent to this study listing conclusive viewpoints stressing mental health concepts, integrating principles, and theories of the psychology of learning. She analyzes the concept of anxiety in context of relative degree effects on learning processes in human behavior influenced by the self-concept.

Problems of students

Studies of college students' problems as presented by Congdon (65), Lott (181), McKeachie (190), Shepherd (268) and Young (344) are pertinent to this study. Findings from these studies showed there

was a high occurrence of students having a number of problems ranging on a continuum from mild to serious; the range of problems changed in complexity from freshman to senior--and to the graduate student. Numbers of students found themselves totally unable to cope with solving or resolving more serious problems, thereby finding themselves in states of maladjustment from mild to serious degrees of personal disorganization. Unsettled problems within one area mushroomed into additional problems, some of them seriously affecting the students' academic standing. Lack of mental ability was not a causative factor of problems with these students. A high degree of sensitivity was evidenced in the majority. In some cases, the inability to utilize a healthy attack in problem solving led to tension of an emotional nature developing more severe anxiety states and other psychoneurotic trends. Young reported writers indicating a wide variety of symptoms of emotional nervousness and psychosomatic occurrence. She reported symptoms ranging from facial or other tics and mild states of anxiety to psychoneurotic syndromes and psychotic conditions.

Two unpublished theses significant to this study exploring mental health problems of university students are Harrower's (128) and Parks' (219). Harrower found that in the class situation where mental health was being studied on the graduate level and the professor was teaching from a therapeutic guidance approach, students acknowledged the presence and complexity of their problems; they revealed the deep emotional and mental stress they created in everyday life; and most

of all, they were sincerely interested in discovering for themselves what they wanted to make out of life and the kind of personality which would help them achieve their goals. Many of the students who participated in Harrower's study sought counseling with the counseling service; others, the psychiatric service of the campus. Harrower concluded that a good mental hygiene criterion for the student was development of self-understanding, self-direction, self-improvement, and self-management.

Parks (219) asked, What is the nature of the student problems in the campus community? Students' immediate answer to this question centered in their struggle to do acceptable academic performance and find time to experience happiness in non-academic areas. Conclusions from his research pertinent to the writer's study, as stated by Parks, are:

It can readily be seen from records of students who come to the counseling centers that many of their problems are closely related to academic success in school. This is the primary adjustment need, and is present somewhere in almost every student problem. Other related problems are: wise and speedy choice of vocation; recognition in some group; sense of belonging (in-group feeling); and a sense of achievement toward some goal.

After analyzing many case records of more serious maladjustments, Parks stated:

It can be seen that few serious problems of students in the university community are directly caused by living in that community.....Almost all of the cases studied show the real causes for maladjustment to be in the nature of the parental home and community environment.....Work habits, associations and friendship patterns are already formed, long before the students' entrance into the university. Thus, many of the students' problems are not provoked by the school itself. However, there are some problems peculiar to the school life of students.

Two selective studies investigating work study skills pertinent to the writer's work are Danskin's (71) and Howell's (141). Howell compiled results of five research contributions treating work study skills of adolescents reporting with reference to Snygg and Combs the forming of attitudes by pupils toward the subject, toward society, and toward themselves. Certain generalizations based upon his findings follow:

How subject matter is taught may be even more important than what is taught; and, skills are better retained and more often used if learned under conditions similar to those in which they will be used. Left to their own devices, pupils do not improve significantly in study habits after the elementary levels.

Howell recommended that every teacher should become a teacher of study skills pertaining to his own subject, mainly

procedures to be emphasized in outlining; reviewing; preparing for examinations; learning the principles of study, including memorizing for remembering and knowledge use; selecting and organizing subject matter and materials, increasing knowledge of word meaning and power; improving reading comprehension and skill in adapting speed of reading to the materials and the purpose involved; preparing a term paper, phases of research, reports, themes; identifying and expressing cause and effect relationships; using general reference and specific reference books and using study procedures appropriate to different areas of study.

Danskin (71) investigated study techniques of superior students asking: What kind of study techniques do superior students have and do superior students have superior study techniques? He concluded that "good" students are typically not efficient readers (the criterion for good was by academic marks); when compared with study skills which educational psychologists recommend as efficient, their

performance was mediocre; and they generally performed comparably, regarding measures of study skills, with less superior students. He found certain evidence and reason to support the idea that How to Study Courses at college level should not be limited to students of low academic standing. He recommended that college counselors should be alert to this fact and not overlook possibilities of helping a "good" student become more efficient in his study skills.

Mental ability

Relationship to behavior and learning. The gifted college student is a challenge to the educator. Mention of three contributions pertinent to this study, selected from the literature, is offered. Oliver (215), Barbe (18) and MacLean (192) recommend assisting the gifted and superior by extending essential guidance to meet their needs. They urge that educators become better informed for evaluating intelligence, assessing it in its total relationship to an individual's total abilities.

The investigation by Danskin, reported above, holds similar significance in that superior and gifted individuals show proficiency gains resulting from efficient guidance procedures.

Edelston (84) studied a group of 18 adolescents with I. Q. scores of 130 or more as measured by the Stanford-Binet Scale who were academic educational failures. He concluded that intelligence tests, by their very nature, seek to measure only a restricted aspect of the personality and not necessarily the most significant. He felt that

a considerable number of highly intelligent children are so lacking in ambition and other factors of emotional stability that they remain content with inconsequential positions or drift aimlessly from job to job. He stated that "there is no difference, except by degree, between these so-called problem children and the bulk of the normal population." In each case he concluded that some influence of an emotional nature was at work interfering with capacity to use native intelligence consistently in life situations. Individual cases showed wide variations in origin and nature of deleterious influences.

Problems of academic achievement

Problems of academic achievement become major problems with numerous college students. Referring to literature earlier in this chapter, the reader will remember that this factor was stressed by several investigators. The writer selected three studies investigating problems of scholastic achievement showing findings pertinent to this research. Field (91) studied physical science and social science majors, high achievers and low achievers, considering I.Q.'s and Grade Point Average achievement. He included a personality measurement. He found all high achievers made significantly higher scores on the following personality measures: conformity, inquiry, intellect, and confident self-expression. Physical science majors made significantly higher scores in two of the personality measures: emotional control and conformity. The physical science majors were significantly higher in all three perceptual measures.

Harris (126) found numerous factors affecting college marks from his investigating review of the literature from 1930 to 1940. He found non-achievers with high intelligence exhibiting conflict experience; non-achievers within a broad range of physical differences, health, personality, interests, and attitudes; individuals with low achievement marks whom he classified as mildly and seriously maladjusted; and he concluded that ineffective study habits and reading problems contributed to low marks. He also found students with ineffective reading skills who tested high in intelligence. He concluded that students who used the library received better academic marks than those who did not use the library and that certain incentives and direct motivations made certain direct improvement in grades--and a decrease after their removal.

Sheldon's research of college students with scholastic difficulties (264) preceded his investigation of teaching-learning techniques reviewed on page 15 of this chapter. In his study, forty students with scholastic difficulties in an Academic Methods Course at Syracuse University were observed for personality and emotional characteristics. The mean I.Q. of these forty students as measured by the Wechsler-Bellevue Scale was 117.5 with sigma of 7.41; ages ranged from 19 to 29. These students did not list reading as a problem, but testing indicated reading impairment of these students. They listed as major problems the inability to concentrate, lack of self-confidence, accomplishment, tensions, sex, and daydreaming. Sheldon felt that the students did not seem essentially different

from other students. He concluded that (1) personality is a total organization; (2) individuals develop their personalities in accordance with their own self-concepts; and (3) personality can be considered through the attitudes of the individual.

Reading and academic achievement

McGinnis (189), Kilby (159) and Mouly (204) report phases of reading programs relevant to success factors for academic achievement of college students pertinent to the writer's study. McGinnis's investigation comprised a reading laboratory study of 21 students in an experimental group receiving laboratory reading assistance, measured against a matched control group. Students receiving reading help showed reading gains over a 16-week period as measured by "t" difference of mean gains significant at the one per cent level. Certain individuals of the group made reading gains significant above the five per cent level. Personal improvement was made by all students, half of them showing improvement in academic standing. Motivation was a factor. The fact that students may have progressed by having been singled out and given individual help and attention was a probable factor relating to self improvement.

Kilby's study (159) presented relationships of reading proficiency of students who had been in remedial reading programs. At the time of his study, students were in other courses being evaluated and tested for certain factors in reading proficiency. Kilby's students excelled in testing on skimming for main ideas and rapid reading of literary material.

Mouly's study (204) extended over a two year period comprising experimental and control groups totaling 300 students from the required reading course at the University of Miami. Half of the group, the control group, were in only the instruction phase of the course omitting the laboratory development practice. Conclusions showed the two groups almost similar in their rate of students' drop out; only a slight difference was found between average honor-point ratio of the total experimental group over the control group. However, when only that portion of the experimental group having successfully completed the remedial program were compared with the control group, significant difference in gain above the one per cent level of the experimental group was found. It was concluded that a remedial reading program can result in an improvement in academic grades for those students taking the course seriously.

Mouly felt that his study pointedly brought out an important unknown factor of effect upon academic grade of differences in personality characteristics between students successfully completing a remedial course and those who did not. Mouly concluded that this unknown factor would tend to be significant in institutions where remedial reading was voluntary. He predicted a highly motivational factor was involved.

Wilkinson's study (329) determined whether certain measurable characteristics differentiated college students responding well to remedial reading experience from college students failing to respond well to these experiences. Wilkinson's sample was a group from the

university's normal population entering a course, Practice in Reading and Study for Self-improvement. Students receiving a score below the 30th percentile on their Cooperative English C2 during freshman week, or students of higher score wishing to enter the course, comprised the group. Wilkinson concluded the following:

(1) a low rank in the group on scholastic aptitude as measured by the A.C.E. Psychological Examination did not rule out the possibility of a student's becoming one of the better readers in the group; (2) of the three scores from the A.C.E., the Q score seemed to be least indicative of final reading achievement; (3) students who read best at the beginning of the training tended to read best at the end of the training period; (4) students who read best at the end of the period tended to be those who made the most progress during the period; and (5) in terms of number of problems recognized there appeared to be no difference in general adjustment of students who received the higher achievement scores at the end of the remedial training and those who received lower scores. The upper achievement group were better adjusted, however, on one scale, adjustment to college work.

In relation to reading progress, the following were conclusions:

(1) the amount of reading progress made was virtually unrelated to scholastic aptitude scores; (2) the amount of progress made was not related to reading achievement scores received on the Cooperative English C2 reading and comprehension that was administered prior to the training; (3) those who made the most progress in reading tended to be those who received the lower initial scores on the first administered SRA Reading Record; (4) lower total scores were those with the higher comprehension scores; (5) the general adjustment of students who made the most progress in reading was not a statistical difference from that of the students who made the least progress either at the beginning or at the end of the training period. Differences did exist, however, in specific areas with a tendency for the upper progress group to be better adjusted (by tabulated score); and (6) the initial and final self-ratings on study habits showed the habits of those students who made the most progress in reading achievement to be practically identical with those of the students who made the least reading progress.

O'Bear's investigation (213) ascertained if students completing the university reading clinic's reading and study course showed statistically significant change in their academic achievement. The investigation did not consider teaching approach, and the sources of data were from records of certain matched pairs of students matriculating as freshmen in the university's fall semesters of 1947, 1948 and 1949, enrolling in the remedial reading and study course. O'Bear reported summarization of 22 conclusions of overall importance but not significantly pertinent to this writer's study. His suggestions for further inquiry are pertinent to this study; his suggestions are as follow:

In suggestion to studies from other colleges and universities it might be worthwhile to consider: (1) that teaching methods should always be included; (2) a nation-wide survey of methods used in teaching of college remedial reading and study courses should be made; (3) it would appear to be a worthy endeavor for educational psychologists to study more specifically qualities and characteristics of equal mental abilities; and, in this latter connection, it appears advisable to investigate more intensively not only the reasons for school failure among students who possess good mental ability and adjustment reading skills, but also to investigate the qualities and methods of study which are responsible for successful college achievement among students who are of mediocre mental ability or who have limited reading skills.

Counseling for Understanding and Improvement

Ephron's study (86) is pertinent to the writer's study; also she emphasizes problems of individual differences as cited in O'Bear's recommendations. Ephron's work relates reading problems to underlying emotional factors involved in many kinds of cases the average school

and college encounter. The purpose of her study was to clarify the role of psychotherapy in adolescent and adult developmental reading. Ephron's principle is a psychological approach to study problems allowing an individual to gain insight and decrease anxiety within the framework of a secure relationship. With such technique, the individual gradually becomes free to use his potential intellectual ability and emotional energy to improve reading and studentship skills. Her premise is that emotional difficulties and reading disabilities are linked together substantiating earlier research by Blanchard (34) and Robinson (238), and certain others.

A summary statement of Ephron's conclusions significant to this study, and which should be richly contributing to the thinking of teachers and psychologists interested in education of children and young people, is: "It is necessary to consider the total person not only in a reading center, but in every school situation". (86, p. 274-283)

Further implications drawn from Ephron's work pertinent to this study, and education generally, are as follow: (86, p. 282-283)

Reading is one aspect of the individual's total behavior; what he is and how he feels about himself are revealed in a reading situation as in any life situation which may confront him.

Educators are challenged to re-define what they mean by "the whole child". Do they mean the unconscious as well as the conscious needs of the child?

It is suggested the concept of psychotherapy not be limited to its clinical applications, but that it be brought into education, since it is education. Learning to know oneself in a way that helps one to live more fully also helps one to learn more willingly, readily and pleasantly.

Teachers colleges are challenged to furnish to schools and universities, from nursery school through graduate school, trained personnel equipped to meet the unconscious as well as the conscious needs of pupils and students.

The role of the teacher is a merged teaching-therapeutic relationship though the teacher is not a therapist. The teacher's work is oriented to education and to the constructive positive forces within the individual, but she (he) must be able to discern between maladjustment with which the classroom can assist and that which should be referred to special guidance, counseling, and therapeutic services.

Other highly significant research publications and books having contributed to the writer's viewpoints relative to counseling for understanding and improvement of college students' total learning are listed in the Bibliography. Readers, not acquainted with certain other references having influenced the writer's approach employed in this study, are encouraged to refer to the following: Bennett (24), Driver (78), Froehlich (99), Gordon (108), Hahn and MacLean (122), Hardee (125) and Rogers (244).

Summary

It is not that colleges and universities should completely take over responsibility of basic skills development of reading and study of a remedial nature. This is the responsibility of elementary and high schools to the individual. However, it becomes increasingly urgent that colleges place emphasis offering developmental reading and study programs on a level to increase proficiency skills in

relation to maturational learning needs of college students.

The most effective approach for meeting this developmental need is through total cooperative efforts of all educators of specialized fields and guidance personnel attempting to assist young adults reach their maximal learning potential.

Educational responsibility of colleges to students, relative to reading and study improvement programs, will continue to be influenced by the schools' curriculums, and the kind and degree of teaching-learning processes encouraged and made possible through broad understanding and team work among schools, administrators, teachers, guidance and health workers---and parents. Cooperative educational efforts, expressed through positive mental health influences, functioning to begin with parents and then the schools' kindergarten or elementary level to continue through higher education, may allow more individuals to reach their maximal learning potential.

CHAPTER III

METHODS AND MATERIALS

The Method Used

The design of this study encompassed a combination of research methods to be employed in the study's procedure, mainly, phases of descriptive method and case method. Case study and descriptive method were used for obtaining data. Descriptive method techniques utilized were normative in character and included the following procedures: check lists, observation, interview, conference, counseling, psychological testing, questionnaire and use of administrative records.

Organized and treated data are presented in Chapter IV, and in Tables and Figures found in the Appendices. Most of the data are treated by simple statistical computation and by classification. Data of certain reading performance are computed for Student's "t" difference between means. Certain other testing data are computed for standard deviation.

Classified data are simply collated. Statistically treated data are presented by percentage, arithmetical mean, decile, quartile, percentile, sigma and Student's "t".

Interpretation of data considers qualitative comparisons and relationships of group pattern tendencies and configuration interaction, as well as relationships of intrapersonal interaction.

The Methods of Study Course as Related to this Study

The writer's Methods of Study Course was the working medium for selecting the research sample of 31 students for this study. Classroom procedure of the course was a functioning medium for the greater portion of data gathering. The course was planned and structured from a guidance in groups and individualized learning approach to provide orientation and training in study skills at the college level. The 31 students comprising the research sample progressed throughout the academic term in the same classroom and laboratory along with thirty other students. (See Students' Agreement, Appendix B, 119.) Registration of class sections was limited to approximately 20 members. There was no difference of entire course procedure between the students who did not participate in the study and the 31 students. For students who participated in this study, certain additional data were gathered not possible to include in the regular course plan.

Brief plan of the course

The fall term of 1953 included 12 study weeks with a 13th week for examinations. (See Term Calendar, Appendix C, p. 132.) The writer (who was the instructor of the course) planned an overall premise and skeleton procedure for the term leaving the plan flexible enough to incorporate planning and scheduling resultant from students' progress toward self-actualization, self-determination, and self-direction in personal growth and study skills progress.

The interaction concept of teaching-learning processes encompassed continuous evaluation, setting of objectives, and developing of procedures and evaluating outcomes. These above procedures were guided by a democratic-guidance approach to teaching-learning processes designed to attempt meeting students' needs evolving from their personal and group development and growth. The course plan in general included: exploring the subject fields of study habits and skills, mental health and personal adjustment; utilizing various learning materials (including nine selective films); experiencing procedures of group process activity; sharing student-teacher conference; entering in individual counseling and certain multiple counseling; and participating in library tours and laboratory work.

