



The relation between college marks and outside activities

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THE RELATION BETWEEN COLLEGE MARKS
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THE RELATION BETWEEN COLLEGE MARKS AND
OUTSIDE ACTIVITIES

by

William R. Phinney

Thesis Submitted for Degree of Master of Science

Massachusetts State College

Amherst, Massachusetts

1933

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Chapter I

INTRODUCTION

A. Statement of the Problem

As the title of this study indicates, this thesis is an attempt to show what relationship may exist between the school marks attained by one class of the Massachusetts State College and the outside activities participated in by the members of that class. For this purpose, an attempt will be made to arrive at an "average" Massachusetts State College student, in a manner that will be explained, and each individual compared to the empirically determined "average" student.

The popular belief is that if a college student participates excessively in sports, academic activities, or if he must earn all of his way while he is in college, he will be adversely affected. It would be expected that a normal amount of participation does not hamper the student; it may, in that it offers a diversity of activity, stimulate work in academic subjects.

The writer has been unable to discover any similar study. Numerous investigations have been made of school marks and reasons for their being what they are, but nothing seems to have been done relating to the general influence of outside activities on school marks. Even if something had

been done elsewhere, the situation at the Massachusetts State College is enough different from the situation at any other institution to warrant a special study.

B. Definitions

"College marks" will be interpreted to mean those grades that are gotten in courses at the Massachusetts State College during the regular school year and duly recorded in the office of the Dean. Summer school grades or grades earned elsewhere will not be considered.

"Outside activities" may be defined as comprising certain specific activities (cf. Questionnaire, Chapter 1,C) which are carried on outside the class room.

C. Collection of Data

The 1934 class was chosen because it represents a fair cross-section of the college. The class has had two full years of collegiate "required" work, and a term of elective subject matter in the studies which presumably appeal most to the students in question. Both men and women students are treated side by side, since they are dealt with alike academically and participate in similar extra-curricular activities. From this class have been eliminated those who are known as "transfer" students, students who have gotten some of their collegiate preparation elsewhere, in order that only those students may be considered who have done two full

years and a term of collegiate work at the Massachusetts State College. As far as possible, it is the desire of the writer to keep the academic preparation of the students under consideration reasonably constant.

Further, the use of the class of 1934, completing the junior year in June, 1933, will allow for continued study in 1933-1934, should any one deem the subject undertaken here worthy of different or further treatment.

Many of the members of this class are known personally to the writer, since nearly sixty of them were at one time in courses taught by him.

Two sources of information have been utilized, the records obtained from the Office of the Dean and the students themselves. From the Dean's records have come the scholastic grades attained by the students being considered.

A questionnaire was constructed and submitted to each of 153 students, the number left after the eliminations already spoken of were made, and more than 75 percent. of these were returned, each containing the major portion of the data requested. These questionnaires were not submitted en masse to the 1934 class, for it was feared that this set of questions would go the way of many others, either into the wastebasket or else back to the investigator containing many humorous and utterly false replies. They were distributed and collected within a month and a half, at the close of the second term and during the first part of the third, 1933.

They were given out individually and were in most cases treated seriously by the students. The following is the questionnaire which was used:

Name.

Where do you room?

Dormitory, fraternity, at home, private house?

Do you earn your room?

If so, how many hours of work a week?

Is your work regular? What hours?

Have you a room mate?

How far from campus is your room? (express in minutes)

Hours spent daily commuting?

Are you away week ends? How many each term?

Do you have a car on campus?

Do you work? Where? Nature of work?

How many hours weekly? Are they regular?

If not, what are the hours specifically?

Where do you eat? Transient or regular board?

Do you earn all or part of your meals?

What meals do you earn?

What is your usual rising hour? Hour of going to bed?

Are you irregular about your hours of sleep?

Are you worried about money matters?

Have you had any particular worry since entering college?

Death? Divorce? Illness?

Are your parents experiencing financial difficulties?

Other difficulties that make you concerned for them?

Where do you do most of your studying?

Are your studies particularly difficult?

Do they worry you? Do you day dream?

Are examinations difficult?

Do you study with others?

Is it difficult for you to concentrate?

Are you a fraternity or sorority member?

What office do you hold?

How much time each week are you expected to give to your office?

Does social life claim any attention?

Approximate time?

Interested in athletics?

In what sports do you participate?
Number of hours of practice each week?
Length of season of practice?
Nature of informal sports?
Time spent weekly? Do they affect your studies adversely?

Interested in academic activities?

What ones?
Number of hours spent weekly? Are they regular?
Number of weeks engaged?
Other outside activities? e.g., music, church.
Time spent?

What do you expect to do in life?

How long have you had this aim?
Do you worry about your social life?
Do you worry about yourself?
What is your greatest handicap?
Have you had a scholarship? How much? When received?

D. Limitations

Perhaps the greatest limitation of this study is the inability of the investigator to come at some rather intangible effects on school marks. Sex disturbances of various kinds have to be disregarded. Lack of aim, unknown mental attitudes, outside interests, and differences in ability cannot at this time be measured. There may be many other notable influences, all or any of which may operate.

If a student, in filling in his questionnaire, has omitted the answer to a query, or has falsified his reply, the data will prove unsatisfactory; yet the investigator can scarcely know what is false and what is true.

Another limitation worth noting is the use of but 75 percent. of the total number of students dealt with.

The questionnaire indicates, in many cases, the activities participated in at the time the student considered that questionnaire; it does not necessarily take into account what the activities were during 1930-1931, or even in some instances, what the student was occupied with the first term of the academic year, 1932-1933.

Chapter II

THE "AVERAGE" STUDENT

In order that a norm may be determined, an "average" man has been arrived at, in such a manner as will be described. This determination involves a consideration of the scholastic grades achieved and the returns from the questionnaires.

A. The "Average" Student Scholastically

The determination of the average grade of a student is based on a consideration of all members of the class of 1934, and was computed in the Office of the Dean.

Table I

Class Averages

	Percent
1930-1931	
First Term	70.8
Second Term	71.9
Third Term	74.97
Year	72.56
1931-1932	
First Term	73.67
Second Term	75.21
Third Term	75.67
Year	74.85
1932-1933	
First Term	79.87

The academic year at the Massachusetts State College is divided into three terms of 12, 10, and 10 weeks each

respectively, there being a week of examinations added to each term not accounted for in the figures mentioned.

The student who is average will have gotten term and year averages close to the ones noted in Table I (two full points above and two full points below). For example, a percentage of 70.8 includes percentages extending from 69 to 73, inclusive.

In order that the grades gotten by the average student in individual subjects be found, only those subjects can be considered that have been studied by the majority of the students in question.

Table II

	Cases	Percent
1930-1931		
Orientation 1 (I)	153	71.5
" 2 (II)	153	71.5
" 3 (III)	153	74.3
Modern Language 1 (I)	120	75.77
" " 2 (II)	117	74.66
" " 3 (III)	113	75.3
Mathematics 1 (I)	145	70.46
" 2 (II)	141	72.8
" 3 (III)	143	74.56
English 1 (I)	153	70.4
" 2 (II)	145	72.9
" 3 (III)	143	75.4
Chemistry (I)	153	72.
" (II)	150	71.1
Botany 3 (III)	148	76.1
1931-1932		
English 28 (I)	152	74.
" 29 (II)	151	76.5
" 30 (III)	150	74.1
" 25 (I)	152	68.7
" 26 (II)	151	74.9
" 27 (III)	151	75.2
Botany 25 (II)	150	72.9
Economics 25 (I)	153	72.3
History 30 (III)	152	79.8
Agric. Econ. 26 (II)	110	74.3

The figures I, II, III indicate the terms of the year in which the subjects mentioned were taken. Two types of chemistry courses are given to freshmen at the Massachusetts State College, Chemistry 1 and 2 for students who have never studied the subjects before, and Chemistry 4 and 5 for those who have had some fundamental study. For purposes of this thesis, Chemistry 1 and 4, and 2 and 5, have been combined

under the captions Chemistry (I) and Chemistry (II), in order that a percentage of some significance may be determined.

Some students take as their modern language, French; others, German. The two must be combined and called modern language, for there is no significant majority studying either French or German.

