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UNIVERSITY OF LOUISVILLE

A Study of the Academic Success of
Veteran Former Probation Students in the
College of Arts and Sciences of the
University of Louisville

A Dissertation
Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree of
Master of Arts

Department of Education

by
Rollin E. Godfrey
August 1947

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A Study of the Academic Success of
Veteran Former Probation Students in the
College of Arts and Sciences of the
University of Louisville

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CHAPTER ONE

Introduction

CHAPTER I

The University of Louisville, like most other universities, played an important role in World War II in the training of Service Men for active duty in the Navy, and now in the post-war era, finds herself taxed to the limit to provide educational facilities for her many veteran students.

To admit large numbers of students, whether veteran or non-veteran, without some sort of screening process to identify those who obviously could not do college work would be wasteful of manpower and public moneys. The policy which the University has used for many years is known to be a valid procedure, and it is as follows:

1. One must have graduated from a four-year accredited high school and have at least 15 acceptable units of credit.
2. In addition, every person wishing to enter as a freshman must take the following tests, among others:
 - General Scholastic Aptitude Test
 - English Usage Test
3. If one's average on these tests is in the lower quarter and he ranked in the lowest third in his high school class, he may be refused admission to the college.

When faced with huge post-war enrollments, it was decided to continue this policy with the modification that veterans be given preference over non-veterans whenever a question arose as to

Bulletin of the University of Louisville, College of Arts and Sciences, Vol. XL No. 3, July 1946, p. 19

which of the two groups be admitted. The university felt obliged to provide first for those students who were currently enrolled in school, and next, for those who were former students returning as veterans. Therefore, when selections were made, this group was provided for first. The majority of former students were veterans, eager to grasp new opportunities and to make up for past failures. Many of them had left school with a poor record of scholastic achievement. When they returned from the Service, they were given the second highest priority for admission. The purpose of this study is to report on the progress of these veteran former students.

In order to understand more clearly the problem at hand, it seems wise to set forth the limitations of this study, and to establish a common bond of understanding by defining some of the terms and by describing some of the procedures which will be used in the analysis.

Prior to World War II, a number of male students regularly enrolled in the College of Liberal Arts, University of Louisville, were doing school work of inferior quality. As a result, they were placed on Academic Probation or were dismissed from the College, depending upon the degree of inferiority of their scholarship. With the outbreak of the war, each of this group enlisted or was drafted into the Armed Forces. Upon discharge from Service, each hastened to re-enter college. Some have been in school three or four terms since their discharge, while others have been in school only for one term. This study will attempt to show whether or not these students are doing better scholastic work now than before

before their period of military service.

For this investigation, there are available the academic records of seventy-five male students whose ages vary from twenty to thirty-two years. Three-fourths of this group graduated from the three male high schools in the city of Louisville, Kentucky. They expressed interest in nine vocations or professions. The one-fourth of the group who graduated from high schools other than in Louisville represent five states. All but six of the seventy-five students have been ranked as to their scholastic standing in their high school graduating class. Prior to their first registration in the college, all but five of these students were given Freshmen Tests required of all new students. The latest scholastic standing that will be reported will be for the Spring Quarter, which ended in March, 1947.

This study will not attempt to show all the causes for poor scholarship. However, it should be evident that, in some cases, a rapid decline in scholastic efficiency was due to the student's state of mind about entering the Armed Forces. In other instances, it will be obvious that a change in a student's major or occupational interest effected the desired improvement. To analyze each individual's scholastic problem is beyond the scope or intention of this report.

Thus far in this report, several terms have been used and several ideas projected which are not easily understood unless the reader is familiar with the problems of most colleges and in particular, the University of Louisville. In the pages which follow

will be found terms which will need clarification. Most of these can be explained at this point.

When a high school student is about to graduate, his grades for the entire period in which he attended are averaged, and he is ranked scholastically in terms of the others who are to graduate with him. If he is a superior student, he will of course stand near the top of his class. In reporting his rank in high school to the college, his principal usually divides the entire class into thirds or fourths and indicates in which of the sections the student ranked. Most of the high schools reporting the rank of their students indicate that they were in either the upper, middle or lower third of their graduating class. This is a unit of measure which can be applied to every entering college student, and unless the graduating class is unusually small, it gives the college some idea of what the student has achieved while he was in high school.

It is required of all who enter the College that they take certain examinations before they are admitted. The tests, administered by the Test Bureau of the College, are the American Council¹ Psychological Examination, the Co-operative English Test,² and the Co-operative General Culture Test.³ In order to be admissable to the College, the prospective student must attain the twenty-fifth percentile in two of these three tests: The ACE Psychological Total,

¹ American Council Psychological Examination. Thurston and Thurston. The American Council on Education. 744 Jackson Place, Washington, D. C.

² Cooperative English Examination. Davis and Others. Cooperative Test Service, 15 Amsterdam Ave. New York City.

³ Cooperative General Culture Test. Chesire, Townsend, and Others. Cooperative Test Service, 15 Amsterdam Ave. New York City.

The Co-operative English Mechanics and The Co-operative English Speed and Comprehension of Reading Test. By percentile score is meant the percentage relationship of achievement of a student on a test as compared with other students either in his group or in a large comparative group. For instance, if a student scores at the fourth percentile on a test, only four percent of the students in his group made a score lower than he did, and ninety-six percent made a higher score. If he scored at the sixty-eighth percentile, sixty-eight percent of others scored below and thirty-two percent above him. When a student seems to show sufficient maturity of purpose, even though he does not attain the twenty-fifth percentile on these tests, he may be allowed to register in the College with the recommendation that he take fewer subjects until he has demonstrated that he can do acceptable work. It will be noted that a few of the students in this study seem to fall in that category.

Progress in his college studies is reported to the student in terms of a letter grade. For this purpose, the College uses the letter "A" to report work of a superior quality, "B" to indicate work better than average, "C" means average, "D" poor, "I" incomplete, and "F" failure. In order to obtain an average of the work done by a student in all his classes, it is necessary to assign numerical equivalents, usually called grade or quality points, for each of the letter grades. The basis for indicating credit to be given a student for work completed is the semester or quarter hour. The numerical equivalent of the letter grade

is based on the same unit. For one hour of "A" work, the student receives three points; for a "B", two points; for a "C", one point; for a "D", 0 points; for an "F", a minus one point. To be in good scholastic standing, it is required that each student have as many points as he has total number of hours. This would be the same as a "C" average.

When a student falls behind as many as six points, he is put on Academic Probation and is prohibited from taking more than twelve or thirteen hours of college work, during the next term. If, during the next term, he does not do better work, he may be continued on probation. If, however, he continues to do poor work and falls as many as thirteen points behind the total number of hours he has earned, he will be dropped from the University for one term, and may not be re-admitted without approval of a committee of the faculty, called the Executive Committee.

The information to be found in the following chapters will be of value to the Faculty and Administrative Officers of the University of Louisville. Other colleges having a similar policy concerning academic probation may gain insight into the problems facing their own veteran former students. It is planned that this report may be the basis for further study regarding scholarship at this University.

CHAPTER TWO

Survey of Related Literature

CHAPTER II

Much interest is being shown in all institutions of higher education in the scholastic performance of veterans. A quick look at the titles of articles concerning veteran scholarship as listed in recent issues of the Educational Index¹ will give some indication of the interest in this problem. Several studies report that the veteran is a good student. Some studies compare his scholastic success with that of the civilian student. However, very little information about the veteran student on academic probation has been published.

A study, completed in 1939, by Heaton and Weedon,² gives a comprehensive picture of the performance of probation students at four Michigan Colleges. The total group studied numbered 938 students. This group was interviewed, tested, and were asked to contribute their ideas toward helping to solve the problem of the "Failing Student". While this study does not take into account the student's rank in his high school graduating class, it does analyze, with great thoroughness, many of the social and economic factors affecting students living on college campuses. The more important findings regarding the psychological and reading tests are summarized as follows:³

¹ Educational Index, New York. The H. W. Wilson Company, 1929-

² Heaton, K. L. and Weedon, V. The Failing Student. Chicago. The University of Chicago Press. 1939. 279 pp.

³ Ibid. p. 50

- a) The scores on psychological examinations would indicate that mental ability such as is measured by such examinations is one important factor, but not the only important factor, to be considered in the prediction of academic success and failure.
- b) A broad range of ability as measured by psychological tests is found among failing students, with many students with high scores included.
- c) A broad range in degree of success is found among those who receive low psychological scores at time of college entrance.
- d) There is strong feeling among students, and some supporting data from the research, to support the feeling that the conditions under which examinations are given, and the mental attitude of students during enrollment week of the Freshman year, do not always permit an accurate measure of ability.
- e) A considerable number of students with low reading ability seem peculiarly handicapped on the American Council Psychological Examination because of the importance of reading ability to success on the test. This suggests that an individual psychological test might well be included in the Freshman test battery for use with students of low reading ability.
- f) A study of limited scope suggests that the scores on the group psychological test may be influenced by language handicaps, emotional instability, and physical deficiencies.
- g) The percentage of high scores on psychological examinations among failing students is sufficient to call attention to difficulties met by colleges in providing educational opportunities suited to the needs of students of superior intelligence.

In discussing the conclusions of their study, Heaton and

1

Weedon have this to say:

The findings of studies which involve human personality are usually complex. This is inescapable not because the investigators wish to have it so but because the factors involved in any individual's adjustment to a social situation are in themselves complex. The fact that human personality and its adjustments do not lend themselves to simple analysis will be understood by anyone who is a student of the basic sciences. They know that the total functioning personality can only be described in terms of a series of these basic sciences, each of which is in itself complex. The biologist, as he explores his own field of biology, is moving farther away from simplicity to complexity. The same is true of those who study psychology, sociology, nutrition, health, and each of the other fields of knowledge which are related to the life of the human organism. When we recognize that the causes of academic failure are multitudinous and combined in many complicated patterns, we are merely verifying the discoveries made in biology, psychology, and sociology, nutrition and health.

In thinking over the problems which affect the academic progress of the returned serviceman, one may be guided by a pre-war study by Earle Edward Emme.² This study of seventy-five Freshmen out of a class of one hundred thirty-seven, enrolled in a denominational college, reveals nineteen areas of difficulty and a total of 5,959 adjustment problems.³

I

Ibid. pp. 246-7

2

Emme, E. E. The Adjustment Problems of Freshmen.
Cokesbury Press. Nashville, Tenn.
1938. 125 pp.