Laboratory procedure

Laboratory work for students of the course was used in the design of this study and provided practice in developmental reading skills. Laboratory time comprised two 50 minute periods each week for each class member. These periods provided reading practice and aids for study skills on an integrative level for functional reading and practical study purposes. "Integrative level" meant that individual laboratory progress was continuously evaluated and then integrated with individual and group learning processes within the classroom course work. Approximately thirty minutes of each student's weekly course work study time was devoted to specific study-reading units which were selected by evaluative procedure to meet individual needs.

These units were scored by each student and his progress charted and graphed. The Science Research Reading Accelerator was the only technical device employed in developing reading skills. This procedure comprised about one-half of the student's laboratory working time. Additional time in reading practice was spent in the laboratory by some of the students.

Psychological Instruments and Evaluation Devices

Psychological instruments used in this study were chosen for three purposes (1) for orientation and evaluative purposes where tabulated results were not used as data for this study; (2) for evaluative purposes where students' summary reporting is used for qualitative "reporting" data in this study; and (3) for purely quantitative data. Psychological instruments administered within the teaching-learning situations of course work are as follows: Study Habits Inventory (342); The Mooney Problem Check List, College Form (203); Diagnostic Reading Tests, Survey Section, Grades 7 to College Freshman, Forms A and B (63 and 64); An Inventory of Factors S T D C R, Temperament Profile (118); the Guilford-Martin Personnel Inventory (119); and the California Test of Personality, Secondary Form A A (306).

The Wechsler-Bellevue Intelligence Scale for Adults, Form I (324) was individually administered to each of the select students for certain additional data not possible to include in the course plan.

Other Evaluating Devices and Class Aids

Study aid forms used throughout the course, in addition to the course text (32), are as follows: Library Reference List; Weekly Time Schedule; Term Calendar for Education 101; and the Laboratory Progress Record Sheet (Appendix C, p. 129). A Class Information Card (Appendix C, p. 130-1) was also developed for information gathering at the beginning of the term and for use throughout the course.

Obtaining Data

Since testing results from reading performance of these 31 students are utilized for this study, and since all class members were not participants of the study, certain course orientation for studentship was planned in order to provide a purposeful learning task for effective study and reading proficiency at the time of testing. It is important for the reader to keep in mind that all testing for the purpose of data gathering for this study was also planned to provide learning experiences for students.

Study Habits Inventory and the Mooney Problem Check Lists were orientation tools utilized beginning the first and second weeks of the term to establish student-instructor rapport, to create motivation, to cause student awareness of study habits and skills, and to help students become acquainted with kinds of problems which students encounter in college. The inventory and problem list also helped students to gain a better understanding of the premise and possibilities of the course as it related to them.

The first two weeks of the term, approximately two hours of each student's weekly laboratory time was devoted to additional library reference study and to his student-teacher conference. Laboratory schedule practice began the third week. Beginning the third week of class time, the Diagnostic Reading Test, Form A was administered. Testing results were presented and interpreted by group method with emphasis upon individual results during class periods following. This procedure was interspersed with classroom discussion and group study sessions. The interpretation was incorporated with interpretations of the Problem List to enable students to gain insights into problem solving. These gained insights were utilized on an individual and group basis in relationship to subject matter studied relevant to studentship proficiency, mental health concepts and personal adjustment.

The California Test of Personality was administered after mid-term and was interpreted to students as each student came to student-teacher conference.

The Inventory of Factors S T D C R, Temperament Profile, and Personnel Inventory, were administered during the eighth and ninth week of course work and interpreted to students who scheduled student-teacher conferences.

Form B of the Diagnostic Reading Test was administered during the first part of the 11th week. The remaining of the course class time was devoted to individual and small group processes in clarifying subject matter studied and discussed, integrating and

interpreting reading and study skills progress, and completing personal evaluation written reports.

Administration of the Wechsler-Bellevue Intelligence Scale for Adults, Form I began during the latter part of the fall term and continued throughout the academic year ending early June 1954. These quantitative data are utilized in this study. Both quantitative and qualitative interpretation of Wechsler I.Q. scores and sub-tests equivalent weighted scores are interpreted in relation to a student's data of total personal factors and reading performance.

The Mooney Problem Check List was administered to participants of the study at the close of the academic year for two purposes: (1) to provide a means for a student to work with the Problem List a second time and experience a re-evaluation of his studentship and personal problems, and (2) to provide data for this study in the form of qualitative "reporting" of possible student change. Summary statements reported by students are used for these data.

Optional counseling and student-teacher conference with many of the 31 students (as well as other class members of the fall term) followed throughout the academic year. The majority of these students asked for a conference following the administration of the Wechsler testing.

Certain participants accepted referral to the Counseling Service during the academic year and a few of them were placed in special counseling with a psychological counselor. A limited number of the 31 students were specially referred to the College Health

Service. With the cooperation of the Health Service, these students followed the Health Service's referral to special medical assistance.

Data gathering for the study was completed ending the academic year of early June 1954 when the writer entered the records of the Registrar Office and recorded certain data. Record was made of each student's (1) high school decile score; (2) American Council of Education entrance test total decile score; (3) Grade Point Average for each term included in this study; and (4) full academic year G.P.A. average.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

Organization of Data Presentation

Chapter IV presents and interprets data pertaining to the purpose of this study. (See Chapter I, p. 4.) Data and information on students are held confidential and students are referred to by Code Numbers, numbers ranging from 1 to 31. Since the Methods of Study course was a medium used in obtaining data for these 31 students, and because designated divisions of study in which these students were enrolled in college were factors of course orientation--and guidance throughout the term's progress--students are collated into eight divisions of curriculum in which they were enrolled at the beginning of data gathering. (Refer to Chapter I, p. 6.)

Coding information for each student is also presented in certain Tables and Figures throughout the remainder of this study. Coding information is presented to give the reader a brief of student data including class year, school enrolled, major declared and whether the student is man or woman. For example, student 21 has coding information reading--F.Engr.(?)3 M. This means that student 21 is a freshman enrolled in engineering school but has not declared a specific major. The student is number 3 of the six students of this study enrolled in the school of engineering and is a man. An asterisk by student coding designates G.I. status. Code numbers and coding information are presented in Table I.

TABLE I

KEY FOR STUDENT CODING

Student Code Number	Coding Information	
1	F.Sc.Phys.2	M
2	F.Ag.Engr.1	M
3*	F.Mech.Engr.6	M*
4	F.Gen.Ag.2	M
5	F.Bus.(Educ.)2	W
6	F.Gen.Engr.1	M
7	F.H.Ec.1	W
8	Jr.H.Ec.2	W
9	Soph.L.D.2	M
10	F.L.D.3	M
11	F.L.D.1	W
12*	F.For.Mgt.1	M*
13	F.Bus.(?)2	M
14	F.Bus.Educ.4	W
15	F.Sc.Educ.1	W
16	F.Sc.Chem.3	M
17	F.Secr.Sc.4	W
18	F.Elec.Engr.2	M
19	F.Ag.Educ.3	M
20	Soph.L.D.5	M
21	F.Engr.(?)3	M
22*	F.Civ.Engr.4	M*
23	F.El.Educ.3	W
24	F.El.Educ.2	W
25	F.El.Educ.4	W
26	F.L.D.4	M
27	F.L.D.6	W
28	F.Ag.Educ.4	M
29*	F.Sc.Geol.1	M*
30*	F.Gen.Engr.5	M*
31	F.Gen.Ag.5	M

*G.I. Status

Explanation of data precedes Tables I to XII and Figures I to III as data are presented. Interpretation of grouped data accompanies or immediately follows this explanation. Pertinent individual data on students' self-reporting, and observation information from the writer, are incorporated and interpreted from individual aspects in their relationship to grouped data. A brief interpretive summary closes the chapter.

Table II presents pertinent portions of the study's data. Since the factor of academic success is a major evaluating criterion for the decision of whether a student remains in college, data of Table II are arranged in ascending order by students' grade point average for the year. Table II includes data of personal factors of age and intelligence and certain academic achievement and reading performance for each of these 31 students.

The mean of ages for these 31 students is 18.86 years with a range of 17 to 24 years. Students earning less than 2.00 for a year's G.P.A. have an age mean of 19.07 years. Students earning between 2.00 to 2.50 for a year's G.P.A. have an age mean of 18.06 years, and students earning above 2.50 for a year's G.P.A. have an age mean of 19.2 years. For these 31 students, the mean of their high school decile rank is 6.1. For the 13 students earning less than 2.00 for a year's G.P.A., the mean of their high school decile rank is 5.2. The 13 students earning 2.00 to 2.50 for a year's G.P.A. have a mean of 6.4 for their high school decile rank. For the remaining five students earning above 2.50 for a year's G.P.A., the mean of

Table II
Fall Term 1953 to End of Spring Term 1954

										Reading				
										1953	10 Weeks of Fall Term			
Code No.	Coding Student (W=Women) (M=Men)	Age	H.S. Decile	A.C.E. Total Score	G.P.A. Avg. 1 year	Wechsler- Bellevue Full Scale I.Q.	1st Test Rate Form A	Retest w.p.m. Form B	w.p.m. Gain or Loss (%) Percentage	Compr.-Vac. Total Score Gain (%) Loss Percentage	Total Comprat B Testing Percentile Rank			
19	F. Agr. Ed. 3M	18	10	3	3.48	128	277	360	+ 30	+ 1	61			
5	F. Bus. Ed. 2W	21	7	2	3.10	123	230	269	+ 17	+ 1.5	10			
15	F. Sc. Ed. 1W	18	7	8	2.73	140	308	490	+ 59.1	+ 3.6	76			
30	F. Gen. Engr. 5M	22*	5	5	2.67	130	342	316	- 7.6*	- 4. *	36			
6	F. Gen. Engr. 1M	17	10	7	2.58	133	338	537	+ 58.9	- 3.5*	67			
23	F. El. Ed. 3W	18	9	10	2.40	132	325	546	+ 68	+ 5.5	70			
12	F. For. Mg't. 1M	23*	2	2	2.49	119	355	377	+ 6.2	+ 1.2	70			
17	F. Sec. Sc. 4W	18	7	8	2.30	125	295	409	+ 38.6	- 10.6 *	26			
8	Jr. H. Ec. 2W	20	7	5	2.29	128	308	308	0	+ 1	61			
25	F. El. Ed. 4W	18	9	4	2.24	118	399	360	- 9.8*	+ 10	19			
24	F. El. Ed. 2W	18	9	7	2.22	122	238	251	+ 5.5	- 1.4 *	16			
10	F. L. D. 3M	18	4	3	2.17	121	316	472	+ 49.4	- 2.3 *	70			
13	F. Bus. (?) 2M	17	8	9	2.13	127	312	338	+ 8.3	+ 5	67			
18	F. Elec. Engr. 2M	17	10	6	2.13	124	238	602	+ 152.9	- 8 *	44			
20	Soph. L. D. 5M	19	2	8	2.08	129	429	481	+ 12.1	- 3.4 *	76			
22	F. Civ. Engr. 4M	21*	5	9	2.06	129	507	533	+ 5.1	0	82			
27	F. L. D. 6W	18	5	1	2.05	112	260	303	+ 16.5	+ 32	41			
9	Soph. L. D. 2M	18	7	2	2.04	115	355	347	- 2.2*	- 15 *	2			
14	F. Bus. Ed. 4W	18	6	2	1.98	113	238	312	+ 31.5	+ 1.5	7			
26	F. L. D. 4M	18	3	2	1.88	105	277	386	+ 39.4	+ 25	79			
31	F. Gen. Ag. 5M	18	6	3	1.86	117	355	433	+ 22	+ 3	28			
4	F. Gen. Ag. 2M	21	2	3	1.81	119	243	334	+ 37.4	+ 17	73			
28	F. Agr. Ed. 4M	19	8	3	1.80	116	321	446	+ 38.9	- 7 *	55			
11	F. L. D. 1W	17	9	7	1.77	109	334	325	- 2.6*	+ 19	33			
2	F. Ag. Engr. 1M	18	7	7	1.71	127	394	485	+ 23	- 13 *	36			
7	F. H. Ec. 1W	18	6	2	1.70	112	208	312	+ 54.7	+ 2.8	31			
29	F. Sc. Geol. 1M	23*	3	7	1.69	123	312	596	+ 91	- 13.8*	36			
3	F. Mech. Engr. 6M	24*	7	3	1.52	110	260	364	+ 40	+ 14.9	55			
1	F. Sc. Phys. 2M	18	4	5	1.46	122	286	334	+ 61.8	- 1.6*	14			
21	F. Engr. (?) 3M	18	4	6	1.38	128	295	381	+ 29.2	+ 10	82			
16	F. Sc. Chem. 3M	19	3	6	1.14	115	394	407	+ 3.3	+ 3.5	94			

G.I. Status

w.p.m. percentage loss

voc. compr. percentage loss

* G.I. Status

* w. p. m. percentage loss * vac. compr. percentage loss

Data of the 31 select students' academic achievement, reading performance and the Wechsler-Bellevue Full Scale I.Q., arranged in ascending order by the year's G.P.A. average of academic marks for Fall, Winter and Spring Terms.

their high school decile rank is 7.8.

Grouping the 31 students in the same G.P.A. categories as above, the means of the American Council of Education total decile for each group are 4.3, 5.7, and 5 respectively.

Table III presents the Wechsler-Bellevue intelligence quotients for these 31 students with their grade point averages for the full academic year. The first three columns, reading from left to right, include students' intelligence quotient scores for the Full Scale, Verbal and Performance Scales arranged by Full Scale scores in ascending order from highest to lowest. Four columns, reading from the center to the right, include each student's G.P.A. data carried throughout the academic year.

The mean of the 31 Full Scale I.Q. scores is 120.8; the median is 121.5, and the mode is 128. The Full Scale I.Q. score of 128 has a student frequency of 3. Seven of the Full Scale I.Q. scores have each a student frequency of 2, and 21 scores have each a student frequency of 1. Standard deviation for 31 Full Scale I.Q. scores is 6.00.

Viewing data from the aspects of intelligence quotient scores, the reader will note from Table II that students 19, 8 and 21 each have a Full Scale I.Q. score of 128 and are dispersed with one student in each of the three G.P.A. categories. Student 21 has an A.C.E. total decile of 6 and earned next to lowest of G.P.A.'s among the 31 students. Student 8 earned a G.P.A. of 2.29 and has an A.C.E. total decile of 5, while student 19 has an A.C.E. total decile of only

TABLE III

WECHSLER-BELLEVUE INTELLIGENCE SCALE						GRADE POINT AVERAGE			
			For Adults Form I Intelligence Quotients			Three Terms			Average
Code No.	Students' Coding Information		I.Q. Full Scale	I.Q. Verbal Scale	I.Q. Perf. Scale	G.P.A. Fall	G.P.A. Winter	G.P.A. Spring	G.P.A. 1 year Average
15	F.Sc.Educ.1	W	140	132	137	2.46	2.81	2.71	2.73
6	F.Gen.Engr.1	M	133	127	130	2.83	2.24	2.67	2.58
23	F.El.Educ.3	W	132	131	125	2.25	2.63	2.33	2.40
30	F.Gen.Engr.5	M*	130	130	124	2.67	2.81	2.53	2.67
20	Soph.L.D.5	M	129	127	125	2.00	2.53	2.15	2.08
22	F.Civ.Engr.4	M*	129	132	119	2.40	1.94	1.89	2.06
19	F.Ag.Ed.3	M	128	127	123	3.43	3.47	3.53	3.48
8	Jr.H.Ec.2	W	128	132	112	2.25	1.77	2.86	2.29
21	F.Engr.(?)3	M	128	127	123	1.63	1.25	1.28	1.38
13	F.Bus.(?)2	M	127	127	121	2.41	1.38	2.64	2.13
2	F.Ag.Engr.1	M	127	123	125	1.71	2.00	1.43	1.71
17	F.Secr.Sc.4	W	125	118	126	2.31	2.50	2.07	2.30
18	F.Elec.Engr.2	M	124	117	125	2.82	1.47	2.07	2.13
5	F.Bus.Educ.2	W	123	126	114	3.53	3.00	3.00	3.10
29	F.Sc.Geol.1	M*	123	121	121	2.07	2.00	0.93	1.69
24	F.El.Educ.2	W	122	118	119	2.41	2.19	2.06	2.22
1	F.Sc.Phys.2	M	122	110	123	1.57	1.33	withdrew	1.46
10	F.L.D.3	M	121	116	121	2.06	2.00	2.00	2.17
12	F.For.Mgt.1	M*	119	115	121	2.07	2.38	3.00	2.49
4	F.Gen.Ag.2	M	119	115	119	1.93	2.14	1.36	1.81
25	F.El.Educ.4	W	118	114	118	2.13	1.94	2.69	2.24
31	F.Gen.Ag.5	M	117	107	123	1.93	2.00	1.64	1.86
28	F.Ag.Educ.4	M	116	114	113	2.50	1.76	1.20	1.80
9	Soph.L.D.2	M	115	108	119	2.20	2.27	2.47	2.04
16	F.Sc.Chem.4	M	115	114	116	1.14	withdrew	—	1.14
14	F.Bus.Educ.4	W	113	108	116	2.06	1.93	1.93	1.98
27	F.L.D.6	W	112	108	113	2.21	1.75	2.14	2.05
7	F.H.Ec.1	W	112	109	111	1.68	1.64	1.80	1.70
3	F.Mech.Engr.6	M*	110	118	113	1.53	1.50	withdrew	1.52
11	F.L.D.1	W	109	98	119	1.81	2.06	1.40	1.77
26	F.L.D.1	M	105	110	104	2.00	2.00	1.65	1.88

I.Q. Scores arranged in ascending order from lowest to highest with 1 year G.P.A. averages, respectively.

