

AN INVESTIGATION TO SEE WHAT HAS BECOME OF THE
ENGLISH O STUDENTS OF INDIANA
STATE TEACHERS COLLEGE

A Thesis

Presented to

the Faculty of the Department of Education

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Number 478

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CHAPTER I

INTRODUCTION

I. THE PROBLEM

Statement of the problem. This is an investigation to see what becomes of the students at Indiana State Teachers College who took English 0 from 1928-1934. It is the purpose of this study (1) to find how many English courses were taken after the completion of English 0; (2) to find the mean scholarship index of the students who continued college work; (3) to find how many were eliminated from college for low scholarship or for other reasons; (4) to find the mean grades in student teaching; (5) to find the mean number of years taught after graduation, if graduated; (6) to find the mean psychological percentile and show its relationship to the above items mentioned; and (7) to find how successful these students are in whatever occupation they are engaged at the present time.

The need for this study. For some years, Indiana State Teachers College has sectioned the freshman composition group by means of an achievement test in English. It was first referred to as the English composition course

for beginners, generally called "Freshman English."¹ 2

In 1918, the responsibility of this course fell into the hands of Dr. Victor C. Miller.

The course had originally been a sophomore course and had been planned to succeed a freshman year of grammar, but little attempt had been made to restrict registration in it to sophomores. As a result, students of all classes enrolled. The situation was unfair to both students and instructors. The freshman who found himself in a group of upperclassmen soon realized that he was subject to unfair competition. This set-up did not prove satisfactory.

The first step taken consisted merely in scheduling four sections at any one given hour. At this first meeting of the class a test in fundamentals was given. At that time the English faculty devised its own tests. The tests were marked, the hundred students (four sections) were ranked according to their marks, and at the next meeting such shifts from one section to another were made as would bring into one group the upper twenty-five, into another the second twenty-five, into still another the third twenty-five, and into the fourth group, the lowest twenty-five.

¹ Victor C. Miller, "English Placement Testing in Indiana State Teachers College," Teachers College Journal, January, 1930, p. 79.

The gains resultant from the testing-and-shifting process consisted in greatly narrowed extremes of preparation within each group, and an approach to the possibility of pitching the work on a common level.

The problem of restricting registration to freshmen by forcing all freshmen to take the course, proved to be no easy one. No practical progress was made until 1928. At this time, all departments of the college felt it advisable to "place" courses as freshman, sophomore, junior, and senior.

In the meantime, the plan of classifying the students had been conducted on a small scale, and experience had led to a measure of confidence in the practice. Some generalizations began to take shape. It seemed apparent that there was a group of entrants whose preparation, even with the help of one quarter of training in fundamentals, did not enable them to prepare an acceptable manuscript. Possibly they could not be taught to write even in an elementary way. Students whose chief interests were found in some variety of special work stood lower in their mastery of English fundamentals than others.

From the spring quarter of 1925 until 1928, the "Cross English Test"² was used. Its use gave satisfaction

2

By E. A. Cross, World Book Company, Yonkers-on-Hudson, New York.

and confidence because it was comprehensive as compared with the college's make-shift tests, and because it was evident that others had faith in testing for placement; and satisfaction because it made for simplicity and ease of manipulation.

In the winter and spring of 1928, "Iowa Placement Examinations,"³ and in 1929-1930, "Tests of Ability to Use Correct English"⁴ were used.

To meet the needs of entrants with low-grade preparation, a course known as "English 0" was listed in the catalogue of 1928-1929 and described as designed for insufficiently prepared students. The aim was to drill, drill, on mechanics.

Of a total of thirteen sections we set three sections of seventy-five students to work on elementary English with definite instructions that the course carried no credit, and that the right to discontinue it might be earned at any time by attaining a median score or better. At the end of each four weeks an opportunity was offered to repeat the test.

Results: At the end of the quarter, two out of seventy-five had earned credit for first quarter

³ M. F. Carpenter and G. D. Stoddard, Extension Division, State University of Iowa, Iowa City, Iowa.