3

Ibid. p. 32

AREA	TOTAL NO. OF ADJUSTMENT PROBLEMS
I. Courses	714
II. Religion	706
III. Teachers	468
IV. Economics	446
V. Library	443
VI. Educational Guidance and Control	393
VII. Personal Student Relations	382
VIII. Athletics	359
IX. Vocation	316
X. Rooming	286
XI. Voluntary, Social and Amusement Activities	261
XII. Other Colleges, Races, Cliques, etc.	257
XIII. Parental Relations	243
XIV. Health: Physical and Mental	199
XV. Relations with Teachers outside of Class	157
XVI. Boarding	149
XVII. Special Ability	98
XVIII. Relation with Administrative Officers	53
XIX. Departmental, Pre-professional and Interest Groups	29
Grand Total	5,959

The nineteen areas of experience are listed in order of having the greatest number of adjustment problems. In conjunction with the interviews, three standardized tests were used, namely: The American Council Education Test (1939), Thurstone's Personality Schedule, and Sim's Socio-Economic Status Test (Form C). The purpose of the tests was to measure intelligence, neurotic tendencies and socio-economic status. From this study, it was noted that the intelligence factor did not operate in areas twelve through nineteen; high neurotic tendencies were not operative in areas eleven through nineteen, and low socio-economic status did not affect areas eleven through nineteen.

In summary, the study points out that there are five areas of difficulty in which two factors are operating with high significance.

1. In the use of the library, low neurotic tendency and low socio-economic status were operating with high significance. But not so with low intelligence, for poor and high-rate students reported about the same number of problems.

2. In the area of educational guidance and control, low intelligence and low socio-economic status were functioning with high significance; and neurotic tendency with some significance.

3. The economic area revealed the factors of intelligence and socio-economic status functioning highly; and on neurotic tendency, low as well as high-rated students reported a similar number of problems.

4. Again, in the area of relation with teachers outside of class, intelligence and socio-economic status were functioning very definitely; but neurotic tendency was not because low and high-rate students reported equal number of problems.

5. In the religion area, neurotic tendency and socio-economic status were functioning with high significance; but on intelligence the poor students reported only 2% more problems than did the brighter ones.

1

A doctoral dissertation prepared by Raymond Loren Garnett at the University of Missouri, in 1934, is one of the earlier studies of factors in college success. This study is concerned with 1929 Freshman Class of the University of Missouri. The background of the 1929 Freshman Class was examined and characterized in terms of certain social and scholastic factors. The various social and scholastic factors were checked against freshman success for the purpose of determining the extent to which each one alone differentiated between successful and unsuccessful students. The

1
Garnett, R. L. Some Factors in College Success. Unpublished Doctor's Dissertation. University of Missouri. 1934. 65 pp.

two factors which seemed to be basic and most valid for differentiating between successful and unsuccessful freshmen were combined into a University Aptitude Index. This Index was in turn checked against freshman success to illustrate the techniques which would probably tend to bring to the University of Missouri more successful and fewer unsuccessful freshmen.

The extent to which the University Aptitude Index would differentiate between successful and unsuccessful freshmen at the time of entrance was not ascertained with any degree of finality because of the difficulty of determining a measure of freshman success and non-success. An arbitrary definition of freshman success was used, the Aptitude Index technique was applied and illustrated, and its defects, possibilities and implications were pointed out.

The study attempted to answer the following questions concerning the 1929 freshman class of the University of Missouri:

1. Who goes to the University of Missouri?
 - a. What is the social background of the freshmen?
 - b. What is the scholastic background of the freshmen?
2. How well do the freshmen succeed in the University of Missouri?
3. To what extent do certain single social and scholastic factors differentiate between successful and unsuccessful freshmen and which of these factors are basic ones?
4. To what extent do the basic factors combined differentiate between successful and unsuccessful freshmen?
5. What guidance techniques which will tend

to bring to the University of Missouri more successful and fewer unsuccessful freshmen were implied in the study?

The information upon which this study was based was derived from four sources:

1. The "Data Sheet for Students in Higher Educational Institutions", a form used by the Missouri State Educational Survey Commission in 1929, which was filled out by the freshmen themselves early in the school year;
2. The 1929 Edition of the Thurstone Psychological Examination for High School Graduates and College Freshmen;
3. The face of the Thurstone Psychological Examination, upon which each student, at the time the examination was administered, wrote his name, his sex, the name and location of the high school from which he graduated, the number of students in his high school graduating class, the date of his birth, his intended vocation, and the particular branch of that vocation;
4. The records in the Office of the Registrar of the University of Missouri, which include chiefly the student's admission certificate from high school and his permanent record of University scholarship.

This study included 876 subjects, or those of the 1929 Freshman

Class who were given the Thurstone Psychological Examination. Approximately 150 freshmen did not report for the examination, and consequently no data concerning them were included in the study.

Dr. Garnett Summarized:

1. The size of the high school graduating class was a factor in University success, but not a strikingly significant one. Although graduates from large classes tended to succeed at a higher rate than graduates in small classes, the difference in rate of success is not marked enough to warrant the placing of much importance upon mere size of graduating class as a success factor.
2. The number of advanced courses taken in high school was also a factor in University success, but not a highly significant one. While students who were successful had an average of 4.4 units in advanced courses, unsuccessful students had only 4.1 units in advanced courses. However, the difference between success and non-success cannot be reduced to a difference in the number of advanced courses pursued in high school. Although this factor appears to have some significance in success it is not a basic factor.
3. Rank in the high school graduating class is a highly significant factor in University success. While 71.2 per cent of those students who were in the higher third of their high school graduating classes were successful, only 31.5 per cent of those in the lowest third met with success. A student ranking in the highest one-third of his class appears to have twice as good a chance as does a student in the lowest one-third. These facts appear sufficiently significant to justify the selection of rank in the high school graduating class as a basic factor in University success.
4. Thurstone Psychological Examination ability

also is a significant factor in University success. When the Thurstone Psychological Examination scores of all freshmen were arranged on a percentile scale, 15.5 per cent of those in the lowest quintile, 26.8 per cent of those in the second quintile, 32.2 per cent of those in the third, 50 per cent of those in the fourth and 79 per cent of those in the highest quintile were successful. Of all the students in the lowest decile, 11.4 per cent were successful, and of all those in the highest decile, 87.2 per cent were successful. Without doubt Thurstone Psychological Examination ability is a decidedly important factor in University success.

5. High school rank and Thurstone Psychological Examination ability combine to form a more significant factor in University success than any of the other factors considered in this study. When the index for 598 students for whom both the above mentioned measures were available were arranged according to University Aptitude Index scale, the percentage of successful students of all those in each 10-point step from the lowest to the highest were found to be as follows: 0, 6.5, 11.5, 21.4, 32.6, 37.5, 59.3, 71.8, 86.5, and 100. Of all the 86 students who fell below 30 on the aptitude scale, only eight, or 9.3 per cent, were successful. Of the 186 students who fell above the 69 point on the aptitude scale, 152, or 81.7 per cent were successful. Of all the successful students only 2.8 per cent were found below the 30 point on the scale. In other words, 97.2 per cent of all successful students had an aptitude index above 29. The unsuccessful students are more likely to be found on any point of the scale below 90 than are the successful ones. The chances for success of the students falling on the various ten steps of the aptitude scale from the lowest to the highest are: no chance at all, 1 in 15.5, 8.7, 4.7, 3.1, 2.7, 1.7, 1.4, 1.2, and 1.0 respectively. On the lower half of the aptitude scale there

are some significant differences in the extent to which the aptitude index differentiates between successful and unsuccessful students in the various college groups.

6. The aptitude index would probably have been more valid for differentiating between successful and unsuccessful students if a more adequate definition of success had been available, and more complete data upon which the aptitude index was based had been secured.

Mr. Ernest L. Welborn, Indiana State Teachers College, Terre Haute, Indiana, finds that the average scholarship index of veterans in all subjects combined was only slightly higher than that of civilians, the superiority being about the same as that in centile scores made on the American Council Psychological Examination.² He further reports, in a comparison of the pre-war and post-war scholarship of veterans, that the difference in the two scholastic indexes covered a wide range and were negative in one-fifth of the cases. The mean change was equivalent to a little less than three-fifths of a letter grade. Moreover, the size of the gains was in inverse ratio to the size of the pre-war index; this is due to the greater relative ease of bettering poor marks than good ones. It was concluded that there was little relationship between gains on the one hand and ACE centile, age, marital status, college classification, and academic load on the other hand. In drawing conclusions from the study, Mr. Welborn has this

¹ Welborn, E. L. "The Scholarship of Veterans Attending a Teachers College." Journal of Educational Research. 40:209-15 November, 1946

² American Council Psychological Examination. Thurston and Thurston. The American Council on Education. 744 Jackson Place, Washington, D. C.

To say about the scholarship of Veterans:¹

"The purposeful attitude of the veteran group was frequently noted by observers, and it may be that the recorded grades did not reflect their actual achievement. However, a little reflection on the reasons for the outcome reveals the possibility that forgetting and lack of practice in study may have largely counterbalanced the possible advantages gained from military experience. The fact that a large percentage of these men enrolled in college immediately after discharge suggests the possibility that the quality of their work was somewhat unfavorably influenced while they were getting readjusted to civilian life and college."

² David F. Votaw, also writing in the Journal of Educational Research may have solved some of the problems posed in "The Failing Student". He reported data on the predictive value of a battery of tests given to freshmen entering college. While this article is not concerned primarily with veterans nor with probation students, its findings should undoubtedly be of value to the University of Louisville's College of Arts and Science in predicting the academic future of its own one thousand presently enrolled freshmen. Mr. Votaw gave four hundred twelve entering freshmen at Southwest Texas State College, San Marcos, Texas, the American Council Psychological Examination, the Co-operative English Examination,³ and the Use of Library and Study Materials Test.⁴ Scores on each Test were converted to T scores providing a uniform mean

¹ Welborn, E. L. op. cit. p. 2

² Votaw, D. F. "A Comparison of Test Scores of Entering College Freshmen as Instruments for Predicting Subsequent Scholarship." The Journal of Educational Research. 40:215-15. November, 1946

³ Co-operative English Examination. Davis and Others. Co-operative Test Service. 15 Amsterdam Ave. New York City.

⁴ Use of Library and Study Materials Test. Kilpatrick and Others. The Steck Company. Austin, Texas

of fifty and a standard deviation of ten. At the end of the freshman year the grade-point average was computed for each student and from this data the correlation coefficients were computed. This study concludes that in a combination of the Psychological Examination scores, English scores and Library Test scores to predict subsequent scholastic success of entering college freshmen, the library score contributed the greatest weight. Furthermore, college freshmen whose high school period coincided with the war years were inferior in library skills. This may have been caused by the curtailment of library service in the high schools, as a result of the teacher shortage.

In an article appearing in the April, 1947, issue of the Journal of the American Association of Collegiate Registrars,¹ Mr. J. A. Humphreys summarized the problems facing most institutions as they attempt to meet the needs of their veteran students. To understand better the personal problems of the veterans, Mr. Humphreys suggests that:

1. Veterans are more mature in age and general out-look than are most of the non-veterans in the student body.
2. The veteran wants to make rapid progress toward his educational and vocational goal.
3. The veteran is under financial pressure and therefore experiences the emotional strains ordinarily associated with such pressure.

