

COMPARATIVE STUDY OF SCHOLASTIC ATTAINMENT OF FRESHMEN

WHO ENTERED

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

DURING THE SCHOOL YEAR 1938-39

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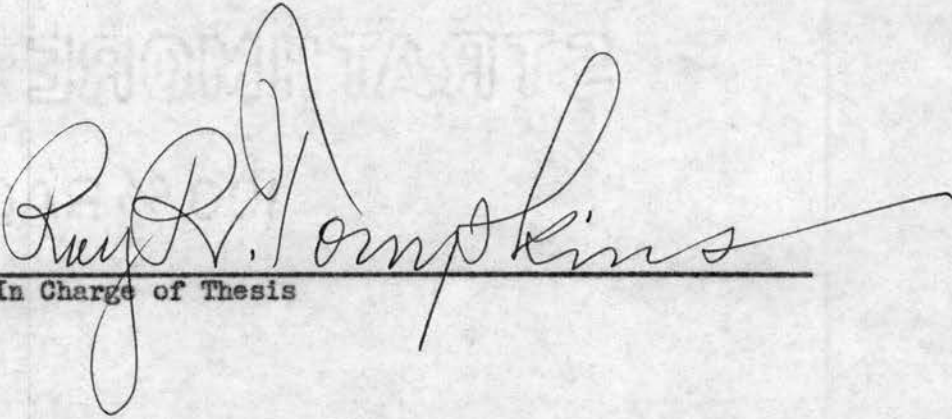
COMPARATIVE STUDY OF SCHOLASTIC ATTAINMENT OF FRESHMEN
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OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
DURING THE SCHOOL YEAR 1938-39


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Submitted to the School of Education
Oklahoma Agricultural and Mechanical College
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PURPOSE

The purpose of this Thesis is to determine, if possible, the effects of different classroom advantages upon the grades made in college by high school graduates. These advantages are based primarily on the three classifications of Oklahoma high schools used in this study.

The second purpose of this Thesis is to compare grades made by college freshmen within the various schools of Oklahoma A. and M. College in relation to the three groups of high schools from which they graduated.

PREFACE

The writer of this thesis has endeavored to present as clearly, systematically, and comprehensively as possible the data found. It is the hope of the writer that this thesis will stimulate a desire on the part of the educators to attempt a remedial school program in the small remote high schools.

Acknowledgements are gratefully rendered to Mr. R. R. Tompkins, Doctor J. C. Muerman and Mr. W. H. Echols for guidance and helpful suggestions during the entire period of compilation of this thesis.

I am deeply indebted to my wife, Lena Madge Davis, for her encouragement and efforts in making this thesis a reality.

J.T.D.

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CHAPTER I

THE PROBLEM

Education no longer exists for the wealthy or professional man's child alone. It has become a social factor in our changing society, offering educational opportunity for every child in America. Notwithstanding the progress made by our State public educational systems, there are still many differences in the efficiency and schools of Oklahoma. These differences are caused by locality of schools, size, administrative policies, community harmony and professional training of teachers.

The progress of education has been gradual. Many changes have been wrought through the process of bringing our schools to the present day standards. Some of the changes are, high school facilities for all pupils, a lengthened school year, compulsory attendance laws, higher professional training for teachers, state supervision, state and local financed schools and perfection of standardized tests for tool subjects and achievement. The importance of the parochial school has been superceded by the public high school.

To determine the relative efficiency of our state highschools of various sizes and classifications, the writer has selected the high school records of one thousand fifteen pupils who have graduated from public high schools of different classification, in the state of Oklahoma, and who were enrolled as freshmen in Oklahoma A. and M. College in the year of 1938-39.

The writer of this paper only wishes to determine the grade rating of students who graduated from the different grouped schools.

The records which were studied included six hundred twenty one students from group X schools; three hundred twenty four students from group Y schools; and forty students from group Z schools.

A number of freshmen were not considered in this investigation. First, the needed information was not recorded on the enrollment card; second, the study does not deal with students from parochial schools, or students from high schools of states other than Oklahoma.

The high schools from which these students were graduated were divided into three groups, X, Y, and Z. The X group, represents those schools which are members of the North Central Association. The Y group, represents the schools that are not members of the North Central Association that are accredited by the State Department of Education of Oklahoma for sixteen units or more. The Z group represents those schools accredited by the State Department of Education of Oklahoma for less than Sixteen units.

The high schools offering sixteen units of work each school year were chosen as the dividing line between groups Y and Z. Schools of this type are usually recognized as full four year high schools. The state board of education requires the completion of sixteen units of work for graduation from our high schools. Those schools which offer less than sixteen units of work each year are not classified as four year institutions. These smaller schools are usually less efficient than the schools which make up the groups X and Y. This inefficiency might be due to less physical equipment, a more narrow curriculum, and teachers of poorer qualification and experience.