*G.I. Status

3 and earned a G.P.A. of 3.48.

The following scores of 129, 127, 123, 122, 119, 115 and 112 have each a frequency of 2. Students 20 and 22 have each an I.Q. score of 129, with A.C.E. deciles of 8 and 9 and G.P.A.'s of 2.08 and 2.06 respectively. Students 13 and 2 have each an I.Q. score of 127, with A.C.E. deciles of 9 and 7 and G.P.A.'s 2.13 and 1.71 respectively. Students 5 and 29 have each an I.Q. score of 123, with A.C.E. deciles of 2 and 7 and G.P.A.'s 3.10 and 1.69 respectively. Students 24 and 1 have each an I.Q. score of 122, with A.C.E. deciles of 7 and 5 and G.P.A.'s 2.22 and 1.46 respectively. Students 12 and 4 have each an I.Q. score of 119, with A.C.E. deciles of 2 and 3 and G.P.A.'s of 2.49 and 1.81 respectively. Students 9 and 16 have each an I.Q. score of 115, with A.C.E. deciles of 2 and 6 and G.P.A.'s 2.04 and 1.14 respectively. Students 27 and 7 have each an I.Q. score of 112, with A.C.E. deciles of 1 and 2 and G.P.A.'s 2.05 and 1.70 respectively.

I.Q. scores with a frequency of 1 are as follows: 140, by student 15, with an A.C.E. decile of 8 and G.P.A. 2.73; 133, by student 6, with an A.C.E. decile of 7 and G.P.A. 2.58; 132, by student 23 with an A.C.E. decile of 10 and G.P.A. 2.40; 130, by student 30 with an A.C.E. decile of 5 and G.P.A. 2.67; 125, by student 17, with an A.C.E. decile of 8 and G.P.A. 2.30; 124, by student 18, with an A.C.E. decile of 6 and G.P.A. 2.13; 121, by student 10, with an A.C.E. decile of 3 and G.P.A. of 2.17; 118, by student 25, with an A.C.E. decile of 4 and G.P.A. 2.24; 117, by student 31, with an

A.C.E. decile of 3 and G.P.A. 1.86; 116, by student 28, with an A.C.E. decile of 3 and G.P.A. 1.80; 113, by student 14, with an A.C.E. decile of 2 and G.P.A. 1.98; 110, by student 3, with an A.C.E. decile of 3 and G.P.A. 1.52; 109, by student 11, with an A.C.E. decile of 7 and G.P.A. 1.77; and 105, by student 26, with an A.C.E. decile of 2 and G.P.A. 1.88 respectively.

The Full Scale I.Q. mean for 13 students earning a G.P.A. below 2.00 is 116.6; for 13 students earning a G.P.A. between 2.00 and 2.50 the mean is 123.1, and for five students earning a G.P.A. above 2.50 the mean is 130.8. Nine students of the 13 earning a G.P.A. below 2.00 have a Full Scale I.Q. of 115 or above, while two students having a Full Scale I.Q. of 115 or below earned a G.P.A. above 2.00.

Interpreting collective aspects (the group)

Compared to the college population. Comparing data presented by Tables II and III to the college population, the mean of the ages of these 31 students is approximately 19 years placing them in a general age average for undergraduate college students. The registrar's records of Oregon State College from 1948 to 1956 show the high school decile means of entering freshmen ranging approximately from 4 to about 7; and A.C.E. entrance examinations total scores decile means ranging approximately from 4 to 6. Since these 31 students have a high school decile mean of 6.1 and an A.C.E. entrance total score decile mean of 5, this group appears to be in a general freshman category. However, this group includes two

sophomores--having been on G.P.A. probation--and one junior. Also, there are five G.I. status students in this group.

The Wechsler-Bellevue Intelligence Scale has not been administered to a large number of students at Oregon State College, nor has the college computed statistics for an average I.Q. of its entering freshmen or graduating seniors. Hence, there is no criterion to use this portion of the study's data for a true comparison with the population of this college. However, from the literature, it appears necessary that an adolescent or young adult possess the "learning level" of approximately a score of about 110 to 115 I.Q. in order to succeed in college with average academic marks. (This criterion also requires that other personality factors be equally comparable.) (122, p. 146.) Certain colleges have students of approximately 105 or lower I.Q. making satisfactory progress--when the individual's interests, motivation and personality structure are healthy and strong. For levels of learning requiring superior abstract and creative effort, 120 to 125 I.Q. and above are a measure requisite for academic success (122, p. 133-163). Compared to the above criterion, these 31 students, as a group, have higher than average I.Q. scores for entering freshmen and junior year status. We can conclude that the majority of these students are normal-bright to very superior by Wechsler's interpretive criterion. Using the score of 130 I.Q. for the upper limits of superior and for the lower limits of gifted, four students in this group fall into this category, and six or seven others might possibly have a full potential learning

level for this classification.

These 31 students, collectively, by academic mark measure, have not performed comparably with their level of learning power. Individually, students 3, 11 and 26 more nearly have reached their maximal potential than the remaining 27 students. However, given all personal and environmental factors comparable to their Full Scale I.Q. score, even these students could earn average academic marks for sophomore level achievement. Students with an I.Q. score of 115 and above, earning below 2.50 G.P.A., are not realizing their full capacity of learning power.

One cannot interpret with certainty why an individual performs in a specific manner, but we can conclude that certain intra, inter and extrapersonal factors are in dynamic interaction within each individual in his own unique manner.

A time factor integrates with the dynamic interaction of personal characteristics and environmental forces resulting in unique growth and development experienced by each individual (86, p. 264-283). Maturational levels of maturity also affect individual achievement making the factor of time necessary for a period of growth in the unlearning of old and undesirable habits and the learning of more effective habits and skills. The element of time usually is necessary for gaining insights which students utilize for growth, which is change (245).

How the individual utilizes these factors is the element which counts toward certain success and/or failure regarding one's

reaction performance resulting in G.P.A. marks and certain college social acceptance. One's learning level (or potential learning capacity) for certain and specific skills (as measured by the I.Q. score) is governed in degree by one's adjustive behavior, the total reaction component of interacting factors as discussed above.

Interpreting the Wechsler-Bellevue findings. Certain deeper aspects of how the individual utilizes personal and environmental factors in the dynamic interaction process of his learning are encompassed in the findings of the individual's responses to the intratest items of sub-tests comprising the Full Scale. This study includes interpretation only of the two sub-scale scores composing the Verbal Scale and Performance Scale developed by 6 and 5 sub-tests respectively.

Tables IV and V present Wechsler-Bellevue data of verbal and performance scale scores already viewed in Table III but with students grouped by the difference between their two measures and arranged by the Full Scale I.Q. score in ascending order of highest to lowest within the grouping. The column of differences is a plus difference of the Verbal Scale score over the Performance Scale score for Table IV; and in Table V, the column of differences is a plus difference of the Performance Scale score over the Verbal Scale score. Student 21 performed with "no difference" between the two Scales, and 12 students responded with a verbal score higher than their performance score, the range extending from "no difference" to 20. Eighteen students responded with a performance score higher

TABLE IV

STUDENTS WHOSE WECHSLER VERBAL SCALE I.Q. SCORES
ARE HIGHER THAN THEIR PERFORMANCE SCALE--OR ARE EQUAL

Code No.	Students' Coding Information		I.Q. Scale			Diff. +Verbal	G.P.A. 1 year Avg.	w.p.m. Gain Loss %	w.p.m. Test B	Compr. + or - %age	Total %tile Compr + Voc. Test B
			Full	Verbal	Perf.						
23	F.El.Educ.3	W	132	131	125	6	2.73	+68	546	+ 5	70
30	F.Gen.Engr.5	M*	130	130	124	6	2.40	- 7.6	316	- 4	36
20	Soph.L.D.5	M	129	127	125	2	2.08	+12.1	481	- 3.4	76
22	F.Civ.Engr.4	M*	129	132	119	13	2.06	+ 5.1	533	No	82
19	F.Ag.Ed.3	M	128	127	123	4	3.48	+30	360	+ 1	61
8	Jr.H.Ec.2	W	128	132	112	20	2.29	Neither	308	+ 1	61
21	F.Engr.(?)3	M	128	127	123	4	1.38	+29.2	381	+10	82
13	F.Bus.(?)2	M	127	127	121	6	2.13	+ 8.3	338	+ 5	67
5	F.Bus.Ed.2	W	123	126	114	12	3.10	+17	269	+ 1.5	10
29	F.Sc.Geol.1	M*	123	121	121	No	1.69	+91	596	-13.8	36
28	F.Ag.Educ.4	M	116	114	113	1	1.80	+38.9	446	- 7	55
3	F.Mech.Engr.6	M*	110	118	113	5	1.52	+40	364	+14.9	55
26	F.L.D.4	M	105	110	104	6	1.88	+39.4	386	+25	79

*G.I. Status

TABLE V

STUDENTS WHOSE WECHSLER PERFORMANCE SCALE I.Q. SCORES
ARE HIGHER THAN THEIR VERBAL SCALE--OR ARE EQUAL

Code No.	Students' Coding Information		I.Q. Scale			Diff. +Perf.	G.P.A. 1 year Avg.	w.p.m. Gain Loss	w.p.m. Test B	Compr. + or - Stage	Total %tile Compr + Voc. Test B
			Full	Verbal	Perf.						
15	F.Sc.Educ.1	W	140	132	137	5	2.73	+ 59.1	490	+ 3.6	76
6	F.Gen.Engr.1	M	133	127	130	3	2.58	+ 58.9	537	- 3.5	67
2	F.Ag.Engr.1	M	127	123	125	2	1.71	+ 23	485	-13	36
17	F.Secr.Sc.4	W	125	118	126	8	2.30	+ 38.6	409	-10.6	26
18	F.Elec.Engr.2	M	124	117	125	8	2.13	+152.9	602	- 8	44
29	F.Sc.Geol.1	M*	123	121	121	No	1.69	+ 91	596	-13.8	36
24	F.El.Educ.2	W	122	118	119	1	2.22	+ 5.5	251	- 1.4	16
1	F.Sc.Phys.2	M	122	110	123	13	1.46	+ 61.8	334	- 1.6	14
10	F.L.D.3	M	121	116	121	5	2.17	+ 49.4	472	- 2.3	70
12	F.For.Mgt.1	M*	119	115	121	6	2.49	+ 6.2	377	+ 1.2	70
4	F.Gen.Ag.2	M	119	115	119	4	1.81	+ 37.4	334	+17	73
25	F.El.Educ.4	W	118	114	118	4	2.24	- 9.8	360	+10	19
31	F.Gen.Ag.5	M	117	107	123	16	1.86	+ 22	433	+ 3	28
9	Soph.L.D.2	M	115	108	119	11	2.04	- 2.2	347	-15	2
16	F.Sc.Chem.3	M	115	114	116	2	1.14	+ 3.3	407	+ 3.5	94
14	F.Bus.Educ.4	W	113	108	116	8	1.98	+ 31.5	312	+ 1.5	7
27	F.L.D.6	W	112	108	113	5	2.05	+ 16.5	303	+32	41
7	F.H.Ec.1	W	112	109	111	2	1.70	+ 54.7	312	+ 2.8	31
11	F.L.D.1	W	109	98	119	21	1.77	- 2.6	325	+19	33

*G.I. Status

than their verbal scores, the range extending from "no difference" (student 29) to 21.

Figure I presents a frequency scatter analysis of the sub-tests and the following Table VI presents the equivalent weighted scores of sub-tests for each of the 31 students. The intratest scatter deviation mean range is .1 to 1.71, responses by student 20 and student 26 respectively. Student 20 has a Full Scale I.Q. score of 129, and student 26 has a Full Scale I.Q. score of 105.

A difference of a few points between the verbal and performance sub-testing I.Q. scores of an individual is not significant to indicate variance in learning power between abstract and non-abstract learning achievement of that individual. When a difference of 4, 5, or more points occurs between the two scores, there is indication that abstract learning achievement may result in degree proportionately related to the greater strength of learning power as indicated by the sub-scale score achievement. This is not a clear-cut line predicting potential levels of learning because these differences may be indicative of environmental experiences or/and emotional disturbance factors which can be changed by learning experiences. Likewise, the deeper more clinical interpretive indications derived from individual responses to sub-testing intratest items may be significant only as that individual's behavior is further observed and recorded by testing responses. For this study, it is significant to find that the majority of students have recorded responses whereby the scores indicate there are differences of learning power, in

Figure I. Wechsler-Bellevue Intelligence Scale for Adults

FORM I

Scatter Analysis of Tests for 31 Students

Intelligence potential necessary for college academic success (possible)	Deviation		Equivalent Weighted Scores	Information	Compre- hension	Digit Span	Arithmetic	Similarities	Vocabulary	Picture completion	Picture Arrangement	Block Design	Object Assembly	Digit Symbol
	145	145												
			18				1							
			17		3	1	2	7		1				
			16		4	1	4	2		1		4	1	2
			15	4	3	0	4	6		4	16	3	5	4
			14	7	7	4	0	6	4	3	11	11	7	7
			13	3	2	2	5	5	8	4	3	3	4	7
			12	5	4	0	2	2	10	5	1	6	10	2
			11	5	5	3	0	2	3	4		3	1	3
			10	5	2	6	7	1	4	1			2	4
			9	1	1	8	4		1	5			0	1
			8	1		0	0		1	1			0	0
			7			1	2			2			1	1
			6			5								
			5											
			4											
			3											
			2											
			1											
			0											

Intratest Scatter deviation Mean range — .1 to 1.71 (\bar{x} by σ)

TABLE VI

WECHSLER-BELLEVUE INTELLIGENCE SCALE FOR ADULTS -- Form I
Equivalent Weighted Scores for 31 Students

Students' Code No.	Verbal Sub-Tests							Performance Sub-Tests						Full Scale
	Inf.	Comp.	D.Sp.	Arith.	Simi.	Voc.	Verbal Scale	P.Arrg.	P.Compl.	Blk.D.	O.Assbl.	D.Symb.	Perf. Scale	
1	12	11	7	13	14	14	59	13	15	16	14	10	68	127
2	14	11	14	15	13	14	68	12	13	14	14	13	66	134
3*	15	15	9	13	10	12	62	11	15	12	12	10	60	112
4	14	15	6	10	15	13	60	14	14	13	12	13	66	126
5	13	14	13	15	17	11	69	9	14	14	10	14	61	130
6	11	16	14	13	15	12	68	16	14	16	12	15	73	141
7	11	14	4	10	14	12	54	8	15	11	14	11	59	113
8	14	17	9	16	16	14	72	9	14	15	12	10	60	132
9	12	11	9	12	11	9	53	12	15	13	12	13	65	118
10	12	14	10	10	15	10	59	10	15	12	13	16	66	125
11	8	12	6	9	11	8	45	15	13	12	12	13	65	110
12*	15	11	9	10	14	13	60	15	15	12	15	9	66	126
13	10	11	16	15	13	13	65	12	14	14	15	14	69	134
14	9	10	9	9	16	11	53	9	10	15	14	15	63	116
15	15	16	11	17	15	12	72	17	15	17	13	16	78	150
16	14	12	6	10	15	13	58	14	12	13	13	7	60	118
17	10	13	13	7	17	13	61	15	15	12	12	16	70	131
18	11	16	9	13	13	10	60	13	15	14	12	15	69	129
19	13	17	10	12	17	12	68	12	15	13	14	14	68	136
20	14	14	14	16	12	14	70	12	15	14	14	14	69	139
21	12	11	14	15	17	12	68	9	14	15	15	15	68	136
22*	14	14	17	16	13	14	74	7	14	14	16	14	65	129
23	13	14	11	18	17	12	71	13	14	16	14	12	69	140
24	11	12	9	13	17	11	61	11	13	14	14	13	65	126
25	10	14	9	10	14	13	58	9	15	14	13	13	64	122
26	10	13	10	9	13	11	55	11	14	12	7	10	54	104
27	10	11	10	9	14	10	53	15	14	11	10	11	61	114
28	11	15	6	10	17	10	58	7	15	11	15	13	61	119
29*	15	16	6	17	11	13	65	11	15	14	12	14	66	131
30*	14	17	11	16	15	13	72	14	15	16	12	11	68	140
31	12	8	9	7	14	12	52	13	14	14	12	15	68	120

*G.I. Status

relation to academic achievement tasks, to warrant inconsistencies of scholastic performance. The degree of difference is complex and of dynamic interaction between all factors involved and in a manner unique to each individual student.

Other and specific factors affecting academic achievement.

Specific factors of time and learning level potential have been discussed in the above paragraphs. Specific maturational levels of maturity and environmental factors are not treated in this study. Other and certain personal factors in addition to learning level potential (as measured by the Wechsler-Bellevue Intelligence Scale) and specific reading performance are presented in this study. Selected information of student attitudes from student self-reporting, and from the writer's observation, in relation to self and others and college are included as quantitative data. As this "reporting" information is interspersed in presenting these data and their interpretation, certain phases of environmental and maturational factors are included.

From the Problem Check List--used in the orientation and guidance aspects of the course--and the verbal communication responses of these students, a high degree in feelings of studentship inadequacy was recognized and reported by the group. (See Appendix A for the Mooney Problem Check List Tally Scores.) At the beginning of the academic term, two-thirds of the students stated they entered the course upon their own initiative to improve their study skills. The remainder of the group reported they had the course suggested to them by their

advisor, their engineering instructor, their roommate, and by a discussion with the Dean of the School of Education. Since this response count was taken before the premise of the course was explained, only 3 of the 31 students listed within their study requirements a need of learning to read more effectively. However, early in the course work, this factor was checked by a high frequency on the Problem Check List.