⁴ Bureau of Personnel Administration, Mills Building, Washington, D. C.

composition, one third of seventy-three had earned the right to begin a course for credit. At the end of a year, there remained a large per cent who had made little or no progress. The psychology ratings of the latter group were studied and the grades made in other work. To find students who had made little progress in their English work had earned low grades and many failures in other departments and that the correlation between English test and psychological test results was relatively high, gave the English faculty a feeling of safety.⁵

During this period since its organization, hundreds of young men and women have been enrolled in English 0. As far as the writer is able to find, no research has been conducted to see:

1. Whether or not the English 0 section pays for itself.
2. How large a percentage continued higher English courses after completing English 0?
3. What percentage did not graduate as compared with those who did not take English 0 and graduated or did not graduate?
4. How successful are they after college?
5. Has their English 0 contributed much to their success in life?

⁵ Dr. V. C. Miller, "English Placement Testing in Indiana State Teachers College," Teachers College Journal, January, 1930, p. 79.

II. DEFINITIONS OF TERMS USED

English 0. A course in pre-college English designed in English fundamentals to meet the college entrance requirements in English. This course was labeled "0," as no college credit was given for it. Deficiency is determined by means of fundamentals tests given during the first week of each quarter. The purpose is to enable the student to learn or re-learn English accuracy so that he may enter a credit section of English 111 with a chance of success.⁶

English 111. In this course the use of English as a tool is taught; aims, materials, and devices, subordinate discourse forms, organization through outlines, paragraphs, and theme technique, study of text and specimens for theory, talks and writing practice. This is required of all students during the first quarter of the freshman year, but privilege of exemption is offered under certain "conditions" to students of superior training.⁷

⁶ Indiana State Teachers College Bulletin, 1941-1942, p. 110.

⁷ Loc. cit.

III. METHOD OF PROCEDURE

Sources of data. The data for this investigation were obtained from the following sources:

1. By using the records in the office of the English Department for a list of five hundred students who took English 0 between the years of 1928 and 1934

2. By using the records in the office of the Registrar for:

- a. Present address
- b. Date entered college
- c. Date of graduation or date of leaving
- d. Suspended and reasons for
- e. English 0, English 111 and other English grades
- f. Student teaching grades
- g. Scholarship

3. By using the records in the office of the Dean of Instruction for psychological percentile ratings

4. By using the records in the office of the Secretary of the Alumni Association to secure complete data of the after-college history of those who had graduated, as:

- a. Present address
- b. Present position-location

c. Positions since leaving college and number of years engaged in each

d. Number of years of teaching experience

5. By mailing a questionnaire to those students who did not graduate from Indiana State Teachers College to find:

a. Whether they attended any other college after leaving Indiana State Teachers College

b. Whether they graduated from any other college

c. Whether they have been employed since leaving Indiana State Teachers College

d. What occupations they have followed since leaving Indiana State Teachers College, and how many years they were engaged in each occupation up to the present time

Collection of data. After the data were collected and compiled, two groups were in evidence for investigation --those who graduated and those who did not graduate. Of those who did graduate there were 112. Of those who did not graduate there were 388.

CHAPTER II

DISCUSSION OF CONTENT OF TABLES

I. THE ENGLISH 0 STUDENTS WHO LATER GRADUATED

Number of years required to graduate from college.

The discussion of the following tables is intended to go into detail only enough to make them easily understood. If the tables should be misunderstood, the results of the entire study might be misinterpreted, since the final analyses are based almost wholly upon the tabular content. This would destroy the value of the study.

This investigation shows that out of the group of five hundred students who took English 0, only 112 earned sufficient credits to warrant graduation.

Of the group of fifty-five who apparently finished in the four years required to complete the Four-Year College Course, none finished in the exact number of terms. Some attended four extra summer sessions to earn credits lost in previous failures, not only in English, but in other subjects of the curriculum as well.