¹ Humphreys, J. A. "Problems of Personal Service and the Veteran". Journal of the American Association of College Registrars Vol. XXII. No. 3. April, 1947. p. 311

4. Some of the veterans, who did not graduate from high school and who entered on the basis of the tests of General Educational Development, feel keenly the added responsibility of making up for deficiencies which they should have received in regular high school classes.
5. Not too large a percent of the veterans now enrolled are definitely incapacitated emotionally and physically.

Although number 4 above cannot apply to any of the group included in this study, the other suggestions will identify themselves readily as the study of the academic progress of these seventy-five veteran probation students progresses in the following chapters. The college is in complete accord¹ with Mr. Humphrey in the following statement:

"The skillful handling of the veteran is the most challenging and most difficult problem which has faced colleges and universities for some time."

¹
Humphreys, J. A. op. cit. p. 316.

CHAPTER THREE

The Academic Progress of the
Veteran Former Probation Student

CHAPTER III

Eighteen percent of the seventy-five students included in this report came from outside Louisville and Jefferson County, thereby indicating that the remaining eighty-two percent were able to live at home and continue their education much the same as though they were yet in high school. Other factors being equal, it would seem that scholastic progress and adjustment to college life would not have been a great problem to the latter group. In Table I will be found a record of achievement in high school for the entire group of seventy-five. Ordinarily, one would not expect to find twenty-eight percent of a group of probation students to have graduated in the upper third of their high school class, and especially since most of them were not confronted with having to make the adjustments most students make upon leaving home for the first time. On the other hand, however, this group was awaiting the call to military service, and their anxiety about it must not be overlooked.

The group of students graduating in the lower third is not a typical group. Except in rare cases, this group of lower third graduates was required to attain the twenty-fifth percentile on certain of their Freshman Tests in order to be admitted to the College. It is not likely that a typical group would be able to do this.

Because it seemed a more reliable index, percentage as well as frequency figures have been quoted in nearly all of the tables in this study. In noting that twenty-eight students out of the total

TABLE I

RANK IN HIGH SCHOOL GRADUATING CLASS OF SEVENTY-FIVE MALE STUDENTS
ON ACADEMIC PROBATION IN THE COLLEGE OF ARTS AND SCIENCES, UNIVERSITY OF LOUISVILLE, BEFORE THEIR MILITARY SERVICE.

RANK	TOTAL	% TOTAL
Upper Third	21	28.00
Middle Third	28	37.33
Lower Third	20	26.67
Not Stated	<u>6</u>	<u>8.00</u>
	75	100.00

of seventy-five were graduated from high school in the middle third of their class, the relationship does not immediately become as apparent as when we note that twenty-eight is over thirty-seven percent of the total.

In Table II, the schools that are represented can be seen along with the rank at graduation of students from each school. Nearly seventy-five percent of these students came from non co-educational high schools. This really does not prove that graduates coming from co-educational high schools do better work, because there is no comparison of that figure with the total number of students not on probation coming from these schools. One may ask why Male and Manual High Schools are practically alone in the group of schools whose lower third pupils are able to gain admission to the College by means of their Freshmen Tests and then show scholastic deficiency after they enroll. There is no answer apparent, but it is to be remembered that all of these students faced military conscription, and that the behavior of this group is probably not like that of probation students under more normal conditions.

Before attempting to draw final conclusions from Table II, it would be well to look at Table III. This Table shows the probation students' first choice of profession or occupation for which they set out to prepare while in college. It is evident that the majority of students entered the college hoping to prepare for Medicine or Dentistry. The fact that the University has a Medical School is undoubtedly responsible for the enthusiasm for this profession. It is interesting, however, that in this particular group

TABLE II

HIGH SCHOOLS FROM WHICH SEVENTY-FIVE MALE PROBATION STUDENTS GRADUATED, BY THEIR RANK IN THEIR GRADUATING CLASS.

NAME OF SCHOOL	UPPER	MIDDLE	LOWER	NOT STATED	TOTAL
Louisville Male	7(9.33%)	10(13.33%)	15(20.00%)	2(2.67%)	34(45.33%)
Dupont Manual	3(4.00%)	5(6.67%)	4(5.33%)		12(16.00%)
St. Xavier	4(5.33%)	5(6.67%)		1(1.33%)	10(13.33%)
Jefferson County	2(2.67%)	3(4.00%)			5(6.67%)
Kentucky	4(5.33%)	3(4.00%)		1(1.33%)	8(10.67%)
Out of State	1(1.33%)	2(2.67%)	1(1.33%)	2(2.67%)	6(8.00%)

TABLE III

PROBATION STUDENT'S FIRST CHOICE OF MAJOR IN COLLEGE BY HIGH SCHOOL RANK

MAJOR INTEREST	UPPER	MIDDLE	LOWER	NOT STATED	TOTAL
Medical and Dental	10(13.33%)	12(16.00%)	7(9.33%)	3(4.00%)	32(42.67%)
Law	4(5.33%)	6(8.00%)	5(6.67%)		15(20.00%)
Accounting and Economics	4(5.33%)	5(6.67%)	4(5.33%)	1(1.33%)	14(18.67%)
Chemistry	2(2.67%)	1(1.33%)	1(1.33%)	1(1.33%)	5(6.67%)
Engineering		2(2.67%)	1(1.33%)		3(4.00%)
History and Political Science	1(1.33%)	1(1.33%)			2(2.67%)
Physical Education		1(1.33%)		1(1.33%)	2(2.67%)
Sociology			1(1.33%)		1(1.33%)
Mathematics			1(1.33%)		1(1.33%)

of seventy-five, the upper and middle third graduates chose Medicine or Dentistry and the lower third graduates chose law, and that interest in Economics and Accounting was more or less evenly divided among all three.

The interests of students coming from the various high schools are shown to be mainly Medicine, Law, and Accounting. The other six vocations, listed in Table IV, total about eighteen percent of the group. The ratio between Medicine, Law and Accounting varies from high school to high school; though not necessarily significant to this study, it is interesting. Pre-medical probation students from Male and Manual High Schools double the number interested in pre-law or accounting. On the other hand, probation students coming from St. Xavier desire to take Accounting in preference to Law or Medicine, by the same ratio. Further evidence of the drawing power of the University Medical School is shown in the choice of study by those students coming from out of the state of Kentucky. Here again one should remember that this is the first choice of major or occupational interest as manifested by the probation students. Later in this study, the interests of some of this group are shown to be slightly different since their return from the Service.

From these first four Tables, a rather definite picture of the probation student should be forming. First, he has graduated from high school, seventy-five percent of this group from a Louisville High School. The probation student is as likely to have graduated in the upper third of his class as he is from the lower. His interest

TABLE IV

PROBATION STUDENTS FIRST CHOICE OF MAJOR IN COLLEGE BY HIGH SCHOOLS

<u>MAJOR INTEREST</u>	<u>LMHS</u>	<u>MAN.</u>	<u>ST. X.</u>	<u>JEFF. CO.</u>	<u>KY.</u>	<u>NON-KY.</u>
Medical and Dental	13(17.33%)	5(6.67%)	3(4.00%)	3(4.00%)	3(4.00%)	5(6.67%)
Law	7(9.33%)	3(4.00%)	1(1.33%)	1(1.33%)	2(2.67%)	1(1.33%)
Accounting and Economics	6(8.00%)	2(2.67%)	5(6.67%)	1(1.33%)		
Chemistry	4(5.33%)		1(1.33%)			
Engineering	1(1.33%)	1(1.33%)			1(1.33%)	
History and Political Science	1(1.33%)				1(1.33%)	
Physical Education	1(1.33%)				1(1.33%)	
Sociology	1(1.33%)					
Mathematics					1(1.33%)	

in attending the University was mainly to prepare for Medicine, Law or Economics and Accounting. Other information which could be of value in discovering traits of the Probation group are the student's age, his performance on the Freshmen Tests, and a report on the scholastic standing of March, 1947.

In gathering information concerning the probation students, it was impossible not to discover the wide variations in the administration of the probation system of the College. This necessitates some explanation.

Academic probation is administered by a committee of faculty members which meets at regular intervals to hear the petitions of students desiring academic privilege, and which establishes the policies regarding probation for the College. In the interest of the College, these policies must always remain flexible. For example, the committee's policies regarding the returned serviceman have been most lenient. It is obvious that students who face induction into the Service for combat duty are not likely to spend their last terms in college to best advantage. Upon their return, these students took advantage of the opportunity to petition the committee to have that last term's record erased, if it would benefit them. Many of the students who took this opportunity were so far behind in quality points that they are still on probation. For others, it was the means whereby they could regain scholastic acceptance.

Table V shows a wide diversity in probation policies as applied to the several students of this study. As compared with the present policy of the Committee outlined earlier, fifty-two percent of the pro-

TABLE V

DIFFERENCE BETWEEN QUALITY POINTS AND HOURS BEFORE PROBATION
STUDENTS WERE FIRST PUT ON PROBATION OR DROPPED.

OVER 30	NUMBER OF STUDENTS	PERCENT OF STUDENTS
25-30	1	1.33
20-25	3	4.00
15-20	3	4.00
10-15	21	28.00
5-10	39	52.00
0-5	<u>8</u>	<u>10.67</u>
TOTALS	75	100.00

bation group were subjected to the same treatment as their post-war brothers. Thirty-seven percent received more scholastic leniency, and ten percent received less than students presently enrolled in the College.

In preparing the data for Tables VI and VII, individual profile charts were made. Each chart showed by terms the difference between the total hours credit and total quality points earned. When the two totals were the same, the student had a "C" average. A mid-point of "C" was drawn on the vertical axis of the chart. Other points above and below it represented intervals of three quality points difference above or below a "C" average. The number of terms the student stayed in school was indicated on the horizontal axis. By plotting the scholastic standing of the student each term and connecting the points thus plotted, a broken-line graph developed. Scholastic progress thus presented quickly showed fluctuation in the student's output. A general summary of the probation student's stay in school before he was put on probation or dropped, was made, and the results are to be seen in Table VI. Fifty-five percent of this group did not avoid probation beyond their first term in College. By the end of the second term, more than seventy-nine percent of the probation group were either on probation or dropped. It cannot be assumed that this is a normal pattern for all students entering college, for these students were about to be drafted into Military Service.

Since they have returned, however, the scholastic progress of the probation students has been interesting to note. Table VII

TABLE VI

PROBATION STUDENTS' PRE-WAR STAY IN SCHOOL BEFORE THEY WERE PUT
ON ACADEMIC PROBATION OR DROPPED.

