

AN EVALUATION OF CERTAIN ASPECTS
OF THE COUNSELING CLINIC AT
OKLAHOMA STATE UNIVERSITY

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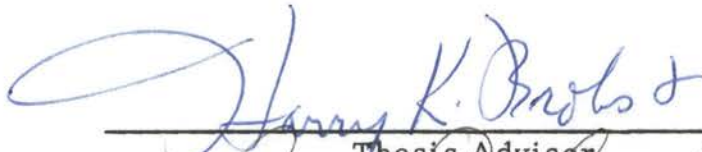
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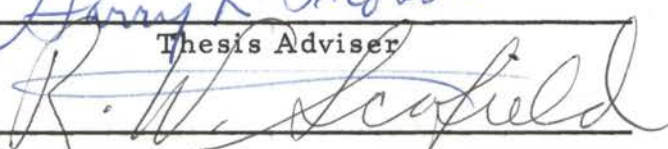
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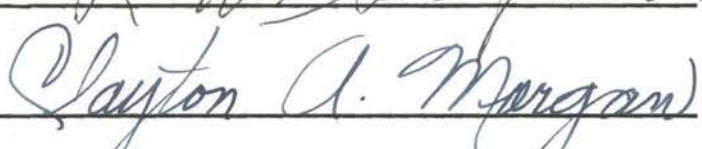
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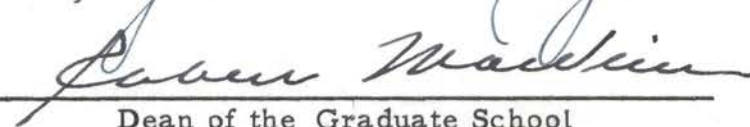
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PREFACE

With the programs of general education and counseling at Oklahoma State University being developed concurrently, there has been an increasing awareness among faculty, students, and administrators that counseling can be an integrating factor in general education. The result has been the initiation of many programs to aid the incoming student. Once these steps have been taken, there is a need to evaluate their effectiveness as a university must be concerned with the degree of this effectiveness to better serve the student population. The problems and needs of adolescents are examined to indicate the need of such programs. Taking note of the difficulties resulting from these problems and needs, this study attempts to analyze and evaluate certain aspects of an orientation program for incoming freshmen at Oklahoma State University in the summer of 1957.

Indebtedness is first acknowledged to the members of the Advisory Committee including Dr. Harry K. Brobst, Chairman, for his guidance of this study from the time of its inception and his counseling in other academic affairs; Dr. Robert W. Scofield for his patient prodding to a greater penetration of causes and effects; Dr. Roy Gladstone for aid he gave in the early research; Dr. Clayton A. Morgan for his understanding and assistance in the very late stages of the writing when he most graciously took his place on the Committee after Dr. Roy Gladstone could no longer function in this capacity. Appreciation is also extend-

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CHAPTER I

INTRODUCTION

It has been recognized for a long time that bridging the gap between high school and college is difficult for most young people. Within the last twenty-five years efforts have been made by a number of colleges to develop and organize programs to deal effectively with this problem. It makes little sense to undertake extensive steps to get students to come to college only to discover that a large percentage fail to make satisfactory adjustment to the college program. Procedures that can be developed and utilized for facilitating adjustment to college need to be studied and developed further.

Change is one of the most conspicuous aspects of the modern world, an aspect termed progress when we value it, and deterioration when we dislike it. It has been characteristic of American life to accept most change as progress, to boast of it, cherish it, pity those societies in which the pace of life is slower. But as with everything else, change exacts its prices. One of the prices is the increasing cost to each individual of finding his or her way through life. "A good beginning" in the modern world not only means much more than a contented well-fed infancy, but includes a happy well-planned childhood, a vocationally oriented youth, and other later decisions the individual may have to make

right up through maturity, in personal relationships and altered work plans.

By seeing life's span, with its familiar situations in which significant whole choices--not merely choices of one major subject or another--are made, increasingly guidance, or orientation, is seen as something all human beings in a changing society need, just as they need food, sleep, education, recreation, and employment. Such a device may be an aid to the gifted as well as a crutch for the crippled.

The individual's future cannot be plotted ahead straight and true nor does a roster of the gifts which the child manifests enable us to predict its future. There are changes from environment to environment, state to state, school to school, secure home to insecurity. Each individual is confronted with situations in which help is needed in taking the next step, even if in a known direction, the next few steps may lie in complete darkness. Each major developing phase in an individual's life, as a student or worker, member of the community or member of a church, is beginning to be seen as (1) an area in which it is possible to give such a wrong emphasis that the whole later pattern of life may be distorted or (2) an opportunity missed to correct some past distortion.

The result of this situation, and a change within itself, is that our American civilization is beginning to develop a large number of agencies whose chief purpose is to ORIENT the individual, as he moves among some dozen other institutions, whose function it is to teach him, cure him, or to correct him, or merely hire him for a money wage.

Recognition of a problem situation places a burden of responsibility upon those who attempt to solve the problem. And so it is in the function of orientation. Those who practice professionally or voluntarily have a responsibility to mend that which has been broken and be alert to the latent as well as the manifest potentialities of each individual. The entering student is coming into a new situation. The counselors work to bring about changes in both the student and his field so he is capable of selecting experiences that best meet his needs.

When we consider education as guidance, the method of work is cooperative planning and action of counselors, students, teachers, and administrators as a total group and various functions of special purposes within many small groups. The special purposes of the adult school counselors are individual guidance and group guidance. Another special purpose is to counsel a number of individuals at the same time. This is a familiar classroom procedure, being exemplified in such courses as orientation and senior problems.

Of necessity in a cooperative action there must be leadership. For guidance of students this rests with the counseling staff, the deans, head counselors and special counselors. They provide for the orientation of students when they enter school.

It is the belief of Glenn E. Smith (19) that pupil understanding of the guidance program generally, and counseling specifically, is often promoted by orientation classes. Students who will have access to such services need to be familiar with the kinds of information collected for

inclusion in their personal inventories, the uses made of personal data, the types of tests used and their purposes, the school's activities related to placement, and the relation of all these services to counseling.

Most people have many misconceptions concerning tests and students are no exception. They believe tests will advise them what subjects to take, whether they should go to college, in what occupations they would be most likely to succeed, and what desirable and undesirable personality characteristics they have.

Once the steps have been taken to facilitate the transition of incoming freshmen from high school to college, a need arises to evaluate the effectiveness of the steps. In order to encourage the organized effort and to continue to get administrative support, an analysis of the outcomes has to be undertaken. This report attempts to analyze and evaluate certain aspects of an orientation program for incoming freshmen at Oklahoma State University in the summer of 1957.

Often results from counseling may be seen at least partially by the changes in counselee behavior which indicate progress in individual growth and adjustment. Some desirable changes which might be credited to the counseling service would be:

1. Improved school attendance.
2. Better study habits.
3. Increased level of scholastic achievement.
4. Fewer scholastic failures.
5. Fewer school-leavers before graduation.
6. Immediate employment of drop-outs.
7. Fewer changes in school subjects subsequent to initial selections.
8. Educational and occupational planning more

consistent with individual interests and aptitudes, and more realistic in terms of available job opportunities.

9. Better home, school, and community adjustment.

Orientation may be considered as the process of helping the incoming student to gain a feeling of belongingness and of helping him to function with optimum effectiveness as part of his environment at the earliest possible date. Every effort must be made to assist students to make the most of their abilities in order to achieve the educational and vocational goals for which they are striving. Since the first World War there has been a significant growth in organized effort to find a satisfactory solution to this problem. Orientation activities in one form or another have comprised most often the kinds of assistance extended to incoming freshmen for the purpose of facilitating the adjustment to college life.

Thus the problem with which this study is concerned is the degree of effectiveness of an orientation and counseling program designed to make the transfer between high school and college a more successful adjustment. The problems and needs of adolescents will be probed and will indicate the importance of such programs. A survey of efforts made by other colleges and universities to aid in the solution and/or adjustment to these problems will furnish in some respects a background for a more detailed study of the counseling clinic at Oklahoma State University with which in general we are primarily concerned. Specifically an examination of behaviors represented through results of various tests and grade point averages of some Oklahoma State University freshmen will be con-

sidered in terms of this counseling clinic.

Adolescent Problems and Needs

A problem check list is an instrument used as a tool for making a problem census of pupil groups. The Mooney Problem Check List is available in four forms designated for use in (1) junior high school, (2) high school, (3) college, and (4) with adults. This instrument is an excellent device for locating problem areas which affect a significant number of pupils in the school.

Dressel (5) said the concept of needs is ambiguous, and, perhaps largely because of this ambiguity, it is a controversial one. It is true that the human organism, as other animals, requires certain things for survival but being human involves a need for knowledge and abilities beyond those required for sheer survival. There are three major sources of need. The physiological need in nature includes food, shelter, health, and mating corresponding roughly to the survival level. A second type of need arises from the social or status pressures, including affection, sense of belonging to others thus implying also obligations to others, needs of society and of the individual, the latter satisfied only as he adjusts to the mutuality of these demands. A third type of need is rather abstract sometimes meaning the balance between success and failure.

