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An Analysis of Transfer Students: Values, Problems and Academic Achievement

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AN ANALYSIS OF TRANSFER STUDENTS:
VALUES, PROBLEMS AND ACADEMIC
ACHIEVEMENT

BY

Walter F. Block

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirement for the Degree of
Master of Arts

June

1965

PREFACE

Transfer students became of interest to the author in connection with his position in student personnel work at Loyola University. In his daily contact with the student body, he observed a number of the transfer students and their diversified manner of coping with curricular and co-curricular activities at the University. It was then he expressed the desire to explore the needs of the student, who for one reason or another, came to the University after he had begun his education at another institution of higher learning.

The purpose of the thesis, in the opinion of the author, serves a particular need expressed by the author as well as a more important need, the identification of the transfer student at Loyola University. A profile of his values, his problems and his academic achievement, with determination of the needs of this segment of the student body is the major goal of the thesis.

The scope of this study is, of course, limited. It involves 315 transfer students, full-time undergraduates attending the School of Liberal Arts at Loyola University, Chicago. This group includes a subgroup of seventy-two former seminarians who are currently studying at Loyola University. It is also limited in that although the values, problems and academic achievement have been stated, significant causal

and related factors in many instances were not to be found. The many related factors that are represented, however, will hopefully clarify these three areas involved with the transfer student. Coupled with other studies of a similar nature at other institutions some generalities could be developed and projected of transfer students in general.

The author wishes to extend his gratitude to Loyola University. Without the use of data and the necessary facilities, and also the advice and assistance of various personnel, this study could not have realized its various goals. Thanks also to the many students who participated in the study.

A note of particular appreciation is expressed to Dr. John A. Wellington for his guidance and assurance and to Patrick Pierce for his many efforts in the processing of data. Lastly, most sincere thanks to many close friends who were so generous of their time and efforts and especially to one who was so understanding, encouraging and unselfish in her efforts.

VITA

Walter Francis Block was born in Chicago, Illinois, April 14, 1936.

He was graduated from St. Bonaventure High School, Racine, Wisconsin in June, 1954. He attended St. Francis College in Burlington, Wisconsin and then transferred to Loyola University, Chicago, Illinois. He received his Bachelor of Arts degree in Social Sciences in February, 1961.

He was employed as a cost clerk, a recreational leader, a caseworker and an Administrative Assistant to the Dean of Students. He is currently employed as Director of Housing and Administrator of Foreign Student Affairs at Loyola.

He began his graduate studies at Loyola in September, 1962.

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

As college enrollments grow the number of transfer students also increases. Increased mobility is another reason for the growing number of transfer students. A continued increase in junior colleges across the country provides the senior colleges with a large percentage of transfer students. Comparatively little is know regarding this distinctive group.

Studies in the areas of transfer students have dealt almost exclusively with academic achievement and prediction of achievement. Their limitation is expressed frequently in stating that relevant factors have been omitted.

"This study does not include personal factors that are relevant to the transfer student, despite their obvious import, but is limited to a review of academic factors. Restrictions must be made in any study; thus this work has been designed to encompass only the academic progress of the transfer student. Such intangibles as previous home life, parents, siblings, economic status, dormitory life, dating habits and many other factors pertaining to social adjustment that might be of interest were omitted."¹

¹Charles H. Holmes, "The Transfer Student in the College of Liberal Arts," Junior College Journal, (31, 1960-61), p. 457.

Such admissions are common regarding the studies of transfer students. Although the author of this study has included many of these factors, he, too, admits to a number of these limitations. It is the hope that others will attempt to resolve these limitations to complement this effort.

Another difficulty with former studies in this area is that relatively few have been published. This has encouraged the author to pursue this study in order to enhance the possibility of increasing public information in this area.

Another common admission is that the transfer student population is unique to its institution. It is hoped, however, that if many similar studies were made, they would inevitably establish a basis and contribute to the ultimate framing of generalizations to be applied to the academic realm.

To emphasize the fact that a transfer student population is unique to each institution is also to indicate the need for this type of study within each institution.

These stated reasons, the need for more studies of transfer students to establish generalizations, more studies in depth and a study within the particular institution provide us with reason justifying an investigation in this area.

PURPOSE OF THIS STUDY

The purpose of this study is to investigate those full time undergraduate students of the School of Arts and Sciences at Loyola

University who have transferred from another institution of higher learning to Loyola University. The study will provide one more body of information regarding transfer students from which possible generalizations can be made upon conferring other studies. It will provide a thorough coverage of the transfer student for this particular institution. Also, it will be a study of the transfer student in depth, since the study will investigate transfer students with respect to their values, problems and academic achievement.

More specifically, this study will answer the following questions regarding the transfer student at this institution, and thus give us a more meaningful insight into the transfer student.

1. How do these transfer students compare in their values as compared to the norms established by other college students.
2. Is there any relationship between the score of the social value and the number of personal and social psychological problems a transfer student admits to.
3. Is there any relationship between the score of religious values and the number of religious problems a transfer student admits to.
4. How many problems are the transfer students aware of and admit to in problem areas. How many of these problems do they consider serious.
5. Is there any relationship between academic achievement and the number of problems marked in the areas of college adjustment and curriculum and teaching procedures.

6. Does the transfer student wish to resolve his problems. If so, does he know whom to contact.

7. How well does the transfer student perform academically at Loyola compared to his achievement at his previous institution.

8. How well does the transfer student perform academically compared to the native Loyola student.

9. What loss in credit, if any, does the transfer student suffer in the process of transfer to Loyola.

In resolving these questions, the study will attempt to give a well rounded picture of the environmental conditions of the transfer student. Thus, the study takes into consideration the residence of the student, the institution formerly attended, the campus presently attended, involvement in co-curricular activities, and familial background regarding size of family, and parental education.

The group of former seminarians, included as a sub-group, provides another strong reason for this investigation. The author in his attempt to discover related literature was unsuccessful in locating a study which dealt with the former seminarian.

The ensuing chapters will deal progressively with the purposes stated above, and will deal with the investigations according to the questions stated.

CHAPTER II

RELATED LITERATURE

Although there are a considerable number of studies written regarding the transfer student, comparatively few have been published. The primary reason for this lack of distribution lies in the nature of these studies. Most authors agree that the transfer student population in each institution is unique to that institution. Consequently many feel these studies cannot be projected to other institutions. Yet other authors express the hope that if a considerable number were made available, some basis for establishing generalizations in the academic realm could be a reality.

The study at Syracuse University as reported by Holmes tested academic success at the former institution of attendance as well as at Syracuse.¹ The study concluded that the transfer student achieved slightly higher grades at the prior institution than at Syracuse, but his average at Syracuse was slightly higher than the average native student at Syracuse University. Transfer students attended full time study an average of three semesters at the former institution. They also placed a larger number on probation and more were dropped for poor scholarship than the native students at Syracuse University.

¹Charles H. Holmes, "A Case Study of the Four Year Transfer Student," College and University Journal, XXXVI, (Spring, 1961), 322-29.

Willinghams' study at the University of Georgia Institute of Technology accentuates the need for more individual studies in the area of transfer students to provide systematic study of these groups.² One of the major findings of this study was that the previous record achieved at the prior institution had a poor relationship with grades achieved after the transfer. Approximately 40 per cent of the transfer students came from junior colleges, another 40 per cent came from four year institutions. Most of these students lost credit hours upon transferring.