CHAPTER II

SIMILAR STUDIES MADE

In making this study, the writer reviewed the work done by four persons who had made similar studies. They were:

B. J. Rivett who made a study of the Detroit city students comparing their grades made in high school with the grades made in Detroit College and Detroit Teachers College. He studied one thousand, one hundred eighty-three students. He found that the students who made better grades in high school made better grades in college. He worked with three groups and in each group found the same results.¹

According to one investigation made by Lester H. Thornberg, students from large high schools are superior in scholarship in college to those coming from small high schools. In general, scholarship increases with the size of the high school, although the increments are not regular. The most marked differences in the quality of college work is found between students coming from high schools with enrollments of fewer than 100 students and students from high schools with an enrollment of more than 100 students. This does not seem to be so much due to difference in native capacity as to difference in preparatory training.²

In a Study made by A. A. Douglas at the State College of Washington, it was noticed that the 1921 students from the smallest high schools have an average of only 4.92 hours of A grade while the students from the largest high schools have an average of 9.95 hours of A grade. There is

1 B. J. Rivett, School Review, Volume 32, December 1924, pp. 752-756.

2 L. H. Thornberg, School and Society, Volume 20, 1924, pp. 189-192.

not a marked difference in the average hours of B grade, but the student from the large high school have the higher average by more than four hours for each student. A comparison of the points made by each group shows a difference of 24.17 points between the largest and smallest high schools. As the high school increases in enrollment the students show an increase in a number of A and B grades.³

Frank W. Cyr made a study of eleven thousand seven hundred forty-two high schools having one, two, three, four, five, six, seven, and eight or more teachers. He found that the dividing point between the large and small high schools was somewhere between one hundred fifty and three hundred pupils.⁴

Joe Lester McKinnis studied two hundred fifty-five high school graduates who came to Southeastern State Teachers College, Durant, Oklahoma in 1935. He classified the high schools according to their size, enrollment, and the number of units for which each was accredited. He compared the grades made by students who came from smaller high schools with the grades of the students who came from the larger high schools. He found that the students coming from the larger schools made the better grades. He concludes that the size of the high school does play a significant part in determining college grades.⁵

To fully appreciate the problem, still further information was obtained relative to the expected achievements of students who graduate from schools of different classification. The Seventeenth yearbook of American

3 Langfitt, Cyr, and Newsome. American Book Company, 1936, pp. 36-40.

4 A. A. Douglas, School and Society, August 2, 1924, The Science Press New York (1924)

5 Joe Lester McKinnis, Size of High School From Which Students Come as a Factor In College Success, Thesis, 1937, A. and M. College Library.

Association of School Administration says:

It is impossible to have a high school in every hamlet, and there are undoubtedly too many small inefficient high schools, but it may be better to have smaller schools within limits of minimum efficiency and practicable cost, even though the cost is higher and they are not so efficient as larger schools, so as to keep them related to the community life. This statement does not mean that all communities now attempting to support small high schools should do so. Many very small communities will have to become parts of larger communities, but the limit should be an area within which people associate naturally in the social and economic life of every day.⁶

"The school is not only training pupils to become citizens of a democratic society but is itself a part of the structure of that society. It is, therefore, necessary that the school district which is responsible for the operation and control of the school be in harmony with its own teachings and, also, that it be so organized that the district structure will contribute to and strengthen the type of social structure which will most effectively promote a community and social organization adapted to the needs of a democratic society.

Harmony with this principle requires that the locality be allowed to participate in the formation of the program for district reorganization and the means for bringing it about. The district structure developed should be so constituted that it will provide for the state program of equalization and at the same time will provide the means by which the citizens and educational leaders of the district and the state can most effectively determine the type of educational program they need and desire.⁷

It must be understood that the small high schools are not all inferior to the city or urban schools. It is a fallacy to assume that a small school system must necessarily be a poor one. Such an assumption is perhaps influenced in a large degree by the fact that for several decades the rapid expansion of industrial centers has held public attention.⁸

6 Schools in Small Communities, the Seventeenth Year Book, American Association of School Administrators. 1939, pp. 27-28.

7 Ibid, p 29.

8 Ibid, p 37.

CHAPTER III

SOURCE OF DATA AND TREATMENT

To verify the purpose of this thesis it will be necessary first to explain the source, methods, and classification⁹ of the data secured. The source of the material came directly from the offices of the various schools in Oklahoma A. and M. College. Access to the files in each school was secured with permission of the deans from each school for the desired information.

The data was scientifically recorded under the classification of the six schools of Oklahoma A. and M. College; namely, the School of Agriculture, Arts and Science, Commerce, Education, Engineering, and Home Economics.

The information listed for each individual in the various schools was the sex, the age, the high school from which each graduated, and the number of hours of grades made taking the college as a whole, and the number of hours of grades made using the six schools separately.

The term grade is one of the divisions of the school course, each representing a semester of years work.

EXPLANATION OF TABLE ONE AND TWO:

I. The Number of Hours and the Percent of Grades Made by the North Central Group.

In the group belonging to the North Central Association there were six hundred fifty-one students making a total number of three thousand four hundred eighty-six hours of A's. This was seventeen

⁹ Annual High School Bulletin, State Department of Education, Number 112-M.

and four tenths percent of the total number of hours made by these students; five thousand six hundred ten hours of B's, or twenty seven and ninety-nine hundredths percent B's; five thousand nine hundred forty-seven hours of C's, or twenty nine and sixty-eight hundredths percent C's, two thousand five hundred nineteen hours of D's, or twelve and fifty-seven hundredths percent D's; seventy-two E's, or thirty-six hundredths percent E's; one thousand one hundred sixty-six hours of F's; four hundred forty-two hours of W's, or two and twenty-one hundredths percent W's; two hundred ninety-six I's, or one and forty eight hundredths percent I's.

2. The Number of Hours and the Percent of Grades made by the Group of Schools accredited for Sixteen or More Units, but not Members of the North Central Association.

In this group there were one thousand three hundred fifty-six hours of A's; or fourteen and forty four hundredths percent A's; two thousand five hundred six hours of B's, or twenty six and sixty eight hundredths percent B's; three thousand one hundred sixty five hours of C's, or thirty three and seventy one hundredths percent C's; one thousand one hundred forty eight hours of D's, or twelve and twenty-three hundredths percent D's; thirty eight hours of E's, or forty percent E's; seven hundred ninety six hours of F's, or eight and forty eight and forty eight hundredths percent F's.