But Dressel states that although needs have been categorized many ways, he has found the following classification helpful:

1. Civic = citizenship.

2. Family = mate selection, home ownership, child rearing.
3. Personal = physical and mental health involving ethical, religious, and psychological needs.
4. Recreational and aesthetic = avocational.
5. Social = social skills, understanding and adherence to the folkways and mores of the group.
6. Vocational = selection of and acquiring of skills in a vocation.

A need would imply either a lack of an effective behavior pattern or of the necessary resource for coping with the existing situation. The extent of the college program and the services it is able to offer would affect and limit the needs to be given attention. These services by their own nature may have an important positive or negative educational value in determining how these same students later in life satisfy these needs. When a large percentage of the students are housed in residence halls, the college perforce accept responsibility for food and housing.

Cassidy and Kozman (2) have viewed the problem areas of high-school and college girls very similarly. They classify or define their concept of the needs about as follows:

1. Personal living = requiring emotional, mental, and physical health, a system of values, self-management, self direction.
2. Personal-social relationships = requiring belongingness, the making and keeping of friends, skills in cooperative social relationships.
3. Social-civic relationships = requiring participation in group activities, self-and group government, social action.
4. Vocational or economic relationships = requiring goal and preparation for useful work and opportunity to use this preparation.

A study of eighty-six female freshmen was made by Rhoda Orme soon after their arrival in college in the fall. In their replies they mentioned forty-six items on which they felt they needed advice quickly at

the start of school. These included:

1. Advice on length of study hours.
2. Detailed explanation of requirements for degree so courses could be planned ahead.
3. So much time necessary for studying there was no time for anything else. (Miss Orme wondered if this could have been an over-conscientious, painfully shy girl using study as an escape).
4. Feeling of being over the student's depth and awfully ignorant in classes.
5. Complete change from high school.
6. Difficulties in studying because people don't keep quiet hours.
7. Great change in marking system and attitude of professors from high school.

Miss Orme said the item most frequently mentioned was the difficulty finding out how much time, relatively, should be spent on study and other activities. Academic problems were most prominent in this college where there is considerable stress on academic standards. But there were twenty-six personal-social items including a desire for help in getting along with people, especially roommates, and the needs to gain more self-confidence, how to meet boys, and to learn how to be open-minded towards attitudes met in fellow students. She found seventeen items dealing with dormitory rules or life in the dormitory.

A slightly different division of the problem areas of adolescents has been given by Dunsmoor and Miller (6): (1) educational, (2) vocational, (3) civic-ethical-social. Another by Germane and Germane (7) has ten areas: leisure and hobby, philosophy of life, human relationships, physical health, mental health, family relationships, world relationships, vocational preferences, work and study and aesthetics.

A complete list of the personal-social needs and problems experienced by many adolescents would be virtually impossible to compile but Glenn E. Smith (19) has offered a thought-provoking partial listing.

1. Getting along with one's peers.
2. Making and keeping friends.
3. Getting desirable social experiences.
4. Problems in relationships with others.
5. Problems of health.
6. Getting along with teachers.
7. Getting along with parents and family.
8. Problems relating to personal appearance.
9. Appropriate use of leisure time.
10. Manners and morals.
11. Personal problems connected with planning the future.
12. Problems about money.
13. Understanding sex.
14. Personal behavior problems.
15. Developing a satisfying philosophy of life.
16. Problems related to school adjustment.
17. Home and environmental problems.
18. Inadequate or excessive participation in school activities.
19. Adjustment needs stemming from feelings of inferiority, inadequate social skills, and unfortunate personality traits.
20. Emotional problems resulting from scholastic difficulties.

Powell and Hardee (14) emphasize that all students do not have the same needs since they come from different backgrounds and environments. One may need vocational guidance and another in developing a well-rounded personality while a third student states he needs guidance to make him a better student. Powell and Hardee then pose the question of how one can identify the small proportion of students who will need a great deal of counseling, the many students who will benefit from some counseling, and the large proportion of students who will solve their

immediate problems in their own way.

Cassidy and Kozman (2) also concern themselves with these individual differences in personality because of the different elements in the heredity, past experiences, and environments of each one. They go farther by expressing the idea that personality changes as attitudes change and since the individual is under inner compulsion to meet social demands, the culture can operate to stereotype personality or it can provide freedom for the individual to be himself.

Hamrin and Paulson (9) expand the idea of different degrees of counseling for the students. They state there is a need for educational guidance by those students who would be in danger of failure and other maladjustment. There is also the student who would be successful even without assistance but who can become better persons with such assistance. The counselor should spend adequate time to the prevention of failure and to the assistance of successful pupils.

From Hamrin and Paulson we learn something of the interdependence of these needs, that one is intensified by the other. There is a need for emotional and intellectual independence. Intellectual independence often depends upon emotional independence. Adolescents need to be given opportunities to develop their independence gradually, moving from small responsibilities to larger ones.

Dressel (4) states that there is a very vital concern on the part of freshmen entering college with the matter of choosing a vocation. He found in various studies, mentioning Syracuse University and Drake

University specifically, that evidence indicated eighty-five to ninety percent of the students believed their most significant aim in attending college was their vocation. This major issue could well be used as the basis for a number of different types of counseling activities.

Dressel continues with the thought that the usual vocational counseling approach is unsatisfactory because it has ignored the emotional elements such as pressures from parents, the students' own uncertainties, and the grades made in unsuitable programs, involved in the vocational choice. He reaffirms the desirability of having facilities, at the college level, for dealing with the abnormal, but emphasizes that the number of normal students needing counseling will greatly exceed the number requiring deep therapy.

Rothney and Roens (16) state that the average high school student aspires to a vocational level that is beyond him and he needs some assistance in adjusting his sights. Hamrin and Paulson (9) believe that students need vocational counseling and that in certain colleges attention to this aspect of the individual's program is delayed until the student is about to graduate, at which time it is often too late for him to obtain the training needed for his particular vocational choice. Too many adults assume that young people who go to college will surely receive good counseling in the educational and vocational areas but far too often this is not the case. Facetiously, but not altogether inaccurately, it can be said: "If a person doesn't know what he wants to do and to become when he enters college, he will be even less certain when he gets through college. "

By contrast, Miss Orme (13) in her study of college girls found only nine vocational items. A typical response was: "I am so far very undecided about my career and do not want to take the wrong courses for whatever I decide." The writer of this report believes the desire to find a husband is in many cases paramount to the desire for a vocation.

The college student usually leaves his home community and disassociates himself from affiliations and responsibilities there. Without proper guidance and counseling he may assume none in college. Miss Orme found fifteen items concerning general adjustment to college life and to the city. Many of the girls wanted help in choosing activities or clubs.

Then there have been various surveys and studies which reveal problems in special areas requiring special adjustment of certain groups. Miss Orme (13) names the forgotten women on some campuses as the transfer students. Indeed they may not need quite the same kind of orientation assistance as do the freshmen but with their classmates already established in social groups some may require more help with social relationships. They are even handicapped in playing a leading role in student activities since they are unknown to the student body.

Women veterans have special problems of their own. Many have not studied or taken examinations for several years; hence their reading and study habits are rusty and they find it hard to get

used to an academic regime. Some have not had previous college training, perhaps not even a full college preparatory course in high school. Maturity and seriousness of purpose, however, usually compensate for these lacks.

Another group, Miss Orme maintains has special problems, are the foreign students. These students, numerous in some colleges, are a selected group who usually make a successful adjustment to college. However they, too, have special needs. Naturally there are enormous differences among them in language facility and in general adaptability. Those with a conservative upbringing are shocked by our manners and customs unless they have had previous contacts with American young people. Then expenses are much greater here than anticipated resulting in financial difficulties for many and it is almost impossible for them to import money from abroad. Our system of accrediting courses often makes it difficult for them to finish training before their funds run out. Sometimes the inability of the masses of their countrymen to receive higher education makes it difficult for them to understand how girls here can take education so much for granted. Students from the countries which suffered great privations during the war find us very frivolous.

Miss Orme believes that an undemocratic spirit is rarely found on college campuses but under such circumstances students

belonging to racial and religious minority groups experience difficulty.

Calvin Sifferd (18) discusses the interesting problem posed by a high percentage of men to women on some campuses. Many men have difficulty arranging normal social coed contacts unless they are willing and able to spend money on dinners and movies that they can ill afford. The writer of this thesis wishes to advance the thought that this also poses a problem for the female student in two ways: (1) A coed will be invited out by too many young men with the result that her social calendar will become too crowded for proper attention to academic affairs and it is also difficult to LEARN to become more selective as one properly should when so many eligible dates are available, (2) A coed will many times have too few dates because many young men, after a few attempts to make a date, will assume that all of the girls are already otherwise engaged.

Hardee(10) has found that students need to be helped to break out of even such commonplace events as their narrow conformities of conversation. With assistance the student can explore areas of general education for which he may have no interest, perhaps even intense dislike. The student needs help in building a value pattern and in understanding the principles of ethical behavior. Hardee further states that with the various needs of the student is the

fundamental need of the individual for belonging as a part of his need for security and when the adolescent breaks away from the close-knit ties of family for the first time, he must find substitutes on the college campus to give him security in the new situation.

More and more students who lack adjustment, Thornton (21) says, and who fail to demonstrate a mastery of certain basic skills are coming to the colleges. Their classmates include a smaller group of students of superior ability. They need appropriate and challenging college courses of study and extra-class activity. Colleges must have some program for identifying these students so they can be assisted in the selection of these courses.