The remaining group of thirty-six who remained in college from five to eleven years in order to complete a four-year course, gave evidence of more "persistence than judgment."

TABLE I
NUMBER OF YEARS REQUIRED TO GRADUATE
FROM COLLEGE

Number of Years	Number of Students
2*	15
3*	6
4	55
5	17
6	9
7	3
8	1
9	2
10	2
11	2
Total	112
Mean	4.43

*The first twenty-one graduates were enrolled on the Two-Year Elementary Course. The remaining groups were on the Four Year College Course.

Grades in later English courses. Of the 112 who graduated, English 111 was attempted 125 times with the following grades:

A's	0
B's	5
C's38
D's56
F's26

The data gathered in this study yield information concerning the variety of students' personal problems--

problems besetting freshmen. As better adjustments were made, improvements showed relative constancy.

After English 111 was completed, a total of 420 other English courses were taken by this group. This finding shows that, on the whole, only 3.03 English courses were attempted by this group. The grades tabulated were as follows:

A's	14
B's	84
C's	188
D's	101
F's	33

It is evident that there was a marked general improvement in their English grades after the completion of English 0 and English 111. There is a marked shift for better grades throughout as shown in Table II, page 12.

By the time this group reached its senior year, a relative improvement was noted in their grades in student teaching. They were as follows:

A's	28
B's	87
C's	58
D's	3
F's	0

TABLE II

GRADES IN LATER ENGLISH COURSES AND IN STUDENT
TEACHING OF THE 112 GRADUATES

English Courses	GRADE					Total
	A	B	C	D	F	
English 111	0	5	38	56	26	125
Other English Courses	14	84	188	101	33	420
Student Teaching	28	87	58	3	0	176

Scholarship indexes of those who graduated. The mean scholarship index was 54.96. This correlates with the largest per cent of grades falling in the "C" group as shown in Table II, and the small percentage of A's and the large percentage of D's and F's. (See Table III, page 13.)

TABLE III
 SCHOLARSHIP INDEXES OF THE 112
 WHO GRADUATED

Scores	Frequencies
96 - 100	0
91 - 95	0
86 - 90	0
81 - 85	0
76 - 80	2
71 - 75	4
66 - 70	8
61 - 65	11
56 - 60	22
51 - 55	37
46 - 50	16
41 - 45	7
36 - 40	2
31 - 35	2
26 - 30	0
21 - 25	1
16 - 20	0
11 - 15	0
6 - 10	0
0 - 5	0
Total	112
Mean	54.96

Psychological percentiles of those who graduated.

The mean psychological percentile was 31.75, while the median was 27.25.

With the above low mean and median psychological percentile in mind, the questions arise:

1. How many did not teach?
2. Were those who taught successful as teachers?

3. What was the mean number of years taught?

TABLE IV

THE PSYCHOLOGICAL PERCENTILES OF THE 112
ENGLISH 0 STUDENTS WHO GRADUATED

Scores	Frequencies
96 - 100	0
91 - 96	0
86 - 90	1
81 - 85	1
76 - 80	2
71 - 75	3
66 - 70	3
61 - 65	4
56 - 60	5
51 - 55	8
46 - 50	8
41 - 45	1
36 - 40	7
31 - 35	7
26 - 30	10
21 - 25	7
16 - 20	13
11 - 15	8
6 - 10	13
1 - 5	11
Total	112
Mean	31.75
Median	27.25

Number of years taught by those who graduated. The mean number of years taught was 4.89 years. However, a relatively large number did teach several years, the mean was lowered by the one third who did not teach at all.

Up to the present time the writer found that sixty-four of the 112 graduates are engaged in the teaching

profession. The findings show that 40 per cent of this group has remained in the same position for five years or more. This would definitely point to the assumption that they had attained some degree of success in the teaching field.