The A. and M. College has adopted the five point grading system.

- A 93-100 percent, or, excellent
- B 85-92 percent, or, good
- C 77-84 percent, or, average
- D 70-76 percent, or, poor

- E Conditional. The student is allowed to continue class work on conditions which are satisfactory with the instructors.
- F This grade denotes a failure on the part of the student.
- W Signifies the withdrawal of the student from the institution.
- I Signifies the student has not completed the required work.

3. The number of hours and the percent of grades made by the schools having less than sixteen units, or the Z group.

In this group there were eighty-one hours of A's, or seven and nine hundredths percent A's; two hundred fifty one B's, or twenty-one and ninety five hundredths percent B's; four hundred seventy-one C's, or forty one and twenty one hundredths percent C's; one hundred eighty-eight D's, or sixteen and forty-five hundredths percent D's; there were no E's made in this group; there were one hundred four F's, or nine and ten hundredths F's; twenty four I's, or two and ten hundredths percent I's; twenty four W's, or two and ten hundredths percent W's.

The succeeding tables and graphs reveal to the reader a picture of the records studied for this report.

ALL SCHOOLS OF OKLAHOMA A. AND M. COLLEGE

TABLE I

Groups	Number of Cases	Hours of								Total
		A's	B's	C's	D's	E's	F's	I's	W's	
X	651	3486	5610	5947	2519	72	1166	296	442	20038
Y	324	1356	2506	3165	1148	38	796	122	259	9390
Z	40	81	251	471	188	0	104	24	24	1143
Total	1015	4923	8367	9583	3855	110	2566	442	725	30571

Table I represents the number of hours of grades made by 1015 college freshmen who are subjects of the study enrolled in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

ALL SCHOOLS OF OKLAHOMA A. AND M. COLLEGE

TABLE II

Groups	Cases	PERCENT								Total
		A's	B's	C's	D's	E's	F's	I's	W's	
X	621	17.40	27.99	29.68	12.57	.36	8.31	1.48	2.21	100
Y	324	14.44	26.68	33.71	12.23	.40	8.48	1.30	2.76	100
Z	40	7.09	21.95	41.21	16.45	.00	9.10	2.10	2.10	100
Total	1015	16.10	27.37	31.35	12.61	.36	8.39	1.45	2.37	100

Table II represents the percent of hours of grades made by 1015 college freshmen who were enrolled in the six schools of Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

In tables I and II, X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

TABLE III

SCHOOLS	X		Y		Z	
	M	F	M	F	M	F
AGRICULTURE	91	0	115	0	16	0
ARTS AND SCIENCE	70	71	14	12	1	1
COMMERCE	83	61	22	24	3	3
EDUCATION	14	30	7	16	1	6
ENGINEERING	161	1	55	0	3	0
HOME ECONOMICS	0	69	0	59	0	6
TOTALS	419	232	213	111	24	16
Total -----					1015	

Table III represents the number of males and females enrolled in the six schools of Oklahoma A. and M. College, and classified according to the group of schools from which they graduated.

X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen units or more, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

TABLE IV

SCHOOLS	X	Y	Z
AGRICULTURE	18.40	18.89	19.11
ARTS AND SCIENCE	18.08	18.69	17.50
COMMERCE	18.35	18.27	17.50
EDUCATION	18.04	19.09	18.57
ENGINEERING	18.55	18.25	17.66
HOME ECONOMICS	18.08	18.19	17.83
AVERAGE	18.25	18.56	18.04

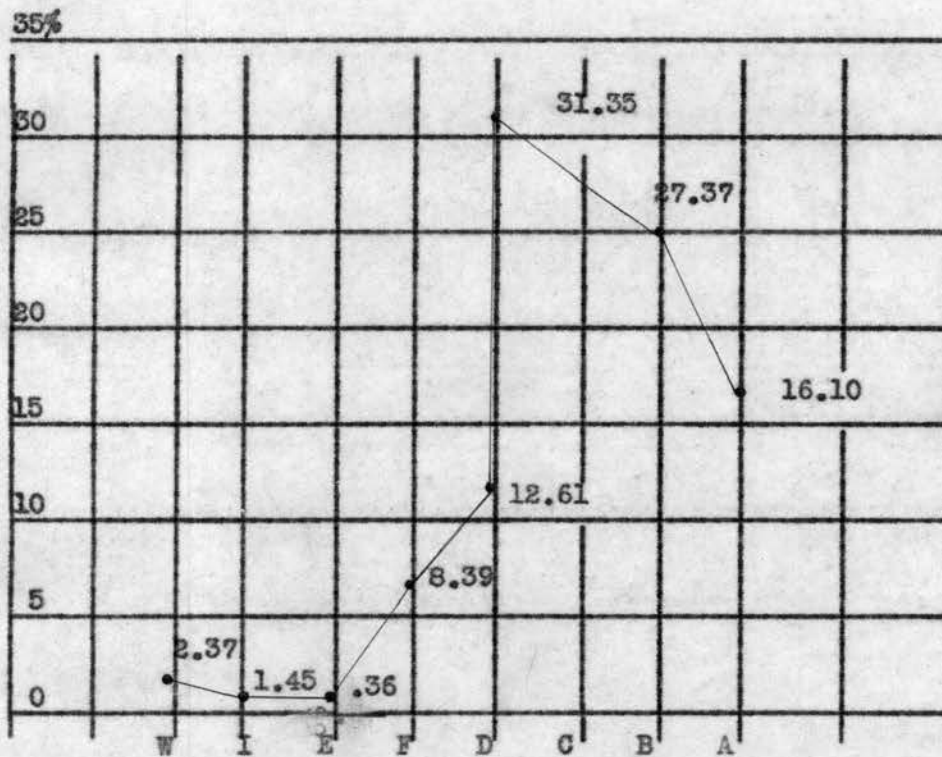
Table IV represents the average age of the college freshmen studied, and classified according to the six different schools in Oklahoma A. and M. College in relation to the three groups of high schools from which each graduated.