A study carried out at Colorado State College dealt with the transfer student in teacher training.³ It was learned that the transfer groups earned a significant number of quarter hours beyond the required amount of credit hours needed to graduate. The students also dropped in cumulative grade point average in their transfer.

An article titled "Cooperative Action Among Two-Year and Four-Year Colleges: Opportunities and Obstacles," points out problems of more than 600 junior colleges in the United States in relation to transfer.⁴ Courses designed for different purposes are not always accepted by the four year institution. A common question arising is should the junior

²Warren W. Willingham, "Evaluating the Academic Potential of Transfer Applicants," College and University, XXXVIII, (Spring, 1963), pp. 260-265.

³Louis L. Klitzke, "Academic Records of Transfers in Teacher Training," Junior College Journal, XXXI, (December, 1960), pp. 255-57.

⁴Leland L. Medsker, "Cooperative Action Among Two-Year and Four-Year Colleges: Opportunities and Obstacles," Educational Record, XXXIX, (1958), pp. 114-121.

college treat the transferring student and non-transfer student alike? These and many other problems indicate a great need in the counselling phase of the junior college program.

Medsker identifies transferring with vertical articulation.⁵ In this increasing type of transfer, especially in areas of college clusters, concentrated efforts should be made to bring about a transfer most beneficial to the student. Fels echoes the need for counseling in these situations.⁶

A study of over 1,000 students transferring from junior college to the University of California attempted to validate the College Ability Test for transfer students in particular fields of interest. The study found that correlations between C.A.T. scores and total university grade point average varied considerably with the sex and field of study of the student. An interesting conclusion of this study states that the best single predictor of the academic achievement during the first semester at the senior college was the grade point average at the junior college. This conclusion contradicts at least two other studies indicating that grade point average at the former institution is a poor predictor. The integration of the California educational system may be the cause for this finding.

⁵Ibid.

⁶William C. Fels, "Articulation Between School and College," Educational Record, XXXIX, pp. 110-112. (Paper presented at Fortieth Annual Meeting of The American Council on Education.)

In order to resolve some problems resulting from transferring, the Association of American Colleges and the American Association of Junior Colleges along with the American Association of Collegiate Registrars and Admissions Officers have formed a joint committee. Loss of credit hours and duplication of content matter are high on the list of problems. Loss of credit hours is treated in the chapter on academic achievement. It is hoped that this information will be of assistance in resolving some of the problems stemming from transferring.

It would be appropriate to list related studies utilizing the Mooney Problem Check List. These can serve as a possible basis of comparison. Although no known study exists which utilized the list for the transfer student exclusively, these studies should serve to familiarize the reader with the Check List, the problems of college students and seminarians as well as to enhance the validity and reliability of this instrument.

A study undertaken by Ross L. Mooney regarding the "Personal Problems of Freshman Girls," utilized the Check List.⁷ A total of 171 girls were given the list after two months of attending school. The average number of problems checked was 29.8. The heaviest concentration centered in the area of Adjustment to College Work. No two students

⁷Ross L. Mooney, "Personal Problems of Freshman Girls," Journal of Higher Education, XIV, (1943), pp. 218-224.

marked identical items the patterns being highly individualistic. Of this group, 60 per cent indicated they wished to speak to someone regarding their problems. Of these, 80 per cent did not know anyone on the college staff to whom they could turn.

A similar study utilizing the Check List was employed at Colorado State College of Education during orientation classes.⁸ The problem area most frequently checked was that of Adjustment to College Work. The mean number of problems checked was 20.8 by freshmen women, 15.4 by freshmen men.

Gordon performed a study concerning the validity of the Check List.⁹ In the study he attempted to indicate the ability of the Check List to reflect problem changes. He was able to prove this in a retest situation which reflected changes over a short period of time.

Some concern is afforded anonymity in filling out the Check List. In that the Check List is not a depth technique for determining "real problems" or "unconscious conflicts", but rather reveals only those problems the student wishes to discuss, it is of importance that the least threatening environment surround the filling out of the Check List.¹⁰

⁸Nora A. Congdon, "The Perplexities of College Freshmen," Educational Psychological Measurement, 1-4, (1941-44), 367-375.

⁹Leonard V. Gordon, "The Reflection of Problem Changes by the Mooney Problem Check List," Educational Psychological Measurement, IX, (1949), 749-52.

¹⁰Robert B. Morton, "An Experiment in Brief Psychotherapy," Psychological Monographs: General and Applied, Vol. 69, No. 1, (1955), 1-21.

A study by Robert P. Fischer of the University of Illinois concluded that there was no significant difference in the results achieved on one hand in requiring students to identify themselves on the List, and on the other hand, in retaining their anonymity in filling out the List.¹¹ This was the finding regarding total problems. Results did indicate, however, that students exhibited a relative inhibitory response regarding major problems upon demand for identity. Hence it was suggested that whenever possible names or identity be overlooked and perhaps a code employed.

Langley¹², in her study of the problem areas of resident students, did not utilize the Check List but was confronted with the anonymity problem. She states: "The coding was too conspicuous and evidently made a number of the students suspicious of the study and the possibility of their being identified." Rather than risk this type of response, the author, as is explained in the chapter on procedures, requested that the student identify himself.

In an article by Kobler entitled "Screening Applicants for Religious Life," the Check List was given to three groups of religious.¹³ The two groups of male religious were similar in the mean number of

¹¹Robert P. Fischer, "Signed Versus Unsigned Personal Questionnaires," Journal of Applied Psychology, XXX, (1946), 220-225.

¹²Elizabeth H. Langley, "Problem Areas of the Undergraduate Resident Student at Loyola University, Where They Go for Help and Why," (Unpublished Master's Thesis), Loyola University, Chicago, (1965).

¹³Frank J. Kobler, "Screening Applicants for Religious Life," Journal of Religion and Health, Vol. 3, (January, 1964), 161-70.

problems underlined. The women religious underlined fewer problems than the men in the finance, social-recreational, social-psychological and personal-psychological areas.

Gorman¹⁴ and McDonagh¹⁵ utilized the Check List in similar studies regarding seminarians. The results were also similar in that in the College Adjustment area and the Social Recreational area were most problematic. McDonagh's group of first year college seminarians listed a mean average of 28.86 total problems.

No comparable study utilizing the List with former seminarians was located.

The Study of Values Test is one of long standing having a history of application. The following are but a few of the studies which may serve to refresh the readers mind concerning the content and application of the test. Related studies concerning values and college students are also represented.

In a study by Stanley entitled "Insight Into One's Own Values," conclusions reached indicate the test to be reliable in all areas but social.¹⁶ Stanley states the test is a useful instrument particularly in

¹⁴J. Gorman, "Adjustment and Interests of Fourth Year Seminarians," Unpublished Master's Thesis, Loyola University, Chicago, 1961, pp. 76 and 85.

¹⁵A. McDonagh, "A Study of Adjustment and Interest of First Year College Seminarians," Unpublished Master's Thesis, Loyola University, Chicago, 1961.