Arabic numerals designate the course numbers; those below 20 are freshman courses, and those from 20 to 50 are sophomore courses.

No average of individual course grades for the first term of 1932-1933 can be obtained, since the subjects studied are entirely elective and are determined by each individual's major study. Only the general term average of the class for the first term, 1932, can be considered significant.

B. The "Average" Student as Determined by the
Questionnaire

1. Question: Where do you room?

Place	Number of Cases
At Home	12
Dormitory	19
Fraternity	37
Private House	51
Total Reporting	119

2. Question: Do you earn your room?

	Number of Cases
Earn all the Room	20
Partial	4
Do not earn Room	84
Total reporting	108

3. Question: If so, how many hours of work a week?

Varies from 3 to 10 hours.
Total Reporting: 18

4. Question: Is your work regular? What hours?

Total Reporting: 20
Not enough replies to be at all significant.

5. Question: Have you a room mate?

	Number of cases
Yes	71
No	39
Total Reporting	110

One student specified that he had a single room mate;
nine stated that they had 2; and five admitted have 3
room mates.

6. Question: How far from campus is your room?

Minutes	Number of Cases
2	1
3	2
5	5
7	5
8	7
9	1
10	28
12	8
10-15	4
15	19
20	7
22	1
25	1
30	1
35	1
45	1
Total Reporting	92

Most popular distance, in minutes, from campus: 10-15

7. Question: Hours spent daily commuting?

Time in Hours	Number of Cases
1	3
2/3	1
1 1/3	1
1 1/2	1
2	2

8. Question: Are you away week ends?

	Number of Cases
Yes	65
No	40
Total Reporting	105

9. Question: How many each term?

Number of Week Ends	Number of Cases
1	3
1-2	8
2	10
2-3	10
3	14
3-4	9
4	2
5	1
6-8	1
8	2
All	4
Varies	2
Total Reporting	67

Range: None to All

10. Question: Do you have a car on campus?

	Number of Cases
Yes	9
No	88
At Times	2
Total Reporting	99

11. Question: Do you work?

	Number of Cases
Yes	76
No	34
Total Reporting	110

12. Question: Where do you work?

Place	Number of Cases
College Dining Hall	18
Dean's Office	2
Library	3
Own Room	2
Stockbridge Hall	3
Physical Education Building	2
College Store	2
Extension Service	3
Fraternity	5
Private Dining Hall	5
Laboratory	7
Dormitory	3
Private House	8
Experiment Station and College Farm	3
Greenhouse	2
College Buildings (Miscellaneous)	4
Miscellaneous	7

In some cases, an individual may be engaged in several types of work, hence no total of cases will be of particular significance.

13. Question: Nature of work?

	Number of Cases
Waiter or Kitchen Helper in Restaurant or Dining Hall	20
House Work	12
Clerk in Store	8
Janitor	7
Laboratory Work	6
Office Work	5
Manual Work	4
Orchestral Work	5
Library	3
Typing	2
Tutoring, Correcting Papers	2
Playing Organ	1
Selling Tickets	1
Type Setting	1
Bowling Alley	1
Salesman	1
Weather Observer	1
Athletic Referee	1
Care of Bees	1
Drawing	1
Cook	1
Helper in Sheep Flock	1
Mail Delivery	1

14. Question: How many hours weekly?

Hours Worked	Number of Cases
1.5	1
2	1
3	1
3-4	1
3-5	1
4	3
4-5	2
5	1
6	1
6-8	2
7	3
8	6
10	3
10-15	1
12	1
12-15	1
12-20	1
14	2
15	5
16	1
18	1
18-20	1
20	6
20-25	1
20-30	1
21	5
23	1
23-27	1
25	3
26-27	1
28	1
30	3
30-35	1
35	2
40	1
?	3
Total Reporting	70

15. Question: Are they regular?

	Number of Cases
Yes	43
No	24
Total Reporting	67

16. Question: If not, what are the hours specifically?

Only 8 answers were returned to this question hence the results can scarcely be considered significant.

17. Question: Where do you eat?

Place	Number of Cases
College Dining Hall	36
Private Dining Hall	27
Private Home	15
Fraternity	10
Miscellaneous	9
Cook for Self	6
Total Reporting	103

18. Question: Transient or Regular Board?

	Number of Cases
Regular	91
Transient	14
Total Reporting	105

19. Question: Do you earn all or part of your meals?

	Number of Cases
Yes	41
No	48
Total Reporting	89

20. Question: What meals do you earn?

	Number of Cases
All or 90 percent	30
Part	10
Total Reporting	40

21. Question: What is your usual rising hour?

Time	Number of Cases
5:30-6	2
6	3
6 -6:30	2
6 -8	2
6:30	9
6:30-7	9
7	43
7 -7:30	17
7:30	20
7:30-8	4
7:30-9:30	1
8	6
Total Reporting	118

22. Question: Hour of going to bed?

Time	Number of Cases
9 -3 A.M.	1
9:30-10	1
10	3
10 -11	1
10 -11-12	2
10 - 2 A.M.	1
10:30	18
10:30-11	3
10:30-11:30	2
11	26
11 -11:30	8
11 -12	5
11 - 2 A.M.	3
11:30	2
11:30- 2 A.M.	2
12	12
12 -12:30	2
12 - 1 A.M.	5
12:30 A.M.	3
12:30A.M.-1A.M.	1
1 A.M.	3
1:30A.M.	1
Total Reporting	105

23. Question: Are you irregular about your hours of sleep?

	Number of Cases
Yes	67
No	49
Total Reporting	116

24. Question: Are you worried about money matters:

	Number of Cases
Yes	62
No	49
Total Reporting	119

25. Question: Have you had any particular worry since entering college?

	Number of Cases
Yes (Nothing Specified)	2
No	70
Accident	1
Illness	17
Death	8
Danger of "Flunking Out"	1
Divorce	1
Fire at Home	1
First Year English	1
Money	1
Love	1

A numerical total of these cases is not significant, since several questionnaires indicated more than one worry.

26. Question: Are your parents experiencing financial difficulties?

	Number of Cases
Yes	88
No	26
Does not know	1
Total Reporting	115

27. Question: Other difficulties that make you concerned for them?

	Number of Cases
Illness	7
Death	1
"Myself"	1
Large Family	1
Poor Health of one or more of family	9
Old age	2
Upkeep of farm	1
Depression	1

Several questionnaires reported more than one difficulty each.

28. Question: Where do you do most of your studying?

	Number of Cases
Room	88
Library and Own Room	11
Library	5
Physical Education Bldg. and Room	2
Miscellaneous	6
Total Reporting	112

29. Question: Are your studies particularly difficult?

	Number of Cases
Yes	20
No	87
Yes and No	6
Total Reporting	113

30. Question: Do they worry you?

	Number of Cases
Yes	34
No	74
Some	10
Yes and No	1
Total Reporting	119

31. Question: Do you day dream?

	Number of Cases
Yes	83
No	31
Total Reporting	114

32. Question: Are examinations difficult?

	Number of Cases
Yes	38
No	64
Yes and No	12
?	1
Total Reporting	115

33. Question: Do you study with others?

	Number of Cases
Yes	19
No	82
Some	16
Total Reporting	117

This question may have been ambiguous to some students, since it does not specify either studying in the presence of others or studying with others, actually, on the same lesson.

34. Question: Is it difficult for you to concentrate?

	Number of Cases
Yes	34
No	71
Some	12
?	1
Total Reporting	118

35. Question: Are you a fraternity or sorority member?

	Number of Cases
Yes	80
No	37
Total Reporting	117

36. Question: What office do you hold?

Among the few who do hold offices the positions vary so greatly as not to be significant.

37. Question: How much time each week are you expected to give to your office?

But 31 individuals noted any definite time, a number so insignificant as to be negligible.