College Orientation and Counseling

Concerning individual differences, Russell (17) believes that with the larger numbers of students in the colleges, representing a wider range in ability than in former years, there is a continuing and growing need for specific remedial services, including those relating to personal adjustment and to physical health. In many institutions, special examinations of the student either before he enters college or during the early weeks of his freshman year are used to identify these needs.

For years there has been recognition of the individual pupil and his needs but then often educators proceeded to ignore individuality and taught all pupils the same things in the same way. Remedial instruction was used here--a remedial instruction designed to force-feed the backward pupil up to a predetermined standard which was the only concession to individual differences. Recently many teachers have made serious attempts to use instructional techniques as a way of helping the pupil to achieve optimum adjustments.

Hamrin and Paulson (9) state that colleges are increasingly becoming aware of their responsibility for counseling students in educational and vocational areas and conscious of the values of improved counseling methods. Guidance specialists with philosophies placing more emphasis on the importance of the individual student and having also the methods to back this emphasis up are being employed.

It is agreed by Hamrin and Paulson that the beginning college student is better able to orient himself than the beginning high school pupil as he is normally four years older; however, the incoming college student has a task of orientation involving new and different problems. These problems involve a new set of social standards, a new freedom of action, an added financial responsibility, a changed relationship between teacher and student and, for many, a change of living conditions. As a result Hamrin and Paulson affirm the college **MUST** devote attention to the proper orientation of the entering student. "Definite provision of group programs aimed at assisting in orientation of new students

plus individual counseling of those who need it frequently help freshmen to solve their current problems and to build a sound basis for their ensuing college years."

An interesting thought is introduced by Carlson (1) when he opines that skillful salesmanship of a college to prospective students without regard to the needs of the students themselves can easily result in the entrance of a number of students who are unable to make an adequate adjustment to college. Therefore, during the admissions process, potential counseling cases frequently come to light and the opportunity is given for the college to create an environment favorable for successful counseling procedure at a later time.

Merrill (12) backs up this line of thinking by acclaiming the suggestion of Norman Johnson that pre-college counseling and admission and the orientation of new students (during which time there may be an early emphasis on the vocational implications of college) are two of the personnel areas which should be integrated with placement, Mr. Merrill, Director of Counseling at the University of Washington, attributes to Dr. Paul Horst, Director of the Division of Counseling and Testing, a statement concerning the over-all objectives of a university--that its major objective is the selection, the processing, and the distribution of students in the most efficient manner for society and, by inference, for the individual. Dr. Horst feels, therefore, that scientific placement should have a more important role than it has at many schools and thus he supports the combination of placement and counseling.

In an adapted list from the 1949 revised "Student Point of View" of the American Council on Education, Williamson (22) states that one student adjustment problem is the orientation to the college environment through interpreting the college's objectives, selecting students and informing students of processes, procedures, and resources of the college. Student Personnel Services can be of aid in informational counseling prior to, and at the time of, admission to college.

Pre-College Counseling Clinics

The Allegheny College at Meadville, Pennsylvania, has tried to provide a realistic picture of college studies and the skills, attitudes, and goals needed for the successful completion of college work for twenty-four years. McCracken (11) explains that the Educational Guidance Clinic, as a pre-college guidance service, has four aims: first, to serve high school students who are considering higher education and wish to plan suitable educational or vocational goals and to clarify their strengths and weaknesses in the light of these goals; second, to give these students a picture of what college is really like--experience on campus with college teachers, classes, and counselors; third, to bring together secondary school guidance, college faculty and counselors, and other agencies which are concerned with pre-college guidance for mutually helpful discussions on pre-college guidance problems and methods; fourth, discovery of advanced high school juniors who are qualified for immediate entrance into college education.

This clinic of five and one-half days offers a highly personal experience for the students and parents on the campus. The Clinic is located on a college campus so that specific experience and orientation is toward college life. But the orientation is not towards the Allegheny College as such. This is especially avoided as the Clinic staff is drawn from other college, university, and high school guidance staffs. Much of the students' time is spent in the laboratories with the scientist, in the classroom with the professor, or on field trips in appropriate areas. These talks with faculty members, as well as with counselors, seem to serve as a motivation towards college studies and to provide an understanding of them.

Every attempt is made to develop an atmosphere so informal and free that the student may ask any question he wants to. The following are typical of the ones brought out in these sessions:

1. The relationship of a college education to military service.
2. The nature of recreational and social activities in college.
3. How to select a college.
4. College entrance requirements and college entrance examinations; for example, College Entrance Examination Board testing.
5. The cost of college and ways of securing scholarships or financial aid.
6. Information about the academic side of college life. Typical questions in this category were concerned with how classes are conducted; required vs. elective courses; teacher-student relationships; how to study; and the amount of knowledge expected with admission to different fields of concentration.
7. Rules and regulations.

8. The formal social organizations, fraternity and non-fraternity, on the college campus.
9. Miscellany of questions such as: What is dormitory life like? What is an 'accredited' college?

Before the students arrive, the staff has medical reports from the family, physician, questionnaires completed by parents, high school transcripts, reports from teachers and guidance counselors on rating forms. These are summarized by the Clinic counselors along with interest inventory results and then the Director of Counseling assigns an individual counselor to the student on the basis of his need or his special interests.

Then the student and his parents arrive. Few parents stay for the entire week but the counselor has many important contacts with them and their information aids the Clinic in making an important contribution.

Every effort is made by the staff of the Clinic to understand the student from every angle so that they can counsel him more ably by knowing much of his personality and background. Case conferences are held regularly by each counselor team. "The specialized services, i. e., speech and hearing clinician, psychological evaluation by a staff psychologist, vision and reading specialists, are available for intensive study of students and for consultation with counselors." Each team has about twelve students under consideration. About four or five teams function each week. However, a counselor has a maximum load of four students during the week. These teams meet regularly as the test results come

in during the week. They discuss the data from the autobiographies or other student writing, reports from the various interviews, and reports the dormitory resident counselors make from their observations of the students.

With the mechanics of the Clinic ready to function, the counselor in cooperation with the student plans each day's program. The student is given a six-page SUMMARY REPORT FORM. This explains the purpose of the tests and testing and of sensory examinations. Included is a form for recording test results. The student is asked to read and study this booklet at once and to use it with his counselor as information becomes available.

The first day's program (usually beginning on Sunday afternoon) includes vision, hearing, and speech examinations, and reading tests for the student. Each counselor meets with his counselees after dinner in a group meeting and outlines the next day's program and appointments. Then there is a brief talk about the meaning of education. This is followed by a social mixer. In the residence halls a meeting is held just before bedtime to give information on the dormitory programs. These are conducted by student resident counselors and other resident staff so that there will be answers to the many questions. Each day more or less follows this pattern of individual and group meetings.

The second day the diagnostic battery of tests and inventories are administered. Again the special interests of the students are the primary concern of the counselor in modifying the battery of tests. Scho-

lastic aptitude, achievement, mathematical and reading skills, intensive sensory examinations, and personality measures are given. A college physician is always ready to answer questions of a medical character. For any student not involved in the above tests, other activities such as recreation, individual counseling, or group meetings are planned.

The third day the student really comes to grips with things that he is primarily concerned with, such as attending discussions on various problems, from college life, vocational information, to social adjustment topics. He may visit classes, laboratories, work with an art teacher, visit an observatory, and go on field trips. The evening is closed with a picnic which is characterized by the rapport that has been established by this time between the counselors and counselees at these informal affairs.

The program is closed with the final interviews between the counselor and the student, the counselor and the parents, sometimes the counselor, student, and the parents combined. This gives an opportunity for each participant to summarize.

Upon concluding the program, the counselor writes an informal and personal letter to the student, enclosing a **SUMMARY PROFILE**. These reports are available to other colleges upon the student's request and, with his permission, are mailed to the high school guidance counselor for follow-up work.

There have been limited follow-up studies made of this Clinic pro-

gram but it is apparent that students enjoy it and say they profit from it. Letters from school counselors and parents indicate that the Clinic Week helped clarify the goals of the student and motivates the high school junior to greater academic effort.

A greater understanding of college work is indicated. Consistently the Clinic counselors report that their counselees are surprised that there are so many types of colleges and universities. This, within itself, has motivated students to learn more of the variety of opportunities in higher education.

It is noted that the Clinic Counselor deemphasizes test results and stresses more motivation and study efficiency. Apparently test data as a basis for college admission has been oversold to the students. This results in their disregarding the importance of study skill, motivation, and background of knowledge, such as English and mathematics.

McCracken further comments that an ultimate function of the Clinic may be the development of its use as a screening device and aid in the encouragement of students suitable for college at the end of their junior year in high school.

Another battle the Clinic is fighting is to deemphasize the stress placed by parents and students on the necessity of vocational decisions before entering college. The Clinic tries to influence students to broaden their thinking concerning educational and vocational goals and to make the early goals tentative ones.

Follow-up studies suggest that the Clinic recommendations are

followed and are consonant with student abilities, interests, and motivational patterns. All who participate in the Educational Guidance Clinic feel on-campus pre-college counseling at this level is beneficial.

Michigan State University represents one of the colleges establishing counseling clinics as a step in facilitating the transition of incoming freshmen from high school to college. Goodrich (8) tells us that in the summer of 1949 Michigan State University inaugurated three experimental counseling clinics administered through the Counseling Center. The clinics were directed primarily to those high school graduates who were planning to enroll at Michigan State University in the fall term of that same year.