NO. TERMS	NO. STUDENTS	PERCENT STUDENTS
1	40	55.33
2	18	24.00
3	8	10.67
4	5	6.67
5	3	4.00
6	1	1.33

TABLE VII

PROBATION STUDENTS' DIFFERENCE BETWEEN TOTAL QUALITY POINTS AND TOTAL HOURS AS OF MARCH, 1947.

NO. QUALITY POINTS	NO. STUDENTS	PERCENT STUDENTS	CUMULATIVE %
19 and Over	13	17.33	50.67
15-19	4	5.33	33.33
10-14	4	5.33	28.00
5-9	6	8.00	22.67
1-4	10	13.33	14.67
"C" Average	1	1.33	1.33
-1 to -4	3	4.00	4.00
-5 to -9	6	8.00	12.00
-10 to -14	3	4.00	16.00
-15 to -19	4	5.33	21.33
Over 20	<u>21</u>	<u>28.00</u>	<u>49.33</u>
	75	100.00	

shows the number of quality points above or below a "C" average that these probation students have been able to acquire. The Cumulative Percentage column runs in two directions. First, it includes those students who have brought their scholastic standing up to a "C" average and second, it runs downward from a "C" to those students who have not been able to better their standing since their return. To summarize from the Cumulative Percentage column, the probation students' performance since their return from Service, and as of March, 1947, one would report that slightly over fifty percent of all the students who were on academic probation before leaving for military service are now in good standing. At the same time, however, twenty-eight percent of the group has dropped behind, and for them to regain a "C" average in time for graduation or transfer to a professional school is almost impossible. About forty-nine percent of the group on probation before military service are still below a "C" average, and only about twenty-one percent can ever hope to extricate themselves, because it is required that a student who graduates or who transfers to a professional school have at least a "C" average. On the basis of present policy, approximately one third of these probation students are eligible for immediate dismissal from the College by the Executive Committee. Those students who do manage to get off probation require more than one term in which to do it. Table VIII shows that eighty-seven percent of the group who are now off probation made the necessary scholastic improvement in from one to three terms. The remaining thirteen percent required from four to ten terms. Further inves-

TABLE VIII

NUMBER OF TERMS IN SCHOOL FROM THEIR LAST PROBATION NEEDED FOR THIRTY-EIGHT PROBATION STUDENTS TO BRING UP THEIR SCHOLASTIC STANDING TO A "C" AVERAGE.

NO. TERMS	NO. STUDENTS
1	15
2	11
3	7
4	2
5	3
6	0
7	1
8	0
9	0
10	0

tigation at a later date may alter the data somewhat, but the purpose of this study is to report the conditions as they existed at the end of the Spring Quarter, 1947.

In the group of students included in this study are to be found those who are barely twenty and those who are over thirty years of age. Each has come under the influence of military training and experience, but not necessarily under combat conditions. From the number who have extricated themselves from academic probation, it is assumed that these students become more adult in their ideas about the purpose of education. Table IX shows a distribution according to age of the entire group of probation students. Twenty-four percent of the probation group, aged twenty-three or under, and equalling twenty-one percent of the entire total, are still on probation. The group aged twenty-six and over represent about seventeen percent of the total group. Five percent of the total number who are over twenty-six and are still on probation, and twelve percent off.

The group aged twenty-three to twenty-five embraces fifty-seven percent of the total. Twenty-eight percent are on probation and twenty-nine percent are off. From information given above, it seems likely that greater age has brought greater responsibility and along with it, a greater determination to succeed in college.

Many students who indicated an interest in certain vocational and professional interests before they left for Military Service have, for various reasons, decided that they were perhaps preparing for the wrong occupation. The change, notable in Table X, is overwhelmingly from Medicine to Economics. This may be due to the fact that the

TABLE IX

DISTRIBUTION OF PROBATION STUDENTS ACCORDING TO AGE, DECEMBER '46, AND SCHOLASTIC STANDING AS OF MARCH, '47.

AGE	NO. AND PERCENT TOTAL	NO. AND PERCENT ON PROBATION	NO. AND PERCENT OFF PROBATION
32	1(1.33%)		1(1.33%)
31	1(1.33%)		1(1.33%)
30	0		
29	0		
28	2(2.67%)	1(1.33%)	1(1.33%)
27	1(1.33%)	0	1(1.33%)
26	8(10.76%)	3(4.00%)	5(6.67%)
25	14(18.67%)	6(8.00%)	8(10.67%)
24	12(16.00%)	8(10.67%)	4(5.33%)
23	17(22.67%)	7(9.33%)	10(13.33%)
22	9(12.00%)	5(6.67%)	4(5.33%)
21	7(9.33%)	4(5.33%)	3(4.00%)
20	2(2.67%)	0	2(2.67%)
Unknown	1(1.33%)		

TABLE X

RATE OF CHANGE IN MAJOR OF 18 PROBATION STUDENTS AS OF MARCH, 1947

<u>MAJOR INTEREST</u>	<u>NUMBER</u>	<u>PERCENT OF ORIGINAL GROUP</u>
Medicine to Economics	7	9.33
Engineering to Economics	1	1.33
Mathematics to Economics	1	1.33
Chemistry to Economics	1	1.33
Law to Psychology	2	2.67
Medicine to Psychology	1	1.33
Engineering to English	1	1.33
Medicine to Physics	1	1.33
Law to Education	1	1.33
Science to Sociology	1	1.33
Physical Education to Law	<u>1</u>	<u>1.33</u>
	18	24.00

the College is now offering a Bachelor of Science in Commerce degree, in which there is no foreign language requirement. It is more likely, however, that to prepare for Medicine would take more time than the student feels he has to spend in preparing himself to support his family, and he must of necessity shorten his stay in college considerably. The maturing influence of military life has made the probation student impatient for accomplishments of his own.

If the student's major interests as shown in Table XI are compared with those outlined in Table III, the resulting difference is interesting and worthy of note. When these probation students began their college careers, over forty-two percent of them elected the course of pre-Medical training (See Table III). Since they have returned from Service, there are but twenty-nine percent of them who desire to complete such a course. On the other hand, before the war, about nineteen of this group chose Economics and Accounting courses; as of March, 1947, thirty-one percent of the group desired that training. Notable also is the fact that interest in majors such as Psychology and Education has sprung up, and that, in one case, the interest manifested in Mathematics is now directed to Economics. (See Table X).

In the next chapter, an attempt will be made to discover any relationship between the information thus far discussed and the scores made by these seventy-five probation students on the Freshmen Tests. As a group, these veterans pose some interesting problems. If there is any way in which their scholastic progress could be predicted on the basis of information now available, much could be done to develop them into more effective citizens.

TABLE XI

SCHOLASTIC STANDING OF PROBATION STUDENTS AS OF MARCH, 1947,
IN TERMS OF THEIR SECOND CHOICE OF MAJOR OCCUPATIONAL INTEREST.

<u>MAJOR INTEREST</u>	<u>NO. AND PERCENT ON PROBATION</u>	<u>NO. AND PERCENT OFF PROBATION</u>
Medicine and Dental	11(14.67%)	11(14.67%)
Law	6(8.00%)	7(9.33%)
Economics and Accounting	12(16.00%)	11(14.67%)
Engineering	2(2.67%)	0
Science	1(1.33%)	2(2.67%)
History and Political Science	0	2(2.67%)
Sociology	2(2.67%)	1(1.33%)
Physical Education	0	1(1.33%)
Psychology	0	4(14.67%)
English	0	0
Education	0	1(1.33%)

CHAPTER FOUR

The Relationship of High School Rank and the Freshmen Tests to the Academic Progress of the Veteran Former Probation Student

CHAPTER IV

At present, we have no way to measure a student's determination to succeed scholastically. Numerous tests attempt to measure the likelihood of success in school, but there is no absolutely fool-proof method. The admissions policy of the College is undoubtedly based on this premise. In the Tables which follow are data which may substantiate this point of view. The data available on each of the students, as stated earlier, include his rank in high school, his age, his scores on the entrance tests, his major or occupational interest, and his scholastic record. His chance of getting off or remaining on probation are little affected by his age. It is possible that an examination of test scores will give a better picture of these students.

In Table I, it was shown that there were twenty-one probation students who graduated in the upper third of their high school graduating class. For reasons unknown, two of that number escaped taking the Freshmen Tests. The data presented in Table XII is, therefore, based upon the scores of but nineteen, or twenty-five percent, of the total group. In comparing the vocational choices in the "On Probation" column and the "Off Probation" column, it seems that a change of vocational plans has not enabled many upper third students to lift themselves from Probation. Four students changed their programs of study, three of which are still on probation. It is possible that the three were in their first term back from the Service

TABLE XII

SCHOLASTIC STANDING AS OF MARCH, 1947, PSYCHOLOGICAL TOTAL AND READING SCORES, AND VOCATIONAL CHOICES, INCLUDING CHANGES OF CHOICES, OF NINETEEN PROBATION STUDENTS WHO GRADUATED IN THE UPPER THIRD OF THEIR HIGH SCHOOL GRADUATING CLASSES.

A-ON PROBATION

INDIVIDUAL	PERCENTILE SCORE FOR PSYC. TOTAL	PERCENTILE SCORE FOR RDG. TOTAL	VOCATIONAL CHOICES
A	76	41	Econ.
B	68	80	Econ.
C	44	24	Med.
D	43	12	Med.-Econ.
E	40	—	Sci.-Soc.
F	28	30	Med.-Econ.
G	22	38	Law
H	08	—	Med.
I	02	—	Med.

B-OFF PROBATION

INDIVIDUAL	PERCENTILE SCORE FOR PSYC. TOTAL	PERCENTILE SCORE FOR RDG. TOTAL	VOCATIONAL CHOICES
J	87	60	Econ.
K	81	76	Law
L	69	99	Dent.
M	68	95	Med.-Psy.
N	49	78	Med.
O	46	—	Econ.
P	43	12	Chem.
Q	40	—	Med.
R	39	02	Law
S	21	53	

and that they needed more time to regain a "C" average. (See Table VIII)

Of the nine who remain on probation, two exceeded the fiftieth percentile on the Psychological Test. Of those who are off probation, four exceeded this critical percent. On the Reading Test, one who is on and six who are off probation made scores of fifty or above. Of those still on probation, three persons made scores of less than twenty-five on the Psychological Test. Of those who are off probation, only one individual is below the low centile. On the Reading Test, two persons in each group were below the twenty-fifth percentile. Generally speaking, then, the upper third graduate who made fifty or over on either of the two tests, is more likely to get off probation than the upper third graduates who made less than fifty. Furthermore, it seems that in this instance reading scores carry more weight in predicting scholarship than do the psychological scores.

In Table XIII, the data are based on the scores made by twenty-six of the probation group who graduated in the middle third of their high school graduation class. Reference to Table I shows that the Freshmen Test scores of two students were not available. It is possible that several middle third students may have removed themselves from probation because they changed their vocational plans. Six changes of vocational choice are shown, of which four are now "Off Probation".