38. Question: Does social life claim any attention?

	Number of Cases
Yes	78
No	23
Little	8
Total Reporting	109

39. Question: Approximate time?

Time	Number of Cases
1 Hour per Term	1
2-3 Dances per Term	1
1/2 Evening a Week	1
1 " " "	5
2 Evenings a Week	5
3 " " "	1
1-2 " " "	2
1-3 " " "	1
2-3 " " "	6
Every other Week End	1
Week Ends	1
1 Hour a Week	3
2 Hours a Week	2
3 " " "	2
4 " " "	2
5 " " "	2
6 " " "	4
7 " " "	1
8 " " "	3
10 " " "	3
12 " " "	1
15 " " "	1
20 " " "	1
50 " " "	1
2-4-6 Hours a Week	1
3-4 " " "	2
3-5 " " "	1
4-5 " " "	1
4-8 " " "	1
6-7 " " "	1
7-8 " " "	1
12-18 " " "	1
1-2 " Daily	2
2 " "	3
24 " "	1
Most of the Time	1
Great Deal	2
?	1
Total Reporting	70

Range: From "nothing" to "all the time."

40. Question: Interested in athletics?

	Number of Cases
Yes	82
No	20
Total Reporting	102

41. Question: In what sports do you participate?

Answers vary so much as to be insignificant.

Number who do participate: 59.

42. Question: Number of hours of practice each week?

Number varies from 1 to 12.

Not enough answers to be significant.

43. Question: Length of season of practice?

Few answers; usually a term of 11 weeks signified.

44. Question: Nature of informal sports?

Same fault may be found with this question as with number 41.

45. Question: Time spent weekly?

Few answers to this question.

46. Question: Do they affect your studies adversely?

	Number of Cases
Yes	3
No	78
In Doubt	2
Total Reporting	83

Because of the position of the question and the wording, some of the students may have thought that the question applied to informal sports alone, instead of to athletics in general, as was intended.

47. Question: Interested in academic activities?

	Number of Cases
Yes	47
No	46
Total Reporting	93

48. Question: What ones?

Same objections may be raised as to question number 41.

49. Question: Number of hours spent weekly?

Answers not significant.

50. Question: Other outside activities?

Same objections may be raised as to question number 41.

51. Question: Time spent?

Answers not significant.

52. Question: What do you expect to do in life?

	Number of Cases
Teach	24
Chemistry	9
Medicine	9
Landscape Architecture	8
Business	6
Social Work	4
Marriage	4
Undecided	4
Animal Husbandry	3
Hotel Manager	3
Home Economics	3
Work (Nothing Specified)	3
Bacteriology	3
Florist	3
Lead a healthy, normal life	2
Youth Work	2
Laboratory Work	2
Law	2
Music	2
Live a good life	2
Food Specialist	2
Coach	2
Plant Research	1
Banking	1
Farmer	1
Entomology	1
Science	1
Dairy	1
Garage	1
Zoological Research	1
Marketing	1
Profession	1
Physics	1
Civil Engineer	1
Art	1
"To become a part of an integral association"	1
Literary	1
Extension Work	1
Fruit Growing	1
Poultry	1
"Make the best of what comes my way"	1
"Find happiness"	1
"Make money; go abroad; be a good mother"	1
"Have the most fun possible"	1
Nothing	1

Since a number of students indicated a second choice of occupation, no total which can be arrived at will be of particular significance.

Total of those who stated an aim or lack of aim: 111.

53. Question: How long have you had this aim?

Time	Number of Cases
6 months	2
1 year	2
1.5 years	2
2 "	13
3 "	12
3-4 "	2
4 "	16
4-5 "	1
5 "	4
5-6 "	3
6 "	6
7 "	3
8 "	5
10 "	9
15 "	1
Several years	5
?	11
"Too long"	1
Total reporting	98

54. Question: Do you worry about your social life?

	Number of Cases
Yes	11
No	98
Some	6
Total Reporting	115

55. Question: Do you worry about yourself?

	Number of Cases
Yes	34
No	70
Some	11
Total Reporting	115

56. Question: What is your greatest handicap?

	Number of Cases
Inferiority complex	7
Lack of money	7
Killing time, laziness	6
Disposition	6
Does not know what handicap is	6
"Myself"	4
Lack of confidence	4
Bad memory	3
Eyesight	3
Self confidence	3
Lack of time	3
Lack of purpose	2
"My ignorance"	2
Physical	2
Inability to concentrate	2
Disinterestedness	2
Inability to make friends	2
Not assertive enough	2
Take life too easily	2
Health	3
None	2
Lack of time, money, opportunity to spend on work	1
Taking life too seriously	1
Lack of speed	1
Too much day dreaming	1
Too ambitious	1
Not being understood by people	1
Too critical attitude	1
Gullibility	1
Worry	1
Unable to distinguish what is worth while	1
Too frank in expressing opinion	1
Mechanical habits	1
Expecting too much of others	1
Too enthusiastic	1
Lack of proper time apportionment	1
Desire to learn and not be a slave to marks	1
Lack originality	1
Impulsiveness	1
Retiring disposition	1
Dissatisfaction with own progress	1
Never know when to keep still and when to talk	1
Lack of skill	1
Inability to keep affairs to oneself	1
Indecision	1

	Number of Cases
Brooding over sister's illness	1
Too many interests outside of college	1
"Wanting what I cannot have"	1
Depressed and elated alternately	1
Shyness on meeting people	1
"My tongue"	1
Inability to express self in speech	1
left-handed	1
Speech inferiority	1
Dislike for people	1
Speaking extempore	1
Unable to get regular work	1
Living off campus	1
"Wine, women, and song"	1
Drawing	1
English	1
Blushing	1

A total of these cases will not be significant, for several students reported more than one handicap.

A total of 109 reported.

57. Question: Have you had a scholarship?

	Number of Cases
Yes	54
No	62
Total Reporting	116

58. Question: How much?

Amount in Dollars	Number of Cases
20	2
25	2
40	2
60	11
80	4
110	1
120	7
140	1
160	2
180	5
200	2
235	1
240	1
266	1
280	3
300	2
350	1
360	3
480	1

Total amount in dollars: 3646.

Total number of cases: 52.

Average: \$70.

59. Question: When received?

Answers vary so greatly as to be insignificant.

From the questionnaire, these questions must be ignored in the determination of the "average" student, for there were insufficient answers to warrant a generalization: nos. 3, 4, 7, 16, 36, 37, 41, 42, 43, 44, 45, 48, 49, 50, 51, 59.

The results of several questions might be called "borderline." That is, the majority is so small as not to be significant. Question number 1 indicates that 51 students live in private houses and 68 do not. The student, then, may or may not live in a private house.

Question number 12, because it indicates such varied places where students work, is not valid. Questions numbers 13, 17, 20, 27, 52, and 56 are for similar reasons eliminated. The answers to question number 19 show that 41 earn all or part of their meals, and 48 do not; the chances are nearly even that the student will earn his meals. Forty-seven are interested in academic activities and 46 are not. Fifty-four receive scholarships and 62 do not.

From the remaining questions certain "facts," stated in the next section of this chapter, have been arrived at.

These questions are:

2	8	11	18	24	28	31	34	39	53
5	9	14	21	25	29	32	35	40	54
6	10	15	23	26	30	33	38	46	55

C. The "Average" Student Determined

The "average" student, then, will be one who has had, during the freshman year, these grades and averages:

Orientation 1	71.5	Modern Language 1	75.77
" 2	71.5	" "	2 74.66
" 3	74.3	" "	3 75.3
Mathematics 1	70.46	English 1	70.4
" 2	72.8	" 2	72.9
" 3	74.56	" 3	75.4
	Chemistry I	72.	
	" II	71.1	
	Botany 3	76.1	

During the sophomore year, he will have received these grades:

English 28	74.	English 25	68.7
" 29	76.5	" 26	74.9
" 30	74.1	" 27	75.2
	Botany 25	72.9	
	Economics 25	72.3	
	History 30	79.8	
	Agr. Econ. 26	74.3	

The averages will be the following:

1930-1931		1931-1932	
First Term	70.8	First Term	73.67
Second Term	71.9	Second Term	75.21
Third Term	74.97	Third Term	75.67
Year	72.56	Year	74.85
1932-1933			
First Term	79.87		

The following statements will be true of the "average" student:

- The student will not earn his own room.
- The student will have a room mate.
- His room will be a walk of from 10-15 minutes from campus.
- He will be away week ends, probably 2 or 3 a term.
- He will not have a car on campus.
- He will work to earn money or its equivalent.
- If he works, he will work 16.6 hours.
- His hours of work will be regular.
- He will board regularly at some dining hall.
- His usual rising hour will be from 7 to 7:30.
- He will go to bed close to 11 P.M.
- He will be irregular about his hours of sleep.
- He will be worried about money matters.
- He will not have had any particular worry, such as illness, death, or divorce, since his entrance to college.
- He will do most of his studying in his room.
- His studies will not be particularly difficult; they will not worry him.
- He will day dream on occasion.
- His examinations on the whole will not be difficult.
- He will not study with others.
- He will have little difficulty concentrating.
- The student will be a fraternity or sorority member.
- Social life will claim some of his time, from 1 to 3 hours a week.
- He will be interested in athletics.
- He will not consider that athletics influence his studies adversely.
- He will have had his aim in life for from 2-4 years.
- Social life will not worry him.
- He will not be worried about himself.