¹⁶Julian C. Stanley, "Insight Into One's Own Values," Journal of Educational Psychology, XL, pp. 399-407.

comparing groups. He gives two precautionary steps in another study. His first remarks concern the fact that the norms are based upon a national norms and, therefore, could be somewhat imprecise in certain local situations. Second, he states that, "a 'high' score is high in an inter-individual sense only if comparisons are made among persons who can reasonably be expected to have the same average value level."¹⁶ The groups utilized in the study of the author are expected to have a similar value level.

Related studies treating values in college populations include that of Webster,¹⁷ and Winter.¹⁸ Webster found that a tool was needed which could be equally applied cross-culturally. Winter indicated parental education was non-significant in academic achievement on the college level. The major finding of this study was that the more similar in values a student was to his instructor, the higher was his achievement in class.

¹⁶Ibid.

¹⁷Harold Webster, "Changes in Attitudes During College," The Journal of Educational Psychology, LXIX, (1958), pp. 109-117.

¹⁸William D. Winter, "Values and Academic Achievement in a Freshman Psychology Course," Journal of Educational Research, LIV, (January, 1961), pp. 183-186.

CHAPTER III
DESIGN OF THE RESEARCH

Out of a total of 3,411 full-time undergraduate students in the School of Arts and Sciences, a listing of 920 was received from the data processing department. These students were recorded in the Office of the Registrar as having received some part of their education in an institution of higher learning other than Loyola University.¹ Their current period of attendance was the second semester of the 1963-64 school year. The total of transfer students listed was approximately 27 per cent of the total Arts and Science full-time enrollment, at both campuses.

The total number of transfer students to be studied was lessened by one-fourth by eliminating every fourth student, with the exception of former seminarians.

A total number of 720 transfer students were requested to partake in the study. A total of 513 (71 per cent) responded filling in the requested data. The students were given the questionnaire, the Allport, Vernon, Lindzey, Study of Values, and the Mooney Problem Check

¹According to data received from the Office of the Registrar, the full-time undergraduate Arts and Science enrollment, June, 1964, was 2,042 at the Lake Shore Campus located at 6525 N. Sheridan Rd., Chicago, Ill. and 1,369 at the Lewis Towers Campus located at 820 N. Michigan Ave., Chicago, Ill.

List by Ross L. Mooney.² The information was requested on two separate occasions, once at each campus on successive days. No time limit was set. Printed directions³ suggested a time distribution, however, for each test and questionnaire.

The definition employed required that the transfer student register at least 12 semester credit hours, as credit earned at the former institution. Of the 513 who responded, 315 fit the description and were retained. These represent 58 per cent of those requested to participate and 34.2 per cent of all the transfer students in the College of Arts and Sciences.

The total population retained, consisted of 112 women and 203 men. As mentioned, the men were further divided. A group of 72 students transferring from minor and major seminaries composed a sub-group within the male population. The other sub-group was composed of 131 males.

Throughout the study the groups are referred to as follows: Women (N 112) Group 1; Men (N 203) Group 2; Men (N 131) Group 2a; Former Seminarrians (N 72) Group 2b.

²Questionnaire, Study of Values, Mooney Problem Check List, see Appendix I, pp. 2, 3 and 4.

³Printed directions included in Appendix I, p. 1.

In investigating the residence status of the group, only 14 of the 315 were recorded as having permanent residence out of state. Of the remainder, 73 per cent (229) were permanent residents of Chicago, the other 23 per cent (72) were from suburbs of Chicago.

TABLE 1
PERCENTAGES OF TRANSFER STUDENTS ACCORDING TO
PERMANENT RESIDENCE

| 0.0 | 10 | 20 | 30 | 40 | 60 | 70 | 80 | 90 | 100 |
|-----|----|----|----|----|----|----|----|----|-----|
| 1. | | | | | | | 2. | | 3. |

1. Percentage of those residing in Chicago (73%).
2. Percentage of those residing in suburbs (23%).
3. Percentage of those residing out of state (4%).

The majority of transfer students in this study transferred from a four year college or university. Of the entire group almost 6 out of 10 students come from four year institutions or universities, 2 out of 10 came from minor and major seminaries and the other 2 out of 10 transferred from junior colleges, the majority of which were junior colleges within Chicago.

In a breakdown according to sex, a surprising 8 out of every 10 women transferred from a four year college or university. The remainder transferred from junior colleges.

The following chart indicates the distribution by groups according to the former institution attended.

TABLE 2
PERCENTAGE OF TRANSFER STUDENTS ACCORDING
TO FORMER INSTITUTIONS ATTENDED

| | 0 | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% | |
|-------------------------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|--|
| Group 1 Transfer Women | 2 | 3 | 5 | | | | | | | | | |
| Group 2a Transfer Men | 2 | | | 3 | 5 | | | | | | | |
| Group 2b Former * Seminarians | 8 | | | | | | | 9 | | | | |

Code 2 Chicago Junior College
5 Four Year College or Univ.
9 Major Seminary

Code 3 Junior Col. Outside Chicago
8 Minor Seminary

*A small number of these former seminarians indicated, attended a junior college prior to attending Loyola. Since values and problems were being sought, the author thought best to represent them here.

The length of attendance at these former institutions is indicated in the chapter on academic achievement.

With regard to distribution by campus, it was found that 8 out of 10 girls in the study attended the Lewis Towers Campus. The male groups balanced out each other. A slight majority of former seminarians attended Lewis Towers while a slight majority of male transfers attended the Lake Shore Campus. The following percentage indicates the distribution more clearly.

TABLE 3
DISTRIBUTION OF TRANSFER STUDENTS BY CAMPUS

| | Number and Percent | | | |
|-----------------------------------|--------------------|-----|----|-----|
| | LSC* | | LT | |
| Group 1 Transfer Women | 19 | 17% | 93 | 83% |
| Group 2 Transfer Men | 106 | 53% | 97 | 47% |
| Group 2a Transfer Men | 77 | 59% | 54 | 41% |
| Group 2b Former Seminarists | 29 | 40% | 43 | 60% |

*LSC - Lake Shore Campus, 6525 N. Sheridan Rd., Chicago, Ill.

LT - Lewis Towers Campus, 820 N. Michigan Ave., Chicago, Ill.

The group studied indicated that 38 students attended the University with the benefit of a scholarship. Approximately 14 per cent of the total group of women and somewhat less than 10 per cent of the entire male population studied were benefited thus.

When the students were asked whether they intended to attend graduate school, 80 per cent of the total male population indicated yes. The women were comparatively interested in that 50 per cent indicated they hoped to pursue further study. The two male groups were similar regarding the percentage of those who intended to pursue graduate studies and the percentage of those who did not intend to.

All but four of the women were single in checking the marital status of the groups. There were four men married in the male transfer population.

Part of the questionnaire given the group requested information about co-curricular involvement at the University. The questions posed inquired whether the student belonged to (1) Fraternal organizations (2) Social, religious, academic, cultural organizations (3) Student government. A follow-up question inquired whether the student had ever been an officer in an organization or in student government. The following descriptive chart indicates those involved in co-curricular activities.

