

A STUDY OF THE PREPARATORY ENGLISH  
STUDENTS OF THE KANSAS STATE TEACHERS COLLEGE  
OF EMPORIA FOR THE FOUR-YEAR PERIOD  
1933-1936, INCLUSIVE

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## CHAPTER I

### INTRODUCTION

#### The Problem

This study has for its purpose an investigation of the preparatory English students of the Kansas State Teachers College of Emporia during the four-year period 1935 to 1938 inclusive, with a view of determining their scholastic ability and academic success during their period of enrollment at the Kansas State Teachers College. The investigation is based upon the various student records which are available at the college and which were found to be quite complete and reliable.

Due to the fact that the mortality rate among college students enrolled in the required English courses at the Kansas State Teachers College has generally run quite high as regards failures, it has been the policy of the English department for the past fifteen years to try to improve the situation through a course dealing largely with the fundamentals of English grammar and composition, and called Preparatory English. Where it has been deemed advisable, this introductory English course has been offered for the benefit of students not sufficiently well grounded in English to handle properly regular college English courses. It is with the idea of exam-

ining the academic records of certain of these preparatory English students that this study is being conducted.

### Previous Studies

Evidence seems to point to the fact that little investigation of this problem has taken place. A check of the thesis records at Kellogg Library fails to reveal any study of a similar nature and both the English Department and the Bureau of Educational Measurements advise that no study of a corresponding type has been made.

### Sources of Data

A bibliography of materials dealing with a problem of this sort is necessarily quite limited. Information was available largely from the following sources:

- I. Permanent student records of the English Department
- II. Permanent student record cards of the Bureau of Educational Measurements.

### Organization into Chapters

As may be noted, Chapter I is an introduction to the study and deals with the organization of materials.

Chapter II introduces the method of procedure and makes an analysis and interpretation of the rankings of the prepara-

tory English students according to three different sets of scores compiled from tests given by the Kansas State Teachers College to the entering freshmen. The rankings are based upon the weighted score from the battery of entrance tests, the intelligence test score, and the English composition test score.

Chapter III is an analysis of the preparatory English grades as made during the four-year period 1935 to 1938, inclusive. A break-down of the grades is made as regards the number of students making each grade and the decile rankings of the students according to the grades made. In addition a comparison is made between the distribution of grades in preparatory English and the general distribution of grades in all courses taken by the same students.

Chapter IV gives a record of the number of semesters that the preparatory English students remained in school together with the semester hours of credit earned. A case study of the failing students in preparatory English is also given in order to determine their success or failure in other school subjects during the time that they were enrolled.

Chapter V deals with the significance of the grade index scores. The grade indices of the preparatory English students are compared with the general average of the grade index scores of all undergraduate students enrolled during the school year of 1937-1938. The method of determining the grade index is shown and the ratings are analyzed.

Chapter VI gives a rather detailed summary of each of the preceding chapters in order to emphasize concisely and systematically the most significant phases of the study. Conclusions which the investigation seems to have justified comprise the final part of the chapter and conclude the study.

## CHAPTER II

### ENTRANCE TEST RANKINGS OF PREPARATORY ENGLISH STUDENTS

#### Method of Procedure

Throughout this study the data compiled deals with 164 preparatory English students of the Kansas State Teachers College, of which 111 are men and fifty-three are women. To clarify the status of preparatory English students it may be well to explain that they are the entering freshmen whose English composition scores on the entrance test placed them in one of the four lower deciles. They are then strongly urged, but not necessarily required, by the English Department to enroll in preparatory English for their first semester. It is assumed that these weaker English students, as indicated by the English composition entrance test, need additional fundamentals of English before enrolling in regular required college English courses. Preparatory English is a course which corresponds to a regular three-hour course in class meetings and assignments, but is taken for no credit. The course is, as the course name indicates, a preparatory one for later required credit courses in English.