D. The Number of "Average" Students per Term

1. "Average" students according to general term averages.

	Number of Students
1930-1931	
First Term	24
Second Term	27
Third Term	25
Year	30
1931-1932	
First Term	37
Second Term	27
Third Term	28
Year	32
1932-1933	
First Term	38

2. "Average" students according to individual subjects.

1930-1931		
Orientation 1		27
" 2		19
" 3		21
Mathematics 1		22
" 2		10
" 3		14
Modern Language 1		12
" " 2		18
" " 3		15
English 1		22
" 2		18
" 3		21
Chemistry I		17
" II		13
Botany 3		29
1931-1932		
English 28		29
" 29		32
" 30		23
" 25		18
" 26		10
" 27		17
Botany 25		22
Agricultural Economics 26		27
Economics 25		34
History 30		31

Chapter III

A CONSIDERATION OF THE FIRST AND TENTH DECILES

For purposes of this study, the 119 students used have been divided into deciles and an individual examination of the first and tenth deciles (12 cases each) has been made. By "first decile" is meant the upper decile; "tenth decile" designates the lowest. For purposes of designation, initials have been assigned to each case treated. Three groups of deciles have been used, one for the years 1930-1931, one for 1931-1932, and one for the first term of 1932-1933, the deciles being determined on the basis of yearly averages. Two composite groups, called First Composite Group and Tenth Composite Group, are thus used instead of First Decile and Tenth Decile.

Cases Used

Upper Decile (First Composite Group)

1930-1931

R.B.	R.C.	T.C.	C.F.	A.H.	M.T.
D.C.	R.K.C.	C.C.	W.F.	H.J.	B.W.

1931-1932

R.B.	R.C.	E.C.	C.C.	A.H.	A.R.
D.C.	R.K.C.	T.C.	W.F.	W.K.	M.T.

1932-1933

D.C.	E.C.	W.F.	H.J.	J.L.	E.S.
R.C.	T.C.	A.H.	W.K.	A.R.	J.W.

Lower Decile (Tenth Composite Group)

1930-1931

S.B.	J.E.	C.H.	F.N.	R.S.	F.T.
T.B.	E.H.	A.L.	R.P.	E.T.	J.W.

1931-1932

A.A.	T.B.	V.V.G.	C.L.	H.S.	W.T.
S.B.	D.D.	E.H.	R.P.	H.R.S.	F.T.

1932-1933

A.A.	D.W.C.	E.E.H.	J.M.	R.P.	F.T.
T.B.	V.G.	R.J.	R.M.	W.T.	J.W.

As can readily be seen, one individual may be mentioned three times, hence, instead of a treatment of 36 separate cases in the upper decile, a smaller number will be used.

A. Review of the Cases Included in the
First Composite Group

R.B.

Averages

1930-1931	88.2
1931-1932	82.9
1932-1933	82.5

Work: plays organ; types. 5 hours.
Goes to bed at 11:30.
Not seriously worried about money matters.
Does not day dream.
No time given to social life.
Informal sports claim 6 hours weekly.
Other outside activities claim 14 hours.
Social life worries him a bit.
Total hours spent in activities: 25.

D.C.

Averages

1930-1931	85.8
1931-1932	87.2
1932-1933	87.8

Earns part of his room. 3-7 hours.
No room mate.
Not away week ends.
Work: Dining Hall; 20 hours.
Not irregular about sleep.
Not worried about money matters.
Not member of fraternity or sorority.
Spends 3-5 hours in athletics.
Makes no mention of aim.
Total hours spent in activities: 29.

R.C.

Averages	
1930-1931	85.8
1931-1932	86.4
1932-1933	87.

No room mate.

Rooms on campus.

Work: Dean's Office and Laboratory; clerical work;
12-20 hours.

Hours of work not regular.

No definite hour of going to bed.

Not worried about money matters.

Studies are difficult; they cause worries.

Spends 2 evenings a week in social life.

Not interested in athletics.

Spends 2-3 hours weekly in academic activities. (6 hours)

Total hours spent in activities: 24.5.

R.K.C.

Averages	
1930-1931	85.
1931-1932	87.7
1932-1933	83.

Earns room. 8 hours.

No room mate.

Car on campus at times.

Work: Private dining hall and library. 32 hours.

Rises 6:45; goes to bed at 12.

Not worried about money matters.

Has had present aim 8 years.

Time spent in activities: 40 hours.

T.C.

Averages	
1930-1931	85.3
1931-1932	87.5
1932-1933	89.6

Work: Agronomy laboratory. 15 hours.

Goes to bed at 10:30.

Not worried about money matters.

Studies with others.

Has difficulty concentrating.

Four or 5 hours weekly devoted to social life.

No aim.

Total time spent in activities: 19.5 hours.

C.C.

Averages	
1930-1931	84.8
1931-1932	86.5
1932-1933	85.4

Away 4 week ends a term.
Work: Waits on table.
Not irregular about hours of sleep.
Not fraternity or sorority member.
Little time devoted to social life.
Not interested in athletics.
Academic activities, 5 hours weekly.
Lacks aim.
Worried about himself.
Total time spent in activities: 5 hours.

C.F.

Averages	
1930-1931	83.5
1931-1932	82.1
1932-1933	86.9

Earns room.
Away all week ends.
Work: At fraternity house.
Goes to bed at 11:30.
Studies worry him.
Studies with others.
Academic activities claim 3 hours weekly.
Worried some about social life.
Total time spent in activities: 3 hours.

W.F.

Averages	
1930-1931	85.7
1931-1932	84.9
1932-1933	87.2

Not away week ends.
Work: Dining Hall, 20 hours.
Goes to bed 11:30.
Not irregular about sleep.
Studies mostly in library.
Studies worry him.
Examinations rather difficult.
Studies with others.
Time spent in athletics, 10-12 hours.
Has had aim in life many years.
Worried about self and about social life.
Total time spent in activities: 31 hours.

A.H.

Averages	
1930-1931	90.3
1931-1932	89.2
1932-1933	88.2

No room mate.
Room from 20-25 minutes from campus.
Work: Tutoring; reading papers; playing instrument;
window cleaning. 5-10 hours.
Hours of work not regular.
Cooks own meals.
Goes to bed at 12 A.M.
A death has presented worries.
Gives 1 hour to fraternity office weekly.
Spends 5 hours in athletics weekly.
Spends 3 hours weekly in informal sports.
Spends 2 hours in academic activities.
Spends 5 hours in informal academic activities.
Has had aim for 10 years.
Worried about himself.
Total time spent in activities: 23.5 hours.

H.J.

Averages

1930-1931	84.6
1931-1932	82.5
1932-1933	87.8

Earns room. 7 Hours.

No room mate.

Rooms on campus.

Work: Clerical work in Physical Education office;
correcting papers; typing; 15-20 hours.

Goes to bed from 11 - 2 A.M.

Two evenings weekly in social life (6 hours).

Spends 8 - 9 hours in informal sports.

Spends 2 - 3 hours in academic activities.

Has had present aim less than a year.

Some worried about self.

Total time spent in activities: 40 hours.

M.T.

Averages

1930-1931	87.3
1931-1932	89.4
1932-1933	87.8

No room mate.