These clinics have been continued each subsequent summer. Here young students are brought face to face with the educational and vocational problems which they will face. Here they can receive the aid of professional counselors in meeting these problems. During this period of orientation, the students are tested and counseled under the supervision of graduate students. The students are assisted in getting a better understanding of interests and aptitudes. The students' fall term courses are selected and they complete the major portion of the mechanics of enrolling.

Another aid the Clinic makes available is the opportunity for the student to make some new friends among the other prospective students before college starts. They can tour the campus, see the buildings, observe a reasonable facsimile of dormitory living.

The Clinic is publicized through a brochure forwarded to all high school graduates accepted by the Basic College of Michigan State University. It explains the intensive schedule planned for the three-day session. In addition to the meetings with counselors, testing, and campus tours already mentioned, are luncheons, evening activities, Michigan State University songs, speeches by guest speakers, movies, parties. Then there are swimming and medical examinations as well as speech and hearing tests. Special tests are arranged in the special interest areas or as needed for remedial purposes. The student fills in several questionnaires. He hears talks on the problems faced in college and has an opportunity to ask questions.

In view of the experience in 1949, Michigan State University increased the program in 1950 to include nine clinics; in 1951 there were ten, and in 1952 they held eleven clinics. Attendance jumped from 226 in 1949 to 1,025 in 1952.

Many students who enroll in the Basic College at Michigan State University do not declare a vocational major. However, of the counselees attending the clinic, it was found that when they did declare a major prior to the clinic, about twenty percent changed their majors while attending the clinic. Of this group, some changed from one major to another. Some changed from a major to no-preference. The remainder changed from no-preference to a definite vocational choice. It has been stated by many of the students that one of the reasons they came to the clinic was a desire for vocational help.

Another aid the clinic gave the counselees as noted by observers was the relaxed attitude of the counselees at the end of the three-day period. This was in sharp and direct contrast to the nervous tension displayed by many students their first day on the campus. This benefit would be further confirmed by the counselees' remarks stating their degree of satisfaction with the clinics. Not one student stated they felt the clinic helped very little or was of no value.

Not one clinic student was placed on "strict probation" at the end of the fall quarter, 1951. Of the 153 freshmen placed on "probation," 3.1 percent were students who had attended the three-day clinic as contrasted with 7.8 percent of the non-clinic first term freshmen. It was found that the clinic freshmen made a mean grade point average comparable with those of fall term juniors and a mean honor point ratio of 2.43 as contrasted with 2.20 for all the Michigan State College freshmen. These factors, Goodrich thought, might be due to the clinic imparting a greater understanding of scholastic requirements to its participants than that of non-participants. This would be highly favorable to the clinic program.

The Counseling Clinic participants were well informed of the services that Michigan State College offers. These include Reading, Speech, Hearing, and Arithmetic Improvement Services. It was later found that clinic participants used these services, particularly the Reading Improvement Service, more than did the non-participants.

It was found that three-fourths of the clinic clients attended high

schools with some type of guidance service available. Goodrich tentatively concluded that counseling encouraged the students to want more counseling.

Goodrich further concluded that the student receives the advantageous results from the clinic as follows:

1. Make an analysis of his ability level.
2. Secure assistance in determining aptitude for college.
3. Receive help in planning his educational program.
4. Consider suitable vocations and methods of obtaining vocational training.
5. Participate in a program of orientation planned for prospective students.
6. Acquire beneficial insight into special deficiencies or special aptitudes that might affect his academic or vocational goals.
7. Eliminate some of the inevitable confusions and frustrations of freshmen week which prevail at most educational institutions.

Goodrich summarizes the advantages of the clinic program to the college:

1. The program creates good public relations with high schools in the surrounding areas.
2. It enables the college staffs to benefit from associations with visiting counselors from local high schools and near-by colleges who are brought in during the summer to assist with the clinics.
3. It provides an excellent opportunity for counselor training and gives graduate students much practical experience.
4. Counselors and other college officials have an opportunity to become acquainted with prospective students before the rush of orientation activities.
5. The testing program, which includes several examinations required of students in the fall, relieves the college of some of the test-

- ing load of orientation week.
6. Large institutions are often criticized because students do not receive enough personal attention. The counseling clinics, by bringing small groups to the campus each week during the summer, enable the college to give every individual a great deal of personal help and attention which is often difficult during orientation week.

St. Gregory's Benedictine Fathers College represents one of the two-year colleges establishing orientation weeks to aid the adjustment of incoming freshmen. In the orientation week, incoming freshman students receive talks on such subjects as the aims and objectives of the college student, the rules and regulations of the college, methods of study, how to use the library, vocational goals, planning for marriage and personality development.

"We have felt for many years", said Reverend Robert Dodson, O.S.B. president, "that the college freshman needed some type of transition instruction to help him make the change from high school to college." He states that the classes during this week help the new students become familiar with the faculty of the school and give them time to think about why they are coming to college and what they are aiming for in life. He said there had been a very good reception of the program by the students.

We have explained the incoming adolescent freshmen from the aspect of their problems, needs, and individual differences. We have seen the concomitant difficulty in meeting their competencies, abilities, and needs. Since we have seen these problems, we recognize the necessity for the

type of program we have investigated in three higher educational institutions. With these needs in mind, we can now take a look at a fourth university, Oklahoma State University, which has initiated many programs for the aid of these students. Specifically, this study is concerned with the counseling clinic and this clinic will be described in general in the following chapter. Information on the other Oklahoma State University programs designed to aid the adjustment of freshmen students is found in the Appendixes.

CHAPTER II

EDUCATIONAL COUNSELING CLINIC

In this chapter is discussed the orientation program that was inaugurated at Oklahoma State University in the Summer of 1957 for incoming freshmen.

Oklahoma State University decided to inaugurate an educational counseling clinic as a service to high school graduates. This was to be a special two-day educational counseling service for high school graduates who planned to enter college but was not to be a requirement for enrollment.

The clinic was designed to assist the student in estimating his aptitudes for college work; learn more about college majors and related careers; explore interests as they relate to educational and vocational goals; formulate his educational goals and plans; complete in advance many of the requirements of fall orientation and to pre-enroll if he planned to enter Oklahoma State University.

The Dean and Assistant Dean of Students were in charge of the clinics which were held in June and July. This clinic was to be offered ten times during the summer at Stillwater at the university and could be attended by any high school graduate. Participants registered from nine

to ten o'clock on the first day of each clinic. The registration headquarters was located in the Student Affairs Building.

Each student attending the Clinic was requested to bring a copy of his high school transcript and any other pertinent information from his high school personnel folder. In addition, the students were encouraged to bring with them a brief biographical statement.

A fee of four dollars (\$4.00) was paid to cover cost of test materials. Rooms were offered for two dollars (\$2.00) per person per night. The average cost per meal was fifty to seventy cents. The housing and meals were provided in university residence halls. Only fifty students could be accommodated on any one date so it was requested they mail in their application forms early and with an alternative date listed as second choice. Parents were encouraged to accompany participants of the Clinic. Many of them did and housing was available for them in the university residence halls without prior reservation.

General Orientation

Registration was held between the hours of nine and ten o'clock the morning of the first day. After registration there was a general orientation. At this time the students and parents were given a welcome. Certain university personnel were introduced and brief statements were made concerning their duties and the offices with which they were associated.

"The purpose of this Clinic is to assist you in making the change

from high school to college. Through testing and other methods we will estimate your ability to do college work. You will learn more about college majors and their related fields. Together we will explore your interests and see how they relate to educational and vocational goals. We will assist you in forming your educational and vocational goals. We will assist you in forming your educational goals and plans. You will become acquainted with the University and its schedules. You may complete your enrollment while you are here.

"You have been given a schedule for these two days and on this schedule you will note the time and location of each meeting. At that time you may ask questions pertaining to that portion of your orientation."

Maps of the campus were passed to the students and, as they inspected the maps, explanations were made concerning the physical location of the building in which they were meeting. "The Student Union is located to your left. You can see it from this window. A cafeteria and a coffee shop are on the first floor of that building and available for your use."

"On this campus privileges of parking are controlled through parking meters and decals bought by the students and faculty for specified parking areas. As a visitor you are entitled to free parking and, if you should receive a parking ticket indicating a violation, please write your name and address on the back of the ticket and bring it to us as there will be no penalty for you."

During the general orientation it was ascertained whether or not everyone had housing for the night. Directions to dormitories specified for this purpose were given.

"Now it is time to begin your testing. We hope you will feel comfortable during this time so that you can do your best. The results of these tests are not to be used to keep you from entering college. The results will be used by us in your guidance and counseling. They will assist us in answering your questions. Tests will be administered under the direction of Dr. Harry K. Brobst, Professor and Head of the Department of Psychology and Director of the Bureau of Tests and Measurements. The results of your tests will be discussed by Dr. Brobst in a group-evaluation tomorrow morning. I will now introduce Dr. Harry K. Brobst."

Testing

The general orientation was followed by specific testing. The series of tests covered college ability, language usage, and mathematics placement. The tests were Form B, Part 2, Sentences of the Language Usage Test of the Differential Aptitude Tests, the Cooperative Algebra Test, Form Z, Educational Testing Service, and the Cooperative School and College Abilities Test. The tests were briefly explained and then given by the standardized instructions and procedures.