TABLE 4

TRANSFER STUDENT INVOLVEMENT IN CO-CURRICULAR ACTIVITIES

| | Group 1 Transfer Women | | Group 2 Transfer Men | | Group 2a Transfer Men | | Group 2b Former Seminarists | |
|---|------------------------------|------|----------------------------|------|-----------------------------|------|-----------------------------------|------|
| | # | % | # | % | # | % | # | % |
| 1. Fraternal Organizations | 9 | 8.0 | 23 | 11.3 | 15 | 11.5 | 8 | 11.1 |
| 2. Social, Religious, Academic, Cultural Org. | 44 | 39.3 | 55 | 27.1 | 39 | 29.8 | 16 | 22.2 |
| 3. Student Government | 3 | 2.7 | 1 | .5 | 1 | .8 | 0 | 0.0 |
| 4. Ever an Officer* | 54 | 48.2 | 77 | 37.9 | 44 | 33.6 | 33 | 45.8 |

*Since this question did not specify "at Loyola University" the author feels the students included past activities.

An inquiry was made into the familial background of the group studied. A question asked whether the parents of the students had ever

attended college. The following chart indicates the slightly higher percentage of the parents of the women transfers that attended college.

TABLE 5
NUMBER OF PARENTS WHO ATTENDED COLLEGE

| Group | Mothers who attended college | | Fathers who attended college | |
|-----------------------------------|------------------------------|----------|------------------------------|----------|
| | Number | Per Cent | Number | Per Cent |
| Group 1 Transfer Women | 34 | 30% | 52 | 46% |
| Group 2 Transfer Men | 42 | 21% | 67 | 33% |
| Group 2a Transfer Men | 30 | 23% | 48 | 37% |
| Group 2b Former Seminarians | 12 | 20% | 19 | 26% |

The size of the family was also tabulated. The families of the former seminarians recorded a high 64 per cent indicating families with three or more children. Of the other male group 47 per cent of the families had three or more children while the women indicated 44 per cent. Almost one of three families of the former seminarians had families consisting of five or more children.

TABLE 6
 SIZE OF FAMILY OF TRANSFER STUDENT

| | 1 | | 2 | | 3 | | 4 | | 5 or more | |
|------------------------------------|----|------|----|------|----|------|----|------|-----------|------|
| | # | % | # | % | # | % | # | % | # | % |
| Group 1 Transfer Women | 32 | 28.6 | 31 | 27.7 | 17 | 15.2 | 16 | 14.3 | 16 | 14.3 |
| Group 2 Transfer Men | 45 | 22.2 | 50 | 24.6 | 41 | 20.2 | 23 | 11.3 | 44 | 21.7 |
| Group 2a Transfer Men | 32 | 24.4 | 37 | 28.2 | 28 | 21.4 | 11 | 8.4 | 23 | 17.6 |
| Group 2b Former Seminarrians | 13 | 18.1 | 13 | 18.1 | 13 | 18.1 | 12 | 16.7 | 21 | 29.2 |

Other, perhaps more interesting factors should have been brought to the forefront. It is at this time the author must emphasize the limitations within the study. The intent was to resolve as many factors as possible which might influence the areas studied. These factors have served to introduce the transfer student within his environment.

A problem encountered by the author was the personal threat which each student experienced in filling out the instruments. For purposes of correlating the values and problems with academic achievement, identity had to be established. Rather than risk the suspicion which Langley had experienced in her study,⁴ the author favored an outright

⁴Elizabeth H. Langley, "Problem Areas of the Undergraduate Resident Students at Loyola University, Where They Go for Help and Why," unpublished Master's Thesis.

request for identity indicating the reason for it as well as assuring the student confidentiality.⁵ The fact that large numbers of students were present in a group, contributed toward a feeling of anonymity. The sincerity and honesty of the replies were judged by the questions asked at the end of the Mooney Problem Check List. The responses, although similar to the results found by Fischer,⁶ did not indicate that the group was inhibited even in the area of major problems. When the data was forwarded to the data processing department only identification numbers accompanied the complete list of variables.

The variables were transferred to the I.B.M. cards. The 1401 processing machine was utilized in processing the data. No less than 33 items were recorded on the cards plus the card and identification numbers. In addition to these items, 15 other items were recorded and hand tabulated for use in the study.

The program necessitated utilizing two cards per student. Regarding values, the computation of scores was accomplished manually. A program was then written to separate scores into the 50 per cent range, and to indicate the high and low scores. Mean average scores were arrived at by adding each score in the 50 per cent range and dividing by the number of scores within the range. Any relationships attempted with the Mooney Problem Check List were computed simply by comparing

⁵Printed directions included in Appendix I.

⁶Robert P. Fischer, "Signed Versus Unsigned Personal Questionnaires," Journal of Applied Psychology, XXX, (1946), pp. 220-225.

those students within a group whose value score fell into the 50 per cent range and the high or low ranges, to their total problems marked in a specified problem area.

Regarding academic achievement, the total academic averages were computed by dividing the total number of credit hours awarded each student into the total number of points. Information regarding credit hours and credit points as well as cumulative averages for individual transfer students was taken directly from data provided by the Office of the Registrar.

Regarding problems, computations were made through a written program for the 1401. The mean averages of total problems and total major problems necessitated simple addition of problems and division by the total number participating.

Computation of the median wherever indicated was facilitated by the establishment of intervals in most of the tabulation. For the reason of expediency and for pragmatic reasons, the median has not been recorded in most instances.

CHAPTER IV

VALUES

Six basic areas of motives and interests in man are relatively measured by the Study of Values. The areas are as follows:

Theoretical - Interested in truth, intellectual, seeks to order, systemmatize.

Economic - Interested in what is useful. Practical, seeks material wealth.

Aesthetic - Enjoys things for their own sake. Sees value in harmony, form.

Social - Sees value in love of people. Kind, selfless, sympathetic.

Political - Interested in power, influence and renown.

Religious - Sees value in unity. Seeks to see world as a whole and himself related to it.¹

The reliability of the test was tried successfully by the split-half method with a reliability coefficient of .82. The reliability was also tried by an item analysis. With 780 subjects involved, a positive correlation was found for each item with the total score for its value.

¹Gordon W. Allport, and Philip E. Vernon, and Gardner Lindzey, Study of Values, Manual of Directions (Boston: Houghton Mifflin Company, 1931).

Since the scores of the values are interdependent, correlations between value scores for the individual are not strictly legitimate. A high score in one value necessitates a low score in another: Proper correlations are made with norms established for the particular value. The scores of the values do lend themselves for possible correlations when matched with problem areas related to individual values. This has been attempted in this study utilizing the Mooney Problem Check List.

The norms utilized for the test are based on a college population similar to the one in this study. The norms are based on a population of 1,816 students with mean scores given by sex. We are reminded that groups in local areas may differ in average scores from the norms due to possible peculiarities characteristic of the group and locale.

The profiles found in Figure 1 indicate the mean averages tabulated for the women and men for each area as found in this study.