Not away week ends.

Does not work.

Goes to bed at 10.

Not fraternity or sorority member.

No social life.

Four hours weekly in athletics.

Has had aim indefinitely.

Time spent in activities: 4 hours.

B.W.

Averages

1930-1931	84.3
1931-1932	81.5
1932-1933	81.5

Not away week ends.

Work: playing in orchestra.

Illness caused some worry.

Difficult to concentrate.

Spends 2 hours weekly in fraternity office.

Spends 8 hours weekly in sports.

Total time spent in activities: 10 hours.

E.C.

Averages

1930-1931	77.4
1931-1932	83.3
1932-1933	90.3

No room mate.
Does not work.
Not irregular about sleep.
Not worried about money matters.
A death has produced some worries.
Seldom day dreams.
Not fraternity or sorority member.
No social life.
Has had present aim 1 1/2 years.

W.K.

Averages

1930-1931	79.5
1931-1932	87.6
1932-1933	90.7

Not away week ends.
Work: Dining Hall, 21 hours.
Rises at 6:15; goes to bed at 11:30.
Not irregular about sleep.
Not worried about money matters.
Studies worry him some; examinations are difficult.
Does not day dream.
Five hours social life weekly.
Spends 7 hours weekly in athletics.
Spends 2 hours weekly in academic activities.
Has had present aim for 10 years.
Total time spent in activities: 30 hours.

A.R.

Averages	
1930-1931	83.3
1931-1932	85.7
1932-1933	89.2

Earns room.
No room mate.
Rooms on campus.
Work: Dining Hall; 18-20 hours.
Not worried about money matters.
Parents not experiencing financial difficulties.
Spends 5 hours in miscellaneous activities.
Worries some about self.
Total time spent in activities: 24 hours.

J.L.

Averages	
1930-1931	80.
1931-1932	82.8
1932-1933	87.5

Commutes: 1 hour daily.
Does not work.
Not irregular about sleep.
Death has caused some worry.
Not fraternity or sorority member.
Spends 10 hours in social life.
Spends 10 hours in athletics.
Total time in outside activities: 20 hours.

E.S.

Averages	
1930-1931	82.4
1931-1932	82.6
1932-1933	88.7

Work: Floricultural Department; 8 hours.
Goes to bed 11 - 12.
Spends 3 hours in athletics.
Does not know how long he has had his aim.
Some worried about himself.
Worried about his social life.
Total time spent in outside activities: 11 hours.

J.W.

Averages	
1930-1931	69.1
1931-1932	73.2
1932-1933	87.3

No room mate.

Commutes; 20 minutes by automobile.

Work: Smith College, mail route; 1 1/2 hours.

Eats transient.

Rises 6:30; goes to bed 11:30.

Not worried about money matters.

Illness has worried him some.

Studies difficult; examinations difficult.

Studies with others.

Difficult to concentrate.

Worried about social life.

Worried about self.

Total time spent in activities: 1.5 hours.

B. Review of the Cases Included in the
Tenth Composite Group

As in the use of the students in the First Composite Group, a composite group has been made of the students who fall into the tenth decile in the first and second years and first term of the third year.

S.B.

Averages

1930-1931	62.6
1931-1932	66.3
1932-1933	74.2

Earns part of room. 4-5 hours.
Not away week ends.
Work: Dining Hall.
Death and illness caused worry.
Studies caused worries.
Examinations difficult.
Difficult to concentrate.
Spends 10 hours weekly in social life.
Has had aim for 10 years.
Total time spent in outside activities: 14.5 hours.

B.C.

Averages

1930-1931	64.3
1931-1932	68.1
1932-1933	68.7

Not away week ends.
Work: Private dining hall, 23 hours.
No definite hour of going to bed.
Not worried about money matters.
No social life.
Worried some about self.
Total time spent on outside activities: 23 hours.

J.E.

Averages	
1930-1931	64.
1931-1932	70.1
1932-1933	82.9

Work: Private dining hall, 10 hours.
Hours of work not regular.
Rises 7:30 - 8.
Not worried about money matters.
Worried about "flunking out."
Examinations worry him.
Difficult to concentrate.
Fraternity office claims 3-4 hours weekly.
Spends 6 - 9 hours in social life.
Worried about self.
Total time spent in outside activities: 21 hours.

E.H.

Averages	
1930-1931	62.4
1931-1932	66.3
1932-1933	70.9

Five minutes to room.
Goes to bed at 12.
Studies worry him.
Studies with others.
Difficult to concentrate.
Spends 14 hours weekly in social life.
Miscellaneous outside activities, 2 hours.
Worried about social life.
Worried about self.
Total time in outside activities: 16 hours.

C.H.

Averages	
1930-1931	65.1
1931-1932	69.3
1932-1933	80.2

No room mate.
Five minutes to room.
Does not work.
Worried about fire at home.
Not fraternity or sorority member.
Spends 6 hours weekly in social life.
Has had aim for 6 years.
Worried about self.
Total time in outside activities: 6 hours.

A.L.

Averages	
1930-1931	64.4
1931-1932	69.8
1932-1933	78.8

No room mate.
Does not work.
Goes to bed at 10:30.
Does not day dream.
Difficult to concentrate.
Spends 8 hours in social life.
Spends 4 hours in informal sports.
Spends 5 hours in academic activities.
Spends 2 hours in miscellaneous activities.
Total time in outside activities: 19 hours.

F.N.

Averages

1930-1931	64.8
1931-1932	69.3
1932-1933	76.3

Does not work.

Goes to bed 11:30 - 2 A.M.

Illness has worried him.

Studies worry him.

Spends 8-10 hours in sports.

Spends 2-3 hours in academic activities.

Has had aim for 8 years.

Worries about self.

Total time in outside activities: 11.5 hours.

R.P.

Averages

1930-1931	63.3
1931-1932	65.7
1932-1933	73.6

Twenty minutes to room.

Lives at home.

Rises 6:45; goes to bed 9:30 - 10.

Examinations difficult.

Difficult to concentrate.

Not fraternity or sorority member.

Spends 3 hours in academic activities.

Spends 3 hours in informal academic activities.

Has had aim for most of life.

Worried about social life.

Total time spent in outside activities: 6 hours.

R.S.

Averages	
1930-1931	64.9
1931-1932	70.2
1932-1933	80.2

Earns room, 5 hours.
No room mate.
Not away week ends.
Work: Dining Hall, 21-22 hours.
Rises 5:45; goes to bed 11:30.
Some studies worry him.
Not fraternity or sorority member.
Spends 1.5 hours in informal academic activities.
Has had aim for 6 years.
Worried some about self.
Total time spent in outside activities: 28 hours.

F.T.

Averages	
1930-1931	62.1
1931-1932	68.1
1932-1933	70.8

Not away week ends.
Rises 6:30.
Does not day dream.
Not fraternity or sorority member.
No social life.
Spends 6 hours in informal athletics.
Spends 2 hours weekly in informal academic activities.
Has had aim for 8 years.
Total time spent in outside activities: 8 hours.

J.W.

Averages	
1930-1931	64.9
1931-1932	69.7
1932-1933	73.2

No room mate.
Not irregular about sleep.
Devotes 1 hour weekly to fraternity or sorority office.
Spends 6-9 hours weekly in social life.
Not interested in athletics.
Time spent in outside activities: 8.5 hours.

A.A.

Averages	
1930-1931	69.2
1931-1932	67.1
1932-1933	66.7

Earns room.
No room mate.
Rooms on campus.
Not away week ends.
Work: Library, 20 - 30.
Rises 6 A.M.
Not irregular about sleep.
Illness has caused worries.
Does not day dream.
Not fraternity or sorority member.
Spends 4 hours in informal sports.
Total time spent in outside activities: 29 hours.

D.D.

Averages	
1930-1931	68.1
1931-1932	67.6
1932-1933	75.

Not away week ends.
Work: Dining Hall, 20-25 hours.
Rises 6:30; goes to bed 11:30.
Illness caused some worries.
Does not day dream.
Devotes 6-9 hours to social life.
Worried some about self.
Total time spent in outside activities: 30 hours.

V.G.