Discussion With Parents

The general orientation was followed also by a period of discussion with the parents. At this time they were permitted and encouraged to ask questions. Every effort was made to make it a general discussion. It was found that most groups of parents were interested in about the same kinds of things.

The most interest displayed was in the housing situation. Rate sheets for the various dormitories were handed out. The meal plans, such as cafeteria and package plans as in Willard and Stout Halls, were explained. The parents were told that if their children were not assigned to the dormitory of their choice the first semester, they could request a transfer for the second semester. "The University is well aware that student happiness helps the academic record of the student." The dormitory rooms were described. The number of closets in the room and the type and pieces of furniture available were facts they wanted to know. What did the students need to bring? Sheets, pillow cases, blankets! Lamps and electrical plugs were discussed. The students could bring radios and record players but had to use them wisely. No cooking utensils were permitted.

Another facet of dormitory life the parents questioned concerned the kind of supervision their children received. They were told about the Student Counselors and Head Counselor. Most of the Head Counselors have a master's degree in Counseling and Guidance.

A very important area in sending a child to college concerns finances. The parents were told the average cost of attending college and what a college education means in terms of added potential salary. Financial assistance and the various methods of receiving it were explained. Certain loans could be secured. There were some scholarships available and certain types of jobs for part-time employment. "Freshmen are not encouraged to work for a semester or two unless they must. They need time to adjust emotionally and academically. They need time to learn improved study habits and the amount of time necessary to keep up their grades. However, some students can make their grades and when it is absolutely necessary for a student to work in order to enroll, the university does assist in finding jobs.

"Concerning the handling of finances we suggest you set up a bank account if you have not already done so for your children to use on sundries. This will enable them to start the learning process of the responsibilities regarding money. We cannot tell you how much money should be deposited as this would be an individual matter. But in so far as possible you should encourage your child to become rather independent.

"An additional factor in acquiring independence would be for you parents to encourage your children to make this a resident university instead of a commuters' university. Parents can assist by taking the attitude that the student is there to study and refraining from asking that the students come home every weekend. When a student goes home,

he falls into the old patterns.

"On this campus many have pledged fraternities and sororities. There is no one answer on whether or not a student should pledge. This depends entirely upon the individual. But we are pleased that independents are very well respected on this campus and many remain independent from choice as well as for financial reasons.

"We encourage students to leave their automobiles at home. There is no regulation against having automobiles here and unless there is misbehavior they are not prohibited from having one. However, our records indicate that students with automobiles tend to make lower grades. There seems to be more disciplinary cases among those students with automobiles. This is no proof as many times this might be just the kind of student getting into trouble but it might be a contributing factor."

Before the discussion with the parents was closed, there was a brief explanation of the academic guidance system. The different colleges were summed up. Occasionally there was an invited guest from one or another of the colleges. This might include Vice-President MacVicar, the Dean of Engineering, or the Personnel Director of one of the colleges. After his introduction, he told the parents the concern with which their children were treated in his particular area.

Introduction to Educational and Vocational Opportunities

Upon the completion of the testing the students and their parents were introduced to the opportunities available on the campus in educa-

tion and the subsequent vocational goals. Those in attendance used the brochure "Your Introduction to Oklahoma State University" as a guide for this survey.

There was an explanation of terms, as:

"COLLEGE -- This is a unit of the University which offers courses of instruction and curricula leading to degrees.

"COURSE -- A particular subject being studied--thus, a course in English. "

Other terms included were: Curriculum, degree, associate degree, department, elective, major, minor, schedule, semester credit hour, and trial study.

The organization of the University was described. The various Colleges of Agriculture, Arts and Sciences, Business, Education, Engineering, Home Economics, and Veterinary Medicine were discussed. They were told about the Schools of Communications and Hotel and Restaurant Administration. It was pointed out a listing of the majors, the college in which the particular major was contained, the degree received, and the many vocations to which such a degree might lead could be found in the brochure beginning on Page 28.

Another brochure given to the participants of the clinic was "Hints on How to Study. " This was explained rather completely. Many of the students had no idea how to make out a time chart. "First you fill in the time that you will be in classes. Then add the times covering meals and sleep. " This was where the University tried to tie in the health

angle. "Unless you get plenty of sleep and the proper food you won't be any good in class." It was mentioned that the University offered a reading improvement course. The students were told there is a wise method of taking notes. "Keep the notes from each class together. Take down the key ideas in an outline form. Do not attempt to write a lecture down verbatim. Bring your notes up to date. Then look ahead in the text to find out what is coming up next so that you will know what might give you difficulty and you will be prepared to ask questions." Also a few tips on study habits were given. "Try to study at a given time and place so that it will become a habit. All of these things are just pointers. We are not trying nor could we make experts out of you in the few minutes this is being discussed." Another area covered was the grade point system and how to figure their average.

One important point the University personnel tried to get across to the students was that they were trying to help them. If the students remembered that, then at a later time when they ran into some difficulty maybe they would return to these people for help thus establishing a favorable atmosphere for counseling.

Orientation to Campus Life

On the evening of the first day they were given an orientation of campus life. This would help complete in advance many of the requirements for regular fall-term orientation at the University.

During this session the students were given a tour of the library.

The staff of the library assisted with this portion of the orientation. The Dewey Decimal System was explained to the students who were encouraged to ask questions of the library staff. This tour usually ran about forty-five minutes.

The students then returned to the Classroom Building and heard more about campus matters. They were told about the possibilities of part-time employment in much the same way it had been presented earlier to the parents. The available medical facilities were discussed, the infirmary, doctors, laboratory and psychiatric services at their disposal.

Attention was called to the courses in religious education offered at the University, the annual Religious Emphasis Week, and to the various religious centers which represent the major religious faiths.

"At these centers, counselors are available who can give you assistance and sound advice which will help you establish the basic moral principles upon which to build your philosophy of life. These establishments also offer you opportunities to meet and talk with others of your particular faith and to participate in cultural and social events, which are an important phase of your life as a university student.

"We have on the campus a large number of student organizations representing many fields of interest. While you should be primarily concerned with your school work, we hope that you will take advantage of the opportunity of becoming affiliated with those organizations which are of special interest to you. A list of those organizations can be found in the student handbook.

"Among the student publications are the Redskin, Oklahoma State's 'All American' student yearbook, and the Student Directory which contains the names, addresses, phone numbers, college, class, and hometown of every student.

"Another publication is the O'Collegian, the student newspaper. It is free so don't fall for the old 'wheeze' of buying a subscription as other unwary freshmen have done. "

The students were briefly informed of the student political parties and self-government, the general rules and regulations, women's physical education, and the Reserve Officer Training Courses.

Group Evaluation of Test Results

The morning of the second day the Clinic participants gathered to learn something of the tests, what the grades meant, what they could be used for. This evaluation was given by Dr. Brobst whom the students had met the day before.

"The entrance test is SCAT--the Cooperative School and College Abilities Test--the SCAT yields a quantitative, a verbal, and a total score. The norms for the scoring are national norms; thus an Oklahoma State University beginning freshman is compared with college freshmen throughout the United States. Norms are being compiled for OSU but this will take some time yet.

"Centiles or percentiles (terms are interchangeable) are points in a distribution in the complete range of scores. Using these your advisor

can tell you your position in the total range, such as upper, middle, or lower third. The scores do have value--for example, a study of engineering students revealed that engineering students tend to be in the top one-half or one-third. We find there are more students dropping out who are in the lower one-third of the group. If a student is near the lower one-third, he can be aware of that fact and study harder."

Blown-up or enlarged profile charts were used in the test result explanations.

Individual Counseling of Test Results

After the group evaluation, counselors were available to discuss the test results with the individual students. To obtain these counselors, each dean was invited to submit names of faculty personnel available during the summer to work with the Clinic. Six of these were asked to come to the Clinic for group and individual counseling of the students. These counselors were located in the auditorium. He counseled the student and then the student was sent to the college to enroll. Through experience of this summer's Clinic it was decided to carefully assign student's to these counselors in future clinics as frequently a student was being counseled by someone from another college than the one in which he was enrolling. The students were encouraged to ask questions. However, it was found that the students did not ask about their test scores but about the process of enrollment.

Sometimes the students arranged for fall housing and bought their

books for fall courses so they could be more nearly prepared.

A total of one hundred and ninety-one students attended the clinics the summer of 1957.

A summary of the reports received by responsible University personnel indicates that the clinic has been very successful. Students entering college need the reassurance brought by knowing and understanding a new situation. Some comments by the students themselves are: "Everyone was so helpful I felt at home right away. " "I knew what to expect of dormitory life and so I have been completely happy. " "I came for help because I knew from my clinic I could get it. " "I felt like I got to know the instructors a little better. " "I didn't have to hunt around to find out how to use the library. " "I needed a job or I couldn't have come to school. Thank you for helping me!" The students coming to college from smaller communities and small high schools and on their own for the first time don't seem to be bewildered. The student is better informed of the approximate time necessary for the preparation of assignments in a subject. He is more aware of the increased amount of responsibility placed on him to do his work by his own initiative, rather than by the prodding of the parents. The student more quickly finds other students with like interests since he knows immediately the organizations on campus to which he is eligible. Many students stated they knew more about the aid they could receive with specific problems and general adjustment. It seemed some students might have dropped out of school without this counseling which aided in the solution of immediate problems and moti-

vated them towards the future occupational goals which might not appear to be served by immediate practical goals. Students were located who needed the remedial services of the University.