Early in the course work these 31 students learned that college students with problems were the rule rather than the exception. Sharing certain problems with other students in a classroom section created rapport, understanding, greater acceptance of Self and the varying difference of classmates. As stated in Chapter I, the homogeneous factor of each student wishing to improve his studentship skills and performance--and Self--became a cohesive and major factor in steering progress for students.

Certain techniques used in both the classroom and the laboratory of the Methods of Study course functioned from a clinical guidance approach and each student was encouraged and assisted in total self-evaluation (on a freshman level). The student was helped to gain courage to understand his behavior and accept himself, respect himself, and accept and respect his classmates. No set goal for quantitative measure of reading progress was established nor was a measure of reading progress a criterion for the term's course grade mark. Students eventually gained confidence in this premise for learning and sincerely entered into evaluating themselves.

By mid-term, requests for instructor-student conferences continued to exceed the time available for scheduling student conferences. This writer sincerely feels that as students grew in need for personal guidance, could conference and counseling time have been increased, and extended throughout the year, more students would have reached maximal studentship by the academic year's end.

Impairment factors affecting academic achievement.

Physical health. Factors of health impairment are reported general to severe by these 31 students. Specialists are not always certain when and where a dividing line can be drawn between somatic and emotional disturbances in certain cases. However, clear-cut diagnosis of vision and hearing usually can be diagnosed, but this is not always the case even with college students.

Student 29 of this study possibly is in this category. Vision refraction became a major problem for this student and it might be corrected by certain physical therapy to run concurrently with psychiatric counseling.

Eleven students received ocular refractions during the term--or year--and added glasses, at least for study purposes. Four students already wore glasses on entering the term's course; two of these students used glasses for study purposes only.

One student had a severe speech impairment which vanished by mid-term when communicating with his classmates in his Methods of Study class section. The college speech therapist also worked with this student, student 4.

Students 8 and 7 experienced nutritional and endocrine disturbances amounting to rather serious, and at times, total functional impairment. Students 13 and 20 were anemic and experienced certain intermittent functional impairment in their sports activities, academic progress and out-of-school part-time work. Student 22 had been hospitalized for lung tuberculosis during his 12th and 13th years, and student 10 was a recently recuperated lung tubercular patient. Student 10 experienced his first attack of illness the previous year on entering his freshman year of college and found it necessary to withdraw and enter a sanatorium for treatment and rest. Student 11 reported an attack of pneumonia while in high school.

This total group often expressed feelings of fatigue as did other students of the class sections. General physical and mental health factors were topical discussions planned for small group discussion several times throughout the term. Throughout the term, this technique eventuated an expedient learning procedure for these classes concerning other topics of intense group interest.

Emotional factors. Emotional factors relating to adjustment impairment were common among these 31 students and ranged from mild to clinically serious. Student 1 accepted psychological counseling referral and continued with this schedule until leaving for the Air Force the spring term. Student 4 received speech therapy and would have been referred to clinical counseling by both the speech therapist and the writer had a counselor been available.

Student 16 was referred to counseling through the Health Service and continued in counseling until he was suspended on probation. Student 29 was greatly in need of clinical counseling and would have accepted psychiatric outpatient-counseling at the State Hospital could it have been arranged.

The writer worked with each student in initial counseling and followed with occasional conference-counseling sessions with students during the term and throughout the year. Continued regularly scheduled counseling for the fall term was extended to students 1, 5, 14, 18, and 28. Regularly scheduled counseling for part of the fall term was extended to students 8, 9, 11, 12, 16, 19, 24, 27, and 29.

Even for the majority of students whose problems were not of a clinical nature, the individual needed a period of time to learn to view his behavior and gain insights into changed behavior which would assist him in his academic performance in college. The problem of lack of concentration usually is not corrected by one's first introduction to the knowledge of mental hygiene concepts which cause lack of concentration. By college entrance time, if the habit is established, it takes will power and practice of positive techniques to concentrate effectively. Most of the students having personality adjustment problems causing ineffective study and reading performance learned that their problems stemmed from feelings of personal inadequacy and insecurity of long standing. Also, they had learned to compensate by mildly deviant behavior of various forms, which in

certain cases allowed them to be more acceptable in phases of high school activities and "get by." Such habits cannot be changed into positive behavior until the individual himself understands the dynamics involved and is willing to exert his own self-direction into the changing.

During the last four and three weeks of the term the writer was aware of a certain degree of positive working insight having occurred in the majority of the 31 students. Students following with an instructor-student conference after the administration of the Wechsler-Bellevue Scale often revealed certain positive self-understanding and personal maturity growth.

Certain personal factors from psychological instruments.

Figure II and Table VII present the personality measure of these 31 students made from the psychological instruments of the Guilford Temperament Profile and the Guilford-Martin Personnel Inventory, and Figure III and Table VIII present the corresponding data for the California Test of Personality. Figures II and III present a frequency scatter analysis of responses from these 31 students to the sub-tests of these instruments. The profiles of the Guilford and Guilford-Martin instruments are presented by C-Scores, and the profile of the California Test of Personality is presented by percentile ranking. Tables VII and VIII present the C-Scores and percentile ranking of each student's sub-testing performance to each of the corresponding instruments.

TABLE VII

GUILFORD-MARTIN PROFILES
C-SCORES for 31 Students

Code No.	TEMPERAMENT PROFILE					PERSONNEL INVENTORY		
	' S '	' T '	' D '	' C '	' R '	' O '	' Ag '	' Co '
1	7	3	5	3	6	3	6	7
2	2	4	5	7	2	7	8	8
3*	4	8	9	9	5	9	8	7
4	3	6	5	5	4	6	7	6
5	5	3	4	4	4	3	4	5
6	3	5	6	7	4	7	10	7
7	5	8	9	7	7	8	9	10
8	7	5	5	4	8	4	6	9
9	8	7	7	6	5	6	8	8
10	8	5	10	9	7	8	7	9
11	5	4	3	3	5	3	5	5
12*	6	4	5	5	7	5	3	6
13	7	5	8	7	8	8	7	8
14	6	7	7	9	3	7	7	8
15	4	4	6	5	7	5	7	7
16	5	4	4	5	4	3	4	4
17	7	6	7	5	8	6	7	9
18	8	3	7	6	6	6	8	8
19	5	2	5	4	4	7	8	8
20	2	3	3	2	3	2	7	5
21	7	3	8	7	5	6	6	6
22*	8	5	9	7	7	6	4	6
23	7	7	8	6	9	5	5	7
24	5	4	6	5	6	5	6	8
25	6	4	4	4	8	7	6	7
26	7	6	9	8	8	9	9	9
27	7	6	6	6	6	4	4	4
28	5	5	5	6	4	6	5	5
29*	5	2	4	3	6	4	2	7
30*	7	5	7	7	5	5	6	5
31	6	5	5	3	8	5	4	4

*G.I. Status

FIGURE III

CALIFORNIA TEST OF PERSONALITY Form A A
Frequencies' Scatter Analysis of Sub-Tests for 31 Students



Percentile Rank	1	2	5	10	20	30	40	50	60	70	80	90	95	98	99
PERSONAL ADJUSTMENT															
Self Reliance			1	1	0	2	5	5	0	2	7	2	3	3	
Personal Worthiness	1	0	1	2	0	0	0	3	6	1	9	1	6	1	
Personal Freedom			1	1	1	1	4	8	11	4					
Belongingness	1	0	0	0	4	3	0	10	0	8	5				
Withdrawing Tendencies (Freedom from)	2	0	1	1	4	2	3	4	2	0	7	0	5		
Nervous Symptoms (Freedom from)	1	1	0	4	2	3	3	8	3	0	3	0	3		
TOTAL PERSONAL ADJUSTMENT	1	1	0	1	2	1	8	7	2	3	1	2	2		
SOCIAL ADJUSTMENT															
Social Standards				1	2	0	5	0	10	0	13	0			
Social Skills			3	2	2	3	9	5	0	3	0	4			
A-Social Tendencies (Freedom from)				2	1	3	6	0	4	0	10	1	4		
Family Relations	1	0	0	1	2	1	2	0	5	1	6	12	0		
School Relations					3	1	2	7	0	7	0	9	0	2	
Community Relations	1	0	0	2	0	3	3	5	0	6	0	6	1	4	
TOTAL SOCIAL ADJUSTMENT			1	0	0	5	3	5	3	5	4	1	2	1	1
TOTAL ADJUSTMENT	1	1	0	0	3	3	5	4	6	5	0	1	2		

TABLE VIII

CALIFORNIA TEST OF PERSONALITY
Percentile Scores of 31 Students

Code No.	PERSONAL ADJUSTMENT							SOCIAL ADJUSTMENT							TOTAL
	A	B	C	D	E	F	TOT	A	B	C	D	E	F	TOT	
1	50	80	50	90	40	50	60	60	70	80	90	90	98	95	80
2	30	50	70	90	50	60	60	80	10	80	90	50	40	50	50
3*	40	60	90	20	50	60	50	60	5	95	20	40	50	30	40
4	40	10	50	20	5	70	30	40	5	80	60	50	70	40	30
5	50	80	20	30	30	20	30	80	20	20	30	70	30	30	30
6	80	80	90	50	20	98	70	40	30	80	90	98	70	70	70
7	40	60	50	50	50	60	50	60	50	80	40	50	70	60	60
8	80	50	50	70	20	40	50	80	70	10	80	70	50	50	50
9	95	95	50	90	80	70	95	60	40	30	90	90	90	70	80
10	98	60	50	70	95	60	90	80	90	40	60	90	70	80	80
11	80	50	70	70	40	30	50	80	40	95	90	30	50	60	60
12*	70	60	70	50	30	2	30	40	10	10	80	90	70	40	40
13	80	80	70	90	95	40	80	60	50	60	60	70	30	50	70
14	70	95	70	50	95	60	80	80	40	95	80	90	30	70	80
15	50	80	50	50	80	60	60	80	40	95	90	40	90	80	70
16	40	1	40	1	1	30	5	60	40	80	1	20	50	30	10
17	30	60	70	30	80	70	60	80	50	80	60	50	10	50	50
18	95	60	10	30	95	40	60	20	50	40	10	90	90	40	50
19	80	95	70	20	60	20	60	40	40	80	80	90	90	70	60
20	50	10	5	20	1	5	2	20	5	30	20	20	1	5	5
21	90	50	70	50	20	90	60	60	30	60	90	70	40	50	60
22*	95	95	70	70	80	90	95	80	90	95	80	90	98	98	98
23	50	50	90	70	50	98	70	80	50	80	90	50	98	90	80
24	40	95	40	50	95	50	60	80	50	60	90	90	50	80	70
25	80	80	40	90	80	60	80	40	70	60	60	70	90	70	70
26	98	95	50	90	80	98	98	60	90	95	80	70	98	95	95
27	90	95	30	70	40	20	50	60	40	30	90	70	70	60	50
28	80	80	70	70	60	20	60	80	30	95	90	50	90	80	70
29*	10	30	40	50	10	50	20	10	40	60	60	20	40	30	30
30*	98	80	90	70	80	98	98	80	90	95	90	98	98	99	99
31	50	60	70	50	20	50	50	60	20	40	40	50	10	30	40

*G.I. Status

Collectively and individually, the student responses revealed through the data of these two instruments are comparable to the information from sub-testing of the Wechsler-Bellevue data in that there is a wide dispersion of performance by these 31 students in their responses to these instruments.

From students' "reporting", a high degree of interest in self improvement was expressed by these students at the beginning of the study, throughout the study, and by their reporting at the close of the academic year. This interest in self improvement has an interpersonal interaction factor closely associated with agreeableness and cooperativeness--by criterion of interpretation presented by the authors of the Personnel Inventory. By this criterion, these 31 students, as a group, are above the median of a general college population, the medians of their C-Scores are 6 and 7, as presented by the profile on page 63. This finding is consistent with students' "reporting" as cited above. They are factors highly verbalized by the students when in communication with the writer both by conference and by counseling.

To interpret the Temperament Profile (as one finds it necessary to do in college general course work and guidance situations) it is helpful to recognize that the Guilford Temperament Profile reaches into clinical implications more so than does the California Test of Personality. Therefore, implications of personality maladjustment are not as critically indicated by certain of the student's percentiles of the California Test as are indicated by their Temperament

Profile. By the structure of the California Test, total scores slightly smooth lowered sub-test scores. For a total personal and social adjustment percentile score of 40 or below, 8 of the 31 students responded in this category, with 3 students of 30 percentile score, and 2 students in the critical level of 10 and 5 percentile scores. Interpreting these findings with Wechsler-Bellevue data, and G.P.A. data already examined, only 1 student of these 8 students, student 3, has an I.Q. score of 110 or lower. The upper range I.Q. score of these 8 students is 129--student 20, the student with the smoothest (most regular) of Wechsler sub-test profiles. However, sub-tests of the California Test are helpful and constructive for better understanding sub-testing items of both the Wechsler and the Temperament Profile. These percentile scores can be safely interpreted to the college student who is seriously working on self-improvement and they are also helpful in clarifying student "reporting."

Examining the tallied frequencies of Figure III and reading from right to left from the 40th percentile column we find the number of students who expressed weak to very weak responses to the sub-tests in adjustment areas as follows: self reliance, 9 students; personal worthiness, 4 students; personal freedom, 8 students; belongingness, 8 students; withdrawing tendencies, 13 students; nervous symptoms, 11 students; social standard, 8 students; social skills, 19 students; freedom from a-social tendencies, 18 students; family relations, 7 students; school relations, 6 students; and

community relations, 8 students.

Just how the total academic behavior of each student is affected by these corresponding weaknesses is governed by the complex and dynamic interacting forces which have been discussed earlier in this chapter.

From the Temperament Profile (Figure II, p. 63) C-Scores indicate areas of adjustment of a more clinical nature. Since there are no total scores of the sub-tests, individual findings are significant singly and as each factor S T D C R is integrated by that individual into the total self. Adhering to the purpose of this study by group interpretation, we obtain significant C-Score findings from scores of this instrument (p. 64). From the frequency scatter analysis of these scores (p. 63), we find from the 31 students as a group, S T D C R medians of the C-Score areas to be 6, 4, 6, 5, and 5 respectively. Five is the C-Score area indicating more healthy adjustment. The number of students responding to the S T D C R factors with scores in the slightly critical to critical areas are as follows: S, 6 students; T, 14 students; D, 6 students; C, 9 students; and R, 8 students.

Occasionally, the extra high scores are indicative of certain undesirable behavior--according to the manner (or degree) in which it is used. It is of significance when students having the same low or high critical scores on the personality profiles exhibit a different manner of behavior in utilizing these factors. How these personal traits are exhibited or utilized by each student is due to

their complexity and the dynamic interaction and integration of the factors into the total personality of the individual. The results will vary in relation to the specific situation or task at hand.

For students responding to S T D C R critical area C-Scores, the range for Full Scale I.Q. scores is between 109 and 133. G.P.A.'s for the year's average range from 1.14 to 3.48, the lowest and the highest of the total group.

Reference will be made again to the findings from these psychological instruments when interpreting reading performance data of these 31 students.

Interpreting reading performance

By professional and clinical authoritative criterion, an entering freshman is handicapped in his academic progress if his reading and study skills are slow and if he lacks comprehension and timing skills according to the norms of freshman needs. A beginning freshman should read light material, material as measured by Forms A and B rate (Diagnostic Tests) at least approximately 300 words per minute and should progress through the year in normal developmental skills to approximately 375 (or more) words per minute in order to be able to make average competition with upper freshman level and enjoy beginning sophomore study. Forms A and B comprehension testing are a composite measure of light reading material including heavier content material of science, history and literature, plus a measure of vocabulary word meaning and power. A freshman concluding his first

term (or into second semester), performing in total comprehension around the 75th percentile, is within reading limits to acquire effective studentship--given all other interaction factors of comparable measure.

Fast reading rate without adequate comprehension is futile regarding the time element and students become discouraged and fall into escape behavior when they do not understand the skills involved and the dynamics of their behavior. When students develop reading skills of varying rates in accordance to content and goals desired, mastering concentration skills and continuously increasing rate and vocabulary power, they enjoy reading and study and use the element of time to their advantage (288) and (317).

From the groupings of G.P.A. data (Tables II and III, p. 44-46), regardless of intellectual potential measure, one finds in each group examples of the spread of reading rate performance made by the total group of 31 students. For example, examining the data of student 16, page 44, one finds his reading performance adequate as interpreted by criterion for beginning freshmen. Student 16 reaches a high percentile for comprehension yet he makes slight reading rate progress. How has this student acquired reading skills of acceptable measure when he responds as a failing student in the work of his interest choice? Why does he earn a G.P.A. of 1.14? What dynamic interaction within this student causes his responses to the testing items of the personality profiles? Unsatisfied want for love and acceptance from his family (as reported) may cause the aggressive behavior towards

his professors. His chemistry professor cannot understand and responds by rejecting him, which is very disturbing to student 16. What are student 16's basic problems and to what degree have his emotional disturbances progressed?

Like student 16, each of the other 30 students of this study present unique and individual patterns of behavior in relation to the dynamic interaction between their personal and environmental factors, reading performance and academic achievement. This study has not proposed to analyze and interpret data by individual case presentation; however, it is noteworthy to recognize the complex involvement of causal and contributive factors which have brought about the responses providing data as organized and presented in Tables I to VIII and Figures I to III.