While this investigation involves rather extensive use of statistics, largely in the form of tables dealing with the

cases under consideration, it is to be emphasized at the outset that no attempt is made to conduct a technical statistical study. Rather, an interpretative investigation of the scholastic ability and academic success of preparatory English students is the real basis of procedure.

As a pre-enrollment requirement at the Kansas State Teachers College, all entering freshmen or students entering for the first time with less than thirty hours of credit are required to take a battery of entrance tests. Tests are given and scores recorded for intelligence, English composition, vocabulary, reading, mathematics, spelling, and general information. A weighted test score is then determined from the results of the scores of the above mentioned tests and that score is used in assigning the decile rankings of the students. These test scores are later given out to students upon request and are also used as an aid in analyzing scholastic difficulties of students in certain of their college courses.

In this study it was considered advisable to take into account the weighted test score, the intelligence test score, and the English composition score for each preparatory English student under consideration. The weighted test score indicated the general scholastic ability of the students being considered, the intelligence test score indicated whether or not the various test scores were consistent with the possible ability of the students, and the English composition score indicated the justification for placing the student in the preparatory English

course.

### English Test Rankings

The English test rankings by deciles, as shown in Table I, were determined by the scores made on the English composition test of the entrance battery of seven tests. The table clearly shows that the larger number of preparatory English students came from those students ranking in the lower deciles on the English composition test taken upon entrance. The fact that 92.8 per cent of the men and 94.3 per cent of the women ranked in the four lower deciles strongly emphasizes that the preparatory English group came almost completely from these four lower deciles in which the English Department recommends that such procedure be followed.

TABLE I

## DECILE RANKINGS ACCORDING TO ENGLISH COMPOSITION TEST SCORES\*

Decile	No. of Cases in Each Decile			Per Cent of Cases in Each Decile		
	Men	Women	Total	Men	Women	Total
10	0	0	0	0	0	0
9	0	0	0	0	0	0
8	0	0	0	0	0	0
7	2	0	2	1.3	0	1.2
6	2	0	2	1.3	0	1.2
5	4	3	7	3.6	3.7	4.3
4	8	10	18	7.2	13.9	11.0
3	9	14	23	8.1	26.4	14.0
2	22	8	30	19.8	15.1	19.5
1	64	18	82	57.7	33.9	50.0
Totals	111	53	164	100.0	100.0	100.0

Read table thus: Sixty-four or 57.7 per cent of the men ranked in the first decile on the English composition test.

Although no preparatory English students were found to come from the three upper decile groups, there were a few in the fifth, sixth, and seventh deciles. The explanation for these cases is that a few students feel that their preparation

\* Statistics for this and following tables taken from permanent student record cards of the Bureau of Educational Measurements, Kansas State Teachers College.

in English is insufficient, although their ranking on the test was reasonably high. By their own choice they have then become members of a preparatory English class.

### The Weighted Entrance Test Rankings

The weighted entrance test rankings by deciles, as shown by Table II, were determined by consideration of all scores made by each student in the seven tests included in the entrance battery. Table II shows that there is a definite relationship between the rankings of the preparatory English students on the English entrance test and their rankings on the complete set of entrance tests. The grouping is not so completely in the lower deciles, but 78.3 per cent of the men and 88.6 per cent of the women rank in the four lower deciles. The fact that ten per cent more women than men ranked in these lower deciles may indicate that English is somewhat of a problem for men even when their general scholarship rating is higher. However, no students ranked in the ninth or tenth deciles and but three men in the eighth decile, which record tends to show that the general scholarship rating of the preparatory English group is quite decidedly on the lower level.

TABLE IX

## DECILE RANKINGS ACCORDING TO WEIGHTED ENTRANCE TEST SCORES

Decile	No. of Cases in Each Decile			Per Cent of Cases in Each Decile		
	Men	Women	Total	Men	Women	Total
10	0	0	0	0	0	0
9	0	0	0	0	0	0
8	3	0	3	2.7	0	1.8
7	5	2	7	4.5	3.8	4.3
6	11	2	13	10.0	3.8	7.9
5	5	2	7	4.5	3.8	4.3
4	6	6	12	5.4	11.5	7.5
3	25	6	31	22.5	11.5	18.9
2	20	17	37	18.0	32.1	22.6
1	36	13	54	32.4	35.9	32.9
Totals	111	53	164	100.0	100.0	100.0

Read table thus: Thirty-six or 32.4 per cent of the men ranked in the first decile according to weighted entrance test scores.