One of the Clinic's greatest values has been giving the freshman an opportunity to get acquainted with the University and its services in a small group situation and large institutions are often criticized because students do not receive enough personal attention. The students have welcomed spending more time with the faculty while they were enrolling. The student has been spared a lot of trial and error attempts in solving his own problems in using the library, finding loans or employment, acquainting themselves with student organizations and government, and learning to study. The professors have felt they did a better job as the test scores and high school transcripts were available for reference when the student enrolled. It would appear that the faculty counseling through interpretation of relevant case data has assisted in the achievement of educational, vocational, and personal goals. Another desirable result has been the good public relations created with high schools in the surrounding areas.

It cannot be stated that desirable behavior changes occur only as a result of counseling but there is little doubt that effective counseling can contribute materially to them.

In the next chapter we begin an evaluation of the effectiveness of this Clinic. It should raise the question "Is this of any value?" and we are going to look at this Clinic. This evaluation study stems from an

attitude or a desire to assist Oklahoma State University to do more effectively those things which the school does in serving the needs of the student population.

CHAPTER III

DESIGN FOR EVALUATING CERTAIN ASPECTS OF THE PROGRAM

The orientation programs of Oklahoma State University in the past have not been subjected to experimental scrutiny or evaluation. Without an empirically validated approach, conjecture will continue to be indistinguishable from fact. Hence, this investigation seeks to evaluate certain aspects of the counseling program for the beginning freshmen. This chapter is devoted to the approach of the condition under which the present study was conducted and the procedures employed.

The Problem

Essentially the purpose of this investigation is to discover if a group of students which voluntarily attended a two-day orientation clinic differs in achievement and ability levels based on tests and grade point averages from a group which did not attend a two-day orientation clinic. The specific problem to be investigated in this study is: Do the previously mentioned groups differ significantly in achievement and ability levels as measured by certain standardized tests and grades.

The specific hypotheses to be tested are as follows:

1. There is a significant difference in the cumulative average of the first semester's grades be-

tween a group of students which voluntarily attended a two-day orientation clinic the summer of 1957 and a group which did not.

2. There is a significant difference in the cumulative average of the first and second semester's grades between a group of students which voluntarily attended a two-day orientation clinic the summer of 1957 and a group which did not.

General Methodology

The general procedure was to study the relevance of the independent variable. This was done by studying the literature, verbal reports of students, parents, and academic personnel and counselors.

There was one major experimental condition. Under this condition was:

Group I A group of eighty-four students which voluntarily attended a Vocational Educational Counseling Clinic at Oklahoma State University the summer of 1957 before enrolling as freshmen at the University in the fall.

Group II A group of 143 students who enrolled as freshmen at Oklahoma State University in the fall of 1957.

The independent variable is the voluntary attendance at the Clinic. The dependent variables and data analyzed are the achievement and ability levels indicated by the scores and grades.

The official files of the Registrar at the Oklahoma State University were consulted in getting these data. All averages were computed from the records made by the students of two groups and were based on the follow-

ing weights:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

All courses which use the accepted grade point system were included in computing the overall grade point averages.

Subjects

In this investigation 227 students who had graduated from high school and enrolled as freshmen in Oklahoma State University at the beginning fall term of 1957 were selected from a total university population of 8398 students and a freshmen population of 2466 students.

The subjects used in this study were drawn from two groups of incoming freshmen, one group consisting of voluntary participants in the Educational Counseling Clinic for two days in the summer of 1957. The other group consisted of an equal number sampled from incoming freshmen who did not participate in such a clinic. Each group consisted of subjects, both male and female, drawn at random from the colleges, Agriculture, Arts and Sciences, Education, Business, and Engineering. All subjects were given the same tests.

Variables and Instruments

Independent Variable:

- a. Participation in the Educational Counsel-

ing Clinic.

Intervening Variables are the measures obtained and include:

- a. Form B, Part 2, Sentences of the Language Usage Test of the Differential Aptitude Tests by the Psychological Corporation. (15)
- b. Cooperative Algebra Test, Form Z, Educational Testing Service. (20)
- c. Cooperative School and College Abilities Test total score. (SCAT). (2)

Dependent Variables (Criterion):

- a. The overall grade point averages at the end of the first semester.
- b. The overall grade point averages at the end of the first year.

In order to test the previously stated hypotheses the t-test was applied to the data.

The results and detailed comparisons as related to this study are found in Chapter IV.

CHAPTER IV

RESULTS

The first step in the treatment of the data was the comparison of the means for Form B, Part 2, Sentences of the Language Usage Test of the Differential Aptitude Tests. These means were computed for the clinic (experimental) group and the non-clinic (control) group. These means, standard errors of means, and the *t* value are given in Table I.

TABLE I
MEANS, STANDARD ERROR OF THE MEANS, AND
THE *t* VALUE OF THE ENGLISH TEST FOR
CLINIC AND NON-CLINIC GROUPS

	N	M	SEm	<i>t</i>
Clinic Group	84	48.5	2.15	
Non-Clinic Group	143	43.7	2.16	1.6*

*Not significant

The next step was a comparison of the means for the Cooperative Algebra Test, Form Z, Educational Testing Service. These means were computed for the clinic (experimental) and the non-clinic (control) group. These means, standard errors of means, and the *t*

value are given in Table II.

TABLE II
MEANS, STANDARD ERROR OF THE MEANS, AND
THE t VALUE OF THE ALGEBRA TEST FOR
CLINIC AND NON-CLINIC GROUPS

	N	M	SEm	t
Clinic Group	84	25.5	1.68	
Non-Clinic Group	143	24.4	2.85	.33*

*Not significant

The next comparison was that of the Cooperative School and College Abilities Test total score. These means were computed for the Clinic (experimental) group and the non-clinic (control) group. These means, standard errors of means, and the t value are given in Table III.

TABLE III
MEANS, STANDARD ERROR OF THE MEANS, AND
THE t VALUE OF THE SCAT TEST FOR
CLINIC AND NON-CLINIC GROUPS

	N	M	SEm	t
Clinic Group	84	292.8	.73	
Non-Clinic Group	143	295.2	.715	2.4*

*Significant at the .02 level

Table I and Table II indicate there was no significant difference between the means of the ability levels of the two groups as shown in the

scores of the Form B, Part 2, Sentences of the Language Usage Test of the Differential Aptitude Tests and the Cooperative Algebra Test, Form Z, Educational Testing Service. This lack of difference between the means of the English and Algebra scores furnished a base of comparability for further analysis in the grades at the end of the first semester and the cumulative grades of the first and second semesters. The fact that there was no difference when the Clinic group was compared with the non-clinic group indicates that the groups did not differ prior to the application of the experimental procedure. This would appear to indicate that any difference observed at the conclusion of the experiment would be due to the independent variable employed.

Table III indicates a significant difference between the means of the ability or capacity levels of the two groups as indicated in the scores of the Cooperative School and College Abilities Test. This difference is significant at the .02 level of confidence. This means that a difference as large as was obtained could have happened only two times out of a hundred by chance alone so that one might assume some factor other than chance is operating. The non-clinic group scored significantly higher and this was the only difference found. One could anticipate because of the higher intellectual level of the control group that there would be higher achievement level in the control.

Now let's compare our two groups with reference to the dependent variable which is achievement. There could be three possibilities:

(1) There would be a significant difference in favor of the control group;

(2) There would be no significant difference in favor of the control group; (3) There would be a significant difference in favor of the experimental group. If the first possibility exists, all other things being equal, we could anticipate there would be a significant difference in favor of the control group. If either of the last two of the three possibilities exists, it could be due to the independent variable employed.

The next step in the analysis was that of determining the differences between the groups in terms of grade point averages. In order to establish any difference it was necessary to compute the means and the standard errors of the means for the first semester grades and the first and second semester grades combined. The results of this step with the *t* values are listed in Table IV.

TABLE IV

MEANS, STANDARD ERROR OF THE MEANS, AND THE *t* VALUES
OF THE FIRST SEMESTER AND FIRST YEAR GRADES
FOR CLINIC AND NON-CLINIC GROUPS

	First Semester				First Year			
	N	M	SEm	<i>t</i>	N	M	SEm	<i>t</i>
Clinic Group	78	2.32	.597		70	2.38	.484	
Non-Clinic Group	142	2.15	.638	.22*	123	2.20	.506	.26*

*Not significant

The comparison between the two groups indicates no significant difference in grades, either at the end of the first semester or at the end

of the first and second semesters combined.

The results presented in this chapter were obtained in an attempt to ascertain the difference, if any, in the achievement and ability levels between a group of students which voluntarily attended a two-day orientation clinic the summer of 1957 and a group which did not. The test scores on the English and Algebra tests, the total scores of the Cooperative School and College Abilities Test, the average of the first semester's grades and the cumulative average of the first and second semesters' grades of the freshman population of Oklahoma State University were examined. The summary and general conclusions are presented in the following chapter.

CHAPTER V

DISCUSSION AND CONCLUSIONS

At the beginning of this section it seems wise to look once again at those limitations which placed restrictions on this study and thus on the interpretation of the results. The first limitation is that of the narrow scope of the study. This study must be restricted to those small areas of the university population from which the sample was drawn. The small number of subjects makes it impossible to draw any clear, definite, far-reaching conclusions.