X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen units or more, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

GRAPH I



Graph I represents the percent of A's, B's, C's, D's, F's, E's, I's and W's made by the entire group of students studied in Oklahoma A. and M. College for the school year 1938-39.

It is possible for a student to receive a grade of I, E, F, or W in one course and not affect his grade or standing in other courses in which he is enrolled.

SCHOOL OF AGRICULTURE

TABLE V

HOURS										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	91	437	723	842	353	0	151	30	90	2626
Y	115	420	920	1105	408	26	182	47	117	3225
Z	16	29	90	235	84	0	19	3	13	473
Totals	222	886	1733	2182	845	26	352	80	220	6324

Table V represents the number of hours of grades made by 222 college freshmen enrolled in the school of Agriculture in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

SCHOOL OF AGRICULTURE

TABLE VI

PERCENT										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	91	16.64	27.53	32.06	13.44	.00	5.75	1.14	3.44	100
Y	115	13.02	28.53	24.26	12.65	.81	5.64	1.46	3.63	100
Z	16	6.13	19.03	49.68	17.76	.00	4.02	.63	2.75	100
Total	222	14.01	27.40	34.50	13.36	.41	5.57	1.27	3.48	100

Table VI represents the percent of hours of grades made by 222 college freshman who are enrolled in the school of Agriculture in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z Groups.

In tables V and VI, X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

SCHOOL OF ARTS AND SCIENCE

TABLE VII

HOURS										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Total
X	141	1019	1382	1302	463	26	284	64	126	4666
Y	26	186	236	247	53	3	84	8	32	849
Z	2	3	9	15	0	0	3	0	0	30
Total	169	1208	1627	1564	516	29	371	72	158	5545

Table VII represents the number of hours of grades made by 169 college freshmen who were enrolled in the school of Arts and Science in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

SCHOOL OF ARTS AND SCIENCE

TABLE VIII

PERCENT										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Total
X	141	21.84	29.62	27.90	9.92	.56	609	1.37	2.70	100
Y	26	21.91	27.80	29.09	6.24	.36	989	.94	3.77	100
Z	2	10.00	30.00	30.00	.00	.00	1000	.00	.00	100
Total	169	21.78	29.34	28.21	9.31	.52	669	1.30	2.85	100

Table VIII represents the percent of hours of grades made by 169 college freshmen enrolled in the school of Arts and Science in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

In tables VII and VIII, X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited from sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

SCHOOL OF COMMERCE

TABLE IX

		HOURS								
Group	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	144	785	1150	1246	526	15	502	100	84	4408
Y	46	228	323	435	152	6	159	13	42	1358
Z	6	15	49	57	40	0	26	5	6	198
Total	196	1028	1522	1738	718	21	687	118	132	5964

Table IX represents the number of hours of grades made by 196 college freshmen enrolled in the school of Commerce in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

SCHOOL OF COMMERCE

TABLE X

		PERCENT									
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals	
X	144	16.84	26.09	28.27	11.93	.34	11.39	2.27	1.90	100	
Y	46	16.79	23.78	32.03	11.19	.44	11.71	.97	3.09	100	
Z	6	7.58	24.75	28.78	20.20	.00	13.13	2.53	3.03	100	
Total	169	17.24	25.52	29.14	12.04	.35	11.52	1.98	2.21	100	

Table X represents the percent of hours of grades made by 196 college freshmen enrolled in the school of Commerce in Oklahoma A. and M. College from the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

In tables IX and X, X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

SCHOOL OF EDUCATION

TABLE XI

HOURS										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	44	208	288	384	240	6	133	21	23	1303
Y	23	88	167	306	103	3	51	8	15	741
Z	7	18	45	8	20	0	36	8	0	185
Total	74	314	500	748	363	9	220	37	38	2229

Table XI represents the number of hours of grades made by 74 college freshmen who were enrolled in the school of Education in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

SCHOOL OF EDUCATION

TABLE XII

PERCENT										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	44	15.96	22.10	29.47	18.42	.46	10.21	1.61	1.77	100
Y	23	11.88	22.54	41.30	13.90	.40	6.88	1.08	2.02	100
Z	7	9.73	24.32	31.35	10.82	.00	19.46	4.32	.00	100
Total	74	14.09	22.43	33.56	16.29	.40	9.67	1.66	1.70	100

Table XII represents the percent of hours of grades made by 74 college freshmen who were enrolled in the school of Education in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

In tables XI and XII, X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

SCHOOL OF ENGINEERING

TABLE XIII

HOURS										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	162	757	1413	1456	694	25	527	60	83	5015
Y	55	257	382	452	231	0	183	27	23	1555
Z	3	7	21	26	17	0	14	4	5	94
Totals	220	1021	1816	1934	942	25	724	91	111	6664

Table XIII represents the number of hours of grades made by 220 college freshmen enrolled in the school of Engineering in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified X, Y, and Z group.