To further analyze and interpret the reading performance data of Table II (p. 44), Tables IX to XII are presented. Tables IX and X on the following pages include reading performance data with Wechsler-Bellevue Full Scale I.Q. scores and the year's G.P.A. status for each student. In Table IX and X word per minute percentage gain or loss is arranged in ascending order according to the amount of loss or gain. The column, word per minute (hereafter often to be referred to as wpm) testing Form A, presents reading rate range from 208 wpm, by student 7, to 507 wpm, by student 22. The re-test Form B, administered the latter part of the 11th week of the term, presents reading rate scores ranging from 269 wpm by student 5 to 602 wpm by student 18. The mean of wpm scores for Form A testing is 314.48, and for

TABLE IX

READING W.P.M. PERCENTAGE GAIN with Wechsler-Bellevue Full Scale I.Q. and G.P.A. 1 Year Average							
Students' Code Number	w.p.m. Percentage Gain	w.p.m. Testing A	w.p.m. B	Compr. Gain or Loss Percentage	Total %tile Compr + Voc. Testing B	I.Q. Full Scale	G.P.A. 1 year Avg.
18	+ 152.9	238	602	- 8	44	124	2.13
29*	+ 91	312	596	- 13.8	36	123	1.69
23	+ 68	325	546	+ 5.5	70	132	2.40
1	+ 61.8	286	334	- 1.6	14	122	1.46
15	+ 59.1	308	490	+ 3.6	76	140	2.73
6	+ 58.9	338	537	- 3.5	67	133	2.58
7	+ 54.7	208	312	+ 2.8	31	112	1.70
10	+ 49.4	316	472	- 2.3	70	121	2.17
3*	+ 40	260	364	+ 14.9	55	110	1.52
26	+ 39.4	277	386	+ 25	79	105	1.88
28	+ 38.9	321	446	- 7	55	116	1.80
17	+ 38.6	295	409	- 10.6	26	125	2.30
4	+ 37.4	243	334	+ 17	73	119	1.81
14	+ 31.5	238	312	+ 1.5	7	113	1.98
19	+ 30	277	360	+ 1	61	128	3.48
21	+ 29.2	295	381	+ 10	82	128	1.38
2	+ 23	394	485	- 13	36	127	1.71
31	+ 22	355	433	+ 3	28	117	1.86
5	+ 17	230	269	+ 1.5	10	123	3.70
27	+ 16.5	260	303	+ 32	41	112	2.05
20	+ 12.1	429	481	- 3.4	76	129	2.08
13	+ 8.3	312	338	+ 5	67	127	2.13
12*	+ 6.2	355	377	+ 1.2	70	119	2.49
24	+ 5.5	238	251	- 1.4	16	122	2.22
22*	+ 5.1	507	533	no gain no loss	82	129	2.06
16	+ 3.3	394	407	+ 3.5	94	115	1.14
8	no gain no loss	308	308	+ 1	61	128	2.29

Arranged in ascending order of w.p.m. percentage gain.

*G.I. Status

TABLE X

READING W.P.M. PERCENTAGE LOSS							
with Wechsler-Bellevue Full Scale I.Q. and G.P.A. 1 Year Average							
Students' Code Number	w.p.m. Percentage Loss	w.p.m. Testing A B		Compr. Gain or Loss Percentage	Total %tile Compr + Voc. Testing B	I.Q. Full Scale	G.P.A. 1 year Avg.
9	-2.2	355	347	-15	2	115	2.04
11	-2.6	334	325	+19	33	109	1.77
30*	-7.6	342	316	- 4	36	130	2.67
25	-9.8	399	360	+10	19	118	2.24

Arranged in ascending order of w.p.m. amount of percentage loss.

*G.I. Status

Form B testing the mean is 400.4--an overall group gain of approximately 86 wpm. Standard deviation for Form A is 14.8, and for Form B testing standard deviation is 21.7.

Twenty-six students increased their reading rate and one student made no gain or loss. Four students had a loss in reading rate. The range of wpm percentage gain is 3.3 per cent to 152.9 per cent by students 16 and 18, respectively. The range of wpm percentage loss is 9.8 per cent to 2.2 per cent by students 25 and 9, respectively. The range of percentage gain or loss in comprehension is 15 per cent loss, by student 9, to 32 per cent gain, by student 27. Total comprehension percentile ranking is a significant factor with a student's total reading performance and this column of data presents a range of percentile rankings from 2 to 94.

Tables XI and XII on the following pages include data of Tables IX and X, but students are grouped by comprehension percentage gain or loss and data are arranged in ascending order by total comprehension percentage gain or loss according to the amount of loss or gain. Total comprehension measure includes vocabulary word power in addition to the student's understanding of what is read. Tables XI and XII contain remarks pertinent only by criterion of academic success. Students having no comment listed, either were not in G.P.A. status difficulty, or had not earned academic honor notice.

Student 5, though reading below the 50th percentile in word per minute testing by Form B, and responding by low percentile comprehension power, earned honor roll status the fall term maintaining

TABLE XI

READING COMPREHENSION + VOCABULARY TOTAL SCORE PERCENTAGE GAIN
For 18 Students
(one student--no gain, no loss)

Code No.	Compr. + Voc. %stage Gain	w.p.m. Testing A	w.p.m. Testing B	w.p.m. Gain or Loss %stage	Total %tile Compr. + Voc. Test B	I.Q. Full Scale	G.P.A. 1-year Avg.	Remarks
27	+ 32	260	303	+ 16.5	41	112	2.05	
26	+ 25	277	386	+ 39.5	79	105	1.88	Spring pro.
11	+ 19	334	325	- 2.6	33	109	1.77	Fall pro: held
4	+ 17	243	334	+ 37.4	73	119	1.81	Fall & spring pro: held
3*	+ 14.9	260	364	+ 40	55	110	1.52	2 pro's withdrew spring
21	+ 10	295	381	+ 29.2	82	128	1.38	3 pro's: held
25	+ 10	399	360	- 9.8	19	118	2.24	
23	+ 5.5	325	546	+ 68	70	132	2.40	
13	+ 5	312	338	+ 8.3	67	127	2.13	Winter pro.
15	+ 3.6	308	490	+ 59.1	76	140	2.73	
16	+ 3.5	394	407	+ 3.3	94	115	1.14	Fall pro: withdrew winter
31	+ 3	355	433	+ 22	28	117	1.86	Fall-spring pro: held
7	+ 2.8	208	312	+ 54.7	31	112	1.70	3 pro's: suspended
5	+ 1.5	230	269	+ 17	10	123	3.10	Fall honor roll
14	+ 1.5	238	312	+ 31.5	7	113	1.98	Winter-spring pro: held
12*	+ 1.2	355	377	+ 6.2	70	119	2.49	
8	+ 1	308	308	neither	61	128	2.29	
19	+ 1	277	360	+ 30	61	128	3.48	Spring honor roll
22*	no gain no loss	507	533	+ 5.1	82	129	2.06	Spring pro: held

Arranged in ascending order of amount of compr. + Voc. %stage Gain.

*G.I. Status

TABLE XII

READING COMPREHENSION + VOCABULARY TOTAL SCORE PERCENTAGE LOSS
For 12 Students

Code No.	Compr. + Voc. %age Loss	w.p.m. Testing		w.p.m. Gain or Loss		Total %tile Compr. + Voc. Test B	I.Q. Full Scale	G.P.A. 1 year Avg.	Remarks
		A	B		%age				
24	- 1.4	238	251	+	5.5	16	122	2.22	2 pro's withdrew spring.
1	- 1.6	286	334	+	16.8	14	122	1.46	
10	- 2.3	316	472	+	49.4	70	121	2.17	
20	- 3.4	429	481	+	12.1	76	129	2.08	
6	- 3.5	338	537	+	58.9	67	133	2.58	
30*	- 4	342	316	-	7.6	36	130	2.67	Spring pro: held
28	- 7	321	446	+	38.9	55	116	1.80	
18	- 8	238	602	+	152.9	44	124	2.13	
17	- 10.6	295	409	+	38.6	26	125	2.30	Fall-Spring pro: held
2	- 13	394	485	+	23	36	127	1.71	
29*	- 13.8	312	596	+	91	36	123	1.69	Spring pro: held
9	- 15	355	347	-	2.2	2	115	2.04	

Arranged in ascending order of amount of Compr. + Voc. %age Loss.

*G.I. Status

above 3.00 for the year's G.P.A. Student 5's Full Scale I.Q. score is 123. There are eight students with higher I.Q. score than student 5, yet earning a lower G.P.A. Student 19, also reading below the 50th percentile in word per minute testing by Form B, but at the 61st percentile in comprehension, earned honor roll status the spring term and maintained above 3.00 for the year's G.P.A. Student 19's Full Scale I.Q. score is 128. Fifteen students experienced G.P.A. probation either during the year or the previous year (the two sophomores), and 14 students, in addition to the two earning above 3.00 for the year, did not experience G.P.A. probation.

Only eighteen students experienced reading total comprehension gain compared to 26 students making reading rate gain progress with one student making no gain or loss. Twelve students performed by reading total comprehension loss in comparison with only four students making reading rate loss.

After having viewed data of certain reading performance, academic status and certain personal factors of these 31 students, it is feasible to review the additional information regarding personal factors of these students. Additional information from the Wechsler-Bellevue testing was presented on pages 52 to 56 and personality instruments were presented on pages 63 to 66.

To ascertain if reading progress of these 31 students--as a group--is due to a factor greater than chance, statistical treatment of reading rate and comprehension data gains is computed by Student's "t", computing from Johnson's reference (151, p. 78).

Computing "t" from reading rate word per minute gain between means of testings by Forms A and B, "t" equals 5.278. Hence, the reading rate gain made by these 31 students, as a group, for the period of their course work extending throughout the fall term of this study, appears to be due to a factor greater than chance above the .01 per cent (.001) level. The .01 per cent level of significance is 3.646. Computing "t" from total comprehension gain, "t" equals 1.823 for these 31 students as a group. This finding is significant approximately only at the 10 per cent level. The 10 per cent level of significance is 1.697.

Why these 31 students have the study, reading habits and skills revealed by the data becomes a complex question because of the causal and contributive factors involved. Multiple inclusive factors are hidden by the unique interaction of the personality dynamics of each individual, and the element of time and scheduling is required to unearth them.

By measure, 12 students completed the developmental reading period with inadequate reading rate skills to meet freshman needs; two of these 12 students earned G.P.A. status above 2.50, and five students earned a G.P.A. between 2.04 and 2.29. Seven of these 12 students were not able to concentrate for satisfactory comprehension, the percentiles of scores ranging as low as 2. Three of these 7 students earned G.P.A. status above 2.20.

Interpretive summary

At the close of the academic year summary statements in self-reporting from the Problem Check List, and responses to the Questionnaire, revealed that the majority of students felt that they had made personal progress in problem solving and development of self-concept with improved attitude towards others. The majority of these students reported that they had gained a more secure outlook toward college and studentship and felt more personally responsible in self-direction and goal setting. Certain students responded to questionnaire items concisely and briefly and others wrote in detail, clipping on the questionnaire a personal note to the instructor. Three students, students 3, 4 and 16, did not return their re-check of the Problem List or their Questionnaire.

Selective samplings of verbatim reporting from these 31 students in response to these instruments are found in the Appendices. (See Appendix D, p. 137.) Students reported problems, or decisions to problems, which occurred either during the fall term or during the remainder of the academic year, revealing that these students are experiencing a general sampling of life's problems and experiences. The following notations are a few of the items from students' reporting:

death of my Mother which adds several problems.....although I am certain I will adjust to the problem, I may have difficulty with my stepmother and my father's continuing to help me through college; separation of my parents which I feel should have been sooner; my parents have finally divorced; I will plan for this major operation.....I am sure my main problem is that my parents cannot allow me to make my own

decisions; I can see how immature my attempts at suicide wereat the time I could not see any potential progress gained from the counseling but since then, great personal improvement has taken place in the estimation of myself; I have worked out my problem which disturbed me all year and I will marry the divorced girl whom I told you about.....I am certain I am reading with effective concentration and would really like to take another test to see my gain; my problem is that I am honestly not interested in college; and, I have gained a great deal of self-confidence.....I hope I can speak with you next year about my still getting so nervous, sick and faint.....I have come to believe I am using some sort of an escape mechanism and wish to have help in overcoming this problem.

CHAPTER V

SUMMARY, GENERALIZATIONS AND RECOMMENDATIONS

Summary

This study has presented data identifying certain factors of reading performance, academic standing and personal factors of 31 students of Oregon State College who entered the writer's Methods of Study course the fall term of 1953 and participated in necessary phases of the study throughout the academic year to June 1954. Data were obtained through the use of psychological instruments and questionnaire which have been analyzed, presented and interpreted to determine existing interaction between certain personal factors, reading performance, and academic standing. The group is selective, first by having entered the Methods of Study course, and second, by the factor of willingness and agreeableness to meet this study's specification in addition to regular course work.

Selective pertinent literature has been reviewed and presented in Chapter II with reference to approximately 60 publications, periodicals and unpublished theses and dissertations. Additional references pertinent to the problem of this study, but not cited in Chapter II, are listed in the Bibliography. Appendices include four sections A, B, C, D.

The mean of the ages of these 31 students, approximately 19 years, is comparable to a general population of undergraduate college students of freshman, sophomore and junior status found in the

general classroom.

Data show that students' A.C.E. college entrance total score deciles do not follow the pattern of their high school rank decile in 12 of the cases, and that in 18 cases their G.P.A.'s earned for the year are not consistent with their A.C.E. decile. Grade point averages for the year earned by these students range from 1.14 to 3.48. Eleven students earned a higher year's G.P.A. than they earned the fall term; twelve students earned a higher G.P.A. for winter term than they earned for fall term, but dropped the spring term; one student earned the same average for each term; and thirteen students earned a higher year's G.P.A. than they earned their spring term. Means of G.P.A. for these 31 students for fall, winter, spring and the year's average are 2.20, 2.11, 2.12, and 2.09, respectively.

By Wechsler-Bellevue testing, the Full Scale I.Q. scores range from 105 to 140. Thirty students respond with a difference between a Verbal Scale I.Q. and Performance Scale I.Q., the differences ranging from 1 to 21. By Full Scale I.Q. scores and by criterion of Wechsler's classification of intelligence, this study includes intelligence levels as follows: 3 students within the upper limits of average normal; 5 within the lower to middle limits of bright normal; 6 within the upper limits of bright normal; 6 within the lower to middle limits of superior; 7 within the upper limits of superior (very superior); and 4 within the lower limits of gifted.

The first testing of reading performance for these 31 students presented reading rate data ranging from 208 wpm to 507 wpm.

Interpreted data show that a student's higher reading rate does not necessarily accompany a skill utilizing varying speeds and that the lack of this skill may involve interaction between many factors other than lack of knowledge of the techniques. Also, as evidenced by the intelligence quotients of these students, loss of reading comprehension is not indicative of the degree quality of capacity to learn.

Statistical treatment of reading rate substantiates the fact that reading rate gain accomplished by the 31 students treated as a group is due to factors above chance at the .01 per cent level of significance. Comprehension gain made by the total group is due to factors of chance at the 10 per cent level of significance.

Student responses to Problem List checking, group and individual communication and questionnaire reporting, substantiate the presence of emotional problems as revealed by responses to sub-testing items of the Wechsler-Bellevue Scale for Adults, the Guilford Temperament Profile, the Guilford-Martin Personnel Inventory and the California Test of Personality.

A high incidence of emotional maladjustment is indicated by the above testing instruments, however, varying in degree from generally normal personality maladjustment as experienced by older adolescents and young adults, to disturbances of clinical manifestations. Clinical diagnosis has not been presented in this study. Two students, responding in reading performance with the two highest comprehension percentile rankings, 82 and 94 respectively, earned the two lowest G.P.A. achievement of the total group. Their reading rate retest

also revealed adequate response for freshman accomplishment. Through communication conference and written response items, each of these students reported emotional disturbance. However, student 21's personality profiles do not reveal these reported factors. Student 16's personality profiles reveal sub-testing responses compatible to the degree of his reported unhappy state and emotional disturbance.

Interpreted data of these 31 students indicate the presence of certain physical dysfunction within certain of these students which may contribute to emotional malfunctioning. This finding is evidenced from health data of students 7, 8, 13, 16, 20, and 29. There are patterns of neurotic personality behavior, relative in degree, which are probable causative factors interfering with the majority of these students in studentship accomplishment and socialization fulfillment as evidenced by student reporting and by personality testing responses. Criterion of neurotic for college level behavior refers to recent authority, more specifically with reference to Klein (163) and Thorpe (305). Profiles of personality of these 31 students reveal a wide range of unadjustive behavior; however, in certain cases, these characteristic factors are used to the advantage of the student.

Generalizations

Summarizing regarding interpretive aspects of students' academic and reading performance in relationship to the measure of their intellectual potential or capacity (level of learning power) with interpretive aspects of data from students' personal reporting, the

writer believes that the factor of academic success (by a broad connotation criterion) depends upon how the individual utilizes, applies, and effectively integrates maximal learning power of intelligence capacity with interacting personality and environmental factors.

Generalizations pertaining to the purpose and hypotheses of this study are as follows: From students' reporting at the end of the academic year (by 27 students) it appears

that student orientation and training in skills of study at the college level as experienced by these 31 students contributed to the reported change of these 27 individuals in self-concept; in attitude toward others; and in expressed outlook toward college, study, reading, social skills and academic accomplishment.