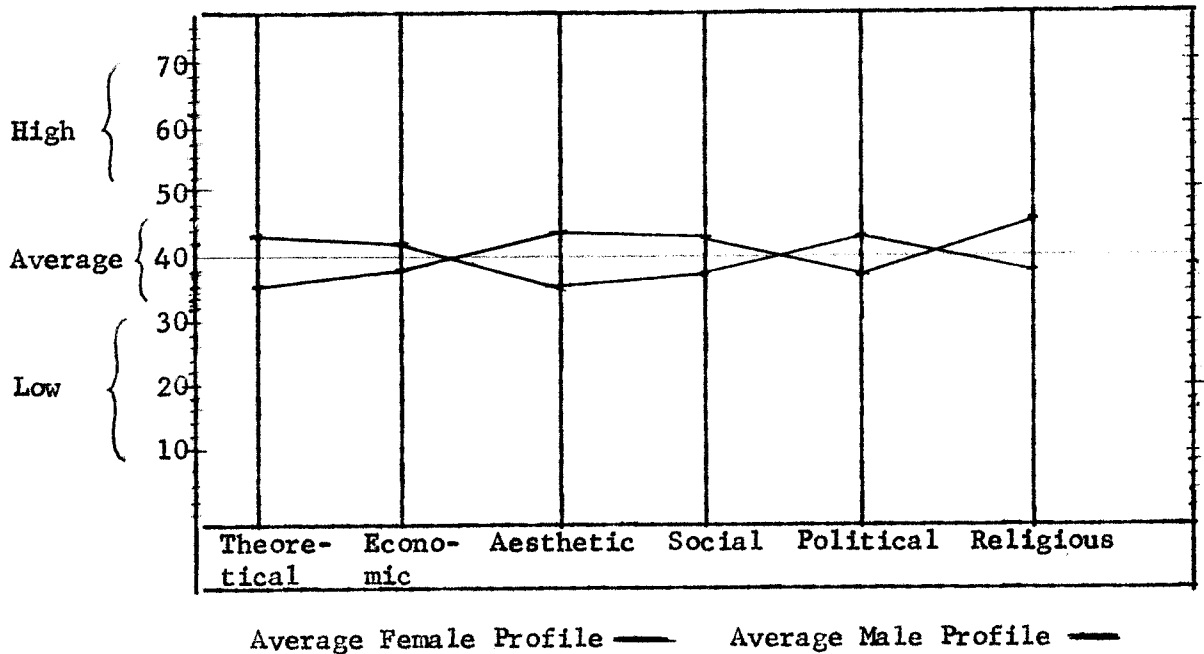
The findings here compare favorably with the norms of college women and college men. As the profile indicates, the women scored higher in the aesthetic, social and religious values, whereas the men scored higher in the theoretical, economic, and political areas. These findings are identical with those established in the manual. Slight differences in the mean scores as compared to the established norms are indicated in Table 7.

The scores registered by the former seminarians and remaining men are similar, so as to make a visual profile impractical. The following

table, however, will show the different mean averages registered by the two groups and will compare them to the male norms.

The table also indicates the number and percentage of each entire group in this study who scores within the same range of 50 per cent of the norm group.

FIGURE 1
PROFILE OF VALUES²



The profile indicates that the mean scores are approximately the same as the norms except for the following. The women in this study as a group scored higher than the norms in the three areas in which women

²Ibid.

typically score high. These, of course, are the theoretical, social and religious. The men scored lower than the norms for men in the aesthetic and economic values.

TABLE 7

TABLE OF AVERAGE SCORES IN EACH
VALUE, COMPARED TO NORMS

| Value | Group | Number scoring in 50% range | % of total no. in each group fall- ing in 50% range | Mean aver- age of group falling in 50% range | Norms |
|-------------|-------|-----------------------------------|---|---|-------|
| Theoretical | 1 | 62 | 55.4 | 35.56 | 36.36 |
| | 2 | 89 | 43.8 | 43.25 | 43.29 |
| | 2a | 62 | 47.3 | 43.57 | 43.29 |
| | 2b | 27 | 37.5 | 42.52 | 43.29 |
| Economic | 1 | 50 | 44.6 | 38.00 | 38.78 |
| | 2 | 98 | 48.3 | 41.84 | 42.12 |
| | 2a | 66 | 50.4 | 41.74 | 42.12 |
| | 2b | 32 | 44.4 | 42.03 | 42.12 |
| Aesthetic | 1 | 62 | 55.4 | 42.77 | 42.22 |
| | 2 | 109 | 53.7 | 34.93 | 37.20 |
| | 2a | 73 | 55.7 | 35.17 | 37.20 |
| | 2b | 36 | 50.0 | 34.44 | 37.20 |
| Social | 1 | 66 | 58.9 | 41.96 | 41.26 |
| | 2 | 106 | 52.2 | 37.39 | 37.70 |
| | 2a | 71 | 54.2 | 37.56 | 37.70 |
| | 2b | 35 | 48.6 | 37.04 | 37.70 |
| Political | 1 | 54 | 48.2 | 37.60 | 38.13 |
| | 2 | 94 | 46.3 | 42.80 | 42.47 |
| | 2a | 60 | 45.8 | 42.72 | 42.47 |
| | 2b | 34 | 47.2 | 42.96 | 42.47 |
| Religious | 1 | 72 | 64.3 | 44.56 | 43.24 |
| | 2 | 96 | 47.3 | 38.62 | 37.01 |
| | 2a | 72 | 55.0 | 38.40 | 37.01 |
| | 2b | 24 | 33.3 | 39.25 | 37.01 |

Both men and women scored significantly higher than the norms in the religious value. The fact that Loyola is a religiously affiliated school may in part account for this.

The following statistics report the number of students in each group who registered outstandingly high and outstandingly low scores. These students fall outside the range of 82 per cent of all scores for that value when compared to the norms. The test instructions report them to be very distinctive.

TABLE 8
NUMBER OF STUDENTS SCORING
OUTSTANDINGLY LOW

| Group | Theoretical | | Economic | | Aesthetic | | Social | | Political | | Religious | |
|------------------------------------|-------------|------|----------|------|-----------|-----|--------|-----|-----------|-----|-----------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Group 1 Transfer Women | 4 | 3.6 | 28 | 25.0 | 8 | 7.1 | 6 | 5.4 | 2 | 1.8 | 5 | 4.5 |
| Group 2 Transfer Men | 39 | 19.2 | 54 | 26.6 | 7 | 3.4 | 13 | 6.4 | 18 | 8.9 | 5 | 2.5 |
| Group 2a Transfer Men | 20 | 15.3 | 33 | 25.2 | 7 | 5.3 | 10 | 7.6 | 11 | 8.4 | 3 | 2.3 |
| Group 2b Former Seminarrians | 19 | 26.4 | 21 | 29.2 | 0 | 0.0 | 3 | 4.2 | 7 | 9.7 | 2 | 2.8 |

TABLE 9
 NUMBER OF STUDENTS SCORING
 OUTSTANDINGLY HIGH

| Group | Theoretical | | Economic | | Aesthetic | | Social | | Political | | Religious | |
|-----------------------------------|-------------|------|----------|-----|-----------|------|--------|------|-----------|------|-----------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Group 1 Transfer Women | 16 | 14.3 | 0 | 0.0 | 7 | 6.3 | 13 | 11.6 | 18 | 16.1 | 1 | 1.0 |
| Group 2 Transfer Men | 9 | 4.4 | 5 | 2.5 | 28 | 13.8 | 22 | 10.8 | 20 | 9.9 | 23 | 11.3 |
| Group 2a Transfer Men | 8 | 6.1 | 5 | 3.8 | 17 | 13.0 | 12 | 9.2 | 14 | 10.7 | 13 | 9.9 |
| Group 2b Former Seminarians | 1 | 1.4 | 0 | 0.0 | 11 | 15.3 | 10 | 13.9 | 6 | 8.3 | 10 | 13.9 |

Interesting findings revealed by these results show that the women scored a high percentage of lows in the economic values. Correspondingly they recorded no scores in the outstandingly high range in this value. According to Sprangers' types, those possessing this value are interested in accumulation of wealth, production, marketing and consumption of goods. The women students at Loyola in this study, educated in Catholic philosophy, perhaps do not emphasize these values and may consciously or subconsciously suppress responses to them. Another reason for this low may be an interdependent high score, such as the religious score.