TABLE V
NUMBER OF YEARS TAUGHT BY THE 112 ENGLISH 0
STUDENTS WHO GRADUATED

Number of Years Taught	Frequencies
13	1
12	1
11	3
10	6
9	2
8	5
7	6
6	11
5	8
4	15
3	8
2	5
1	10
0	31
Total	112
Mean	4.89

Occupations of those not teaching. An investigation was made to find in what occupation those who were not teaching are engaged at the present time. There is a wide variety of occupations followed by the forty-eight who are not engaged in the teaching profession. One third

of this non-teaching group was unemployed while the remaining two thirds showed a variety of occupations, the greatest number doing "housework," and the second largest number as "saleswomen."

TABLE VI
OCCUPATIONAL LIST OF THE FORTY-EIGHT GRADUATES
OF THE ENGLISH 0 GROUP
WHO ARE NOT TEACHING

Occupational List	Number
Army (United States)	2
Auditor	1
Automobile mechanics	2
Commercial Solvent employees	2
Cook (in hotel)	1
Engineer (railway)	1
Farmer	1
Finance Company managers	2
Food canning plant	1
Government employees	2
Housework	5
Insurance agent	1
Lawyer	1
Librarian	1
Plumber	1
Recreational director	1
Saleswomen	3
Secretaries (private)	2
Supervisor rural rehabilitation	1
W. P. A.	1
Unemployed	16
Total cases	48

Summary of findings on graduates. This group of 112 students who took English 0 (as shown in Tables I, II, III, IV, V, VI) graduated in 4.43 years. This study showed a

wide distribution of the number of years required to graduate from college. A wide range of from two years (Two-Year Elementary Course) to eleven years was found. Of this group only fifty-five apparently finished in the required number of years, after taking additional work to make up for failures, not only in English, but in other subjects in the curriculum as well.

This finding shows that 3.03 English courses were attempted by the group with the greatest distribution of grades in the "C" group. However, there was a marked improvement in grades so that by their senior year, when student teaching was attempted, the largest distribution of grades fell in the "B" group.

Their mean scholarship index of 54.96 which correlates with largest distribution of grades fell in the "C" group.

Their mean psychological percentile was 31.75 while the median was 27.25. This gives rise to the belief that many of this group worked beyond that which was expected of them.

Of this group who graduated, the mean number of years taught was 4.89 years. One third of this group had no teaching experience, while the remaining two thirds taught from one to thirteen years. Some, however, have been changed from one teaching position to another. This

fact would lead the writer to believe a large per cent of this group was slightly lower than the teaching standards. The remaining forty-eight showed a variety of twenty-one occupational interests. The majority of this group are engaged in the type of occupation which their intelligence and scholastic rating would warrant. One third or sixteen of this group are unemployed.

II. THE ENGLISH O STUDENTS WHO DID NOT GRADUATE

Number of terms enrolled. There is no doubt that their English Placement Test gave them an immediate basis of comparisons with their fellow classmen and made them early realize to what extent their deficiencies existed.

Of the 388 who did not graduate, the mean was 2.78 terms. The median was 2.51 terms. Even though twenty-one students remained in school for twelve terms, their scholarship indexes were too low to warrant graduation.

Thirteen were suspended because of low scholarship indexes. One was readmitted after one year. Two were suspended for drinking but they were readmitted the following term.

The following list of percentages shows the comparative periods of attendance:

1. Withdrew in less than one term (12 weeks),

14.1 per cent

2. Withdrew at the end of the first term (12 weeks), 15.8 per cent

3. Withdrew at the end of two terms (24 weeks), 10.5 per cent

4. Withdrew at the end of three terms (36 weeks), 22.5 per cent

5. Withdrew at the end of six terms (72 weeks), 13.1 per cent

6. Withdrew between seven and twelve terms, 24.0 per cent

TABLE VII

NUMBER OF TERMS ENROLLED IN INDIANA STATE
TEACHERS COLLEGE BY THOSE WHO
DID NOT GRADUATE

Terms	Withdrew Voluntarily	Suspended	Suspended Readmitted	Total
Less than 1	52	0	0	52
1	57	0	0	57
2	39	0	0	39
3	85	11	2	98
4	20	0	0	20
5	0	0	0	0
6	59	2	0	61
7	4	0	0	4
8	3	0	0	3
9	21	0	0	21
10	6	0	0	6
11	5	0	1	6
12	21	0	0	21
Total	372	13	3	388
Mean	2.78			
Median	2.51			

Grades in later English courses. Of the group who did not graduate, sixty-one withdrew because of failure, ten had incomplete grades in English, and eight had deferred grades.