Of the middle third group making fifty or over on the Psychological Test, one is on probation and six are off. Of the group making fifty or over on the Reading Test, two are on and three are off

TABLE XIII

MARCH, 1947, SCHOLASTIC STANDING, PSYCHOLOGICAL TOTAL AND READING SCORES, AND VOCATIONAL CHOICES, INCLUDING CHANGES OF CHOICES, OF TWENTY-SIX PROBATION STUDENTS WHO GRADUATED IN THE MIDDLE THIRD OF THEIR HIGH SCHOOL GRADUATING CLASS.

INDIVIDUAL	A-ON PROBATION		VOCATIONAL CHOICES
	PERCENTILE SCORES ON PSY. TOTAL	PERCENTILE SCORES ON RDG. TOTAL	
A	62	49	Med.
B	47	46	Law
C	46	38	Dent.
D	33	49	Phys. Ed.-Law
E	32	50	Econ.
F	24	—	Med.
G	17	18	Econ.
H	16	02	Med.
I	14	06	Engr.
J	07	12	Eng.-Econ.
K	04	00	Med.
L	02	00	Med.-Law

INDIVIDUAL	B-OFF PROBATION		VOCATIONAL CHOICES
	PERCENTILE SCORE ON PSY. TOTAL	PERCENTILE SCORE ON RDG. TOTAL	
M	91	94	Psy.
N	72	—	Law
O	68	68	Econ.
P	63	87	Chem.
Q	58	31	Med.-Econ.
R	57	—	Law
S	44	20	Med.
T	42	78	Pol. Sci.
U	40	20	Law.-Psy.
V	30	12	Med.-Econ.
W	25	02	Med.
X	24	—	Med.
Y	19	17	Econ.
Z	15	05	Med.

probation. Of those who made twenty-five or less on the Psychological Test, seven are on and three are off probation. Those twenty-five and below on the Reading Test total six on probation and six off probation. For this group, then, it seems that high scores on the Psychological Test are more important factors in success than Reading Scores.

The group of probation students who graduated from high school in the lower third of their graduating class is especially interesting. These students were admitted as borderline cases, and it was doubtful that they could perform college work of any great benefit to themselves. Table XIV shows their test scores and vocational choices. Ten out of nineteen of these students have been able to achieve scholastic success since returning from Service. Six of this group changed their vocational objectives, and three of them are off probation. Six of the nineteen made fifty or over on the Psychological Test, four of which are off probation. Five made fifty or over on the Reading Test, and three are off probation. Eight students made twenty-five or less on the Reading Test; three are off probation. Accordingly, the lower third probation students seem to be doing reasonably well in school since their return from Service. The remainder of the chapter will be devoted to attempting to relate the scholastic performance of upper, middle and lower third groups to their test scores.

In attempting to discover relationship between high school rank, test scores, and scholastic standing in March, 1947, several

TABLE XIV

MARCH, 1947, SCHOLASTIC STANDING, PSYCHOLOGICAL TOTAL AND READING SCORES AND VOCATIONAL CHOICES, INCLUDING CHANGES OF CHOICES, OF NINETEEN PROBATION STUDENTS WHO GRADUATED IN THE LOWER THIRD OF THEIR HIGH SCHOOL CLASS.

A-ON PROBATION

INDIVIDUAL	PERCENTILE SCORES ON PSY. TOTAL	PERCENTILE SCORES ON RDG. TOTAL	VOCATIONAL CHOICES
A	77	59	Med.--Econ.
B	62	03	Dent.
C	49	12	Engr.--Eng.
D	41	46	Med.
E	21	20	Dent.
F	16	46	Math.--Econ.
G	09	80	Law
H	07	27	Econ.
I	00	12	Law

B-OFF PROBATION

INDIVIDUAL	PERCENTILE SCORE ON PSY. TOTAL	PERCENTILE SCORE ON RDG. TOTAL	VOCATIONAL CHOICES
J	80	42	Chem.--Econ.
K	75	60	Not Stated
L	72	72	Econ.
M	70	74	Law
N	49	—	Econ.
O	43	12	Soc.
P	32	19	Econ.
Q	15	31	Med.--Sci.
R	11	03	Med.
S	10	34	Med.--Phys. Ed.

correlations were made, using the Pearson coefficient of contingency. The coefficient for the group still on probation March, 1947, between high school rank and Reading Scores is .200. This indicates practically no relationship at all. For the group on probation March, 1947, the coefficient between high school rank and Psychological Total scores is .277, only a slight bit higher. Both of these coefficients show but little correlation between rank in high school and Psychological or Reading Scores for the group on probation.

A relatively higher degree of correlation is shown by the group of students who are off probation by March, 1947. Between Reading scores and high school rank, it is .567. This seems to imply that factors other than ability, or lack of ability, to do college work have interfered and are interfering with the student now on probation.

In summary, a change of vocational choice or major has benefited seven out of the group of eighteen who attempted the change. Fifty percent of the lower third students on probation before entering military service are still on probation. For these in the upper and middle thirds, the number remaining on probation is forty-five, and forty-eight percent, respectively. Good scores on the Psychological and Reading tests seem to combine to help the higher ranking student pull away from probation, once he is on it, but only the Psychological Scores seem reliable in predicting the scholastic future of a lower third graduate who is put on Probation.

Tables XV and XVI tend to summarize the relationship, if any, between test scores, high school rank, and scholastic standing of those veterans who were on Academic Probation before their term

TABLE XV

NUMBER OF STUDENTS ABOVE THE FIFTIETH PERCENTILE, BETWEEN THE TWENTY-FIFTH AND FIFTIETH PERCENTILE, OR BELOW THE TWENTY-FIFTH PERCENTILE ON THE PSYCHOLOGICAL TEST BY RANK IN HIGH SCHOOL AND SCHOLASTIC STANDING IN MARCH, 1947.

ABOVE 50th PERCENTILE

RANK IN HIGH SCHOOL	ON PROBATION	OFF PROBATION
UPPER	2	4
MIDDLE	1	6
LOWER	<u>2</u>	<u>4</u>
	5	14

BETWEEN 25th and 50th PERCENTILE

RANK IN HIGH SCHOOL	ON PROBATION	OFF PROBATION
UPPER	4	5
MIDDLE	4	5
LOWER	<u>2</u>	<u>3</u>
	10	13

UNDER 25th PERCENTILE

RANK IN HIGH SCHOOL	ON PROBATION	OFF PROBATION
UPPER	3	1
MIDDLE	7	3
LOWER	<u>5</u>	<u>3</u>
	13	7

TABLE XVI

NUMBER OF STUDENTS ABOVE THE FIFTIETH PERCENTILE, BETWEEN THE TWENTY-FIFTH AND FIFTIETH PERCENTILE, OR BELOW THE TWENTY-FIFTH PERCENTILE ON THE READING TEST BY RANK IN HIGH SCHOOL AND SCHOLASTIC STANDING, MARCH, 1947.

ABOVE 50th PERCENTILE

RANK IN HIGH SCHOOL	ON PROBATION	OFF PROBATION
UPPER	1	6
MIDDLE	2	3
LOWER	<u>2</u>	<u>3</u>
	5	12

BETWEEN 25th and 50th PERCENTILE

RANK IN HIGH SCHOOL	ON PROBATION	OFF PROBATION
UPPER	6	2
MIDDLE	4	5
LOWER	<u>3</u>	<u>4</u>
	13	11

UNDER 25th PERCENTILE

RANK IN HIGH SCHOOL	ON PROBATION	OFF PROBATION
UPPER	2	2
MIDDLE	6	6
LOWER	<u>4</u>	<u>3</u>
	12	11

of military service. If a student ranked in the upper or middle third of high school and made over fifty on the Psychological Test, his chances of getting off probation are ten out of thirteen, and much greater than those of the student who made twenty-five or less on the test, whose chances are four out of fourteen. The same may be said of the Reading scores, where the chances are nine out of twelve for students making over fifty as compared with eight out of sixteen for students making under twenty-five. The "lower third" student's chances are four out of six, if he made over fifty on the Psychological Tests, three out of five on the Reading Test, and three out of eight if he made under twenty-five on the Psychological Tests, three out of seven on the Reading Test. This would seem to indicate that test scores and high school rank are important determinants in predicting a student's chances of getting off Academic Probation, once he is on it.

In the next chapter, certain other factors which may be operating to impede the progress of the group of upper and middle third students will be considered. Those students graduating in the upper and middle thirds and on probation, and those students graduating in the lower third and off probation will be observed with the idea in mind of discovering ways in which the two groups are similar and dissimilar.

CHAPTER FIVE

**Pre-War and Post-War Scholastic Difficulties
Encountered by Twelve Veteran Probation Students**

CHAPTER V

Seventy-five students were included in this study. Of that number, thirty-seven remained below a "C" average at the end of the Spring Quarter, March, 1947. In an attempt to discover factors which might be operating to keep these students from attaining scholastic success, or factors which might be conducive to success, twelve students were interviewed. Of these twelve, six were upper third high school graduates who have not been able to achieve a "C" average since returning from Service. They are from the group of nine upper thirds remaining on probation after March, 1947. Three are middle third high school graduates still on probation. They are from the group of twelve middle thirds still on probation. The last group of three are lower third high school graduates who were on probation before they left for Service and who, since their return, have achieved a total "C" average, or better. Seven others fall in this group of successful lower thirds. It was desired that all probation students come for interview, but several found it impossible to do so. However, it is felt that the group included here give a reliable picture of the probation group as well as the successful groups. All but two students interviewed was given the Bell Adjustment Inventory,¹ with the idea in mind of correlating information gathered in interviews with an objective instrument. The results of the tests are stated at the close of each case study. Near the end

¹"The Adjustment Inventory" Hugh M. Bell. Stanford University Press, Stanford University, California.

of the chapter will be found a summary of the findings of these interviews which may be helpful to the College in its future policy toward veterans on probation.

I. UPPER THIRD HIGH SCHOOL GRADUATES ON PROBATION

Individual "A"

"A", an upper third graduate of Male High School, was born March 17, 1924. His father and mother are living, and he has a younger sister. Neither parent attended high school, but they seem to have provided for their children very well. The father owns and operates a cafe, and the family lives in a seven room house. Apparently, they have all the comforts and conveniences one would expect to find in the average American home.

"A" graduated from high school with a grade of 84.6%, and stood seventy-fourth in a class of 272. According to the Otis Intelligence Test, Form A, his I. Q. is 105. On the entrance examination, he achieved the eighty-second percentile in History and the sixty-fifth in Science. His lowest scores were fourteen on both Scientific Aptitude and English Mechanics. All his other scores range between twenty-five and fifty.