## Intelligence Test Rankings

The intelligence test rankings, as shown in Table III, were determined by scores made in the intelligence test of the entrance battery of seven tests. Table III bears out the general trend of Tables I and II in that the concentration of

cases in the lower deciles is again quite evident. With 70.5 per cent of the men and 90.5 per cent of the women in the four lower deciles, it seems quite evident that the preparatory English students are a low ability group. The data of Table III show that there is more of a spread in the ability grouping of the men than of the women, with a significant sampling of the men as high as the ninth decile. Thus, there is again reason to believe that a considerable number of men are included in the preparatory English group whose intelligence and general ability do not warrant their low standing in English.

TABLE III

## DECILE RANKINGS ACCORDING TO INTELLIGENCE TEST SCORES

Decile	No. of Cases in Each Decile			Per Cent of Cases in Each Decile		
	Men	Women	Total	Men	Women	Total
10	0	0	0	0	0	0
9	6	1	7	5.4	1.9	4.3
8	2	0	2	1.8	0	1.2
7	7	1	8	6.3	1.9	4.9
6	12	0	12	10.8	0	7.5
5	6	3	9	5.4	5.7	5.5
4	7	4	11	6.3	7.5	6.7
3	18	10	28	16.2	18.9	17.0
2	18	20	38	16.2	37.7	23.2
1	35	14	49	31.6	26.4	29.9
Totals	111	53	164	100.0	100.0	100.0

Read table thus: Thirty-five or 31.6 per cent of the men ranked in the first decile on the intelligence test.

## CHAPTER III

### ANALYSIS OF COURSE GRADES

#### Course Grades in Preparatory English

Tables IV and V provide data relative to the course grade records of the preparatory English students under consideration. The two tables deal with identical materials, but Table V gives results in per cents rather than in actual cases. In assigning student decile rankings in these tables, the rankings according to scores made on the entire set of entrance tests were used. Common practice is followed in taking the decile rankings from these weighted entrance test scores.

Because of the fact that there are so few students in the upper deciles, the break-down of the course grades by decile rankings place a preponderance of the cases in the lower deciles. It is therefore to be expected that the distribution of grades will be out of proportion, with the number of lower grades predominating. An interesting comparison can therefore be made between the range of grades in a normal distribution and the range of grades as shown in the last column of Table V. While it is true that there is no one normal grade distribution which is generally accepted, the distribution here used is the one suggested by the Kansas State Teachers College. It seems

reasonable to use this distribution in connection with the students under consideration since they are directly affected by it. In this normal distribution it is considered that seven per cent of the grades should be A's. Table V shows that the proportion of A's for both men and women in preparatory English is below average. The normal distribution calls for eighteen per cent of B's. According to Table V the proportion of B's is also low but approaches the normal more nearly than was the case with the A grades. While the normal distribution calls for fifty per cent of C's, Table V shows the men to be 6.7 per cent below the normal and the women to be 8.8 per cent below the normal. With regard to D's the men are exactly normal with a percentage of eighteen and the women are only nine-tenths of one per cent above the normal. With regard to the record of F's, the women are only one-half of one per cent above the normal distribution which calls for seven per cent of failures. However, the failures of the men show the greatest discrepancy from the normal distribution of any of the percentages under consideration. The percentage of failures for men runs 16.4 per cent greater than the normal, and makes a record of approximately one-fourth of the men of the preparatory English group who have failing grades for the course. Thus a review of the per cent of students making each grade from Table V indicates considerable variation from the normal distribution of grades. The women students are below

the normal with regard to A's and B's but compensate somewhat with a percentage of C's above the normal. The men students get the normal percentage or above only in D's and F's. The results of Tables IV and V seem to bear out the trend indicated by the decile rankings of the preparatory English students, namely, that they are a sub-normal group according to their grades in preparatory English.