The men registered a high percentage of lows in the theoretical and economic values. These are two areas men traditionally score high. Less than 4 per cent, however, scored in the outstandingly high range of these values. Perhaps the reason for this is the fact that the students are of a liberal arts background. Students in business administration or engineering are reported to score higher as indicated by the norms.

In the religious area the transfer students as a group scored higher than the norm group. In view of this, one might expect a greater percentage scoring in the high range. The table indicates less than 1 per cent of the women and 11 per cent of the men scoring outstandingly high in this value. The correspondingly number of lows in this area is again possibly due in part to the fact that Loyola is a religiously affiliated institution.

Two comparisons were attempted with chosen values of the Study of Values and of certain problem areas of the Mooney Problem Check List. The first of these compared the social value scale of the Allport, Vernon Lindzey Study of Values Test with the problem areas, social psychological and personal psychological, (areas IV and V) of the Mooney Problem Check List.

The man with high social value is explained as having as his primary end the love of people, and as such, emphasizes altruism and kindness to others. The social psychological area deals with problems in relation to ourselves and others. Some of the problems indicated in

this area are, being ill at ease with other people, having no close friends in college, being too envious or jealous and hurting other people's feelings.

The personal psychological problem area deals primarily with personal inadequacies which have an effect on our personal happiness and relation with others. Some of the problems indicated are, too easily discouraged, losing my temper, lacking self-confidence, and too many personal problems.

The following table will show, by group, those students scoring in the 50 per cent range, and those scoring high and low with the Study of Values, compared with their mean number of problems in the two areas. Also indicated is the mean number of problems recorded for each entire group in the social psychological and the personal psychological problem areas.

According to Table 10 those scoring in the 50 per cent range of the social value, registered an average number of problems in the two problem areas almost identical with the average for the entire group.

Conflicting trends appear in the high and low comparisons. Those women (13) scoring high in the social value marked a total number of problems more than the average group. This could indicate a higher sensitivity on their part regarding the two problem areas.

In contrast, however, in the group of former seminarians, there were ten highs in the social value who had an average number of problems lower than the total group. In the lows, three students had an average of 10 problems, a difference considerably higher than the average group.

TABLE 10

COMPARING SOCIAL VALUE WITH MEAN NUMBER OF SOCIAL PSYCHOLOGICAL
AND PERSONAL PSYCHOLOGICAL PROBLEMS

| Group | Mean no. of problems of those scoring in 50% range | | Mean no. of problems for entire group | | Mean no. of problems of those scoring outstandingly low | | Mean no. of problems of those scoring outstandingly high | |
|------------------------------------|--|-----|---------------------------------------|-----|---|----|--|----|
| | Mean No. | # | Mean No. | # | Mean No. | # | Mean No. | # |
| Group 1 Transfer Women | 7.27 | 66 | 7.69 | 112 | 5.67 | 6 | 10.00 | 13 |
| Group 2 Transfer Men | 6.69 | 106 | 6.77 | 203 | 6.85 | 13 | 4.55 | 22 |
| Group 2a Transfer Men | 7.24 | 71 | 6.87 | 131 | 5.90 | 10 | 5.25 | 12 |
| Group 2b Former Seminarrians | 5.57 | 35 | 6.57 | 72 | 10.00 | 3 | 3.70 | 10 |

It should be noted that in stating these statistics regarding the groups of highs and lows, relatively small numbers of students are involved. One extraordinary score or number of problems can weigh disproportionately on the whole. Thus, it could be improper to generalize from these statistics and to project to other groups.

The second comparison involved the religious value of the Allport, Vernon Lindzey Study of Values Test with the morals and religious problem area, (area VIII) of the Mooney Problem Check List. As stated, the person with religious values seeks to see himself related to the world envisioned as a whole. He also seeks to identify himself with an Infinite

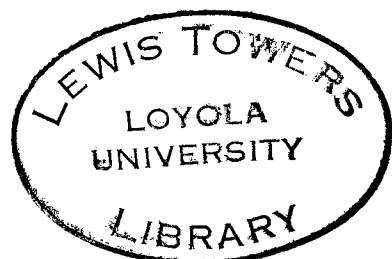
Being. The morals and religious problem areas itemize such problems as losing my earlier religious faith, failing to see the relation of religion to life, and wanting to feel close to God.

TABLE 11
COMPARING RELIGIOUS VALUES WITH MEAN NUMBER OF
MORAL AND RELIGIOUS PROBLEMS

| Group | Those scoring in 50% range & average no. of problems | | Mean no. of problems for total group | | Mean no. of problems of those scoring outstandingly low | | Mean no. of problems of those scoring outstandingly high | |
|-----------------------------------|--|----|--------------------------------------|-----|---|---|--|----|
| | Mean No. | # | Mean No. | # | Mean No. | # | Mean No. | # |
| Group 1 Transfer Women | 2.63 | 72 | 2.67 | 112 | 2.20 | 5 | 0.00 | 1 |
| Group 2 Transfer Men | 2.72 | 96 | 3.08 | 203 | 5.80 | 5 | 3.26 | 23 |
| Group 2a Transfer Men | 2.89 | 72 | 3.38 | 131 | 8.67 | 3 | 3.23 | 13 |
| Group 2b Former Seminarians | 2.21 | 24 | 2.54 | 72 | 1.50 | 2 | 3.30 | 10 |

Table 11 points out that the 50 per cent group to have approximately the same number of problems recorded by each entire group. This has been a consistent pattern regarding the 50 per cent group throughout the study. We find that the male lows (3) record an 8.67 average problems as opposed to the 3.38 average of the entire group. There are only three students recorded in this group. On the other hand, the former seminarians in this category score below the mean number of problems for their total group.

In the high's, the women recorded only 1 who obviously indicated no problems. The men had a total of 23 scoring high but recorded an average which was comparable to that of the total group.



CHAPTER V
ACADEMIC ACHIEVEMENT

The College of Arts and Sciences at Loyola University claimed a full-time, undergraduate enrollment of 3,411 in the second semester 1963-64. Of this number, as previously stated, 315 of the transfer students chosen fit the description of this study and were tested.

In calculating the cumulative averages, the transfer students in this study were subtracted from the total group. This did not establish a pure native group with which to compare this group of transfer students since those transfer students not included in the study are included with the native group. Since those transfers who are not included in the study are almost exclusively those possessing transferred credit of 11 hours or less, it is felt that their inclusion will not affect the native cumulative averages significantly.

The Table presented here indicates comparisons in cumulative averages as achieved by the transfer students at former institutions, at Loyola University, and their cumulative average as it currently stands with the corresponding grade point average gained or lost. The groups studied here are compared to the native student body as previously explained.