Upon entering college, "A" desired to become a chemist or chemical engineer, but during the three years he served as Flight Engineer on a B-24, he decided to change his major to Economics. In the one semester he attempted before leaving for the Service,

he earned a total of fourteen and one half hours and nine and one half points, making B in typing, C's in English and Physical Education, and D's in Algebra and Chemistry. In the four terms he has been in school since his return from Service, "A" has made B's in English Literature and Composition and Astronomy, C's in Economics, and D's in his other subjects. He hasn't failed in any course, but lacks the punch needed to maintain a "C" average. He was forced to withdraw from school during the Winter Quarter for health reasons. He received surgical treatment, but not successfully. Consequently, he is under the strain of worry about the fact that his condition is growing worse and does not respond to treatment. The following results are reported from the Bell Adjustment Inventory, Student Form, administered on May 29, 1947.

Home Life	-	Good
Health	-	Good
Socially	-	Very Aggressive
Emotionally	-	Good

Total Adjustment - Excellent

If he can get his physical problem settled, "A" will probably be able to regain a "C" average before time for graduation. It is believed that only then can he be expected to meet with much academic success.

INDIVIDUAL "B"

"B" graduated upper third in the February, 1940, class at Male High School. He was born May 24, 1921, and, until his marriage in March, 1947, lived with his parents.

Prior to his admission to college, "B" took the Placement

Tests. He attained above the fiftieth percentile in Psychological Linguistic Aptitude, Psychological Total, Effectiveness of Expression, Reading, Current Sociological Problems and History. His lowest scores were English Mechanics, .03, Fine Arts, 18, and Mathematics, 18. All other scores were between thirty-five and fifty. When he took the Sophomore Comprehensive Examination in May, 1942, he made about eighty on both History and Social Science and .07 in Humanities.

"B" attended the College for four terms before entering the Service, and pledged a fraternity as soon as it was possible for him to do so. Since he decided a year or so earlier that he wanted business training, he elected a course along these lines. His highest grades, during the first year, were B's in Economics. He failed English Composition his first semester, and again in the second. In the second term, he also failed Political Science. The first year ended with his having earned twenty-one hours and eleven and one half points. He was placed on probation by the Executive Committee. As a first semester sophomore, he earned fifteen hours and nine points, with D's in Political Science and Humanities. In the second semester, he failed Humanities and made two C's and two D's. At the time of his induction, "B" had earned forty-eight hours and twenty-three and one half points. In looking back over this record, "B" attributes his difficulties to the fact that he spent too much time with his fraternity and then, just prior to induction, became worried about the war situation.

"B" served overseas with the Third Army as a member of a "suicide squadron", so-called because of its high casualty rate.

In the Service three years, he spent four months as a Prisoner of War. His three quarters in school, since his return, have been somewhat better. In this time he has earned twelve hours B, twelve hours C, six hours D and seven hours F credit. "B" was dropped from school at the end of the Fall Quarter and, while out of school, he got married. He was re-admitted for the Spring Quarter and now feels that he is doing much better.

On the Bell Adjustment Inventory, he made the following scores:

Home	-	Excellent
Health	-	Unsatisfactory*
Socially	-	Very Aggressive
Emotionally	-	Good
Total	-	Good

*This is further borne out by reports of repeated absences from classes, followed by Doctor's statements showing treatment for colds, bronchitis, etc.

INDIVIDUAL "C"

"C", born August, 1921, ranked in the upper third of his graduating class at Manual High School, in June, 1940. He did not enter the University until September, 1941, during which time he probably worked with his father and older brother in the drug store which they own. "C's" scores on the Placement Tests range from the sixtieth percentile on Current Social Problems to .07 in Effectiveness of Expression. Scores in English Mechanics, English Total, Science, and Mathematics are below the twenty-fifth percentile. All of his other test scores range between twenty-five and fifty.

"C" attended the college for nearly one Semester before he

left for the Service. He withdrew from school, thinking he had taken care of the official part of leaving only to find, upon returning from three and a half years of Service as an M. P. that he had received F's in all his subjects but one and had been dismissed by the Executive Committee. His record read, one-half hour credit, and eleven and one-half quality points. Unaware that he could petition the F's changes to W's, he entered College in the Fall of 1946 on probation. During that Quarter, he earned twelve hours and fifteen points, but of necessity remained on probation. After the Winter Quarter, he had earned a total of twenty-four hours and thirty points. It was not until he was interviewed on May 29 that he learned he could be forgiven the work done immediately prior to his entering the Service. Since his scholastic record was without fault when he commenced, "C" did not take the Bell Adjustment Inventory.

"C" major interest has been Law, but now that he is in business with his father, he feels that a major in Economics will meet his needs better. He says that his experience as a member of a Military Police Battalion influenced his change of major interest.

Now that the Executive Committee has granted his petition, he is no longer eligible to be considered an "unsuccessful upper third probation student". This case is significant because it is typical of the numerous details which operate when a study of college success is attempted.

INDIVIDUAL "D"

"D", a graduate of Male High School in the upper third of his class, entered the University of Louisville in September, 1940. Two years of bookkeeping and accounting in high school gave him some background for his decision to take up Business Administration when he entered college. Accordingly, his first semester subjects included English Composition, Introduction to Business, Political Science, Natural Science, French, Physical Education and Freshman Orientation. When the grades were turned in, "D" had a D in Political Science and an F in French. His other grades were C's. He was put on probation by the Executive Committee. The second semester's program substituted Principles of Geography for French, and at grade-time, only the D in Political Science kept him from a straight C report. His probation continued.

As a Sophomore, "D" registered for Principles of Economics, Accounting, Introduction to Literature, and History of Civilization. Grades earned for these courses were A, B, C and D respectively. He was removed from probation, even though he was still four points below a "C" average. The fourth and last semester before he left for Service, "D" added four more hours of English and Sociology to his schedule. When the grades were in, he had failed Principles of Economics, made D's in Accounting and History, a B in English and C's in all the others. He had a total academic standing of fifty-seven hours and forty-four points. He was returned to probation, but left school to enter the Service. Before going overseas, "D" was sent to the University of North Dakota for a basic

engineering course in the A.S.T.P. In a program consisting of sciences courses chiefly, "D" made seven B's, seven C's and four D's - a total of forty hours and forty-eight points. Overseas he was a machine gunner with the Infantry.

After discharge from the Army, "D" came back to Louisville, was married in August, 1946, and re-entered school. His grades have been C's or B's for the past two Quarters, with a total standing of one hundred sixty-nine quarter hours and one hundred fifty-six points as of March, 1947.

Placement Test scores which "D" made range from .07 in Mathematics to .76 on the Psychological Total. Scores in Mathematics, Science and Literature were below twenty-five, while Psychological Total and Effectiveness of Expression scores are about fifty. On the Sophomore Comprehensive Examination, taken before "D" left for the Army, he did not pass in the Social Sciences. A re-test in November, 1946, however, removed this deficiency.

"D" discussed his academic problems quite freely and summed them up briefly as follows: The College was not offering a B.S. degree in Economics (without a foreign language requirement) and he could not get interested in French. His going out for track in his Freshman year may have taken too much of his time. As for failing the second semester of Principles of Economics, he knew he was going into the Service right away and just did not bother with it. He now feels confident that his academic difficulties are all straightened out. On the Bell Adjustment Inventory, his scores were as follows:

Home Life	-	Excellent
Health	-	Average
Socially	-	Average
Emotionally	-	Average
Total Adjustment	-	Average

INDIVIDUAL "E"

During the Spring Quarter, 1947, "E" made an A, two C's and a D in Psychology, Physics, Biology and German respectively. He has a total academic standing of one hundred thirty-seven quarter hours and one hundred nine points. He has been in school three terms since his return from Service, and in that time he has earned ten points more than he has hours.

"E", an upper third graduate from St. Xavier High School, attended the College four semesters before he left for the Army, and in not one of them did he made a "C" average. There are no F's on his record, but one B was earned in Physical Education.

Upon entering school, "E" elected a course for pre-Meds. For the first semester, he made D's in Social Science and English, and C's in Biology, Chemistry and Physical Education. During this semester he took the Strong Vocational Interest Test and showed interests similar, for the most part, to that of musicians and advertising men, with second interests similar to that of lawyers and author-journalists. His interests corresponding to that of physicians ranked third along with that of architects, real estate salesmen and life insurance salesmen. At the end of the first semester, he was put on probation with a deficit of six points.

The second semester grades were a little better, improvement

being in Social Science, with a grade of C. He was continued on probation, with a total standing of thirty-one hours and twenty-two points.

The two semesters immediately preceding his entering into the Service are somewhat worse as far as grades are concerned. "E" signed up for German, Introduction to Literature, Psychology and History of Civilization. In these he made C, D, C and D respectively the first semester. His probation was continued, even though he was now fourteen and one half points behind. During his last semester he managed to carry sixteen hours, of which ten turned out to be D and six C. By this time he had a total of fifty-nine hours and thirty-four points. During this semester, he took the Sophomore Comprehensive Examination and passed all of them.

"E" served thirty-six months in the A.A.F. Medical Corps. Most of his work was in a laboratory. While in Service, he earned four hours credit in Bacteriology, in one of the Service Schools. In commenting on his Service experience, "E" said, "It gave me a more realistic attitude toward my work."

"E" states that after the war began, and before he left for Service, he lost interest in School. He still plans to go to Med School, but first he wants to obtain his B.S. degree in Biology. It seems likely that his military experience has bolstered up whatever interest he may have lacked in medicine before he left for the Service. On the Bell Adjustment Inventory he made the following scores:

Home - Average

Health	-	Good
Socially	-	Average
Emotionally	-	Average
Total Adjustment	-	Average

INDIVIDUAL "F"

"F" graduated one hundredth out of a three hundred five class at Male High School, being in the upper third of the class. About two years before he graduated, he decided to become a doctor. Accordingly, in September, 1939, he registered at the University of Louisville as a pre-medical student. The scores made on the Placement Test ranged from .09 in Science to 95 in Foreign Literature. Scores in English, Reading, Social Studies, Fine Arts and Foreign Literature are above fifty. Mathematics scores were twenty-five, Psychological Total forty and Science nine.

During the first year, "F" managed to keep a "C" average. He made B's in English and Social Sciences and D's in Math, second semester Chemistry and second semester Biology. The Sophomore year ended with D's in Physics and Psychology and one B in History of Civilization. A total academic standing of fifty hours and fifty-one points resulted in a warning note from the Executive Committee. During this year, "F" passed the Sophomore Comprehensive Examination with all scores over fifty.

In the semester just preceding military service, "F" registered for History and Philosophy of Science, German, Political Science, Organic Chemistry and Comparative Vertebrate Anatomy. He received a B in Science, a D in German and F's in the other subjects.

From an interview with "F", the following information was gained:

"F" felt that he was too young to appreciate this work; furthermore, that he had to work (reported forty hours weekly on information blank) in a grocery store when he should have been studying. The third factor which seems important here is the correlation of low scores in Math and Science on the Placement Tests with grades made in the same courses in College.