Of this group of 388, one hundred seventy-nine took other English courses with grades as shown in Table VIII. In English 111, 49 per cent were failures while 34 per cent were D's. There was an improvement in their "Other English Courses," as 35.4 per cent of grades shifted to the "C" group. A noticeably small per cent of A's and B's are shown in this table.

Only one student of this group remained in college long enough and had scholarship index high enough to do student teaching.

TABLE VIII
GRADES OF OTHER ENGLISH COURSES TAKEN BY 388
WHO DID NOT GRADUATE

	GRADES				
	A	B	C	D	F
English 111	2	9	49	111	159
Other English courses	7	31	115	95	76
Student teaching	0	2	0	0	0

Scholarship indexes of those who did not graduate.
The mean scholarship index of this group was 28.26. This

rating was lowered considerably because eighty-three made little or no effort at all to establish a creditable standing.

TABLE IX
SCHOLARSHIP INDEXES OF THE 388 ENGLISH 0
STUDENTS WHO DID NOT GRADUATE

Indexes	Frequencies
96 - 100	0
91 - 95	0
86 - 90	0
81 - 85	0
76 - 80	0
71 - 75	7
66 - 70	5
61 - 65	6
56 - 60	11
51 - 55	19
46 - 50	26
41 - 45	31
36 - 40	35
31 - 35	45
26 - 30	27
21 - 25	38
16 - 20	31
11 - 15	13
6 - 10	11
0 - 5	83
Total	388
Mean	28.26

Psychological percentiles of those who did not graduate. The mean percentile was 20.05, while the median was 13.64. These ratings show a close correlation with their scholarship indexes. With the above low mean and median,

the observer would be led to believe that many worked beyond that which was expected of them.

TABLE X
PSYCHOLOGICAL PERCENTILES OF THE 388 WHO
DID NOT GRADUATE

Indexes	Frequencies
96 - 100	2
91 - 95	0
86 - 90	0
81 - 85	5
76 - 80	2
71 - 75	3
66 - 70	3
61 - 65	5
56 - 60	11
51 - 55	9
46 - 50	16
41 - 45	11
36 - 40	16
31 - 35	26
26 - 30	21
21 - 25	22
16 - 20	30
11 - 15	44
6 - 10	52
1 - 5	111
Total	388
Mean	20.05
Median	13.64

Occupations of those who did not graduate. One hundred twenty-three answered questionnaires. Of this occupational list, sixty-five types of work were represented. Many of the group are located in distant parts

of the United States.

No response came from 236, the largest number the writer hoped to classify. This was due to change of address, change of name by marriage (women), or due to a change of address by migration. There were twenty-nine who were not employed at the present writing.

Oil station operators held the first place; United States army held the second place; while clerk and traveling salesman each held third place. There was a noticeable shift from one employer to another as well as a shift from one field of employment to one of an entirely different nature.

After withdrawal from Indiana State Teachers College, fourteen or 3.6 per cent, attended other colleges. This is an amazingly low percentage. Of the fourteen who attended other colleges, ten or 71.4 per cent, graduated from the following schools:

School of education	1
Business colleges	3
School of dentistry	1
School of embalming	1
School of beauty culture.	1
School of nursing	1
School of aeronautics	1
School of veterinary.	1

The individual who finished from the school of education is employed as manager of a theatre. The remaining nine are engaged in such occupations as their training would suggest.

One hundred twenty-three did not attempt further college work after their withdrawal from Indiana State Teachers College.