SCHOOL OF ENGINEERING

TABLE XIV

PERCENT										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	162	15.09	28.18	29.03	13.84	.50	10.51	1.20	1.66	100
Y	55	16.53	24.17	29.07	14.86	.00	11.77	1.74	1.46	100
Z	3	7.45	22.34	27.66	18.09	.00	14.89	4.26	5.32	100
Total	220	15.32	27.25	29.02	14.14	.38	10.86	1.36	1.67	100

Table XIV represents the percent of hours of grades made by 220 college freshmen who were enrolled in the school of Engineering in Oklahoma A. and M. College, for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

In tables XIII and XIV, X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

SCHOOL OF HOME ECONOMICS

TABLE XV

HOURS										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	69	180	654	717	243	0	69	21	36	2020
Y	59	177	478	620	201	0	137	19	30	1662
Z	6	9	37	80	27	0	6	4	0	163
Totals	134	466	1169	1417	471	0	212	44	66	3845

Table XV represents the number of hours of grades made by 134 college freshmen who were enrolled in the school of Home Economics in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

SCHOOL OF HOME ECONOMICS

TABLE XVI

PERCENT										
Groups	Cases	A's	B's	C's	D's	E's	F's	I's	W's	Totals
X	69	13.86	32.38	35.50	12.03	.00	3.41	1.04	1.78	100
Y	59	16.65	28.76	37.31	12.09	.00	8.24	1.14	1.81	100
Z	6	5.52	22.70	49.08	16.56	.00	3.69	2.45	.00	100
Totals	134	12.12	30.40	36.85	12.25	.00	5.51	1.14	1.72	100

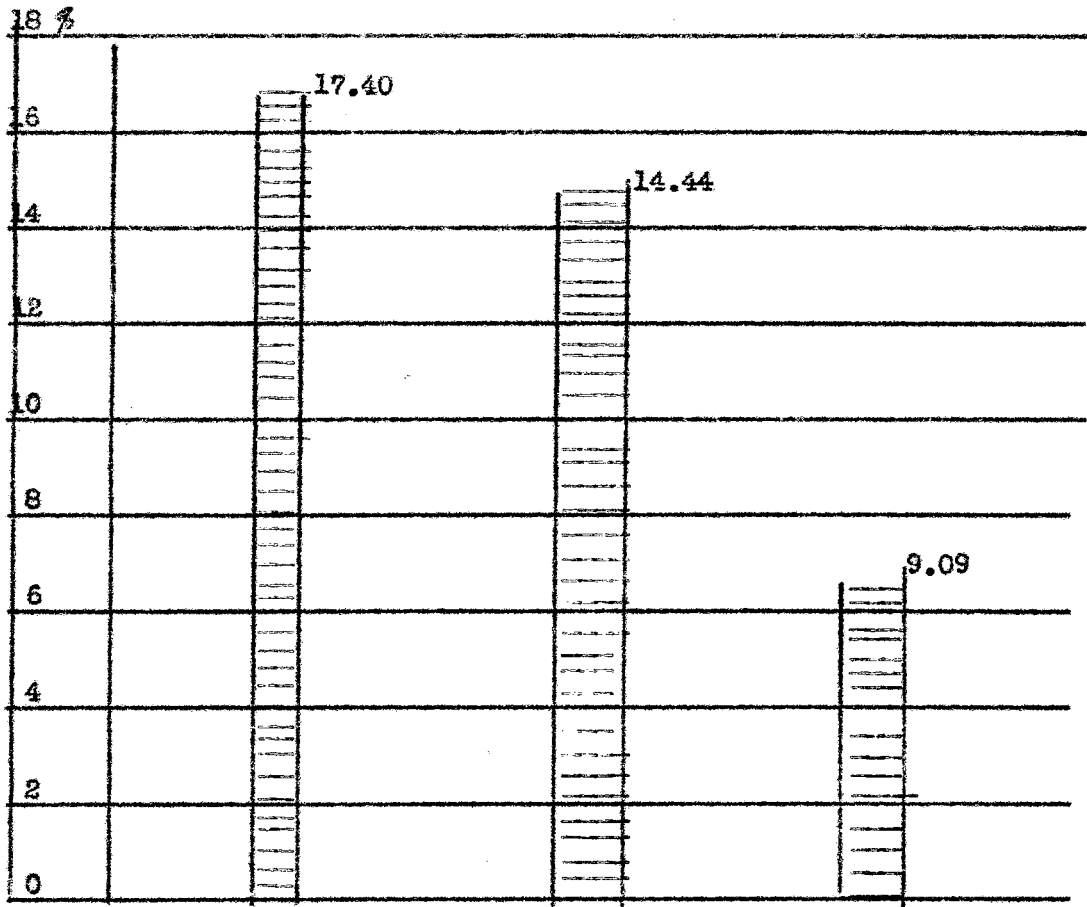
Table XVI represents the percent of hours of grades made by 134 college freshmen who were enrolled in the school of Home Economics in Oklahoma A. and M. College for the school year 1938-39. The high schools from which these students came are classified as X, Y, and Z groups.