While in the Service, "F" was connected with the Medical Corps, part of the time as a laboratory technician in Africa and Southern France. After about three years, he returned to the United States to resume his work in pre-Med. For two terms he struggled with Med subjects and in that time earned three hours C, six hours D and five hours F credit.

At the beginning of the Fall Quarter, "F" changed his major to Sociology. He signed up for courses in Political Science, History and Sociology, earning six hours B and nine hours C. During the Winter Quarter, while continuing in these courses, "F" earned another six hours B and nine hours C. This leaves him with a standing of one hundred thirty-eight quarter hours and one hundred ten points, still on probation but definitely an effective student, on the way up.

When being interviewed, he evinced enthusiasm and pride in his work, and confidence that his change in major was his academic "salvation". "F's" neighborhood surroundings may not have been the best, but other than their influence to make him choose to be a doctor even though poorly equipped for the task, their effect does not seem to have been deterrent. On the Bell Adjustment Inventory, "F" scored as follows:

Home - Excellent

Health	-	Good
Socially	-	Very Aggressive
Emotionally	-	Excellent
Total Adjustment	-	Excellent

II. MIDDLE THIRD HIGH SCHOOL GRADUATES ON PROBATION

Individual "G"

"G" is a middle third graduate of New Albany, Indiana, High School. There were over one hundred in the graduating class. In choosing his life's work, he was at first influenced by his uncle to become a doctor. This plan was followed until he returned from the Service.

Scores on the Placement Tests are extremely low. It seems possible that either the instructions for taking the tests were not understood, or that "G" was not at his best when he took them. His highest score was eight in Social Science, and there were several zeros.

In the first semester, "G" earned C's in Chemistry, Biology and Physical Education and D's in English and Social Science. He was put on probation by the Executive Committee. In the second semester, he made all C's. During the first semester of his Sophomore year, "G" withdrew from school to enter the Army.

While in the Service, "G" served as a surgical technician. He remarked about the work that it did not make him the "eager beaver" he thought it would. Since his return, he decided to take up Law. His grades for the last two quarters indicate that the change was for the better. In the first of these terms he earned fifteen hours and

seventy and one half points.

Regarding the change of major, "G" remarked, "I can't see myself studying that hard for the reward I'd reap. I'm not a humanitarian." He considers his change of major as the important factor in his academic progress.

Individual "H"

"H" was graduated middle third in his high school class at Newport, Kentucky. All but four of his Placement Test scores were above the fiftieth percentile. Psychological and Reading scores were forty-seven and forty-six respectively, and Foreign Literature and Fine Arts were each twenty-five. "H" also took the language test and was qualified to enter second year Spanish because of high scores on his Placement Test. He was exempted from taking general education courses and from passing the Sophomore Comprehensives. About the time he was six, "H" had decided he wanted to become a lawyer. His father is a college graduate with legal training, but at the time of "H's" entrance into college, was employed as a welder. Since the mother and father were separated, father and son lived with an older sister and her family about fourteen miles out of Louisville.

When "H" was a Freshman, he felt that living so far from school was responsible for his receiving twelve and one half hours D and three hours C during his first semester. He was put on probation. The fact that his parents were separated may have been more of a contributing factor. "H" suggested, in a recent interview, that at that time he was also worried about going into Service. He said he could not talk

about "what happened in 1500 A.D. when we were at war in the twentieth century." During the second and last semester before his call to Service, "H" made eight and one half hours C and six hours D credit. For the year's work, he earned a total of thirty hours and eleven and one half points. His probation was continued.

While in Service, "H" served as a bombardier on a B-29 in the Pacific. Commenting on his experience, he said that it did leave some bad impressions. He learned that there was "more to life than living", and that "one should have a definite goal". Shortly before going overseas, "H" was married, in February, 1944. Upon his return, he entered the University of Louisville on probation. He has continued his pre-Law studies and has earned one A, four B's and seven C's. His point standing has been brought up almost to that of a C. As of March, 1947, "H" had ninety-one quarter hours and eighty-five and one-fourth quarter points.

On the Bell Adjustment Inventory, "H" scored as follows:

Home Life	-	Average
Health	-	Unsatisfactory
Socially	-	Aggressive
Emotionally	-	Unsatisfactory
Total Adjustment	-	Unsatisfactory

No other evidence of "H's" poor health is shown in his records. Since he has made great academic progress upon his return from Service, it is felt that adjustments needed in other areas are taking place.

Individual "I"

"I" was voted "best citizen" by sixty of his friends who graduated with him from Clendenin, West Virginia high school, 1938. He ranked in the middle third of the group and was very active in high school

athletics. An only child whose mother was dead, "I" decided to follow his father's footsteps and become a doctor. On the Placement Tests, his highest scores were twenty-four for the Psychological and History Tests. Other scores ranged from eight in English to sixteen in Contemporary Affairs.

At eighteen, he entered the College of Arts and Sciences in September, 1938, and signed up for English, Social Science and Chemistry, Biology and Physical Education. At the end of the first semester, he had earned D, D, C, D and A respectively, with a total of fourteen and one half hours and five and one-half points. He was warned by the Executive Committee. At the end of the second semester, he had all C's except for a D in Biology and an A in Physical Education. With a total of twenty-nine hours and seventeen points, he was placed on probation by the Executive Committee.

His Sophomore year, "I" signed up for Introduction to Literature, History of Civilization, Physics, Psychology and advanced Physical Education, earning C, C, D, D, and B respectively. The following semester ended with C, F. W, C and D in these courses. During this semester, he took the Sophomore Comprehensive Examinations and made seventy in History, fifty in Social Science, fifty-five in Natural Science, twenty-five in Humanities and forty-five in English. It is notable that these scores are considerably higher than corresponding scores made on the entrance examinations. This may have been brought about by his becoming more familiar with the objective type tests during his two years in college.

"I" returned to school in September, 1940, and earned four hours

C, six hours D and three hours F. His total academic standing was sixty-two hours, thirty-one points. He was not dropped from school, but he did quit to go to work for a local firm manufacturing war materials. There he remained until drafted in 1942.

It seems that "I" was away from home for the first time. His father, judging from correspondence in the records, has perhaps been a bit over-anxious that his boy succeed in following in his footsteps. "I", at eighteen, was free to choose for himself. After five semesters of little success, he quit school and went to work in Louisville rather than return to West Virginia.

Upon entering the Service, "I" married a Louisville girl and shortly afterwards was shipped overseas as a Surgical Technician. Commenting on life in the Service, "I" said he felt his experience did him "more good than harm". He now feels that when he was in school before he was too young to appreciate its value.

After discharge, "I" returned to enter school. In the four terms since his return, his grades total three hours A, thirty-six hours B, fifteen hours C and three hours D. He is now within five points of a total C average, and expects to graduate with a B.S. degree in Biology in the summer of 1947. This seems to be a case where a boy just had to "grow up" away from home before he could make any academic progress.

On the Bell Adjustment Inventory, "I" shows the following tendencies:

Home Life	- Unsatisfactory
Health	- Average
Socially	- Retiring
Emotionally	- Very Unsatisfactory
Total Adjustment	- Very Unsatisfactory

However, it is believed that he is making adjustments in his problems and will be able to graduate by the end of the summer.

III. LOWER THIRD HIGH SCHOOL GRADUATES OFF PROBATION

Individual "J"

"As a first half Freshman, I did not apply myself as I now realize must be done to be a good college student. My second and third college semesters were spent under the Navy's V-12 program. The burden of carrying nineteen hours plus the mental reservations that I wasn't taking an active part in the world struggle was enough to lower grades and health. My last weeks in school were spent, not in studying for exams, but in a Navy sick bay."

The above paragraph was copied from the petition of "J", asking permission to re-enter the College after his term of Military Service. Since he was permitted to re-enter, he has proved conclusively that he was capable of college work, regardless of the fact that he graduated in the lower third at Male High School and that all but two scores on the Freshman Tests were below the twenty-fifth percentile. During the three terms since his return, he has earned four hours A, twenty-two hours B and eight hours C toward his Dental School entrance requirements. His present academic is one hundred nine hours, one hundred eighteen points—comfortable above the "C" average. He has erased a deficit of twenty-three points in this time.

"J" entered the College in 1943 at the age of eighteen. His first semester courses included the usual prescribed curriculum for pre-dental students. His grades for the first semester were C's in Social Science and Physical Education, and D's in English, Chemistry and Biology. At the end of the semester, he entered the Naval College Training Program,

then in operation on the Campus, and substituted a five hour Math course and a one hour course in Naval organization for Social Science. Grades for this semester included two hours B, eight hours C and nine hours D. The Executive Committee then put him on probation, with an academic standing of thirty-three hours and seventeen and one-half points. The third semester's nineteen hour load proved almost too much for him. Unable to make a "C" average, "J" was transferred to sea duty by the Navy.

"J" had hoped that sea duty would give him a chance to be a Pharmacist's mate, but instead he received general duty assignments on several Pacific islands for fifteen months. This, he said, was of no value for his school work.

Since "J" returned to school, he has continued with his pre-dental course with great success. In his Psychology class, he feels that he has been able to see through his problems and take steps to correct them.

In an interview, he remarked that now he realized that his parents had his own best interests at heart when they "forced him to study". He had decided that he was too young for college work when he started and that he had been an "over-protected child". His scores on the Bell Adjustment Inventory, which seem to agree with this analysis, are as follows:

Home Life	- Unsatisfactory
Health	- Average
Socially	- Very Aggressive
Emotionally	- Average
Total Adjustment	- Average

"J's" scholastic success is exceptional in view of his high school rank and Freshman Test Scores. Maturity of purpose and accurate self-analysis must certainly have been the redeeming factors.

Individual "K"

"K" graduated in the lower third of his class at Male High School in 1942. His vocational plans at that time were to become a chemist after graduating from the University of Louisville. Accordingly, he took the Freshman Tests and registered for classes in the Fall of that year. Scores on the tests range from four on Science to eighty-four on the Linguistic Aptitude section of the Psychological Examination. Scores above fifty were made in Scientific Aptitude, Linguistic Aptitude, Psychological Total, History, Science, Mathematics and Total General Culture. It should be noted that the Linguistic Aptitude scores was higher than that for Scientific, and that knowledge about Science was the lowest score made on the entire test.

For the first semester, "K" elected English Composition, Social Science, German, Chemistry and Physical Education. Grades for these courses were D, C, D, D and A respectively. This gave him a total of fourteen and one-half hours, seven and one-half points, and put him on probation. He was taken into the Army at the end of this semester, where he served with the Paratroopers for three and one half years. He was wounded twice in making seventeen jumps - three in combat. Since his return, he feels restless and finds it difficult to "settle down". However, in his three terms back, he has

changed his major to Economics and earned six hours A, four hours B, twenty-one hours C, eight hours D and two hours F. This has given him a total academic standing of one hundred six quarter hours, one hundred thirteen points.