By evidence of data presented and interpreted in Chapter IV, it appears

that student personal adjustment and study skills are associated with academic standing; that reading proficiency, as shown by reading rate and comprehension is associated with academic standing of the majority of students of this study; that improvement of reading proficiency, even in small degree, is associated with academic standing in each of 13 of 31 students; that academic standing of these 31 students is directly associated with their mental health.

Students express deep feelings of their state of security and insecurity and acceptance or lack of socialization approval. The

Personnel Inventory Profile, (Table VII, p. 64) evidences the high degree of cooperativeness and agreeableness--the need to be liked and desire to please as revealed by these 31 students.

In brief, the writer determines that the majority of these 31 students respond more effectively in academic progress by close association with the teaching-learning process which extends personal interest, attention, understanding and guidance in assisting them for improvement in personal adjustment and more effective studentship.

Recommendations

Working with these students participating in this study and hence often sharing their feelings and anxieties in an attempt to help and better understand their concern for academic success and personal improvement, brought the writer into close experiences and communication with these students. Findings from the data, the measure of their endeavors and progress, have been of significant learning value to the writer. By this appreciation the writer submits the following recommendations from this study:

1. That for educational-guidance and teaching value purposes, a longitudinal follow-up of this study be designed and planned to be conducted by questionnaire and interview at about five-year intervals, beginning as nearly to present date as feasible.
2. That college entrance data be more cautiously evaluated, and that when students appear to need extended guidance for

college adjustment and improved studentship, guidance services be developed to assist these students to meet their developmental needs.

3. That services for extended personal counseling be established at Oregon State College and that referral channels for psychiatric counseling and health services be integrated with the counseling administration.

4. That concerted and continued effort be placed on guidance-teaching-learning processes for public school and higher education to help boys and girls, men and women and high school and college students to enjoy learning to a degree compatible and in harmony with their total personality and learning level potential.

5. That a follow-up clinic for studentship and self-improvement be established in conjunction with the guidance and counseling services of high schools and colleges for students who would profitably and voluntarily utilize such educational service.

It should be kept in mind that the findings in this study and the recommendations here proposed are subject to the limitations stated at the start (page 8). Findings apply only to the 31 students, and the recommendations should be understood in that light.

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APPENDICES

APPENDIX A

Table XIII

TABLE XIII

MOONEY PROBLEM CHECK LIST

Responses checked to 330 problem items by 31 select students
(The total count of the total responses checked by each student)

Student Code Number	First checking		Re-checking, 1954		Differences	
	2nd week term, 1953 of most Concern	of Concern	Ending academic year of most Concern	of Concern	of most Concern	of Concern
1	12	39	27	1	+13	-38
2	2	17	5	26	+ 3	+ 9
3*	3	7		not returned		
4	14	50		not returned		
5	9	46	4	16	- 5	-30
6	4	11	2	14	- 2	+ 3
7	7	28	12	35	+ 5	+ 7
8	8	26	5	25	- 3	- 1
9	3	23	3	24	no	+ 1
10	5	14	no	no	- 5	-14
11	2	34	8	no	+ 6	-34
12*	9	26	no	13	- 9	-13
13	8	23	16	36	+ 8	+13
14	12	26	10	41	- 2	+15
15	8	49	2	30	- 6	-19
16	45	127		not returned		
17	4	33	no	2	- 4	-31
18	3	26	5	54	+ 2	+28
19	7	48	1	21	- 6	-27
20	9	33	1	8	- 8	-25
21	14	39	8	17	- 6	-22
22*	9	52	2	9	- 7	-43
23	7	27	2	22	- 5	- 5
24	17	45	10	39	- 7	- 6
25	4	28	3	15	- 1	-15
26	2	7	3	7	+ 1	no
27	17	43	10	57	- 7	+14
28	12	29	9	22	- 3	- 7
29*	0	5	no	4	no	- 1
30*	3	19	no	1	- 2	-18
31	17	27	no	39	-17	+12

*G.I. Status

APPENDIX B

Letters and Questionnaire

December 11, 1953

Dear Student:

Your Methods of Study instructor, Vineita Eppley, is conducting a research study during the school year 1953-54 in progress toward her doctoral degree. Students of this Fall Term participating in the Education 101 course are invited to cooperate with this study and your agreement to do so will be greatly appreciated. I hope to use information from the findings of this study to assist me to meet more adequately the learning needs of college students in their total studentship adjustment.

To enter the study, first I assure you that all personal information will be strictly confidential and that data will be presented in thesis form under an individual's code number--not his name. Time involvement required for each individual in addition to certain testing and laboratory procedure within course Education 101, will necessitate your time for a personality administered intelligence test, which will take an hour or a little over; the answering of a questionnaire, and one interview of one hour or less. Schedules for these appointments will be made and followed within the winter and spring terms of 1954. Schedules of appointments will be mailed or phoned to you after your program has been completed for each term. Two personality tests to be administered during part of this course can be interpreted to you during the interview.

If you agree to assist and cooperate in this study, please fill out the following:

Student's name

Section

Campus address to be contacted for 1954
(If known)

Telephone

Thank you.

Sincerely,

Vineita Eppley

OREGON STATE COLLEGE
School of Education
Corvallis, Oregon

1 June 1954

Dear

Enclosed is the research questionnaire and a new Problem Check List for the "re-check". Will you please fill out the questionnaire and check the Problem List and return them to me in the enclosed stamped envelope before you leave the campus for home and summer vacation?

For those of you who did not take the Wechsler Intelligence Test, the completed questionnaire and Problem List will be appreciated as it will contribute to research.

I could not arrange further interviews, with all of you, to complete interpretations of the Wechsler Tests; therefore, if your test was not interpreted, you will have a written interpretation mailed to you, personally, this summer.

It has been a pleasant and worthwhile experience for me to work with you and your cooperation in this research has been greatly appreciated. All information will be strictly confidential and research writing will handle data by code numbers in place of names.

Sincerely yours,

Vineita Eppley

Name: _____ Date: June , 1954

Class _____, _____ Age: _____

Freshman, etc.

Term

School enrolled in at present: _____

Science, Forestry, etc.

(If you have changed schools during the year please list when and for what reasons:)

Advisor: _____ (If changed from Fall 1953, why?)

Do you plan returning to O. S. C. Fall 1954? Yes ___ No ___ If yes, do you plan to enroll in your present curriculum? Yes ___ No ___ If no, in what curriculum will you enroll? _____

Why? _____

Your O. S. C. campus address for Fall 1954? _____

If you are not returning to O. S. C. what are your plans? _____

Other school? (Where) _____

Work? (What) _____

Other? _____

Why? _____

Your home address for summer 1954 _____

Town

Street

State

(If you took the Wechsler Intelligence Test and it has not yet been interpreted to you, the interpretation will be mailed to you this summer.)

During this 1953-54 school year, have you had interviews with a personal counselor? Yes ☐ No ☐ A Head Counselor? Yes ☐ No ☐
Remarks you may wish to discuss: _____

Have you consulted with the O. S. C. Testing Bureau for an initial interview? Yes ☐ No ☐ Any tests and follow-up interpretation? Yes ☐ No ☐
Remarks: _____

State any illness you have experienced this school year which has caused you to miss more than one day of classes. _____

What medical service have you received this school year? At O. S. C.? _____

Other? _____

What is your present state of physical health? Good ___ Fair ___ Poor ___
Remarks: _____

If you wear glasses, at what age did you begin wearing them? _____
Have your eyes been checked by an eye physician this school year? _____
Explain _____

Do you feel there is any vision impairment which you plan to have
checked this summer? Explain _____

Do you experience any hearing or speech impairment? Explain either
--or/both and describe any corrective work that you may have had or
will plan to follow. (If yes, describe its onset and duration to the
best of your knowledge) _____

Briefly describe any prolonged or serious illness which you have
experienced at any time through your life _____

Write over ----- if not sufficient space

What was your G. P. A. for Fall Term 1953? _____ Winter Term 1954? _____
Have you experienced any "Pro" terms? Yes _____ No _____ If "yes",
explain and interpret reasons. _____

What do you predict for your spring term G. P. A.? _____
Interpret reasons _____

In a brief paragraph, describe your feelings about college and your
future plans or goals. Compare your purpose in college now with that
of Fall 1953.

Write over ----- if not sufficient space

How do you feel about your study skills and habits? _____

Any special "course" problem? _____

Discuss any personal, social, or/other problems which are significant in your living, planning and goal setting.

Write over ----- if not sufficient space

To what social or academic organizations do you belong or participate in?

Any other organizations you wish to be active in next year?

In what sports, recreations and hobbies do you participate?

Part-time work you have done this school year? (Kind, approximate week hours).

If married during the school year, when? _____
Do you have engagement or near future marital plans? _____

(If more space is needed, write on other side -----)

1. Can you tell me anything about your early schooling; how you felt about reading, spelling, arithmetic; how you felt about school in the grades and high school? When did you decide to attend college?

(Write over ----- if space not sufficient) -----

2. How do you feel about your family relationships?

3. Are your parents happy?
Worried?

4. Father's age? _____ Occupation? _____

5. Mother's age? _____ Occupation? _____

6. Number of sisters? _____ Their ages? _____

7. Number of brothers? _____ Their ages? _____

Your cooperation with this questionnaire has been appreciated. To reiterate, all information will be strictly confidential and code numbers in place of names will be used in recording and writing the research. Any additional comments or remarks that you wish to make will be appreciated.

(If above space is not sufficient, please write on other side -----)

Wishing you a happy and profitable summer and a new school year.

Cordially yours,

APPENDIX C

Forms of Study Aids Used

CLASS CARD FOR ALL EDUCATION 101 STUDENTS

Name: _____		Section: _____	Class: _____
Age: _____		Term: _____	Year 195 _____
Campus Address: _____		Phone: _____	Ext. _____
Home Address: _____		(High school graduated from) (Year) _____	
Birth Place: _____		(Month- Day- Year) _____	(Other h. s. attended) _____
Interview data: (Confidential) _____			
School Enrolled: _____		Advisor: _____	
		(Office) _____	(Phone) _____
Major: _____		Minor: _____	
If major not selected, state your preferred interest (s) for college studies _____			
What vocation would you like to set for your goal? _____			
G. I.: _____		(Service) _____	(Years) _____
		(Other colleges attended) _____	(Years) _____
Summer or work employment while in high school--or since high school--state jobs and dates:-			

CLASS CARD FOR ALL EDUCATION 101 STUDENTS
(the back of card)

Who suggested this Course to you: _____ Handed: _____
What I need to get from this Course: _____

This Term's Curriculum Schedule

Subject	Course	No.	M	Tu	W	Th	F	Instructor
1. _____								
2. _____								
3. _____								
4. _____								
5. _____								
6. _____								
7. _____								
8. _____								

Sports Activities Description as Team or Personal Recreation: _____

Campus organizations and social activities in which I would like to participate: _____

High school organizations, activities, clubs, committees, offices, hobbies in which I participated: _____

Part time work? _____

Other remarks: _____

Section _____ Name _____
 Fall Term Class Schedule - Educ. 101

1953		SEPTEMBER			1953	
Manday	Tuesday	Wednesday	Thursday	Friday		
21.	22.	23.	24.	25.		
28.	29.	30.	OCTOBER			
			1.	2.		
OCTOBER						
5.	6.	7.	8.	9.		
12.	13.	14.	15.	16.		
19.	20.	21.	22.	23.		
26. Midterm	27.	28. End Mid-Term Exams	29.	30.		
NOVEMBER						
2.	3.	4.	5.	6.		
9.	10.	11.	12.	13.		
16.	17.	18.	19.	20.		
23.	24.	25.	26. Thanksgiving	27. Holiday		
30.	DECEMBER					
	1.	2.	3.	4.		
DECEMBER						
7.	8.	9.	10.	11.		
14. Final Exams	15. Final Exams	16. Final Exams	17. Final Exams	18. Final Exams		

Finals also Sat., 19.

TIME SCHEDULE

Name..... Term.....19.....

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
A. M. 7-8							
8-9							
9-10							
10-11							
11-12							
P. M. 12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

REFERENCE READINGS FOR EFFECTIVE STUDY
1953-1954

Bennett, Margaret E. College in life: Problems of self-discovery and self-direction. 4th ed. New York, McGraw-Hill, 1952. 475 p.

Bernard, Harold W. Toward better personal adjustment. New York, McGraw-Hill, 1951. 429 p.

Bird, Charles and Dorothy Bird. Learning more by effective study. New York, Appleton-Century-Crofts, 1945. 271 p.

Carroll, Herbert A. Mental hygiene. The dynamics of adjustment. New York, Prentice-Hall, 1951. 429 p.

Frederick, Robert W., Paul C. Kitchen and Agnes R. McElwee. A guide to college study. New York, Appleton-Century-Crofts, 1947. 337 p.

Heston, Joseph C. How to take a test. Chicago, Illinois, 57 West Grand Avenue, Science Research Associates, Inc., 1953. 44 p.

Jersild, Arthur T., Kenneth Kelfout and associates. Education for self-understanding. The role of psychology in the high school program. New York, Bureau of Publications, Teachers college, Columbia university, 1953. 53 p.

Kaplan, Louis and Dennie Baron. Mental hygiene and life. New York, Harper Bros., 1952. 409 p.

Katz, Barney. How to be a better parent. Understanding yourself and your child. New York, Ronald Press, 1953. 253 p.

Lewis, Norman. How to get more out of your reading. New York, Garden City, Doubleday, 1951. 425 p.

Lignon, J. F. An introduction to report writing. Corvallis, Oregon State College Cooperative Association, 1953. 65 p. (A manual)

Lindgren, Henry Clay. Psychology of personal and social adjustment. Chicago, American Book Company, 1953. 473 p.

McCullough, Constance M., Ruth M. Strang and Arthur Traxler. Problems in improvement of reading. New York, McGraw-Hill, 1946. 395 p.

Mursell, James L. Using your mind effectively. New York, McGraw-Hill, 1951. 261 p.

Popenoe, Herbert. Now you're in college. Stanford, California, Stanford University Press, 1948.

Powers, Francis F. and John E. Corbally. How to improve your reading. Ann Arbor, Michigan, Edwards, 1950. 27 p.

Powers, Francis F. and John E. Corbally. How to study and like it. Seattle, University of Washington, 1951. 6 p. (Distributed by John E. Corbally, College of Education, University of Washington, Seattle 3.)

Robinson, Frances. Effective study. New York, Harper, 1946. 262 p.

Sams, W. Henry and Waldo F. McNeir. New problems in reading and writing. New York, Prentice-Hall, 1953. 512 p.

Shaffer, Laurance Frederic. The psychology of adjustment. An objective approach to mental hygiene. New York, Houghton Mifflin, 1936, 577 p.

Staton, Thomas F. How to study. Air university, Air command and staff school, Maxwell Air Force Base, Alabama, 1951. 35 p.

Thorpe, Louis P. The psychology of mental health. New York, Ronald Press, 1950. 666 p.

Triggs, Frances Oralind. Remedial reading. The diagnosis and correction of reading difficulties at the college level. Minneapolis, University of Minnesota Press, 1943. 214 p.

Triggs, Frances Oralind and Edwin W. Robbins. Improve your spelling. New York, Rinehart, 1944. 115 p.

Witty, Paul. How to become a better reader. Chicago, Science Research Associates, Inc., 57 Grand Avenue, 1933. 304 p.

Wrenn, C. Gilbert and Robert R. Larsen. Studying effectively. Stanford, California, Stanford University Press, 1941. (13th printing 1950)

LABORATORY PROGRESS

Lab. Day: _____ Hour: _____

Dates: 195__

Class Section: _____

Work Book(s) Using: _____

Term: _____

Name: _____

Class: _____

School Enrolled: _____

Major or Preference: _____

TRIGGS DIAGNOSTIC READING TEST						S.R.A. ARTICLES	Work Book(s)	S.R.A. Reading Accelerator
Date	Rate w.p.m.	Voc. %ile	Comprehension %ile	Gen. Total	Voc. Tot.	List the Average of Each Week's Progress	Progress and Remarks Unit Level (Bk. No.) or Score (if Science)	Recreation --- Streamlined Reading Book; No. pages ; rate of w.p.m.; if enjoyed
Form A:								
Form B:								
Remarks for each week's progress								
Term week: _____								
Date: _____								
Term week: _____								
Date: _____								
Term week: _____								
Date: _____								
Term week: _____								
Date: _____								
Term week: _____								
Date: _____								
Term week: _____								
Date: _____								
Term week: _____								
Date: _____								
Term week: _____								
Date: _____								

APPENDIX D

Selected Responses from Students' Reporting

STUDENT REPORTING

The following pages present two phases of students' reporting (1) their expressed feelings, answers, and comments which they added in response to Questionnaire items, and (2) summary statement(s) in response to their checking the Problem Check List at the close of the academic year 1954. To aid the reader in gaining a brief account of each of these 31 students, the writer presents excerpts from their reporting pertaining to the problem and the purpose of this study, recording them verbatim. (See Chapter I, p. 4 and 5.) Remarks or comments expressed by the writer are placed in parentheses.

Student 1

Most of my chief problems while at Oregon State College are made secondary after being here. (The Air Force.) Now I am having trouble not having enough leadership ability and I am not military enough.....The first check list brought out a lot of questions I had stuck back in my mind and then I thought them out and tried to work on them. I have corrected many of them. I hope I'll have the same results after checking this list..... At the time of counseling I could not see any potential progress gained from this counseling but since then great personal improvement has taken place in my estimation.....I feel I would have done much better in college had I known what I wanted. I never really disliked school and it seems that I knew I would go to college long before I knew what college was. I plan to return upon being discharged from the service. I am not positive but I believe that I will study religion..... About my ridiculous attempted suicides. I am happy to say that is all a thing of the past. Anyone who can take what they put out here and not call it quits doesn't have to worry.....My family relationships are pretty good as long as I am home only on vacation.....Please mail my Wechsler test interpretation to me here. I am beginning to see how and why you put up with students acting as nasty as I did at times. The Methods of Study course should have another name so other students could know just how much personal help it includes. But, I guess, that's the name nearest to what

students think is wrong with their chances of succeeding in college. Thanks for seeing that I got Mr. _____ for a counselor. I will hope to see you after I am discharged.