In tables XV and XVI, X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

GRAPH II



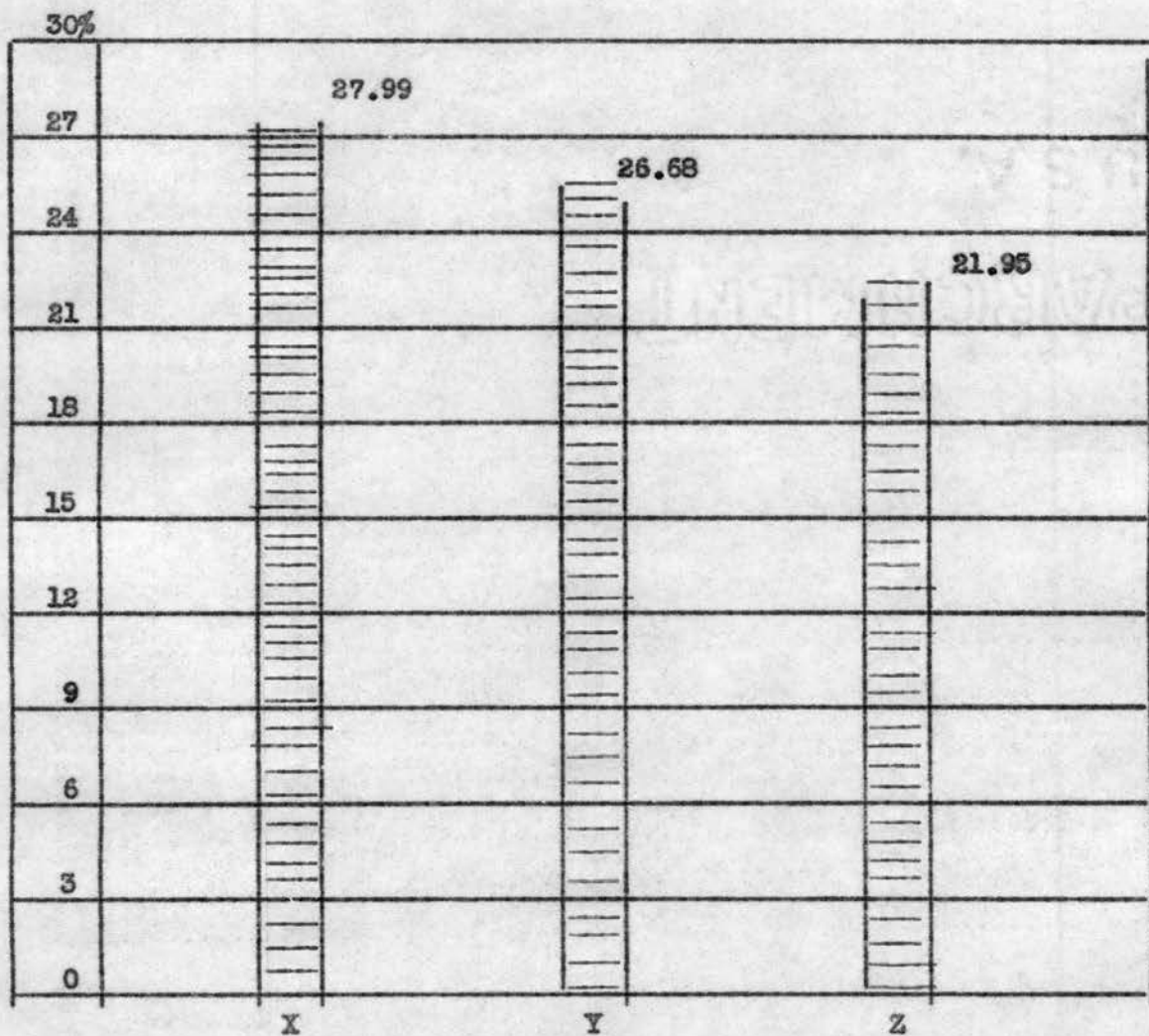
Graph II represents the percent of A's made by the three groups of high schools X, Y, and Z.