Averages	
1930-1931	70.1
1931-1932	63.2
1932-1933	71.8

Has car on campus.
Does not work.
Not irregular about hours of sleep.
Illness has caused some worries.
Examinations difficult.
Difficult to concentrate.
Spends 6-7 hours in social life.
Spends 3-4 hours in athletic activities.
Has had aim for 10 years.
Worries about self.
Total time spent in outside activities: 10 hours.

C.L.

Averages	
1930-1931	65.3
1931-1932	66.7
1932-1933	69.

Lives at home.
Work: At home; store; 14-17 hours.
Not away week ends.
Goes to bed 11:45.
Studies with others.
Says he spends 24 hours daily in social life.
Spends 8 hours in informal sports.
Spends 2 hours in miscellaneous activities.
Has had aim for 1.5 years.
Total time spent in outside activities: 25.5 hours.

H.S.

Averages	
1930-1931	69.
1931-1932	68.3
1932-1933	76.3

Earns room.
Rooms on campus.
Work: Experiment Station, 21 hours.
Rises 6:45.
Not worried about money matters.
Great deal of time to social life.
Spends 1 hour weekly in academic activities.
Total time spent in outside activities: 22 hours.

H.R.S.

Averages	
1930-1931	66.2
1931-1932	67.8
1932-1933	76.3

No room mate.
Lives at home.
Does not work.
Goes to bed at 12.
Not irregular about sleep.
Worried over love.
Examinations difficult.
Spends 6 hours in social life.
Spends 11 hours in sports.
Spends 4 hours in informal sports.
In doubt about effect of athletic activities on studies.
Worried about self.
Total time spent in outside activities: 21 hours.

W.T.

Averages	
1930-1931	69.2
1931-1932	67.3
1932-1933	70.8

Work: Cook, 35 hours.
Goes to bed 1:30 A.M.
Not irregular about sleep.
Spends 3 hours weekly in sports.
Total time spent in outside activities: 38 hours.

D.W.C.

Averages	
1930-1931	71.9
1931-1932	72.9
1932-1933	71.52

Work: Supply room; bowling alleys, 15 hours.
Indefinite hour of going to bed.
Difficult to concentrate.
Not fraternity or sorority member.
Spends 2-3 hours in informal sports.
Spends 3 hours in academic activities.
Total time spent in outside activities: 20.5 hours.

E.E.H.

Averages	
1930-1931	67.
1931-1932	69.1
1932-1933	73.3

No room mate.
Twenty minutes to room.
Does not work.
Goes to bed at 12.
Not worried about money matters.
Examinations difficult.
Very little social life.
Has had aim all his life.
Total time spent in outside activities: 00.

R.J.

Averages	
1930-1931	74.5
1931-1932	73.1
1932-1933	67.6

Work: Dining Hall; dormitory; 28 hours.
Rises at 6:30.
Worried about illness.
Spends 6 hours weekly on sports.
Worried about social life.
Worried about self.
Total time spent in outside activities: 34 hours.

J.M.

Averages	
1930-1931	66.
1931-1932	70.8
1932-1933	71.5

Twenty-five minutes to room.
Lives at home.
Does not work.
Not worried about money matters.
Studies difficult.
Difficult to concentrate.
Very little social life.
Spends 7 hours weekly in sports.
Perhaps activities influence his studies a little.
Worries about self.
Worries about social life.
Total time spent in outside activities: 7 hours.

R.M.

Averages

1930-1931	70.
1931-1932	68.6
1932-1933	68.7

Car on campus.

Work: College store, 3 hours.

Studies with others.

Spends 3 hours in fraternity office.

Spends 2 hours in informal sports.

Has had aim 5-6 years.

Worried some about self.

Total time spent in outside activities: 8 hours.

E.T.

Averages

1930-1931	63.7
1931-1932	69.7
1932-1933	74.

Not away week ends.

Work: Dining Hall, 20 hours.

Goes to bed 12 - 12:30.

Studies difficult.

Studies worry him.

Does not day dream.

Difficult to concentrate.

Spends 1 hour in fraternity office.

Spends 6 hours in social life.

Spends 6 hours in athletic activities.

Spends 3 hours in informal athletics.

Spends 6 hours in academic activities.

Spends 1 hour in informal academic activities.

Has had present aim for 1 year.

Worried some about self.

Total time spent in outside activities: 43 hours.

C. Summary of Cases

1. The First Composite Group.

	Number of Students
Earn Room	5
No room mate	9
Distance of room from campus	
On campus	3
20-25 minutes	1
Commute	2
Away week ends	
None	4
All	1
Four	1
Car on campus at times	1
Work done	
Number of hours	
No work	3
1.5	1
5	1
5-10	1
8	1
12-20	1
15	1
15-20	1
18-20	1
21	2
23-27	1
40	1
Total cases	15
Average hours spent in work by those who designated hours of work: 16.4	
Hours of work irregular	2
Cook own meals	1
Rising hour	
6:15	1
6:30	1
6:45	1
Hour of going to bed	
10	1
10:30	1
11 - 2 A.M.	2
11:20	1
11:30	4
12	1
12:30 A.M.	1
No definite hour	1
Not irregular hours of sleep	6
Not worried about money matters	9
Worries	
Death	3
Illness	2

Number of Students

Parents not having financial difficulties	1
Studies in Library	1
Studies difficult	2
Studies present worries	4
Do not day dream	3
Examinations difficult	3
Study with others	4
Difficult to Concentrate	3
Not fraternity or sorority members	5
Time given to social life	
No time	3
Little time	1
4-5 hours	1
5 hours	1
6 hours	2
Not interested in athletics	2
Length of time students have had their aim in life	
No aim at all	2
No aim mentioned	1
Less than a year	1
1.5 years	1
8 years	1
10 years	2
Many years	3
Worried about social life	5
Worried about self	7

2. The Tenth Composite Group.

	Number of Students
Earn Room	4
No room mate	7
Distance of room from campus	
On campus	2
Live at home	4
5 minutes	2
20 minutes	2
25 minutes	1
Not away week ends	8
Cars on campus	2
Work done	
Number of Hours	
Do not work	7
3	1
4.5	1
10	1
15	1
15.5	1
20	1
21	1
22.5	1
23	1
25	1
26.5	1
28	1
35	1
Total cases	20
Average hours worked by those who designated hours of work: 19.1.	
Not regular hours of work	1
Hour of rising	
5.45	1
6	1
6:30	3
6:45	2
7:30 - 8	1
Hour of going to bed	
9:30-10	1
10:30	1
11:30	2
11:30-2A.M.	1
11:45	1
12	2
12-12:30 A.M.	1
12-1 A.M.	1
1:30 A.M.	1
No definite hour	2

Number of Students

Irregular hours of sleep	5
Not worried about money matters	5
Worries	
Death	1
Illness	6
"Flunking out"	1
Fire at home	1
Love	1
Studies present worries	1
Do not day dream	5
Examinations difficult	6
Study with others	3
Difficult to concentrate	9
Not fraternity or sorority members	6
Social life	
None	2
Very little	2
24 hours daily	1
Great deal of time	1
Not interested in athletics	1
Effect of athletics on studies	
In doubt as to detrimental effect	1
Perhaps a little	1
Length of time student has had aim	
1 year	1
1.5 years	1
6 years	3
8 years	3
10 years	1
Most of life	2
Worried about social life	5
Worried about self	13

D. The Revised Questionnaire

Name

Where do you room?

Dormitory, fraternity, at home, private house?

Do you earn your room?

If so, how many hours of work a week?

Is your work regular? Do you live at home?

How far from campus is your room? (Express in minutes)

Do you commute? Hours spent daily commuting?

Are you away week ends? How many each term?

Do you have a car on campus?

Do you work? Where? Nature of work?

How many hours weekly? Are they regular?

Where do you eat? Transient or regular board?

Do you earn all your meals?

Do you earn part of your meals?

What is your usual rising hour? Hour of going to bed?

Are you irregular about your hours of sleep?

Are you worried about money matters?

Have you had any particular worry since entering college?

Death? Divorce? Illness? Any other?

Are your parents experiencing unusual financial difficulties?

Where do you do most of your studying?