This investigation did not attempt to compare, on the basis of scores from the tests used in this study, students at Oklahoma State University with the national norms, although this might be of interest and might be a worthwhile study.

The investigator was interested in testing the hypotheses that the two groups, one of which voluntarily attended an orientation clinic, did not differ in achievement levels as measured by overall grade point averages. This study does not include a cross-validation study and, consequently, should be taken only as a foundation for more extensive study in the area. If a difference should be found between the two groups, it would not necessarily mean the difference had been caused by the clinic as many other factors, not under study here, such as motivation, tem-

perament, personality, even the particular college in which the student enrolled, would make a big difference and all of these would of necessity have to be examined in other studies. However, it could suggest the difference would be due to the independent variable employed.

Discussion of the Results

The principal problem of this study was to test the hypotheses that the two groups did not differ in achievement levels as measured by overall grade point averages. This problem upon analysis and examination had several aspects.

1. An examination of the means on the English test between a group of freshmen students who voluntarily attended a two-day orientation clinic the summer of 1957 and a freshmen group which did not.
2. An analysis of the means on the Algebra scores between a group of freshmen students which voluntarily attended a two-day orientation clinic the summer of 1957 and a freshmen group which did not.
3. The determination of the means on the total test scores of the Cooperative School and College Abilities Test between a group of freshmen students which voluntarily attended a two-day orientation clinic the summer of 1957 and a freshmen group which did not.
4. The examination of the means in the cumulative average of

the first semester's grades between a group of freshmen students which voluntarily attended a two-day orientation clinic the summer of 1957 and a freshmen group which did not.

5. The analysis of the means in the cumulative average of the first and second semesters' grades between a group of freshmen students which voluntarily attended a two-day orientation clinic the summer of 1957 and a freshmen group which did not.

The ability level of the two groups was determined with Form B, Part 2, Sentences of the Language Usage Test of the Differential Aptitude Tests by the Psychological Corporation; Cooperative Algebra Test, Form Z, Educational Testing Service; Cooperative School and College Abilities Test total score. The achievement level was determined by the grade point averages at the end of the first semester and the overall grade point averages at the end of the first year. These scores were analyzed according to the raw arithmetic mean scores. The variability of the raw scores was analyzed by the use of the standard deviation.

The mean clinic group score or grade and the mean non-clinic group score or grade were correlated using the t value.

The evidence indicates that there is no significant difference between means on the English or Algebra tests for the two groups of students. However, the evidence does indicate a significant difference between means on the total scores of the School and College Abilities Test

for the two groups and this difference was in favor of the control or non-clinic group.

The evidence indicates there is no significant difference between means in the cumulative average of the first semester's grades for the two groups of students. The evidence also indicates that there is no significant difference between means in the cumulative average of the first and second semesters' grades for the two groups of students. Since the capacity of the experimental group to perform college work was statistically significantly not as high as that of the control group as indicated by the School and College Abilities Test results, yet their achievement as indicated by their grades both at the end of the first semester and at the end of the first year was as good as that of the control group, the evidence seems to indicate that the Clinic experience of the experimental group was a significant variable in affecting achievement.

Why would a clinic experience affect the achievement of these incoming freshmen? It is possible for counseling to aid the students in taking their first step in a new environment with more assurance. The student is more capable of selecting experiences that best meet his needs. The student might have better study habits. His educational and occupational planning could be more consistent with his individual interests and aptitudes and more realistic in terms of available job opportunities. The student could function with optimum effectiveness a little earlier. These are some of the modifications that might be made in the attitude

of an incoming freshman by a clinic. The resulting overt behavior could be measured in terms of their achievement. It cannot be definitely stated that the experience of the Clinic would affect the student to this extent but it is possible that their anxieties were relieved. The ability of the experimental group was lower but there was no significant difference in their achievement. Therefore, it is a possibility that the Clinic reduced their anxieties by introducing them to Oklahoma State University through a clinic experience resulting in a greater orientation to what is necessary for better achievement than any experiences of the control or non-clinic group.

Summary

For purposes of this report a comparison was made between two groups of incoming freshmen. One group (experimental) attended a pre-admission clinic. The other (control) group did not attend this clinic. These two groups were compared in scores obtained on the following tests:

1. Form B, Part 2, Sentences of the Language Usage Test of the Differential Aptitude Tests.
2. Cooperative Algebra Test, Form Z, Educational Testing Services.
3. Cooperative School and College Abilities Test total score.

No significant difference was found in the intelligence variables of English and Algebra. However, a significant difference was found in the level of capacity or aptitude for college work with respect to the Cooperative School and College Abilities Test total scores. This difference was in favor

of the control group. A further comparison of the two groups was made in their grades but the achievement in the first semester grades of the two groups and the cumulative average of the first and second semester grades of the two groups was not significantly different. In fact both of these achievement levels were slightly in favor of the experimental group although not statistically significant. The hypotheses of this report must necessarily be rejected but the results lead to the probable conclusion that attendance at the Clinic aided the students in the experimental group by increasing their achievement to a level comparable to that of the control group which indicated greater intellectual ability. This interpretation is made with caution as the experimental group, influenced by the many factors previously enumerated, might have been more interested in attending college and indicated this by coming to the Clinic.

Suggestion for Further Study

It is recommended that further study be conducted with another group of freshmen students from the year of 1958 so that another comparison could be made between a group voluntarily taking the Clinic and a group which did not.

It is further recommended that interests as shown by the Kuder Preference Record be included in such a study. This research might give some indication of the relationship between students with high and low grades and their interests.

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APPENDIXES

HIGH SCHOOL INSTITUTE OF OKLAHOMA STATE UNIVERSITY

One of the many programs initiated at Oklahoma State University is the High School Institute for budding scientists. The three-week program held twice each summer to accommodate more students, features special sessions conducted by University faculty members and guest speakers from Oklahoma industry. Work was designed to encourage students in their final year of high school science and mathematics courses.

Admission to the Institute is by application, supported by high school transcript of grades and two character recommendations. Applications have been received from forty-six states. These are reviewed by an Admissions Committee. The committee reserves the right to select only those who meet the high standards of scholastic ability and interest in scientific matters set by the faculty. The requirements for admission are as follows:

1. A member (boy or girl) of the Junior class (11th grade) in high school.
2. Proficiency in mathematics and English, and a very definite interest in fields of biological or physical science and/or engineering.
3. High standard of character, dependability, and intelligence.
4. In good physical health.

To substantiate the above requirements, the applicant must submit to the Director of Engineering and Industrial Extension, the following information:

1. Application.
2. A transcript of high school credits up to end of the fall semester of his junior year in high school.
3. A health certificate signed by the family physician. (Required for access to the swimming pool.)
4. Two letters of reference, one of which shall be from within the school system (principal or teacher), and the other from a person outside the school.
5. A letter in his or her own handwriting stating why he wishes to attend the Institute and how he thinks the work of the sessions will benefit him.

The program provides for forenoon and afternoon classes five days per week and one-half day on Saturday. Evening sessions are also planned at which subjects closely related to engineering, the civic and social responsibilities of the technically trained man and the effect of industrialization upon the American way of life are discussed. Sunday afternoon sessions are devoted to discussion of such topics as the need for leadership, college organizations, college activities, etc.

Study in the Institute is concentrated in four areas: biological sciences, concepts in mathematics, concepts in physical sciences and their relation to engineering and the nature of the various fields of engineering. The experience gained from the program not only aids students in their senior science and mathematics courses in high school, but, more important, it helps them discover and develop a better understanding of their major fields of interest.

In addition to classroom work, students take part in laboratory demonstrations, discussion sessions and field trips to industrial plants. Field trips include such areas as Bell Telephone Company and Oklahoma Air Material Center at Tinker field, the Federal Aeronautics Administra-

tion Aeronautical Center at Will Rogers Field, a packing plant and the Oklahoma Medical Center at Oklahoma City, Douglas Aircraft Plant, Midwestern Geophysical and the Seismographic Service Laboratories in Tulsa, Continental Oil Company in Ponca City, and a Phillips Petroleum Company in Bartlesville.

The program includes recreational and social affairs. Recreational activities include swimming, tennis, bowling and water skiing.

All the facilities of the University--classrooms, libraries, laboratories and Student Union--are available to the Institute. The University summer session is in progress and the Institute enrollees participate in regular college life. Evening sessions meet in the Student Union. Students attending the Institute must reside in the University residence hall assigned and take their meals in one of the University cafeterias. Students are not permitted to go home over the weekend. Lecture and discussion sessions are held in the air-conditioned Classroom Building.

The students may spend a whole day on chemical engineering. What does he study? What does he do? All questions are answered. The speakers from industry are asked such questions as "What is his job? What is the pay? In what geographical areas might such a position be located?"

Oklahoma State University started this Institute in the summer of 1955 and operated it for four years. During these years a fee was charged for attendance. Parents have stated they have never received so much for their money. Forty students attended in 1955. Forty-four students attended in 1956, and fifty-seven in 1957. That was too many to be handled

efficiently by the University staff so from 1958 on the class was limited to forty.

The first year each student was given a slide rule, a T-shirt, and a leather OSU notebook with many leaflets and brochures from various industries. A criticism by the students was that they were given a nice slide rule and not taught how to use it. Classes are now included for instruction in the use of a slide rule.