TABLE IV  
ANALYSIS OF PREPARATORY ENGLISH COURSE GRADES BY DECILES  
(164 CASES)

Decile	A		B		C		D		F		Totals	
	M	W	M	W	M	W	M	W	M	W	M	W
10	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	2	0	0	0	1	0	0	0	3	0
7	0	1	1	0	3	1	0	0	1	0	5	2
6	0	0	2	1	6	1	3	0	0	0	11	2
5	0	0	1	0	2	2	1	0	1	0	5	2
4	0	0	1	1	3	3	1	2	1	0	6	6
3	0	0	4	1	9	5	5	0	7	0	25	6
2	1	0	4	3	10	9	0	4	5	1	20	17
1	0	0	1	1	15	10	9	4	11	3	36	18
Totals	1	1	16	7	48	31	20	10	26	4	111	53

Read table thus: One man in the first decile made a course grade of B in preparatory English.

TABLE V

## ANALYSIS OF PREPARATORY ENGLISH COURSE GRADES BY DECILES IN PER CENTS (164 CASES)

Decile	A		B		C		D		E		F		Per Cent of Students in Each Decile	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
	10	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	12.6	0	0	0	5	0	0	0	0	0	2.7	0
7	0	100	6.2	0	6.2	5.2	0	0	3.2	0	4.5	3.8	4.5	3.8
6	0	0	12.6	14.3	12.5	3.2	15	0	3.2	0	10.0	3.8	10.0	3.8
5	0	0	6.2	0	4.2	6.5	5	0	3.0	0	4.5	3.8	4.5	3.8
4	0	0	6.2	14.3	6.2	9.7	5	20	26.9	0	5.4	11.3	5.4	11.3
3	0	0	25.0	14.3	18.9	16.1	25	0	0	0	22.5	11.5	22.5	11.5
2	100	0	25.0	42.8	20.8	29.0	0	40	19.3	25	18.0	32.1	18.0	32.1
1	0	0	6.2	14.3	51.2	32.3	45	40	42.4	75	32.4	35.9	32.4	35.9
Per Cent of Students Making Each Grade	.9	1.9	14.4	13.2	43.3	53.5	18.0	18.9	23.4	7.5	100.0	100.0	100.0	100.0

Read table thus: Six and two-tenths per cent of the men making a course grade of B in preparatory English were in the first decile.

## Course Grades for All Subjects

Table VI gives a more balanced picture of the academic record of the preparatory English students. Not only preparatory English grades, but grades earned in all courses taken were used in compiling this table. All grades on record through the first semester of the 1938-1939 school year were used except grades for physical training. Regular academic credit is not given for physical training. Grades for any course taken later than the first semester of 1938-1939 were not available. The results are not greatly unlike those shown for preparatory English in Table V, page 16. The distribution of grades runs considerably below the normal in the upper brackets. The percentage of C's is one-tenth of one per cent above the normal for men while for the women the percentage is 8.5 per cent below the normal. In the lower brackets the percentages run considerably above the normal for both men and women.

Table VI seems to produce further evidence pointing to the fact that preparatory English students are below the normal in grade earning ability. Not only are these students weak in English, but their entire scholastic record seems to indicate a standard correspondingly low.

TABLE VI  
RECORD OF ALL COURSE GRADES  
(164 CASES)

Grades	No. Hours of Each Grade			Per Cent of Each Grade		
	Men	Women	Men and Women	Men	Women	Men and Women
A	118.5	41	159.5	2.4	2.5	2.4
B	797	157	954	9.1	16.5	14.6
C	2009.5	871	2880.5	50.1	41.7	44.
D	1147.5	483	1630.5	27.9	25.8	24.9
F	745	182	927	10.5	15.5	14.1
Totals	4817.5	1734	6551.5	100.0	100.0	100.0

Read table thus: Seven hundred forty-five hours or 10.5 per cent of the total hours earned by the men received a grade of F.