In commenting about his work, "K" remarked that his experience in Service was a maturing influence; that before the War he was too young for school, and that he was working outside also. He thinks he understands his interests better now and that the change of major was really what was needed. On the Bell Adjustment Inventory, he showed the following tendencies:

Home Life	- Excellent
Health	- Good
Socially	- Average
Emotionally	- Excellent
Total Adjustment	- Good

Individual "L"

"L" intends to become a Social Worker. He decided upon this two years before he graduated in the lower third of his class at Male High School. While in High School, he worked at the Y. M. C. A. and, as counselor in boy's camps, had had various contacts which acquainted him with that type of work. He took the Freshmen Tests preparatory to registering in September, 1941, and made several good scores. Above the fiftieth percentile were English Mechanics, Current Social Problems, History and Social Science, Fine Arts and Science. Scores below the twenty-fifth percentile were in English Expression, Reading and English Total.

For the first semester, "L" made "C's" in English Composition,

Introduction to Natural Science, American History and Philosophy, and D's in American Government and Physical Education. He was put on probation by action of the Executive Committee at the end of that term. The second semester grades included C's in English Composition, Natural Science, Principles of Economics, and B in Physical Education, F in Introduction to Sociology. This gave him a total academic standing of twenty-four hours, eighteen points. His probation was continued. The Sophomore year grades were three D's, two C's the first Semester, and four C's the second, leaving a total of fifty hours and thirty-five points.

At fifteen points below a C average, "L" left school to enter the Navy. He was "washed out" of Naval Aviation Pilot Training Program and was made an instructor in instrument flying. In Service three and one half years, "L" commented that he liked the work and the people. He expressed feelings that his poor work before military training was due to "lack of interest", "not sufficient maturity", and full time work outside of class hours".

He has a part time job now, but in the three terms since his return, it apparently has had no ill effects. During this time, "L" has earned twenty-one hours B and twenty-one hours C. His academic standing as of March, 1947, is one hundred seventeen quarter hours and one hundred fifteen points. On the Bell Adjustment Inventory, he records the following characteristics:

Home Life	-	Average
Health	-	Average
Socially	-	Average
Emotionally	-	Good
Total Adjustment		- Average

Most of the students in groups I and II are working toward a "C" average at good speed. Of the six upper third students, two will probably be off probation by the end of the Spring Quarter, 1947. All three middle third graduates will probably be off probation by that time, likewise. It is notable that several of the students seem to have the same ideas about why they were not successful students before the War and why they are or are not successful now. Table XVII shows the frequency of each reason expressed for difficulty before the War and of each reason for success after the War.

From the above interviews, it seems that most of these students feel that they are making progress toward achieving academic success. "Worry about going to war" is the most often mentioned reason for pre-war scholastic difficulties, with "lack of interest" and "lack of maturity" tying for second in frequency. Three of the twelve mentioned outside work, but they also mentioned some of the other three factors. Factors contributing to post-war academic success of these twelve are first, a so-called "attainment of maturity", and second, a "change of major or occupational interest". One factor mentioned twice as deterrent to success pertains to a "physical handicap", either Service-connected or otherwise. These two students may never be completely successful until they have overcome their handicaps.

In order to see more clearly the problems facing or overcome by each individual, Table XVIII has been devised. First, the individual case is listed, followed by his academic standing as of March, 1947. Last are given his reasons for difficulties before the war and

TABLE XVII

FREQUENCY OF FACTORS MENTIONED IN INTERVIEWS AS AIDING OR RETARDING ACADEMIC PROGRESS, BOTH BEFORE AND AFTER MILITARY SERVICE.

REASONS	BEFORE MILITARY SERVICE	AFTER MILITARY SERVICE
WAR	7	
LACK OF MATURITY	5	
ATTAINMENT OF MATURITY		4
PHYSICAL		2
FRATERNITY	1	
OUTSIDE WORK	3	
MAJOR CHANGE	1	4
LACK OF INTEREST	5	
HOME LIFE	1	
OTHERS	1	1

TABLE XVIII

SUMMARY OF CAUSES FOR ACADEMIC DIFFICULTY OR SUCCESS MENTIONED BY TWELVE PROBATION STUDENTS IN INTERVIEWS, WITH TOTAL ACADEMIC STANDING AS OF MARCH, 1947.

INDIVIDUAL	HOUR-POINT STANDING	REASONS FOR DIFFICULTY OR SUCCESS	
		BEFORE SERVICE	AFTER SERVICE
A	76½-32½	War worry, too young	Physical defects
B	100-70½	Fraternity, war worry	Getting married, health
C	24½-30	Didn't know withdrawal rules.	Change of major
D	169-156	Didn't want a foreign language	Changed to B.S. major in Economics
E	137-109½	War worry	War matured his interests
F	138-110	Excess outside work, Low science aptitude.	Change of major
G	76½-70½	Lack of interest in family-imposed vocational choices	Change of major
H	91-85½	Home life, war worry	Making progress now. More mature
I	168-163	Too young - not adjusted to college life.	More mature and better adjusted.
J	109-118	Too young, "over protected," forced to study, war worry.	More mature. Gained insight into problems
K	106-113	Too young, outside work, war worry, wrong course	Change of major
L	117-115	Lack of interest and maturity. Outside work	More mature and only part time work

reasons for difficulty or success after the war. From this table seems to come evidence that upper third high school graduates either get farther behind in quality points or have more difficulty regaining points they may have lost than do the middle third group. Of course, that statement may be challenged because the middle third group of probation students are represented in interviews by but twenty-five percent of their group. Furthermore, certain factors beyond the control of the individual may be in existence now which were not present before the war - for example, the physical handicaps of two of the upper third group.

In summary, it may be said that freedom from worry about the War and the attainment of a more mature outlook on life are responsible largely for the success, or approaching success, of the group interviewed. The only factor retarding the progress of these twelve, regardless of high school rank and test scores, since their return from Service, was that of health. The two who gave health reasons for post-war failure were the only two of the group who gave indications of doubt regarding their ultimate academic success. The reports of these interviews seem to indicate that, given a fair chance and a reasonable length of time, almost all of the group will achieve academic success.

CHAPTER SIX

Summary

CHAPTER VI

In this study of the veteran probation student, certain points already mentioned are notable. The fact that of the seventy-five students in the group, eighty-two per cent are from Louisville and Jefferson County, Kentucky, seems to indicate that, at least among the probation students, the University's services are being utilized by students who live with their families. Interesting is the fact that, in this particular group, the upper and middle third high school graduates chose medicine or dentistry, the middle and lower third group chose law, and that interest in economics and accounting seems to be more or less evenly divided among all three. These three occupational groups represented eighty-two percent of the entire group. When it comes to rank in high school, the veteran probation student in this study is as likely to have graduated in upper as in the lower third of his class.

Although the policy regarding poor scholarship in the college must remain flexible, fifty-two percent of the probation group were judged before the war according to standards now in force, and thirty-seven per cent more received even greater scholastic leniency. This would leave only about ten per cent whose records were judged by higher standards than those imposed upon presently enrolled students. Fifty-three per cent of the group were put on probation after

their first term in college. By the end of the second term, a total of seventy-five per cent were on probation. Since their return from Service, over fifty per cent of the probation group are now off probation, twenty-eight per cent have dropped to even lower scholastic levels and will likely never be able to attain a C average in time to graduate or transfer to a professional school. This leaves a group of twenty-one per cent, most of whom if given plenty of time and leniency, will eventually regain a "C" average.

Concerning age as a factor in scholastic success, twenty-one per cent of the total group are under twenty-three and are still on probation. About twenty-three percent are between twenty-three and twenty-five and are on probation. Five per cent of the group are over twenty-five and are still on probation. It seems that the older students are doing better work than the group of younger students, with those between the ages of twenty-three and twenty-five about equally divided between successful and unsuccessful.

Another factor in college success for the probation student has been the change of major or occupational interest. Thirteen per cent of the total group desired pre-medical work before the war, but since their return, have changed to other courses. Twenty-nine per cent of the total group remain as pre-medical students. Before the war, fourteen per cent of the group desired to major in economics and accounting. Now thirty-one per cent are pursuing this course. Interest in education and psychology are claiming a few of the probation group not originally planning for that major. As of March, 1947, however, twenty-nine per cent of those who changed their vocational objective were still on probation.

Test scores and high school rank seem to be important factors in the success of these veteran probation students. Although the number remaining on probation in March, 1947, was rather evenly divided between upper, middle and lower third high school graduates, it was found that good scores on both the Psychological and Reading Tests helped the higher ranking students to pull away from probation. The Psychological score seemed more reliable in determining the scholastic progress of the lower third probation student. The chances for scholastic success of probation students are listed as follows: When they ranked in the upper and middle third of their graduating class and made over fifty on both the Reading and Psychological Tests, their chances seemed to be nine to twelve and ten to thirteen respectively. If they were in the lower third of their graduating class and made over fifty on the Tests, their chances for success are four to six. On the other hand, if the student graduated in the upper or middle third of his class and made less than twenty-five on both Tests, his chances for academic success to be eight to sixteen and four to fourteen, respectively. If he graduated in the lower third and made under twenty-five on the Tests, his chances are three in eight. This seems to indicate that both test scores and high school rank are important determinants in predicting the veteran probation student's chances of getting off probation, upon his return from Service.

It was learned from interviewing twelve of the students remaining on probation that, except in a case or two, they feel they are making progress and will eventually come up to a "C" average.

They blame most of their past academic failure upon the fact that they were "worried about going to war". Second in frequency, they mentioned that their past failure was due to "lack of maturity", that "they didn't know what they wanted." Three of the twelve mentioned "too much outside work" as cause of failure. Two factors seem especially important in contributing to these veterans' post-war academic success. One is the so-called attainment of maturity", and the other most frequently mentioned is a change of major or vocational objective. One deterrent factor mentioned by two so far unsuccessful probation students was that of health or physical disability. These interviews have brought to light certain factors in addition to high school rank and test scores which are of great importance in the academic success of the veteran probation student.

A large group of the lower third students remain on probation and may never bring their scholastic average to a "C". Their chances for success are slight and their experience in college may not be as meaningful for them as it would be for others. However, some students in the lower third group do make the necessary adjustments to college life and achieve success. Since factors such as health, maturity and vocational interests are operative in this group, no successful measure has yet been devised to separate the potentially successful from the unsuccessful student.

Three of the original group of seventy-five have received Bachelor's degrees, and three more are eligible to graduate at the next commencement. Undoubtedly, the veterans in this study are a purposeful group and, given plenty of time and encouragement, most of them will realize great benefits from their college experience.

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