Student 2

My real problem is that I am not very interested in college..... I have liked to work on both of these check lists and I am very interested to see what they show me.....I changed from engineering because I wasn't very interested in it.....I took the vocational guidance tests at the counseling bureau this spring. My highest interests were in science (96%) and mathematics (95%) and my lowest rating was on my personality (1%). (His Full Scale I.Q. is 127).....I have spent a total of about 10 days in the infirmary.....I have been on probation the last 2 terms and the counseling tests suggested the cause is disinterest.....I hope to earn 2.5 this term and I am a little more interested. Really, I am primarily interested in getting into the Air Cadets and wish 2 years of college before joining.....I feel that my study habits are still very poor.....I don't believe I have any personal and social problems.....I now belong to _____ fraternity..... My hobby is "Ham radio" and I was out for freshman track, I am interested in all sports.....I was never too interested in school but I did enjoy it. I was particularly interested in reading history and geography.....I decided to attend college about 3 years ago.....I think my family relationships are very good.....My parents are very happy and they do not worry..... When sending me the test results, I would particularly appreciate an I.Q. score if the test took that in.....

Student 3

(Student 3 did not return his re-check of the Problem List or his Questionnaire; therefore, statements from the first Check List are presented.) It has always been my policy to listen all the time, and speak only when spoken to, or when the conversation was on something I was interested in, or knew something about, or personal experience. I haven't been able to keep conversation because of this fact.....It pays once in awhile to take inventory of our personal troubles. We may already know them, but when we read them in black and white, we are able to grasp them better and begin more work on them. Also, when someone else took the trouble to make out this list for us, that kind of person may well be the person to help us.....(This student checked he would like to

follow in counseling).....Here lies my trouble again. I would like to work my problems out myself but I know I need this help.

Student 4

(Student 4 did not return his Questionnaire or Problem List recheck; therefore, statements from the first Check List are presented.) I am not sure of what I am going to say when talking to people also in getting my ideas over to them..... I have a great problem and trouble expressing what I mean in words and in writing.....I know I need something to help me get along among people around me and of the world. This may help me with what I am doing at the testing and counseling bureau and other such things.

Student 5

This past year has given me more self-confidence and more understanding of myself and others than I could ever express. My problems have been lessened to a great degree. The main problem which I must continually try to overcome is that of being nervous and at times I get dizzy or faint but I have come to the conclusion that this may be some type of defense mechanism which I have adapted and I am trying to overcome it. I hope you can have more counseling time next year and I can come in and talk with you.....I have joined the _____ sorority. Colds and an ear infection and medicine and shots for them are my only illness this year.....I had an examination and my eyes had improved slightly and no change in lenses was required.....I believe that I have accomplished a great deal toward my goals of self-improvement and understanding of others and I am inspired to further knowledge..... I feel I have greatly improved my study skills and habits but I realize that I must continually improve them to be efficient.....Writing essay type answers on examinations is one of my main problems. It seems that my grade will vary from an A on an objective examination to a C on an essay type.....I still work 21 hours of housework per week..... (about schooling) I enjoyed spelling and arithmetic very much, but I was not particularly fond of reading in grade school. In high school I had a decided distaste for readingI decided to go to college when my defense mechanisms could no longer protect me from my lack of knowledge in certain fields.....I feel that my family relationships are better now than they have ever been, and I certainly have no

complaint in this respect.....My parents are reasonably happy and my mother has a tendency to worry.

Student 6

I think my chief problems are my inadequate high school training and my habit of getting embarrassed so easily.....It helps you to understand your own problems.....I plan to remain in engineering.....I have joined _____ fraternity.....(student 6 does not wear glasses and answers "yes" to whether he has vision impairment) My eyes are a little bad from studying long hours and I plan to have my eyes checked this summer..... (In answer to any prolonged or serious illness).....I have had bronchitis three times.....I think college is the best thing that has happened to me. I have changed completely. My plans are the same except for the fact that I have got rid of some of the childish plans and ways I had when I first entered college.....My study skills and habits have improved but I still have room for more improvement.....My worst problem is English. Also, I am not fast enough in most of my classes. (for other social or personal problems).....My worst problem is that I am used to getting the highest grade in the class in high school and I cannot get used to getting C's and D's. I get a depressed feeling when I make such low grades. (In addition to the fraternity this student joined, he participates in camera club and has hobbies in photography, fishing, hunting, and nature study.) I work 10 hours per week as House boy at Sackett Hall. (About becoming engaged or married) No, I am going to wait until I graduate.....(About early schooling) My early schooling was not adequate. I learned to read well, but I didn't learn enough spelling and arithmetic. I liked school, but I began disliking it in high school when the teachers became so bad that I did not seem to keep learning anything. I decided to attend college when I first started high school. (This student is from a small rural community school, lives on the farm. His Full Scale I.Q. is 133.) I feel I have good family relationships..... My parents are happy and are not worried.

Student 7

I cannot do what I most want to do and it causes a conflict in the family.....Re-checking this list has reminded me of some problems I had not thought of before and some problems I have been working on.....I would like to have further counseling help.....I will not return to college this fall I plan to have the operation to correct the floating kidney then start college again this winter.....I had a bad allergy

outbreak during exams but I never missed a class or exam..... The skin doctor in Salem has discovered a kidney infection as part of this last trouble.....The class I dropped the fall term the professor recorded as failing. The second term I had trouble with my themes in English. (In answering "yes" to experience of probation).....College was very different from what I expected it to be. I was totally unprepared to come up to its study schedule. If and when I get off pro I plan to change to elementary education. (from Home Economics) I will have to brush up on my mathematics first.....My purpose now in college is very much different compared to when I first came. I didn't care whether I went to college. Now it is a challenge to get off probation.....I joined (a social organization) this year.....(About family relationships) Mom and I clash often and my brother and I sometimes fuss. I do not believe my folks are happy and I think they are too anxious for me. They have made too many decisions for me that I should have been allowed to make for myself. My dad said just recently the he didn't ever want me to get married.....Next year I would like to have regular counseling appointments with you as I feel I can do more in helping myself now.

Student 8

My chief problems are concerns of the average students thoughts--school work, grades, social life--they have their ups and downs.....I worry over my father and uncle not being well. I worry more when I am away. Today, I feel quite happy as next week I will leave for the East on a 6 weeks vacation.....This list has again helped me to learn more about myself--I really have relatively few problems of great concern. The one's I have now cannot be helped by me without my doctor's help. (Concerning medical service this year) I consulted Dr. _____ in Portland, as I explained to you in conference. (Calcium deficiency, certain malnutrition resulting, endocrine imbalance having caused serious difficulties in general health).....I have gained in weight and feel better than ever in college. I still have eye strain and need my eyes rechecked.....Only childhood illness was similar to this calcium deficiency.....I experienced pro by too many campus activities and lack of energy.....This term I cut my activities and have raised my G.P.A. My goals are the same as last fall. ('53). I'm planning to graduate next spring and work in New York for an architect or housing firmI feel my study skills and habits have improved especially this winter. But I still have difficulty making myself study in courses I am not interested. This term it is Econ.....

I have always known I was to go to college, never thought about it differently.....Our family relationships are happy but not too close--I'm closer to my mother than to my father.

Student 9

I have always worried that I couldn't do as good as is expected of me.....Checking this list again gives me overall picture of my real problems.....(Student 9 will return to college and enroll in Business Tech.) My first term in college was very poor and that has kept me on pro.....I was in the school of science to begin. This has made all my college terms very hard and discouraging.....My grades this term, going into finals now, are 2.65. I usually drop on my finals.....I enjoy college very much, but I would be much happier if I could improve my grades. I plan to continue for the B.S. at O.S.C. I still hope later to go to law school.....I feel my study skills and habits could be much better, but they have improved vastly this year. I hope now for still more improvement.....I have been trying for seven terms to make fraternity house grades. When I do make my grades I believe I will be a better adjusted person.....I am hoping to get to enter debate next year.....I play all sports and my favorite sports are water skiing, football, basketball and horseback riding. I jump horses as a hobby.....My attitude towards early schooling was about the same as the average student. I liked it, but not because of what I learned, more because of the fun of school. I have always had the idea of college and I have been expected to go to college.....I think my family are the finest people I know and I have always gotten along perfectly with my family.....My parents are happy--no real worries that I am aware of.....I have been glad to help in this research. Anytime I might help you more, please let me know. I hope you have a good summer.

Student 10

I have no real problems now--just a lot of small things that seem to bother me, the same things that so many students have --money--not too big a problem! Home, not bad. Studying--hard to summarize.....I have made up my mind that Geology is what I want! The only illness this school year--I was in bed four days with Sinus.....The T.B. seige treatment is to be discontinued and my present state of health is fair.....When I returned to college the fall of '53 I seemed to have no real goal in college--I missed too many classes and wasted my time.....(Student 10 had to discontinue his first college

enrollment on account of a T.B. attack necessitating rest and sanatorium treatment).....Now I study just hard enough to get 2.50.....I now know what I want to do and I feel much more secure. I need more interest and push to improve my studying.....My hobbies, when I have time--Mt. climbing and reading. At home I fish, hunt, swim, but mostly Mt. climb. I have continued to work 22 hours per week, house boy (fraternity house).....I work at _____ 10 hours per week installing T.V. sets.....My family relationships are fair. My home life is kind of hard to explain. My Mother died last spring term; (The mother was ill in a T.B. sanatorium) since then my father has remarried. I have the feeling that my step-mother feels it is foolish for me to continue to want to go to college. Most of the boys I went to school with have jobs now and are "on their own". I get a feeling I am taking what isn't mine when Dad sends me money. I go out of my way to be nice to her but she still feels that I do not like her. But I will not let it become a real problem since I am home a very small time of of the year--and in a few years I hope to have a home of my own.....Last spring I was sort of upset when my Mother died.....I would like to come in and have talks with you and wonder if you will be on the campus? (The Questionnaire and Check List were remailed to Student 10 in March '55 since the writer did not hear from him in June '54.)

Student 11

(The Problem List and Questionnaire were remailed to Student 11 February '55.) The problems I have checked are minor to me, and I am overcoming them. The experience I most regret is the G.P.A. I accumulated last year. Having raised it a good deal this year, I feel much better. I feel my attitude last year was due to tension and an entirely new life to me.....Last year I filled out the same list. I have enjoyed doing it again. This year I am a sophomore and find out by reading the list over, that I am a much happier person. I have adjusted to college and feel so much more secure.....Only illness this last year, I was in the infirmary with a strep throat.....No serious illness in childhood. My junior year in high school I had pneumonia.....Last year I did not know how to study. I am beginning to be able to use the help from our class. This year I have done well at school and have enjoyed it very much.....I am planning to be married next fall to a graduating senior of O.S.C.I've always enjoyed school. My parents both attended college and are at the present time in the field of education. (Father is a junior college president.) I have never had any doubt in my mind about coming to college. (About family

relationships) We are very close and have wonderful times together. (Student's additional comments) I was very happy to fill out this Check List again. As I have talked, I have felt a lot more stable at Oregon State College this year..... Last summer, I was most depressed and hesitated about coming back this year. However, I did so with a determination in my mind To prove that I could get good marks, not only to my folks, but also to myself.....I have achieved a lot of personal happiness and security in doing so and never for a minute have I regretted returning.

Student 12

My chief problem is that I still get too excited and nervous. I have controlled it a great deal in the past few months and feel that I have overcome, to some degree, the basic difficulty.....(Student 12 feels he needs to continue personal counseling. Has had no illness. He began wearing glasses at 16 and now feels that being so far sighted has been part of his reading troubles.).....I am pursuing the same curriculum. I feel that I am making headway. Studying has been much easier and keeps improving and I have been able to relax once in awhile. I have found myself and have a good idea of what I can do. I have been thoroughly satisfied with my school year. My English is rotten. Wr. 111 and 112 have held me down to a great degree.....Only social organization is Forestry Club. I consider joining the Mt. Climbing Club.....I decided to go to college when I was in the Army.....(About family relationships) Just fine. My parents seem to be happy.

Student 13

My main problem is that I am failing college! Before college I have gotten fairly good grades. Now I am getting extremely poor grades. I feel that I am failing both myself and my family.....Working on this list again helps remind me of my shortcomings and therefore makes me try more to correct them.....I have changed from Engineering and have enrolled in B & T.....I am finishing the series of tests at the Counseling Bureau.....No illness---just too tired. Had stitches for a cut over an eye received playing basketball.....I wear glasses for astigmatism.....I am on probation and it depresses me.....I have a feeling of failure and being mixed up.....I know I need more help.

Student 14

I feel I take grades too seriously. I worry. I still do not make myself study correctly. I do not want to fail from college. If I failed, I would hurt my mother, and I don't know what I will do if I fail. I would like to have outside activities but I must make my G.P.A. come up first. I am trying to make my house grades and this is my last term I can make them.....I would like to work this summer. I am worried about my mother as she works too hard.....I just hope that things will work out for the best for her.....I am changing to B & T as now I see I can have only two years of college.....No serious illness this year.....I had to be back in the second grade because I missed so much school from the regular children's diseases--one right after the other..... College has helped me to understand and realize a lot of things.....I would still like to go four years of college..... As you know, my boy friend is in A.F. R.O.T.C. and we still plan on getting married. Possibly when he goes into flight training we can manage to marry and I can continue on with schooling if he can be near a college.....I have always had a terrible time with spelling and reading. I have always liked school and decided to go to college in my junior year of high school.....(About family relationships) I wish they could be different. Our family finally broke up this past year and Mother and Dad got a divorce. I think Dad is in Hawaii. We do not keep in touch with him. I knew before I entered last fall we were having trouble. It causes my mother to worry so much and she works very hard to keep herself busy with my two younger brothers.

Student 15

I do not have many problems and those that I am bothered with are minor. Most of them require a little more thought and effort on my part to eliminate them, and time will take care of some of them.....Checking this list has made me see a little clearer some of the things that have been bothering me.....I don't think I can get what I want if I stay in the school in which I am now enrolled (Science). I probably will change to Teacher Education.....No illness this year but I had a B.M.R. and some medication this spring. I lost my glasses and I had my eyes rechecked since I had to get new glasses. (About study skills and habits) Good, but could be better. I talk myself out of studying too often. I feel I am not doing as well as I did last term but better than I did last fall term.....I have enjoyed this year at college very much. I have no definite goals or plans other than

coming back to school next year. My purpose hasn't changed much since last fall, (Last fall she was not certain about her purpose in college or her future goal.) (Student 15 is active in three organizations including the campus organization of her religious affiliation. She is active in intramural sports and enjoys watching sports being played.) (About feelings toward early schooling) I have always had a difficult time with spelling. Carelessness is my main problem. Arithmetic was not too hard except I am easily confused with "story problems". (About family relationships) They are the best anyone could have. My parents are happy but a little worried this past year. My father has been ill..... (About counseling) I can't seem to talk to anyone about my problems. It is still difficult for me to talk with people whom I do not know well. I do not talk out in my classes as I should.

Student 16

(Student 16 was on probation at the end of the fall term '53 and dropped from school at the close of the term. He did not return the Check List and Questionnaire mailed to him the following spring. He was referred to the Health Service by this writer early in the term and received some personal counseling from a member of that staff. The Check List used early in the course work of the fall term was checked by Student 16 with 45 circled items and 127 underlined items. Brief responses were written in his summary.) (They were)-- I lack necessary school background and study habits.....This list makes me only more aware of some of my serious problems. I know I need help! I would like to be on your list for counseling time.

Student 17

I feel my main problem is lacking self-confidence and a feeling I am inferior. If I am sure someone likes me I don't feel this way.....I have been enrolled in B & T Sec. Sc. but intend to enroll next fall in Lower Division. I have a desire to broaden my knowledge and wish to take a variety of courses.....I believe that college is very worthwhile and I feel it has done me a lot of good in building my self-confidence.....I plan to go to college at least one more year -----My study habits need more improvement.....I am having difficulty with my psychology course. (About earlier schooling) I enjoyed reading and spelling very much and enjoyed

the grades and high school. I decided in my freshman year of high school to come to college. (About family relationships) Good.

Student 18

These are my problems in a nutshell--Unable to discuss certain problems at home; clash of opinion between me and parents; wondering if I will be a success in life; needing to plan ahead for the future; not knowing what I really want; trying to think of combining marriage and a career; and concern about military service. (Student 18 took tests from the Counseling Service and followed with as much counseling as they and the writer could offer.) (About health) Fair. I experience too much difficulty in getting to sleep after retiring and I do not get enough rest from my sleep.....My study habits are not as good as last fall.....I liked school fine when I was younger. My seeming failure at college has caused me to feel I have outgrown that mood. (About family relationships and parents) There's room for much improvement but I plan to make the best of it. My parents seem to be happy and not worried. (In summary) As you know, I am in serious doubt as to whether I should come back to school. I am obligated to two years in the Service and wonder if it wouldn't be better to go into the Service now, and when I get out, then to get married, and at that time decide either college again--or a job.