Averages at Loyola University are based on a 4 point system. The transfer students who have attended institutions based on a 3 point or 5 point system have their transfer credit adjusted to the 4 point system.

A 2.00 grade point average is necessary for graduation. Any student, beyond the freshman year, must maintain this 2.00 average or be placed on academic probation.

TABLE 12

COMPARISON OF ACADEMIC AVERAGES OF TRANSFER STUDENTS TO
NATIVE LOYOLA STUDENTS

Second Semester - 1963-64

| Group | Transfer Academic Average | Loyola Academic Average | Drop or gain in Average | Total Cumulative Academic Average |
|-----------------------------------|---------------------------|-------------------------|-------------------------|-----------------------------------|
| Group 1 Transfer Women | 2.62 | 2.58 | -.04 | 2.60 |
| Native Women | -- | 2.62 | -- | 2.62 |
| Group 2 Transfer Men | 2.61 | 2.50 | -.11 | 2.54 |
| Native Men | -- | 2.50 | -- | 2.50 |
| Group 2a Transfer Men | 2.46 | 2.47 | +.01 | 2.48 |
| Group 2b Former Seminarians | 2.80 | 2.56 | -.24 | 2.68 |

Table 12 indicates that the women transfer students possess a cumulative average of .02 less than the total native women students. The transfer women are shown to drop in their average at Loyola as compared to their former institution.

The male population boasts a grade point average which is .04 higher than the native male students. In actuality the male transfer

student (Group 2a) is the only transfer group which indicates a higher average at Loyola than at the former institution. Yet their cumulative average is .02 less than the native group at Loyola.

The former seminarians indicate a drop in their grade point average by far greater than any of the two other groups. It is because of their recorded .24 loss that the entire male transfer group indicates such a considerable drop when in actuality the male transfer gains. Although the former seminarians drop this considerable degree, however, their Loyola average, as well as their cumulative average, is well above the native male group and the male transfer group. The tendency of this group as perhaps the other two groups is to drop in grade point average initially upon transferring, and then to pick up in proportion to the length of study at Loyola. Although this aspect of achievement has not been well covered by this study, there is evidence of this pattern, and as such, would fortify any needs for counseling both at the former institution and at Loyola for those considering transfer, and for those transferring.

It should be stated that neither the difficulty of the courses nor the discipline studied at the former institutions were recorded by this study.

The following table indicates the number of semester hours accumulated at the former institution attended by the transfer student and the comparative number of semesters attended. The hour divisions

are based on those divisions established by the Examiner's Office at Loyola University. They denote the class the student is considered to be whether it be sophomore, junior or senior according to the number of credit hours achieved.

Since this table is rather self-explanatory, it may serve to simply point out one interesting factor. The women as well as the former seminarians indicate a considerable number of transfer students who attended four or more semesters at the former institution. The former seminarians also record eight students who attended six or more semesters.

TABLE 13

CREDIT HOURS ACHIEVED BY TRANSFER STUDENTS AT FORMER
INSTITUTIONS AND NUMBER OF SEMESTERS ATTENDED

| | Transfer Credit Hours | | | | Semesters | |
|-----------------------------------|-----------------------|----------------|----------------|------------------------|-------------------|-------------------|
| | 12-32 hours | 33-64 hours | 65-95 hours | 96 or more hours | 2 or more Sem. | 4 or more Sem. |
| Group 1 Transfer Women | 31 27.7% | 56 50.0% | 24 21.4% | 1 0.9% | 75.9% 81 | 28.6% 32 |
| Group 2 Transfer Men | 81 39.9% | 90 44.3% | 23 11.3% | 9 4.4% | 70.0% 137 | 26.1% 53 |
| Group 2a Transfer Men | 50 38.2% | 61 46.6% | 19 14.5% | 1 0.8% | 65.6% 86 | 22.1% 29 |
| Group 2b Former Seminarians | 31 43.1% | 29 40.3% | 4 5.6% | 8 11.1% | 77.8% 51 | 33.3% 24 |

In tabulating the number of semesters attended at the former institution by women, we find 76 per cent of the women have attended two or more semesters, 29 per cent attending four or more semesters. We recall

that 8 of 10 women were reported as transferring from four year institutions. It is interesting to note whereas it was traditional to find these students transferring from junior colleges, we see it is equally common if not prevalent to find these transferring from four year institutions.

A study of Klitzke¹ mentioned earlier, as well as other related studies, report that students transferring commonly lose credit hours in the transfer. These losses can be explained by a number of reasons. The institution to which the student transfers may accept a maximum number of hours but no more. This is a common practice with students who transfer from junior colleges. The student will not be credited with hours earned beyond a certain accumulation, thus suffer loss.

Should a student receive a poor grade for certain courses taken, the institution may not accept this credit. Loyola University will not accept transfer credit for those courses for which the transfer student received the grade of D or its equivalent. The Examiner's Office at Loyola University reports this to be a common occurrence regarding transfers. A heavy burden is placed on their cumulative average in this occurrence.

Other reasons, such as courses bearing duplication of content, courses judged to be of insufficient quality, or courses bearing no influence in the currently announced major of the transfer student, are causes for credit loss to the transfer student.

¹Louis L. Klitzke, "Academic Records of Transfers in Teacher Training," Junior College Journal, XXXI, (December, 1960), 255-57

Table 14 reports the number of students within each group of the transfer students studied who lost credit upon transfer to Loyola University. The table includes the percentage of the entire group who lost credit, followed by the number of hours lost and the mean average lost for that particular group.

TABLE 14
CREDIT HOURS LOST BY TRANSFER STUDENTS UPON
TRANSFER TO LOYOLA UNIVERSITY

| Group | No. in Group | Percent | 1-5 hrs. | | 6-9 hrs. | | 10 or more | | Mean Average Credit Hrs. Lost |
|-----------------------------------|--------------|---------|----------|-------|----------|-------|------------|-------|-------------------------------|
| Group 1 Transfer Women | 50 | 44.6% | 26 | 23.2% | 10 | 8.9% | 14 | 12.5% | 7.34 |
| Group 2 Transfer Men | 97 | 47.7% | 34 | 16.7% | 25 | 12.3% | 38 | 18.7% | 9.03 |
| Group 2a Transfer Men | 73 | 55.1% | 26 | 19.8% | 18 | 13.7% | 29 | 22.1% | 9.22 |
| Group 2b Former Seminarians | 24 | 33.3% | 8 | 11.1% | 7 | 9.7% | 9 | 12.5% | 8.46 |

The statistics report group 2a, transfer men, to possess more students experiencing credit hours loss than the women students or former seminarians. Group 2a, transfer men, also indicates 29 students (22 per cent) losing 10 credit hours or more in the transfer.

The study by Holmes at Syracuse University reported a large number of students on probation within the transfer group than among

the native students.²

Table 15 indicates the number of transfer students studied who possessed cumulative average below a 2.00 and the percentage of the entire group, these students represent. Students not having a cumulative average of 2.00 or better are placed on academic probation. The table also includes the number of students on academic probation in the entire School of Arts and Sciences, second semester, 1963-64.

Students possessing cumulative averages of 3.25 or better are placed on the Dean's List for recognition for high academic achievement. The second part of Table 15 indicates the number and percentage of students in the transfer groups achieving this honor, as compared to the native group.