## CHAPTER IV

### SEMESTER ATTENDANCE AND FAILURE

#### ANALYSIS OF THE PREPARATORY ENGLISH STUDENTS

##### Semesters Enrolled

Table VII gives a record of the number of semesters that the preparatory English students were enrolled in school at the Kansas State Teachers College. The explanation for the rather large number of students who were enrolled for one semester only is probably that they decided to discontinue after a one semester trial period, or were doing such unsatisfactory work that the college authorities advised against their continuing in school. There is a decided drop in the number of these students remaining in school more than five semesters, and this situation may be partly explained by the fact that they may have been working for teaching certificates. Since both thirty-hour and sixty-hour teaching certificates are issued by the Kansas State Teachers College, a considerable number of students attend the college in order to earn these certificates. Many college careers are then terminated with the earning of the certificates.

A very significant point in connection with Table VII is the small percentage of students remaining in college more than five semesters. A further possible explanation may be

that their scholastic records are so poor that they do not see fit to continue with more advanced work.

TABLE VII

## GROUPING OF STUDENTS ACCORDING TO SEMESTERS IN COLLEGE

No. of Semesters in College	No. of Students			Per Cent of Students		
	Men	Women	Total	Men	Women	Total
10	1	0	1	.9	0	.6
9	1	0	1	.9	0	.6
8	3	0	3	2.7	0	1.9
7	1	0	1	.9	0	.6
6	1	0	1	.9	0	.6
5	6	4	10	5.4	7.6	6.1
4	14	6	20	12.6	11.3	12.2
3	13	6	19	11.7	11.3	11.6
2	26	20	46	23.4	37.7	23.1
1	25	10	35	22.5	13.9	21.3
†	20	7	27	18.1	13.2	16.5
Totals	111	53	164	100.0	100.0	100.0

Read table thus: Twenty-five or 22.5 per cent of the men attended college a total of one semester.

† Represents students remaining in college after the first semester of 1938-1939 and whose total semesters in college were therefore not complete.

## Semester Hours of Credit Earned

Table VIII gives a record of semester hours of credit earned by the preparatory English students at the Kansas State Teachers College. The data of Table VIII seemingly supplement those of Table VII quite effectively.

It seems rather striking that one-third of the men and slightly more than one-fourth of the women in the group being considered earned fifteen semester hours or less of college credit before terminating their work. The number of students remaining in school after having earned a sufficient number of hours to qualify for thirty-hour or sixty-hour certificates is quite small as was pointed out in connection with Table VII. Measured in terms of students who remain in college until completion of work for a degree, the preparatory English students have a decidedly low rating.

TABLE VIII  
GROUPING OF STUDENTS ACCORDING TO SEMESTER HOURS OF  
CREDIT EARNED

No. of Semester Hours	No. of Students			Per Cent of Students		
	Men	Women	Total	Men	Women	Total
121-155	4	0	4	3.6	0	2.4
106-120	1	0	1	.9	0	.6
105-91	0	0	0	0	0	0
76-90	1	0	1	.9	0	.6
61-75	1	4	5	.9	7.6	3.1
46-60	6	3	11	7.2	5.7	6.7
31-45	17	10	27	15.3	13.3	16.5
16-30	22	15	37	19.3	23.3	22.5
0-15	37	14	51	33.3	26.4	31.1
†	20	7	27	19.1	13.3	16.5
Totals	111	53	164	100.0	100.0	100.0

Read table thus: Thirty-seven or 33.3 per cent of the men earned between 0 and 15 semester hours of credit during their enrollment in college.