TABLE XI

OCCUPATIONAL LIST OF THE 123 WHO
RESPONDED TO QUESTIONNAIRES

Occupational List	Number
Oil station operator	9
United States army	7
Clerk	5
Salesman (traveling)	5
Farming	4
Housewife	4
Auto mechanic	3
Carpenter	3
Dairymen	3
Groceryman	3
Machinist	3
Truck driver	3
Bank cashier	2
Banker	2
Bookkeeper	2
Bus driver	2
Freight agent	2
Funeral director	2
Laundry employee	2
Manager of loan company	2
Meat cutter	2
Painter	2
Paperhanger	2
Plumber	2
Restaurant employees	2
Service salesmen	2
Shipping clerk	1

TABLE XI (continued)

OCCUPATIONAL LIST OF THE 123 WHO
RESPONDED TO QUESTIONNAIRES

Occupational List	Number
Accountant	1
Athletic coach	1
Bank cashier	1
Beauty operator	1
Chauffeur	1
Chef	1
Defense worker	1
Dental surgeon	1
Electrician	1
Factory employee	1
Florist	1
Fireman on railroad	1
Furniture factory operator	1
Inspector	1
Insurance clerk	1
Linoleum mechanic	1
Mine shop worker	1
Music student	1
Music teacher	1
Newspaperman	1
Nurse	1
Office boy	1
Office clerk	1
Playground director	1
Pilot on motor vessel	1
Police (city)	1
Police (state)	1
Public Highway Department	1
Real Estate dealer	1
Road contractor	1
Stenographer	1
Surveyor	1
Theatre manager	1
Tile factory operator	1
Tavern operator	1
Truck driver	1
Veterinarian	1
Water superintendent	1
Deceased	1
No record of any present employment	29
Did not respond to questionnaire	236
Total	388

Summary of findings of those who did not graduate.

There were 388 who did not graduate. Their mean school attendance was 2.78 terms while the median was 2.51 terms. Of the group who remained in school for twelve terms, low scholarship indexes prohibited graduation. Thirteen were suspended because of low scholarship indexes. One was readmitted after one year. Two were suspended for drinking but they were readmitted the following term. The largest per cent, 24 per cent, withdrew between seven and twelve terms. In English 111, 49 per cent of their grades were F's, 34 per cent were D's while the remaining 17 per cent were A's, B's, and C's. This finding correlates with the mean scholarship index of 28.26 and the mean psychological percentile of 20.05.

Little attempt was made by this group to seek additional college training after leaving Indiana State Teachers College. Some pursued short-term courses in vocational fields in order to equip themselves for immediate employment. In examining these data, one is immediately struck by the fact that this group sought occupations which would hold little or no advanced schooling as a prerequisite. Questionnaires were sent to this group to find in what occupations they were engaged. Of those who responded, 123 were engaged in sixty-five types of employment. Only a

small per cent had remained in the same position for a number of years while the majority had changed from one occupation to another. Some of these changes were promotions, either in their own fields of employment, or to higher ones.

CHAPTER III

SUMMARY AND CONCLUSIONS

The English 0 students who remained to graduate from Indiana State Teachers College and those who did not were considered separately in the preceding chapter. It is now in order to treat the summary of the findings for the two groups together. To be fully scientific, it would be advisable to compare both groups with their fellow students who entered the college at the same time but did not have to take English 0. To make such comparisons, however, would necessitate more work than can be justified for one Master's thesis. Whatever is said in respect to these comparisons, therefore, will be general statements of fact known by students of education to be true in general, although without pretense of statistical accuracy.

A total of five hundred students who took English 0 were investigated in the preceding chapter. There were 112 who remained in college long enough to graduate, while the remaining 388 did not graduate.

The mean grade for both groups in English 111 was D. However, there were 6.1 per cent more F's made by those who did not graduate. This latter group made two times

as many A's and B's. This finding is as to be expected, since there were 1.58 times more students in this group. Of those who graduated, there were no withdrawals for failures, incomplete credits, or deferred grades; while in the group who did not graduate there were sixty-one withdrawals for failures, ten incomplete credits, and eight deferred grades.