X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

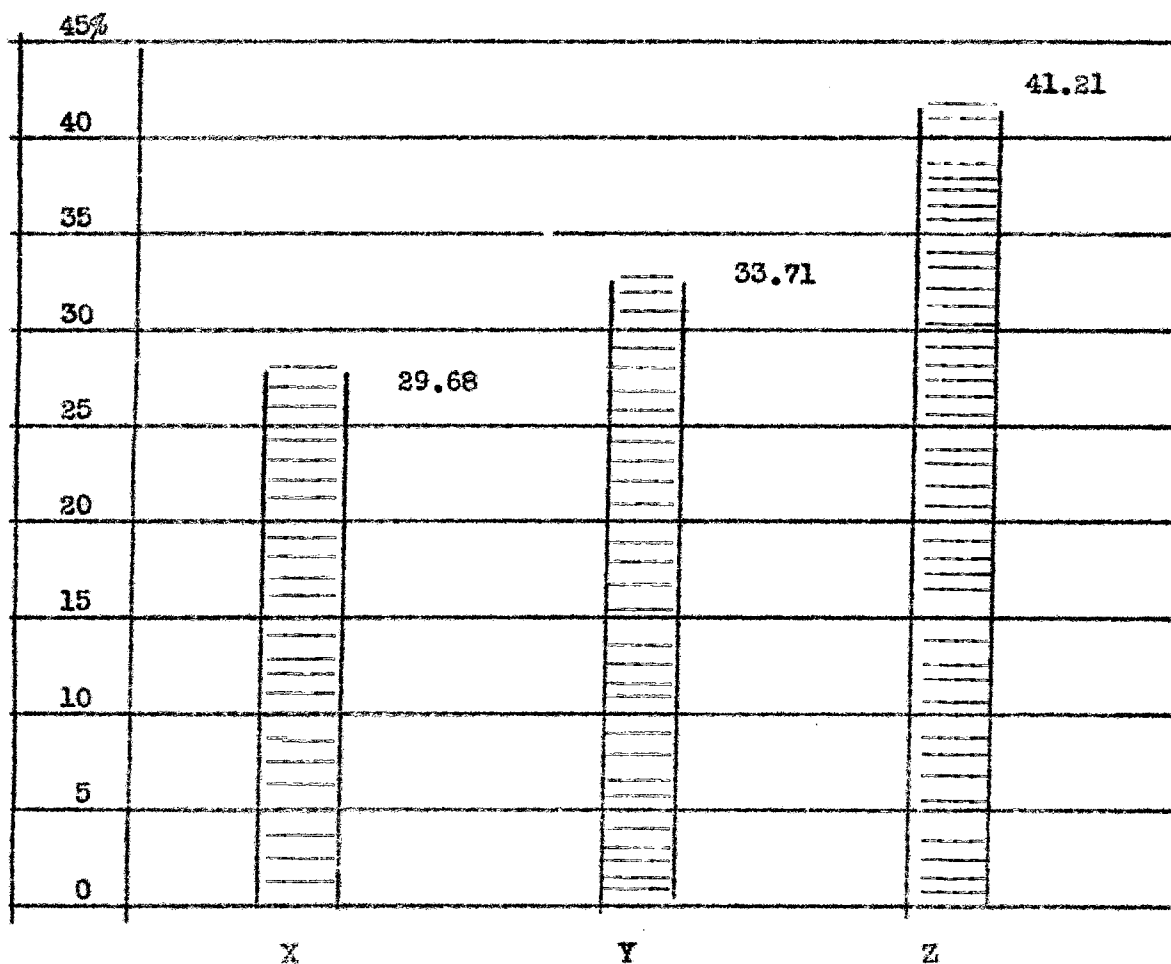
GRAPH III



Graph III represents the percent of B's made by the groups of high schools X, Y, and Z.

- X represents those high schools belonging to the North Central Association.
- Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.
- Z represents those high schools accredited for less than sixteen units.

GRAPH IV



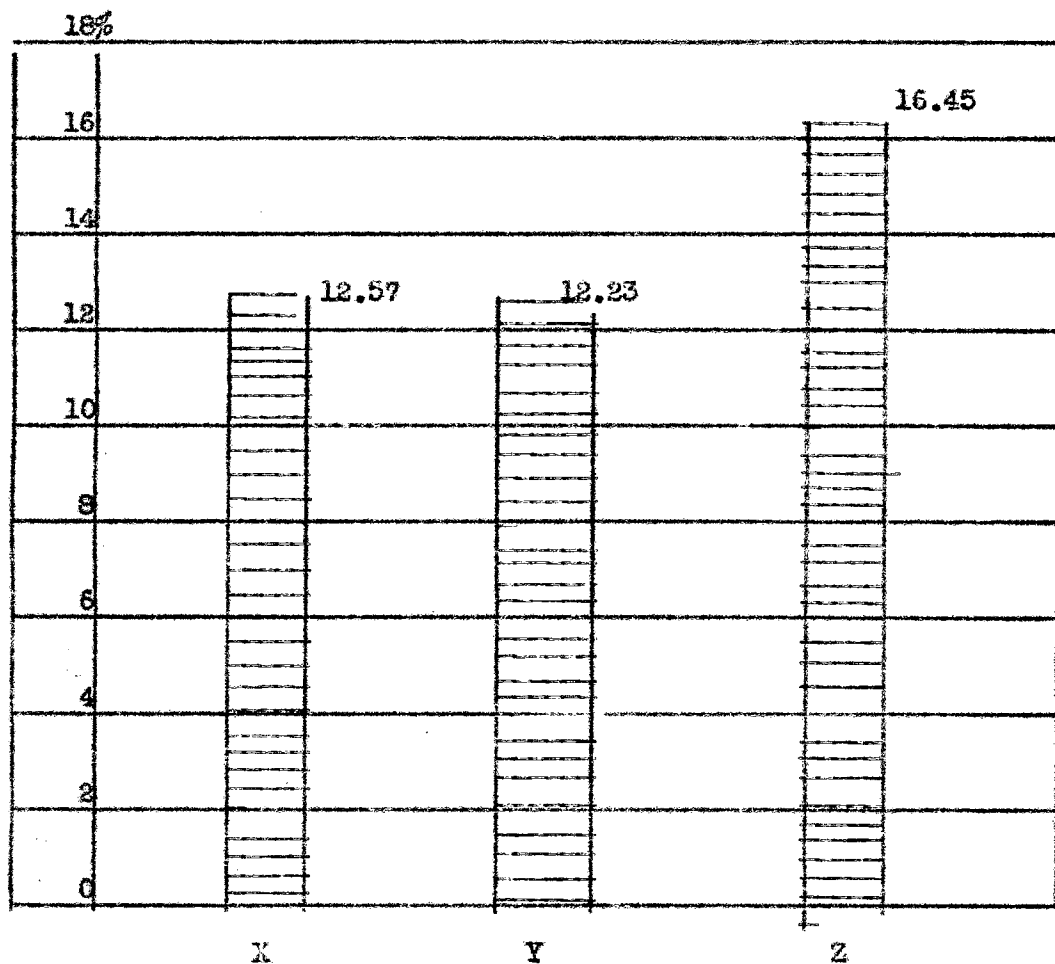
Graph IV represents the percent of G's made by the three groups of high schools X, Y, and Z.