#### Failures of Preparatory English Students

In order to get a more complete picture of the scholastic ability of the preparatory English students, a rather complete

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† Represents students remaining in school after the first semester of 1938-1939 and whose total semester hours of credit were therefore not complete.

investigation of the academic records of those students who made failing grades and repeated preparatory English seems necessary. Thirteen students from the group being considered made failing grades in preparatory English during their first semester and remained in school for further work. It then became necessary for these students to repeat the course in order to qualify for enrollment in credit courses in English. These thirteen students comprise the cases for the following analysis which may be termed a brief case study of the repeaters in preparatory English. The group of repeaters was composed of eleven men and two women.

In Case I preparatory English was taken a total of four times with the record showing a grade of F for each of the first three attempts and finally a passing grade of D. The student remained in college five semesters, earned twenty-nine semester hours of credit, and failed in twenty-two hours of work attempted.

Case II shows a record of preparatory English being taken twice with grades of F and D as the results. The student remained in college six semesters, earned eighty-four and one-half hours of credit and failed in twelve hours of work.

Case III has a record of two trials with preparatory English resulting in grades of F and D. The student remained in college five semesters, earned thirty-two hours of credit, and had nineteen hours of failures.

Case IV shows preparatory English taken twice with grades of F and D as the results. The student remained in college five semesters, earned forty-three hours of credit, and failed in fifteen hours taken.

Case V shows a record of two failures in preparatory English for two attempts. The record of semesters in college is three with the number of semester hours of passing grades and semester hours of failures even at twenty hours each.

In Case VI preparatory English was tried three times and a grade of C was made on the third attempt after the course had been failed on each of two previous attempts. The academic record shows a total of four semesters spent in college, thirty-nine semester hours of credit earned, and thirteen semester hours resulting in failure.

Case VII shows two failing grades in preparatory English in two attempts. The student remained in college but two semesters, earned eleven hours of credit, and failed courses totaling nine semester hours.

For Case VIII the record is an F and a D in preparatory English. The student had spent two semesters in college, had earned twenty-two semester hours of credit, and had failed but two semester hours of work.

In Case IX the record is three successive F's for three successive attempts at preparatory English. The student remained in college three semesters, earned nineteen hours of

credit, and failed a total of fifteen hours.

Case X shows a record of two failures for two trials in preparatory English. The student remained in school four semesters, earned twenty-nine semester hours of credit, and failed thirteen semester hours.

Case XI shows a record of preparatory English being taken twice and being failed both times. The student remained in college two semesters, earned eleven hours of credit and failed eight hours.

In Case XII the record shows grades of F and C for preparatory English for the two times that it was taken. The student remained in college five semesters, earned sixty-two hours of credit, and failed a total of only two hours.

For Case XIII the record gives two F's and a D as preparatory English grades for the three times that it was taken. The student was enrolled in college for five semesters, earned thirty-nine hours of credit, and failed a total of twenty-two hours.

The cases of these thirteen students give an insight into the records of the students who are required to repeat preparatory English because of failure. No mistaken assumption should be made to the effect that only the students with the most hopeless academic records were classified in this group. As a matter of fact the students with the most unsatisfactory records were advised by the college authorities at the end of

their first semester to discontinue their college enrollment. They were therefore often eliminated without an opportunity of repeating the course. This then is an attempt to show the degree of academic success that may be credited to that group of preparatory English students who have found it necessary to repeat preparatory English because of having made failing marks in the course. The analysis seems to indicate strongly that in cases when preparatory English was especially difficult for students to master, those students also had a high record of failures in other college courses attempted.

## CHAPTER V

### ANALYSIS OF GRADE INDEX SCORES

#### Determining Grade Index Scores

A convenient and reliable basis for comparison of the scholastic ability of groups of students is furnished through the grade index. A grade index at the Kansas State Teachers College is determined according to the following method which assigns number values to grades in a regular schedule. Grades of A, B, C, D, and F are the standard grades used by the college instructors; and number values of one, two, three, four, and five, respectively, are assigned to the grades in order to compute a numerical grade index.<sup>1</sup>

The grade index score for a student may then be secured by multiplying the number of hours of each grade by the corresponding assigned number value, adding the results, and dividing by the total number of semester hours of credit. The resulting grade index score is an exact numerical value which may be made the basis of a meaningful comparison. It will be clearly understood that the lower the numerical value obtained as a grade index score the higher the scholastic standing of

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<sup>1</sup> H. E. Schrammel and O. N. Rasmussen, A Comparative Study of Grades Given by Departments and by Instructors of the Kansas State Teachers College of Emporia, Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas, December, 1938, p. 2.

students under consideration.