Are your studies particularly difficult?

Do they worry you? Do you day dream?

Are examinations unusually difficult?

Do you study in the presence of others?

Do you study with others?

Is it difficult for you to concentrate?

Are you a fraternity or sorority member?

Does social life claim any attention?

Approximate time?

Interested in athletics?

In what sports do you participate?

Average number of hours of practice each week during year?

Do athletics affect your studies adversely?

Time spent in other sports?

Average of hours per week spent attending athletic games?

Interested in academic activities?

What ones?

Number of hours spent weekly?

Time spent in other outside activities?

Have you been ill during the college sessions?

How many weeks?

Have you been ill during vacations from college?

How many weeks? When?

What do you expect to do in life?

How long have you had this aim?

Do you worry about your social life?

Do you worry about yourself?

What is your greatest handicap?

Have you had a scholarship? How much? When received?

Chapter IV

SOME GENERAL COMPARISONS OF CERTAIN FACTORS WITH MARKS

The averages mentioned in this chapter are year averages, with the exception of those gained in 1932-1933, which are term averages.

A. Average Marks of Those who Work over 20 Hours

	1930-1931	1931-1932	1932-1933
Number of Cases	27	27	27
Average Marks	74.6	75.9	79.6
Marks of "Average" Student	72.56	74.85	79.87

Of the 27 doing 20 or more hours of work a week, 8 are in the Tenth Composite Group of the group being dealt with; 5 are in the First Composite Group; and 10 have at one time or another been included in the list of "average" students. Only 4 students have escaped one of these classifications.

The fact that such large numbers are included in the First and Tenth Composite Groups is rather significant. But the conclusion cannot be made that the 8 students in the Tenth Composite Group are there because of the work they do. In the first place, few students work much during their freshman year. In the second place, the writer, from his own knowledge of the men in question, is able to certify that several of the students who occupy places in the Tenth Composite Group list are there because of reasons not measured in the questionnaire.

One of the Tenth Composite Group students did little work during his freshman and sophomore years; he now does 23 hours of work a week and is seemingly no worse off than he was before. Another student in the same Composite Group, who does from 20 - 25 hours of work per week, has had very even averages. One student, who certifies that he does 28 hours of work and whose marks have taken a steady trend downward, is in his present predicament not because of his work but because of an obstinate streak of egotism and several affairs with women; these difficulties are not evident in his questionnaire, but are gleaned from what personal contact the writer has had with this student. A student who does from 21 - 22 hours of work has had a steady increase of averages from 62.8 to 80.2. Another student's averages have gone from 61.1 to 74.

Suppose that a similar review be given the cases included in the First Composite Group. Work has seemingly had no effect upon the marks of a student who does from 23 - 27 hours of work. One who does 40 hours of work a week has suffered a slight drop in averages for the first term, 1932-1933. A student doing 20 hours of work a week and at the same time being a very prominent athlete has marks that are nearly level. A young man doing 21 hours of work a week who obtained an average of 79.5 for his first year obtained an average for the first term, 1932-1933, of 90.7. He did not work during his freshman year.

The reason for so many of these students being in the First and Tenth Composite Groups must be one quite apart from the actual work done. The writer cannot say that work either hinders or helps a student in attaining his scholastic grades.

B. Average Marks of Those who do not Work

	1930-1931	1931-1932	1932-1933
Number of Cases	34	33	33
Average Marks	73.8	76.2	80.4
Marks of "Average" Student	72.56	74.85	79.87

Of the 34 who do not work, 3 are included in the First Composite Group; 7 are in the Tenth Composite Group; 19 have been at one time "average" students; and 5 are outside these classifications.

The fact that 7 students of the Tenth Composite Group do not work is worthy of note. No one knows, however, what the school marks of these students would be if they were to work.

Whether or not the 3 included in the First Composite Group would be there if they worked cannot be determined. The fact that 5 do over 20 hours of work and 3 do none is rather surprising, since these two figures represent extremes.

C. Average Marks of Those who Worry about their Studies

	1930-1931	1931-1932	1932-1933
Number of Cases	45	45	45
Average Marks	73.0	75.5	80.4
Marks of "Average" Student	72.56	74.85	79.87

A comparison of the average mark of the "average" student to the average mark of the student who worries about his studies reveals nothing. This element, then, cannot be said to be a deciding one in the success or non-success of the student.

D. Average Marks of Those who Find Examinations Difficult

	1930-1931	1931-1932	1932-1933
Number of Cases	50	50	49
Average Marks	73.0	74.87	79.6
Marks of "Average" Student	72.56	74.85	79.87

A comparison of these average marks will show a surprising closeness of the "Average Marks" and the "Marks of 'Average' Student."

E. Average Marks of Those who Find it Difficult to Concentrate

	1930-1931	1931-1932	1932-1933
Number of Cases	46	46	46
Average Marks	72.7	74.3	78.9
Marks of "Average" Student	72.56	74.85	79.87

Difficulty in concentration cannot be pointed out as a major reason for low grades, so far as this study is able to reveal.

F. Average Marks of Those who Worry about Social Life

	1930-1931	1931-1932	1932-1933
Number of Cases	17	17	17
Average Marks	74.0	76.47	80.5
Marks of "Average" Student	72.56	74.85	79.87

For some reason, the students who worry about their social life receive higher averages than does the "average" student. But the differences in marks are not great enough to be of much importance. Such a worry has, evidently, no detrimental effect on school marks.

G. Average Marks of Those who Worry about Themselves

	1930-1931	1931-1932	1932-1933
Number of Cases	45	45	45
Average Marks	73.6	75.7	79.9
Marks of "Average" Student	72.56	74.85	79.87

Self-worry seems to do no harm, so far as scholastic marks are concerned.

H. Correlation between Hours of Work and Marks Received

When the marks of the students who work are correlated with the number of hours of work done, these values for r are found:

1930-1931	.233	.11
1931-1932	.137	.08
1932-1933	.24	.08

The number of cases employed was 67.

For the freshman and sophomore years, there is a positive correlation, but so small as not to be significant. For the first term of the junior year, there is a small negative correlation, also of little significance. It should be noted, also, that very little work is done during the freshman year, and not much more during the sophomore year. The negative correlation, then, becomes the only one with any particular significance.

A probable reason for this negative correlation is that students who are doing this work are in the First and Tenth Composite Groups, and of these two, the greater number of hours spent in work are spent by those in the Tenth Composite Group. When the fact that few students have worked much previous to their junior year, and the averages concerned are those attained the first term of the junior year, the negative correlation is not surprising. Such a correlation would seem to indicate a detrimental effect of work; but the correlation is, of course, not known to be reliable.

I. Average Army Alpha Mental Test Scores Compared

Average Score of Members of the First Composite Group	158
Average Score of Members of the Tenth Composite Group	166
Average Score of Members of the Class of 1934	146
Highest Score of Members of the Class of 1934	196
Lowest Score of Members of the Class of 1934	78
Highest Possible Score	212

The scores revealed in this comparison are decidedly startling. The writer does not know what the significance of this difference may be. This situation should be investigated.

Only the Army Alpha Test was considered since a goodly number of students in the Tenth Composite Group are those that have been dropped from the Class of 1933, one coming from the Class of 1932. One student in the First Composite Group was originally in the Class of 1933. The Army Alpha is the only test common to the three Classes.

Chapter V

CONCLUSIONS

A. Summary

This study has not yielded facts which enable the writer to say decidedly that outside activities affect school marks. He has pointed out, however, wherein the composite group from the first decile, consisting of 18 cases, and a like group from the tenth decile, consisting of 24 cases, differ from the "average" student in his outside activities. But the differences noted are merely suggestive, not conclusive, as a glance at C, Summary of Cases, Chapter III, will reveal. The writer is forced to draw this conclusion, then, not that outside activities have no influence upon school marks, but that his study has not revealed irrefutable proof of any such influences.

There are several facts concerning these composite groups which should be emphasized:

A. First Composite Group, 18 Cases.

1. Nine room alone.
2. The work done by those who work averages practically the same as that done by the "average" student.
 - a. "Average" student 16.6 hours.
 - b. Student in First Composite Group 16.4 hours.
3. Nine are not worried about money matters.
4. Five are not members of a fraternity or sorority.
5. Five admit they are worried about their social life.
6. Seven admit they are worried about themselves.