X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

GRAPH V



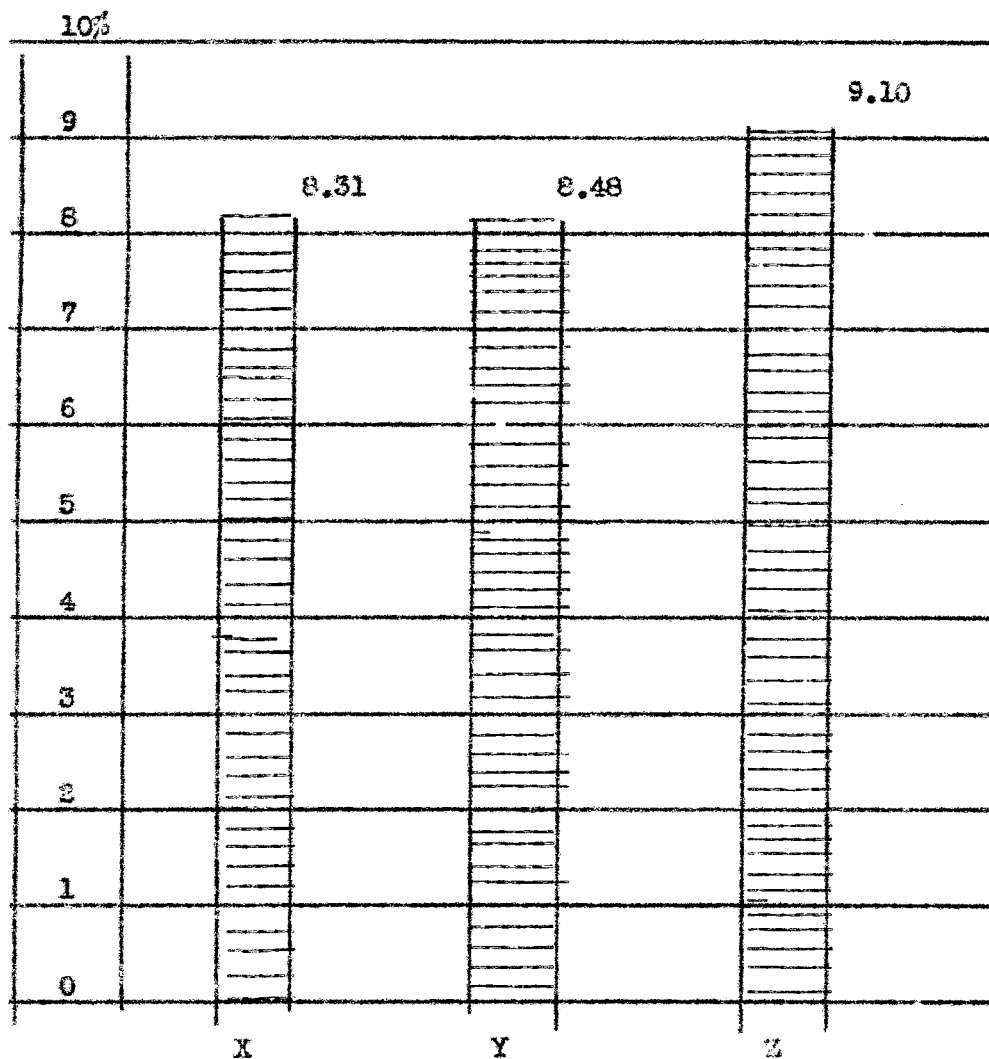
Graph V represents the percent of D's made by the three groups of high schools X, Y, and Z.

X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association

Z represents those high schools accredited for less than sixteen units.

GRAPH VI



Graph VI represents the percent of F's made by the three groups of high schools X, Y, and Z.

X represents those high schools belonging to the North Central Association.

Y represents those high schools accredited for sixteen or more units, but not members of the North Central Association.

Z represents those high schools accredited for less than sixteen units.

CHAPTER IV

SUMMARY

The chief aim of this thesis was to discover, if possible, the effects of the classification of the high schools, as they are grouped X, Y, and Z, from which the students were graduated, on the grades they made in college.

The methods used to compile data were the collecting of the grades of the college freshman, who were enrolled in the various schools of the Oklahoma Agricultural and Mechanical College; classifying them according to the number of units their high school was accredited. The next step was to determine the number of hours of grades made by these freshmen as given in the school of Agriculture, Arts and Science, Commerce, Education, Engineering and Home Economics.

As revealed by tables, bar graphs, and line graphs, the writer has given a precise mathematical picture of the study. The study shows a significant difference in the scholastic attainment of students who were enrolled in Oklahoma Agricultural and Mechanical College from the different classified schools X, Y, and Z.

Probably the most significant statistics disclosed by the study are:

1. Graph II shows that the students from the X group of schools are superior in achieving a higher percent of A's.
2. Graph III shows that students from the X group of schools are superior in achieving a higher percent of B's.
3. Graph IV shows that students from the Z group of schools ranked first in making more C's.

4. Graph V shows that students from the Z group of schools made a higher percent of D's.
5. Graph VI shows that students from the Z group of schools made a higher percent of F's.

CHAPTER V
RECOMMENDATIONS

Since the findings from this study show a significant difference in scholastic attainment of students, who were enrolled in Oklahoma Agricultural and Mechanical College in the year 1938-39, and who were from different classified schools; the writer of this paper would recommend an equalization of opportunity as near as possible, for every boy and girl of Oklahoma.

This achievement might be brought about by this procedure:

1. A higher salary schedule for teachers in small remote schools.
2. Offer specialized courses under the direction of experienced, competent teachers.
3. Improve the libraries and laboratories to offer equal facilities, as those obtained in the North Central Association schools.
4. The State Department of Education should establish a program of supervision for all high schools.
5. The supervision department should establish a diagnostic program which would include remedial methods.
6. A curriculum should be offered in each school to meet the needs of each pupil enrolled.
7. If the inefficient school can not comply with the recommendations, named above, the state and community should consolidate this school with another, which would give an equalization of educational opportunities to the pupils who would be served.

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