### Comparison of Grade Index Scores

When the grade index scores for the preparatory English students were determined according to the system described above, it was found that the average for the men was 3.65, for the women 3.47, and for both men and women 3.59.

The average grade index scores of all undergraduate students of the Kansas State Teachers College for the 1937-1938 school year were available through the Department of Educational Measurements. It was found that the average for the men students was 2.86, for the women 2.61, and for both men and women 2.71.<sup>2</sup>

A comparison of the two sets of grade index scores is now in order. The averages show an advantage in all instances in favor of the whole group of undergraduate students. The undergraduate men have an average of .79 of a point better than the preparatory English men. The undergraduate women show a like advantage of .86 of a point, and the undergraduate men and women combined show an advantage of .88 of a point. The only justifiable comment with regard to the comparison would seem to be that, judging from any of the results obtained, the preparatory English students are significantly below the undergraduate student average in scholastic ability.

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<sup>2</sup> H. E. Schrammel and O. M. Rasmussen, op. cit., p. 5.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

After having conducted this investigation dealing with the scholastic ability and academic records of preparatory English students, it seems that certain phases of the study and certain data warrant some concise and rather clear-cut interpretations.

It was more or less assumed in the beginning that the preparatory English group was composed of those entering students who, until the time of their enrollment in college, had a poor mastery of the fundamentals of English. With regard to scholastic ability, the study seems to indicate some rather definite conclusions as follows:

(1) That since 93.3 per cent of all students included in the preparatory English group were found to be in the four lower deciles according to the English entrance test, then the group was composed very largely of those students whose ability in English was quite questionable;

(2) That since 81.7 per cent of the members of the group were found to be in the four lower deciles according to the weighted scores compiled from the complete battery of entrance tests, then a significantly large number of members of the preparatory English group were students whose general

scholastic ability was below the normal of the whole group of entering students;

(3) That since 76.8 per cent of the group were classified in the four lower deciles on the intelligence test, then more than three-fourths of the preparatory English students were of low ability as measured by the intelligence test of the entrance battery.

With the low ability ratings of the preparatory English students determined, was the trend of their course grades to be low as compared with the normal grade distribution recommended by the Kansas State Teachers College? A summary of the data collected regarding course grades seemed to indicate that the distribution of grades was considerably below the normal in the upper brackets for all courses. The percentage of C grades was not significantly out of balance with regard to the suggested normal distribution, but the high percentage of D and F grades received seemed to emphasize the fact that the students being considered were a low ability group.

A survey of the semester attendance records seemed to show very definitely that the preparatory English group was composed largely of students who spent five semesters or less in college and earned sixty semester hours or less of college credit. A significantly large proportion of the group under consideration was eliminated after one semester in attendance or with less than fifteen semester hours of college credit

earned. With regard to those members of the group who continued in school more than one semester, one of two conclusions seemed justified. Either they were working toward thirty-hour and sixty-hour teaching certificates, or they were largely eliminated before reaching senior college standing as more advanced college courses seemed to become too difficult.

Finally, the case study of the students who found it necessary to repeat preparatory English because of failures in the course seemed to furnish rather convincing evidence that a large sampling of those students did not acquire additional knowledge of English readily.

From the standpoint of scholastic ability and excellence of the product, it would seem hard to justify the time and effort spent by the Kansas State Teachers College in trying to supplement the knowledge of English of certain of its entering students by offering a course in preparatory English. However, from a personal standpoint of members of such a group as this investigation has had to consider, and from which standpoint no consideration has been possible, the results may have justified the means adopted.

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