B. Tenth Composite Group, 24 Cases.

1. Seven room alone.
2. Four live at home.
3. Eight are not away week ends.
4. Two have cars on campus.
5. The work done by those who work averages more than that done by the "average" student who works.
 - a. "Average" student, 16.6 hours.
 - b. Student in Tenth Composite Group, 19.1 hours.
6. Members of the group indicated more worries than did the "average" student.

Death	1
Illness	6
"Flunking out"	1
Fire at home	1
Love	1

7. Five do not day dream.
8. Six said their examinations are difficult.
9. Nine find it difficult to concentrate.
10. Six are neither fraternity nor sorority members.
11. Two, rather flippantly perhaps, declared that they spend most of their time in social life.
12. Two admit of a detrimental effect of athletics on study.
13. Five are worried about their social life.
14. Thirteen are worried about themselves.

The average marks arrived at in Chapter IV are very interesting. They reveal this: that no one element concerned is responsible for a lowering of scholastic marks.

Even though the study has been rather unproductive of positive results, there are several incidental contributions which should be noted:

1. An "average" student of the class of 1934 has been determined. See Chapter II, C.
2. The number of "average" students in the class of 1934 has been determined. See Chapter II, D.
3. Seventy-six of the 110 students who reported do work to earn money or its equivalent, 69 percent. See Chapter II, B, Question 11.
4. Those students who do work average 16.6 hours each. See Chapter II, C.
5. The types of employment available to students is in a measure revealed by the table in Chapter II, B, Question 13.
6. Scholarships gotten by members of the class of 1934 who answered the questionnaire are noted in Chapter II, B, Question 53. The average received by each student who was awarded a scholarship is \$70.
7. The variety of handicaps that may be possessed by students is indicated in Chapter II, B, Question 56.
8. The variety of aims of the members of the 1934 class is noted in Chapter II, B, Question 52.
9. The students are almost unanimous in saying that athletics do not influence their studies. This statement is subject to a limitation mentioned in Chapter II, B, Question 46.
10. A revised questionnaire is included in Chapter III, D, which may be of aid should any one choose to investigate this thesis further.

Recommendations

The writer does not feel that enough data are available to warrant the making of any recommendations. However, the data of this study would seem to make possible these statements:

1. If the student can come to college not worried about money matters, the chances are that he will be able to do superior work to the one who is burdened with such cares. The comparatively large number of First Decile students who are free from this worry would seem to point to such a generalization.

2. It may perhaps be said that a student will do well not to live at home. Such a statement may be questioned, however, on the grounds that not enough students were considered. The writer believes his statement to be justified.

3. It is wise, in the judgment of the writer, for students to be away a reasonable number of week ends. The breaks caused by such absences seem to be beneficial rather than detrimental.

4. If students could be free from worrying about themselves, their chances of success in college would be increased.

5. Cars are not to be recommended for students.

6. The writer does not recommend that students refrain from outside activities. If such activities are found to be damaging materially to students' scholastic marks, some

restraint should be imposed. On the other hand, even work done by students while they are in college has its benefits. A certain amount of work doubtless acts as leaven. It gives the student a feeling of independence from his parents which is desirable. Further, certain types of work are decidedly instructive. Library work and laboratory assisting are particularly valuable. Benefits come even from dining hall work: neatness of dress, deportment, and easy repartee.

A P P E N D I X

A. Values of Outside Activities

A discussion of outside activities, as revealed in this study, may be of interest to the reader. No attempt will be made by the writer, however, to link this essay definitely with the study.

For purposes of this treatment, outside activities may be divided into these classifications: (1) work; (2) athletics; (3) academic activities; and (4) informal activities.

Work. Work seems to have had no detrimental effect upon members of the class of 1934, so far as academic marks were concerned. This work yields money, or its equivalent, which gives the student a feeling of dependence upon himself, or it may give him that much desired spending money which he can use without feeling that he is depriving some one else of what he may actually need. Perhaps his work is of such a nature that he is doing what he expects to do later in life. House work for home economics students, laboratory work for those who expect a scientific career, tutoring and correcting papers for prospective teachers, athletic referee work for future coaches, and helper in a sheep flock, all are occupations which will help the student to later success.

Benefits to be gained from dining hall and library work have already been mentioned in Recommendations, Chapter V. Several students are putting into practice what they have already learned to do. For example, a number of students do office work and typing. Certain occupations lead to the

development of valuable talents possessed by the students. Orchestral work, playing the organ, and drawing may be included under this heading.

If such work as has been named does to some extent hinder students in attaining their maximum scholastic marks, there may be enough incidental benefits to do more than simply to offset the "damage" done.

Athletics. Much is continually being said about the contributions organized athletics have to make to the student; these benefits need not be reviewed here. It should be noted, however, that athletics probably can do much for students who will not be touched materially by their general studies.

The writer ventures this conjecture: students brought up under certain industrial and agricultural conditions, and children born to parents of foreign birth as well, often come to college with little or no feeling for language, literature, music, and others of the arts. They may be very capable of grasping facts and of reasoning properly. They find outlets for their enthusiasm, for their desire to depart frequently from their daily occupations, not in drama, literature, or music, but in physical activity, sports, which express themselves in a common language. Athletics, particularly for these individuals, if they are sponsored wisely, ought to give benefits that these students can get in no other way.

Academic Activities. Participation in orchestral work, journalism, and drama gives to the student valuable training in activities which will make him prized in his community quite apart from his occupation. One has but to note the graduates of a college who have belonged to the dramatic society to realize the invaluable contribution dramatics have made to those individuals and hence to the communities in which these graduates dwell.

Participation in these activities during undergraduate days may serve to bring out unknown or neglected talents dormant in an individual. Thus the student may be led to find himself and be able to avoid being a misfit.

Informal Activities. Informal activities of all sorts serve as escape valves for the student. Tennis, swimming, riding, fraternity sports, music, youth work, hiking, dancing, golf, winter sports, debating, and church, all make a student human, free him for short periods from routine work, and afford recreation that helps in making college life highly desirable.

The amount of time which the student should spend in outside activities cannot easily be determined. Good sense leads any one to the conclusion that such activities can be participated in too freely. One thing the writer is able to say is that the value of outside activities should not be under-estimated.

B. Influence of Outside Activities

A mass study of the influence of outside activities on school marks has been rather unproductive of results. But the writer is not convinced that outside activities have no detrimental effect on such marks, if participated in to excess. He believes that some one element, or possibly two or three, influence rather decidedly a person's standing in college.

A very interesting and productive study of the members of the Tenth Decile could be made by some one and treated entirely as a series of case studies. All phases of the life and activities of these students would have to be considered, and the results would probably indicate that in each case a single one, possibly more than one, influence would operate.

For purpose of illustration suppose an individual be considered. The study just made does not indicate why one member of the 1934 class included in the Tenth Composite Group should be so classified. In mental test scores, he ranks high:

	Algebra	Army Alpha	Psychological Examination	Composite
Individual Score	77	178	262	517
Average Score	57	146	176	379
Highest Score	82	196	302	
Lowest Score	17	78	57	
Highest Possible	86	212	370	

His year averages have been only mediocre.

1930-1931	71.9
1931-1932	72.9
1932-1933 (First Term)	71.52

The average of his first term, junior year, places him in the Tenth Composite Group of the students considered in this study. He is an English major student and is apparently well prepared for his work and is much interested in his studies. The writer knows this individual well and believes that the major "damaging" influence is the student's sexual disturbances. He is what is termed frequently, "woman crazy." No other single element, no group of elements, seems to throw any light upon this case.

Such a case cannot be approached through an investigation that is carried on with a group of students as a whole. Each student's life pattern must be scrutinized. The investigator must know something about the home life, the previous school experience, the likes and dislikes, the hopes and fears, the life outlook of each one of these students. Each person becomes a gestalt and must be considered as such. His personality and what elements go to make up that personality are to be considered, not a single trait.

Approved by:

AM. Seick

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Graduate Committee

Date _____