Oklahoma State University does not use this Institute to recruit students for the University. However, one Sunday afternoon the Secretary of the Alumni Students Organization meets with the students and tells them the services available at the University.

Out of the first group attending the Institute, seventeen enrolled for their freshman year at Oklahoma State University. Three others went to Oklahoma University and then transferred to Oklahoma State University. Two transferred to science fields from engineering. Three others changed from one form of engineering to another. That group has now graduated from college. One has made the United States Air Force his career. One graduated as the outstanding engineer of his class at Oklahoma University. Another was awarded practically every honor in chemistry at Oklahoma University.

Of the 1956 group, only seven enrolled in Oklahoma State University. Nine of the 1957 group enrolled here. Many of the students have been awarded scholarships at Massachusetts Institute of Technology, Rice University, and others.

In the summer of 1959 the Institute went under the sponsorship of the National Science Foundation. As an agency of the government, the National Science Foundation recognizes the key role that youth, trained in mathematics, science and the various fields of engineering will play in increasing the technical potential of our country. Adequate numbers of high school graduates, interested and well trained in these fields, are vital to the safety of the Nation. Hence, programs that screen and stimulate the capable students, particularly those who have another year of high school available, are most timely.

The National Science Foundation now pays all expenses of the students, transportation (maximum travel allowance is eight dollars), board and room, books, and bus trips.

APPENDIX B

OKLAHOMA STATE UNIVERSITY COLLEGE PREVIEW

Oklahoma State University in the summer session of 1957 initiated another type of program. The College of Arts and Sciences sponsored this honors program for outstanding high school juniors. This was known as the College Preview. Since then it has been known as the University Preview due to the name change from Oklahoma Agricultural and Mechanical College to Oklahoma State University.

This program was originally conceived to meet the needs of two classes of students. One was the accelerated group in high school, who had not yet finished high school, and attended the preview primarily upon completing the junior year. The other group were the youngsters who had graduated from high school and were normally planning to enter college in the fall but who had some apprehensions about college and wanted to "get their feet wet" under a little more careful supervision and with a less rigorous daily routine than in the usual freshman grind in September. About as many students were attracted to one group as in the other. Enrollment was made in the usual freshman subjects. The students are in competition with regular college students, sometimes of sophomore through senior standing, and are graded according to the usual college standards.

However, after the summer session of 1957 and 1958, the graduating seniors were dropped from the program entirely. The two groups were

not compatible in a single program. The brilliant juniors from high school frequently led their class at the college level. The second group sometimes were dullards and even under supervision consistently made Ds and Fs in their grades. There obviously still is a need for this class of student. But it did not fit in with the type of thing emphasized at Oklahoma State University, specifically scholarship and academic excellence.

Any student who has completed at least ten units of solid subjects in high school, but has not yet graduated, and who ranks in the upper ten percent of his class is eligible to apply. They must be eligible for the National Honor Society. The program is limited, so all qualified applicants may not be accepted. Applications including high school records and two letters of recommendations are considered in the order in which they are received. The students are permitted to enroll in a maximum of eight semester hours of college work.

The University Preview students may take appropriate courses in the following departments of the University: Art; Biological Science; Botany and Plant Pathology; Chemistry; English; French; Geography; Geology; Health; Physical Education, and Recreation; History; Library Science; Mathematics; Music; Philosophy; Physics; Political Science; Radio-Television; Religion; Social Science; Speech. Actually a careful check of the summer school program will reveal that every freshman course is an Arts and Science course. This is certainly true in Home Economics, Business, and Engineering Colleges and even in the College of Agriculture. In fact, this statement is true of the fall curricula as

well as that of the summer session.

Through this program able students can accelerate their progress toward educational objectives by enrolling in advance courses. It is an opportunity for capable students to take courses which may not be available in their high school curricula. Improvement of study habits and development of self-reliance in a college environment under careful supervision and guidance give Preview students a significant incentive toward high educational and vocational goals. Encouragement of every student to make the most of his educational opportunities frequently results in a more profitable senior year in high school. A very typical action was for the student to revise his or her senior enrollment after seeing what was really needed to succeed at the college level.

Orientation to college routine, academic standards and various educational and vocational possibilities, one full year before regular college matriculation, is helping capable students avoid wasting time in the resolution of their life objectives. Most of these youngsters have returned home feeling the summer was a revelation. Upon returning to college, they do not feel they are green freshmen. They know some of the instructors, the buildings and the competition. They feel they are more ready for college life than other students. Also, if they are social minded and plan to pledge a sorority or fraternity, they can get initial indoctrination in the University without these social pressures.

The students are housed in University dormitories and supervised by special resident counselors. Their room and meals cost them approx-

imately \$180. They eat at the student cafeteria which serves a la carte. Once a week a dining room is reserved for an informal meal with invited guests. Upon occasion the guest might be the President of the University, the Vice-President, the dean of a college, or perhaps a faculty member who has an unusual number of the Preview students in his classes.

The University does very little publicizing of the program. It is even felt that perhaps the University is slipping up a little bit in not doing more about that. Last summer it was noted that the youngsters resented the fact that no one knew about them. They said that they were asked many "ignorant questions" and it was difficult for them to explain who they were and what they were doing on the campus.

This is not a financed program. It is strictly a straight enrollment. A fee of \$5 is required with the application. For Oklahoma residents the enrollment fee is \$6 per semester credit hour and the non-resident fee in addition to the above is \$9 per semester credit hour. Books and incidentals are variable with each student, again at their own expense.

A University Preview transcript is prepared for each participant at the close of the summer session. On it is recorded the following information: "The University Preview is a summer program to provide special additional opportunities for capable high school students. Students take regular college courses and are graded by college standards. These courses are not transferable to another institution of higher learning. They may be applied toward high school graduation requirements at the discretion of the high school principal, or the student may be

admitted to Oklahoma State University after high school graduation with advanced standing. "

A very high percentage of these students go on to college. Places like Massachusetts Institute of Technology, Cornell, Harvard, Princeton, and Yale have written for these transcripts. Many colleges and universities award scholarships of varying amounts up to and including four-year scholarships. The result is that many of these students do not return to enroll in Oklahoma State University. However, if, after graduating from high school, the youngster does return to Oklahoma State University as a regularly enrolled freshman, the University awards him credit and grade for the subjects taken in the preview program.

APPENDIX C

CAREER DAYS

Preceding the Oklahoma State University College Preview programs, contact work is carried on in the field with high schools through a Career Days program. These programs are for the purpose of aiding high school students in preparing for college plan career days at which time various vocations are discussed by speakers in these vocations. The day is planned for the graduating seniors, sometimes for high school juniors. Sometimes the seniors alone or in conjunction with the juniors are invited to hear representatives from various colleges and universities explain the major areas and services offered by their respective schools. If, in planning this day or program, the high school writes the Office of the Registrar of Oklahoma State University stating the date and type of program or service desired, the registrar will make the necessary arrangements for a faculty member to visit the high school and assist in every possible way. The University representative at this time will be prepared to discuss whatever facet the high school wants emphasized and answer questions on these matters. He hands out supplementary brochures to those interested in them. Some of these are left in the high school library for continued reference. The expenses of these trips are borne by the University.

APPENDIX D

PUBLICATIONS

Oklahoma State University has one other service that should be briefly mentioned. Various brochures have been prepared. They bear such titles as:

- Careers in Physics
- Careers in Political Science
- Careers in Music
- Careers in Mathematics, Statistics, Astronomy
- Careers for You in the Arts and Sciences
- Careers in Chemistry
- Careers in History
- Careers in Sociology
- Careers in Zoology
- Careers in Botany and Plant Pathology
- Housing and Interior Design
- Your Future . . . Education for the Space Age

In most of these brochures are reviewed the opportunities existing in the field. Something is told of the salaries and areas one would be working in. It mentions whether graduate study is necessary or only desirable. The branches for specialization are discussed. The curriculum and something of its level of difficulty are reviewed. General information such as admission, expenses, housing, and the possible financial aids are usually a part of these very colorful and attractive hand-outs.

VITA

Mary Frances Lane

Candidate for the Degree of

Master of Science

Thesis: AN EVALUATION OF CERTAIN ASPECTS OF THE COUNSELING CLINIC AT OKLAHOMA STATE UNIVERSITY

Major Field: Psychology

Biographical:

Personal Data: Born at Haileyville, Oklahoma, May 2, 1917, the daughter of Homer S. and Myrtle Lilian Kernell.

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Professional experience: Taught high school music and history in Canadian, Oklahoma; performed the duties of Shorthand Reporter from 1954 to 1956 for the United States Navy at the United States Naval Air Technical Training Center, Norman, Oklahoma; served as Recreation Supervisor (Social Services and Activities) for the United States Air Force, Vance Air Force Base, Oklahoma, from 1956 to 1958; functioned as a Head Counselor on the staff of the Dean of Women, Division of Student Affairs, Oklahoma State University, Stillwater, Oklahoma, from 1958 to 1961; and has been a member of Civil Air Patrol, Oklahoma Wing, since 1950, having attained the rank of Major.

Professional organizations: Sigma Alpha Iota; American Association of University Women; National Shorthand Reporters Association; American Recreation Society; National Recreation Association; Oklahoma Association of Women Deans and Counselors; American Personnel and Guidance Association, and Psi Chi.