Student 19

I have enjoyed filling out this list again if for no other reason than to know I have but a few of 330 some problems. It has been helpful to me in that it helps me to recognize the focus point of trouble and also I recall marking many more on the first Check List.....I feel more confident in the thought of others my own age. I am less confused in feeling that I don't know my parents. My health has been good except for the common cold and poison oak--again! I have had my eyes examined by _____ (an ophthalmologist) and have glasses ordered for correcting astigmatism. You are the first person who questioned that my eyes might be part of my reading problem. This school year has made me recognize my youthful inconsistency; however, I feel more confident that the experiences of college and growing up and the ideals by which I try to live will guide my making a further choice of vocation, if any. (About study skills and habits) Am beginning to recognize the importance of associating course

material to things with which I am familiar. Have got a long way to go in taking good lecture notes. Still takes me too long to do my preparation work. (About additional personal or social problems) I think my biggest one is finding just where I fit into college life, i.e., behind a book? In what activities? What to think about future marriage? If I can pass the proving grounds of college successfully, I think I can find where I may fit in the vocational world. (Student 19 has joined five organizations--two of which are Thaness and the campus organization of his church.) (He has entered intramural sports and has participated in dancing.) (About early schooling) I detested reading in the lower grades. In the later grades I read to satisfy my interests. In high school I did little reading but I did enjoy English literature and poetry; although, I didn't do so hot in either. Spelling! accepted it as an assignment--fear I left it there, too! Arithmetic--did well enough in grades to be recommended for freshman Algebra. Have planned to attend college ever since I started to earn money in the grades in that I split all my earnings 50% spending and 50% saving for college. Decided to attend O.S.C. upon recognizing the standards of their Agriculture Educ. Dept. (About family relationships and parents) At times they are somewhat distant, possibly because my folks are so much older than I. As a rule I feel it is a warm and understanding feeling.....I feel more confused recently as my folks seem worried about something--something I do not know about. (Additional summary remarks) If in any way, you or the department can help the high school administrators develop a personnel guidance and counseling program into an effective aid for students, I think it would be most worthwhile.....Thank you for the effort you have made in helping me get a solid crack at the difficulties that arise in freshman year. I am certain it will contribute to my entire experience of college.....I am lucky to have been in your Methods of Study class.

Student 20

Refer to items----for my summary of this second Check List---- feeling tired much of the time; managing my finances poorly; feelings too easily hurt; nervousness; too easily discouraged; easily distracted from my work; unable to concentrate well; getting low grades. I remember I marked many more items on the first list. I feel my parents divorcing has caused me to worry too much. (About illness during the school year) Only two days--a lack of red blood cells. My neck bothers me. (Student 20 belongs to no organization and does not participate in any sports or recreation. He works 24 hours at a

service station.) (About early schooling) Did not like school work. Have always planned on college.

Student 21

I realize now how much I should have had help from counseling this year. My major problems deal with me and the life I lead at college. This year has opened my eyes to the many mistakes I have made. I fear, however, that I will be unable to come back next year and put these experiences to use as a guide for improvements next year. I feel certain that I am capable of a better showing than I have made during this freshman year. I hope that I am given the chance to start fresh next year..... My only illness this year has been treatment for cold. (About feelings regarding college and future goal) I seem to be very uncertain of my goals. After studying in what I tried to be an effective manner the past two terms--and failing--I have trouble in self-discipline. Now I am brooding. I am doing very poor work! I am beginning to fear I cannot even self-discipline myself. (Student 21 is pledged to a fraternity and is on the rifle team. He participated in football and amateur radio. He worked as house boy and part time at a service station) (About early schooling) I have always liked school but have never been outstanding. I planned to enter college long ago. I thought I would have to postpone college and work after high school graduation. The winning of a scholarship has permitted me to go directly from high school to college. (About family relationships and parents) Good. My parents are happy and do not appear to worry..... I am very sorry this Questionnaire may be late for you. I had another change of address and forwarded mail was slowed. This month I also began working full time.

Student 22

My parents still expect all A's. Perhaps I can get them, but will not sacrifice social contacts for life of a bookworm. It will all work out eventually.....This second Check List has brought out some points that were strong in my sub-conscious mind. I like this list because it gives me a chance to sit down and think seriously about my problems.....My lower division counselor has helped me a lot. I have changed schools this term because of a Math deficiency. I wish to eventually study journalism which I feel I am much better suited for than engineering. (About health) Good this year. Only serious childhood illness was the T.B. at age 9-10 in the Sanatorium for 19 months. Now I am completely

cured. (About feelings regarding college and future plans and goals.) I enjoy college very much--plan to be a sports writer which has always been my first desire. I have become more mature since fall of '53 and now know what I am most suited for. I work on the Barometer and have made many friends and am very happy. Have slight financial trouble but can settle them without too great difficulty. My study skills and habits have improved and I feel I am doing all right.....I am on the track team. I plan to pledge _____ fraternity. I now belong to professional journalism honorary!Sports are my hobby.....I work 19 hours per week--odd jobs. (About early schooling) Always have liked school, with the exception of math. Wanted to attend college since my sophomore year in high school. (About family relationships) Very good..... Parents are happy and not worried. (Foster parents--only child.)

Student 23

(The fall term '53 Check List of student 23 had many items checked with long paragraphs of summary writing. The second list included checked items only regarding religion and philosophy.) I really don't believe that I have any pressing problems and none that worry me. I am not a person to worryChecking the list this time seemed almost a waste of time. (About spring term G.P.A. prediction) Over a 2.25 and 2.63 I believe will earn about 2.8 this term. Courses are becoming more interesting and I finally am beginning to apply myself to study. (Summary about feelings regarding college and future plans or goals) I think college is one of the most wonderful experiences I have ever had. I wouldn't trade it for anything. My purpose in college now as compared with fall of 1953 is the same. My goal is to teach and I plan to graduate from college. (About study skills and habits) I feel that they were undeveloped in high school and when I had to put them to use in college I had a rough time because I soon found out I didn't know how to study. I have learned a lot about study skills this year but they still need practice and developing. (About family relationships and family) (No response.)

Student 24

The main problem I have is feeling wanted and accepted by others. I have been too timid and shy but I am gradually overcoming it. It is still too hard for me to keep a conversation going.....My grades are dropping and I know it is

my fault. I find myself wasting time. I have missed social life this spring term as the fellow I feel close to and I have broken up this term. I have never received a feeling of closeness with anyone on the college staff. I think you, _____, have taken the most interest in me as a person and you know I have needed more counseling time.....I am still in Education and will continue but we do not have a counselor as students in Lower Division have.....(About illness during the school year) One severe cold causing me to miss one week of classes during winter term--medicines and penicillin shots. (About prolonged or serious childhood illness) I had a kidney disorder and infection when I was about five years old and was under the doctor's care for a long period of time. It seemed to come back about once a year but has eventually disappeared. I have had no trouble whatsoever this year.....(About feelings regarding college life and future plans or goals) I will continue with elementary education and graduate from college. I feel that college life has helped me greatly. Friendships have broadened my out-look on life and on myself.....Several of my girl friends have found the man of their life their first year at O.S.C.--but I haven't.....I am not really moaning and groaning about this sad experience this term and I must realize it may strengthen me in time. I do date--but not regularly. It takes time to overcome having been fond of someone even though they have fallen from your respect.....My study habits were much better the fall and winter terms.....The first few weeks of this term saw me accomplishing nothing. The last part I have studied harder, but it seems my grades keep dropping. (Student 24 has joined a sorority and has been active in the campus organization of her church.) (About early schooling) I always remembered school as something I enjoyed and my teachers grew to be friends. I enjoyed reading but did little outside reading as I preferred doing things creative with my hands. Spelling and arithmetic always appealed to me and still do.....It was my freshman year in high school I decided to come to college. (About family relationships and parents) My parents and I have become closer this year. When I go home now, I feel much more free to talk to them about my problems. Never before have I been able to do this.....My parents are happy and have no worries unless it would be finances.

Student 25

Ever since I can remember my parents have been making too many decisions for me.....I realize that my parents want the best for me, but someday they will not be here to make my decisionsI feel as though I am entitled to be able to judge for

myself what is right and wrong.....In many situations it is advisable to have advice from parents--but I am not allowed to make some decisions which I should be making.....Many of us know the problems which are troubling us, but we only brood over them and take no action. By filling out this Check List again, one is able to see in black and white just what problems are of the most concern to him. I have been able to see where some smaller problems fit into more critical problems. Now, I am going to work on one serious problem and three others will automatically become solved.....(About illness this year) I have had no serious illness this year--in bed three days with a cold and throat trouble.....When I become tired my eyes sting and water more. I plan on having my eyes checked again this summer. (About childhood illness) During grade school I was troubled with many earaches. (About study and grades) Winter term I flunked my basic design course.....This term I have applied myself better, although not to my capacity. I believe I will be more willing to study next year. (About college regarding future plans and goals) This one year of college has given me a broader outlook on life. I am learning to live with all types of people and to like them for themselves. I have become more emotionally mature.....I would like to become a kindergarten teacher--and after a few years of teaching experience I would like to apply for a position as a teacher in Europe. (About study skills and habits) My study habits and skills need much more improvement. Although I feel I am on the right road. (Student 25 has joined a sorority, is a club secretary and has worked on Dorm activities and committees. Her hobbies are swimming, riding, tennis, golf and water skiing.) (About early schooling) I have always enjoyed school and have never been under real pressure to study until this year. I have always liked my teachers. This year there have been some I do not please.....I have never cared for arithmetic and now realize I have a poor background from grade school. I have planned to go to college since I can remember. (About family relationships and parents) My family relations could improve. I go along for days without any conflict--then I become bitter and quarrelsome. (About parents being happy--or worried) !.?. (The father is a school administrator--the mother, a teacher.)

Student 26

My chief problem is that I don't know what I really want to do. I feel that I could be more sure of myself if I waited until I was older to decide my life work.....I have enjoyed working on this Problem List again. Now it depends on whether there is anything done about it.....I feel I am ready for counseling.

However, my problems last fall term were handled right in the Methods of Study class.....(From the Questionnaire) I should get a 2.00 again this term.....I like college in general but I do not like to work indoors. I now plan to get my degree from college and then get a job. When I entered college I only planned to go two years.....My study habits need further improvement. I work slow--it seems that is just the way I am.....My math course is my big problem.....I am a member of the _____ fraternity. I am interested in football, basketball, baseball and golf. My hobbies are model airplane building and wood carving of all types.....(About early schooling) I liked reading and disliked arithmetic. I decided to attend college my senior year in high school. (About family relationships and parents) Good. My parents are happy and do not worry.

Student 27

(Items checked by student 27 greatly increased on her second list.) My future finances leave me unsettled. I can't really hit any idea of graduating when I feel there isn't a chance; consequently, I don't put my nose to the grindstone and study and get results.....Dating problems have become complicated.....I also have a problem of avoiding things I don't want to do.....Filling out the list at this time has helped me bring out my problems that I have repressed. It has touched some problems I didn't realize were bothering me but I see many problems are tied together.....If there is opportunity, I need counseling appointments now. (From the Questionnaire) I am planning on returning to college "if" I make enough money to come back. I have worked out my course classes with my advisor.....Illness with the flu kept me from classes two weeks--three days in the college hospital.....(About prolonged or serious illness) When in the seventh grade I had a serious appendectomy because the appendix broke. Next was tonsillitis and strep throat causing me to miss about forty days of school. (About feelings regarding college and future plans or goals) I have experienced and learned many things by attending college this year.....It has been harder, I believe, as I feel my past years in school did not give me enough solid background for college.....I will have to take more business courses so I can get a job in an office. I now realize that in order to be a retail buyer, as I originally intended to work towards, I will need four years of college and possibly more. I do not have finances to carry the full four years.....(About study skills) It is hard putting into effect study skills we learned in Educ. 101. At the dormitory there is too much socially going on when studying should be

done. Some of us have worked on a better arrangement. My study habits have improved considerably. I know if I could be by myself for most of my time at study I would get better results. (About special course problems) In high school I always got B's and A's in English and Literature. In 104 I had to fight for a D and 105 has been much harder. A horrible fear has overcome me thinking the teacher believes I am ignorant. Even with your encouraging me to talk with her--I couldn't.....To fail this course is more than I have the money to overcome--it means I cannot come back next fall.....It now looks I will have to plan going to business school.....I can start work in another year at a business office or the State House. (Salem resident.) (Student 27 is a sorority pledge and participated in functions at Sackett Hall. Recreation is swimming and dancing.) (About early schooling) From the third grade on I haven't had the best of schooling. (Wartime project community--one-half day classes.) Moved to Salem in junior high. Good instruction until the 9th grade--too many activities and not enough instruction in high school for college needs. (About family relationships and parents) I have a wonderful family. Mother and Dad are perfect parents. Though my brother has been gone $3\frac{1}{2}$ years in the Air Force, we are still close. My parents are happy. I feel they worry about our finances and it makes too much strain on them to send me to college.

Student 28

My main problem is that I worry too much. Everything I do I worry about--whether I did it right or wrong. Checking this second list brings this problem out even though I have been working on it all year. I have appreciated the counseling time you could give me--and the encouragement to hang on to my job at the bookstore even though I am ashamed of myself and my college record. (From the Questionnaire) I do not plan to come back next fall. I believe that I haven't the makings of a good college student and so I will go into the Air Force for a few years, then return and finish my education. (About illness during the school year) An attack of appendicitis during the spring term (medical service). Pills for a cold; several chest X-rays; several days in the clinic with the appendix attack. (About childhood illness) During my second grade year in school I had undulant fever.....They now tell me I have had T.B. at some time in my life and I am under close observation at the clinic to see that it doesn't flare up.....(About courses) I had trouble with my chemistry and English. I predict a 2.00 this term. (About feelings regarding college and future plans or goals) I believe that

college is a wonderful place but I feel I don't quite have what it takes to make a college student. It seems no matter how hard I try, I cannot make the grade.....I feel I've needed to be in a class like Educ. 101 each semester as I could manage my course work then. But this term and last term has about killed my desire to try to graduate. (About early schooling) I always made good grades during my grade school and high school years. When I graduated from grade school I was top in my class and from high school I was in the upper 10% of the class.....I didn't have to work hard for grades. Now I see I never learned to study.....I decided when I was a sophomore in high school to come to college. I wanted to make something of my life.....I still do! (About family relationships and parents) My mother has accepted my not wishing to go into study for priesthood and I feel badly failing at my choice. My father is deceased but we still have a happy family. (Seven children.)

Student 29

(The second Check List of student 29 was brief.) I have been aware of my poor eyesight and my grammar and spelling difficulties for sometime. I am too nervous and disturbed and doubt the wisdom of my vocational choice.....I plan to return to college next fall and change my course from science school to business. (About college) I like college.....(Special course problems) English!.....(Student 29 joined a fraternity)(About early schooling) I was an A student until my junior year in high school. I have declined steadily since. (About family relationships) O.K.My parents appear happy.

Student 30

Now that finals are over I have no major problems.....The problem that I did have about marrying.....has been straightened out and we will be married by the end of this year..... I think this list shows me how well off I am.....I do not need counseling at this time.....(Student 30 plans on returning to O.S.C. and continuing with Engineering. He has worked with his head counselor and feels satisfied.) (He has remained in good health, applied himself to study and feels that Educ. 101 helped him to adjust to college.) (About feelings regarding college) I first was not sure that I would be able to keep my grades up as I had been out of school for 5 years. I have had no serious trouble with course work.....I keep improving my study skills.....(Student 30 has been active on the Main Dorm council and likes sports for recreation in football,

softball and swimming. He did no part-time work during the school year.) (About early schooling) I lacked motivation during high school. I decided to attend college while I was in the Service. (About family relationships and parents) Very close and my parents are happy. (Comments) I hope my next 3 years in school will be as successful as this year has been.

Student 31

My chief problem at the present is the military status. I think I would like to go and get it over with before I think of marriage. I expect to be called before next winter--much depends on my grades this term.....(From the Questionnaire) If and when I return to college I plan to return to Agriculture. (About counseling) I have had none other than in Educ. 101--a little from my advisor. I feel maybe I should have gone to the Testing Bureau. (About illness) None other than treatment for a badly sprained ankle.....I did have my eyes checked and they find no vision difficulty. (About study skills and G.P.A.) I feel that I have come a long way since I started in last fall. I still have a long way to go and I keep trying to improve. I am working for a 2.5 this term. (About college and regarding future plans or goals) I feel that college is most important in all roles of life. However, I do not have too strong a feeling for going to school. My goal in life is to own my own farm in or around the Willamette Valley.....If not in the Service I believe I will return here next fall. If I am able to stick it out 3 more years I would like to follow the poultry line.....That would give me something to fall back on in case I should lose as a farmer.....When I entered college last fall I came mostly because my folks wanted me to. I am glad now that I did come and I can see a place for college since I have had this experience. (About course trouble) Chemistry, mostly the memorization. (Student 31 joined a fraternity, the Poultry Club and Farm Crops Club.).....My hobby is collecting miniature horses and I play sports of basketball and football. (Part-time work) I live fairly close to O.S.C., therefore, I work at home on our farm week ends and during fall and spring terms.....(About early schooling) I have liked reading and spelling since I can remember. In the grades I read a lot and took part in spelling bees. I started letting things slide when I reached high school. I have also always liked arithmetic and took 3 years of math in high school. I could have enjoyed more.....My folks decided last summer that I should come to college--so, here I am! (About family relationships and parents) Our family is very close like almost all farm

families are. My mother and father and myself work together almost year round. It is a good feeling to get along like we do.....My parents are very happy. They worry like almost all farmers do at certain times. I feel that it is just one of the things in a farmer's business. For my mother's backlog, she is a proprietor at a Beauty Salon.