After completing English 0 and English 111, those who graduated completed 3.03 additional English courses. The group who did not graduate completed 2.21 additional English courses which was only .82 less than those who graduated. The mean grade for other English courses of those who graduated was C, while for those who did not graduate, the mean grade was D.

A total of 176 courses, with a mean grade of B, in student teaching was taken by those who graduated. One student of the group who did not graduate took two courses in student teaching with B grades. Others of the latter group remained in college long enough to do student teaching but low scholarship indexes prevented it.

The above findings on the two groups rank lower than that for the student body as a whole who were not required to take English 0. The estimated mean grade for freshmen was C. With this basis of comparison at hand,

the following conclusions could be drawn:

1. Both groups were below the mean in English III.

2. In "Other English Courses" the group who graduated was up to the mean of the grades made by the student body as a whole who did not take English 0.

3. In student teaching, their grades were about the same as the mean of the student body as a whole.

The mean scholarship index of those who graduated was 54.96 as compared with 28.26 for those who did not graduate. The estimated mean scholarship index for the student body as a whole was 66.4. This was only slightly lower for those who graduated but decidedly lower for those who did not graduate.

The mean psychological percentile was 31.75 for the graduates and 20.05 for those who did not graduate; while the median for those who graduated was 27.25 as compared to 13.64 for those who did not graduate. The mean psychological percentile for the student body was 50. This leads the writer to state that both groups were below the mean of the student body. The group who graduated was 18.25 below the mean, while the group who did not graduate was 29.95 below the mean. This finding correlates with the grades made by the two groups. The grades made by those who graduated were slightly higher than those which were

expected of them. Those who did not graduate earned the grades that their psychological percentiles would warrant. Thus the writer is led to believe that a general relationship exists between intelligence and English ability.

Data gathered in this study yield information concerning occupations of the two groups. Of the group who graduated the mean number of years taught was 4.89 years. None of those who did not graduate had any teaching experience. Both groups showed a wide variety of occupations. "Housework" and "saleswomen" held first and second places respectively in the group who graduated, while oil station operators and the United States Army held first and second places respectively, of those who did not graduate. With the occupations of the two groups so widely scattered, it would be difficult to draw any definite conclusions.

Those who graduated had the highest psychological percentiles, had the highest scholarship indexes, and are employed in the best positions. Findings also show that there is less "shifting about" and that there are longer periods of employment in each given position. These facts give rise to the belief that, since two thirds of the graduates are employed in creditable positions, they must have had better preparation for these positions than those who did not graduate. Without further concrete statements

on this fact, the writer believes the above is sufficient proof that English 0 does pay for itself.

As an outgrowth of this investigation, problems and questions which would require research beyond the limits of this investigation are raised in the mind of the writer, as:

A. Problems

1. Make an accurate statistical study of the student body as a whole who did not take English 0 and compare that study with this present finding.

2. Locate, by other methods, the 236 who did not respond to the given questionnaire and ascertain whether their responses would alter the conclusions drawn in this investigation.

3. Find reasons for unemployment in both groups, as:

a. What employment they have had since leaving college?

b. When they were employed, did they give satisfaction; if not, why did they not?

B. Questions

1. In what fields of employment are those who did not take English 0?

2. How successful are they in their professions?

3. What have their English courses contributed to their successes?

4. How successful in teaching are those who had English 0 and graduated?

5. How successful are those who had the low psychological percentiles in their chosen profession?

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APPENDIX

APPENDIX

QUESTIONNAIRE

Did you attend any other college after leaving
ours? _____

Did you graduate from any other college? _____

List each occupation you have followed since
leaving Indiana State, and give the number of years
you followed each.

Occupations	Years
_____	_____
_____	_____
_____	_____
_____	_____

What is your present occupation? _____

How many years have you been in it _____

Name _____

Address _____

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