The women transfer students record a smaller percentage of students achieving below a required grade point average at Loyola than do the men. The former seminarians record the highest percentage of those achieving below the required grade point average of the groups studied. This is interesting in that the former seminarians, as a whole, recorded a cumulative academic average above any group studied.

The transfer population as a group fell slightly below the percentage recorded by the native group regarding academic achievement above a 3.25 grade point average. The difference in percentages among the transfer groups was relatively minor.

²Charles H. Holmes, "A Case Study of the Four-Year Transfer Student," College and University, XXXVI (Spring, 1961), 322-29.

TABLE 15

TRANSFER STUDENTS ON PROBATION AND ON DEAN'S LIST

| Group | No. of students on probation | % on pro- bation | No. of students on Dean's List | % on Dean's List |
|--------------------------------|---------------------------------|---------------------|-----------------------------------|---------------------|
| Native Stu- dents (N-3411) | 461 ¹ | 14.8% | 339 ² | 13.4% |
| Transfer Stu- dents (N-315) | 52 ³ | 16.5% | 39 | 12.4% |
| Group 1 Transfer Women | 11 | 9.8% | 14 | 12.5% |
| Group 2 Transfer Men | 41 | 20.2% | 25 | 12.3% |
| Group 2a Transfer Men | 24 | 17.2% | 16 | 12.2% |
| Group 2b Former Seminarians | 17 | 23.6% | 9 | 12.5% |

¹Based on Probation Listing of School of Arts and Sciences,
First Semester, 1963-64.

²Statistics based on Report of College of Arts and Sciences,
First Semester, 1964-65.

³Statistics based on academic achievement at Loyola University
only. The transfer average was not included.

CHAPTER VI

PROBLEMS

One of the primary purposes of the study was to indicate the problems of the transfer student. It must be emphasized that the instrument used, the Mooney Problem Check List, is not a test. It does not reveal a score. It simply is regarded as a count of problems of each student according to his awareness of these problems and his willingness to reveal them.¹

In addition to providing us with a profile of areas of concern of the transfer student individually, the Check List provides us with knowledge of the problems the group is concerned with as a whole. This knowledge could possibly assist the counseling service and curricular areas for further development, and revision.

Since the Check List is not a test, it does not determine the intensity of actual behavior as it might correspond to predicted behavior patterns. Instead, its purposes are to obtain responses, receive acceptance as a constructive instrument, be a useful research tool to counselors and cover the range of personal problems. It is clearly indicated by past studies utilizing the Check List that it has accomplished

¹Ross L. Mooney, "Problem Check List, College Form," Bureau of Educational Research, Ohio State University, The Psychological Corporation, (Columbus, Ohio, 1950), Revision, pp. 6.

these purposes. As such, it is a valid instrument for this study.

The reliability of the Check List cannot be obtained in a manner similar to that of a test. The items are used to assist the understanding of the individual and must be able to reflect the changes which individuals experience. At the same time, there must be some assurance that in utilizing this instrument within a group over a period of time, it remains relatively stable. Both an ability to record individual changes and a stability to survey groups are evidenced by the Check List.

Stemming from the fact that the Check List is not a test, no real score is obtained, consequently norms have not been established. No table of comparison is presented simply because the count is merely a list of problems which the student identifies as matters of concern to him. Such tables are desirable and valuable when established on local norms. Thus repeated group surveys in an area could develop such tables for the local area or institution. Another reason weighing against stabilized norms, however, is that the Problem Check List must be analyzed in relation to an individual's total life situation.

The statistics reported in this chapter will serve as a beginning for a basis of comparison regarding individual as well as group problems in future studies utilizing the Check List at Loyola University.

The problem of anonymity was treated in the chapter on Related Literature. Anonymity as related to the "honesty" and "frankness" of response has been proven helpful but did not record considerable difference

in response. Reviewing the matter in connection with this study, confidentiality was assured both in a directive read aloud and in printed directions.² The resulting answers to the questions at the end of the Check List should attest to the sincerity, and relatively uninhibited response by the group.

The first question at the end of the Check List inquires as to whether the List gave a well rounded picture of the student's singular problems. Of the entire population, 75 per cent answered yes. The student was also asked whether he thought filling out the Check List was worthwhile, regardless of whether he enjoyed it or not. Of the total population, 67 per cent answered yes. The women recorded a lower percentage of 60 per cent on this question.

These percentages are somewhat lower than those recorded by past studies in the manual. They do compare favorably, however, and indicate that a high percentage felt the Check List to be worthwhile and representative of their problems. This, in addition to the stated reasons, is an indication that personal threat or inhibition were not prevalent.

The Mooney Problem Check List is composed of eleven areas. Each area poses 30 items as possible problems pertaining to the individual.

Table 16 lists the areas as well as the mean number of problems recorded for each group. Standard deviations rounded to two decimal places are listed adjacent to each mean number for each area.

²See Appendix 1, p. 1.

TABLE 16

MOONEY PROBLEM CHECK LIST AVERAGE NUMBER
OF PROBLEMS AND STANDARD DEVIATIONS

| Problem Area | Group 1 N-112 | | Group 2 N-203 | | Group 2a N-131 | | Group 2b N-72 | |
|--|------------------|----------|------------------|----------|-------------------|----------|------------------|----------|
| | Mean # | σ | Mean # | σ | Mean # | σ | Mean # | σ |
| I Health & Physical Development | 2.55 | 2.36 | 2.38 | 2.04 | 2.38 | 2.15 | 2.37 | 1.83 |
| II Finances, Living Conditions, & Employment | 2.61 | 2.41 | 3.82 | 3.47 | 3.56 | 3.13 | 4.30 | 4.01 |
| III Social & Recreational Activity | 5.09 | 3.73 | 5.21 | 3.92 | 5.31 | 4.07 | 5.04 | 3.66 |
| IV Social-Psychological Relations | 3.19 | 3.64 | 3.25 | 3.80 | 3.32 | 3.78 | 3.12 | 3.86 |
| V Personal-Psychological Relations | 4.50 | 4.22 | 3.52 | 3.54 | 3.55 | 3.54 | 3.45 | 3.57 |
| VI Courtship, Sex and Marriage | 2.33 | 2.43 | 2.47 | 2.54 | 2.45 | 2.61 | 2.51 | 2.42 |
| VII Home & Family | 2.72 | 2.81 | 3.26 | 3.65 | 3.05 | 3.34 | 3.65 | 4.16 |
| VIII Morals & Religion | 2.67 | 2.61 | 3.08 | 3.15 | 3.38 | 3.25 | 2.54 | 2.89 |
| IX Adjustment to College Work | 4.91 | 4.16 | 5.44 | 4.20 | 5.68 | 4.48 | 5.00 | 3.63 |
| X The Future-Vocational & Educational | 2.71 | 2.91 | 3.74 | 3.76 | 3.67 | 3.73 | 3.87 | 3.83 |
| XI Curriculum & Teaching Procedure | 3.66 | 3.87 | 4.36 | 4.15 | 4.32 | 4.00 | 4.43 | 4.43 |

For pragmatic purposes and for expediency, the median was not recorded. Although the distribution indicates a slight skewness to the left (see histogram) the difference was not large, hence, as stated, it would have been impractical to have continuously indicated it.

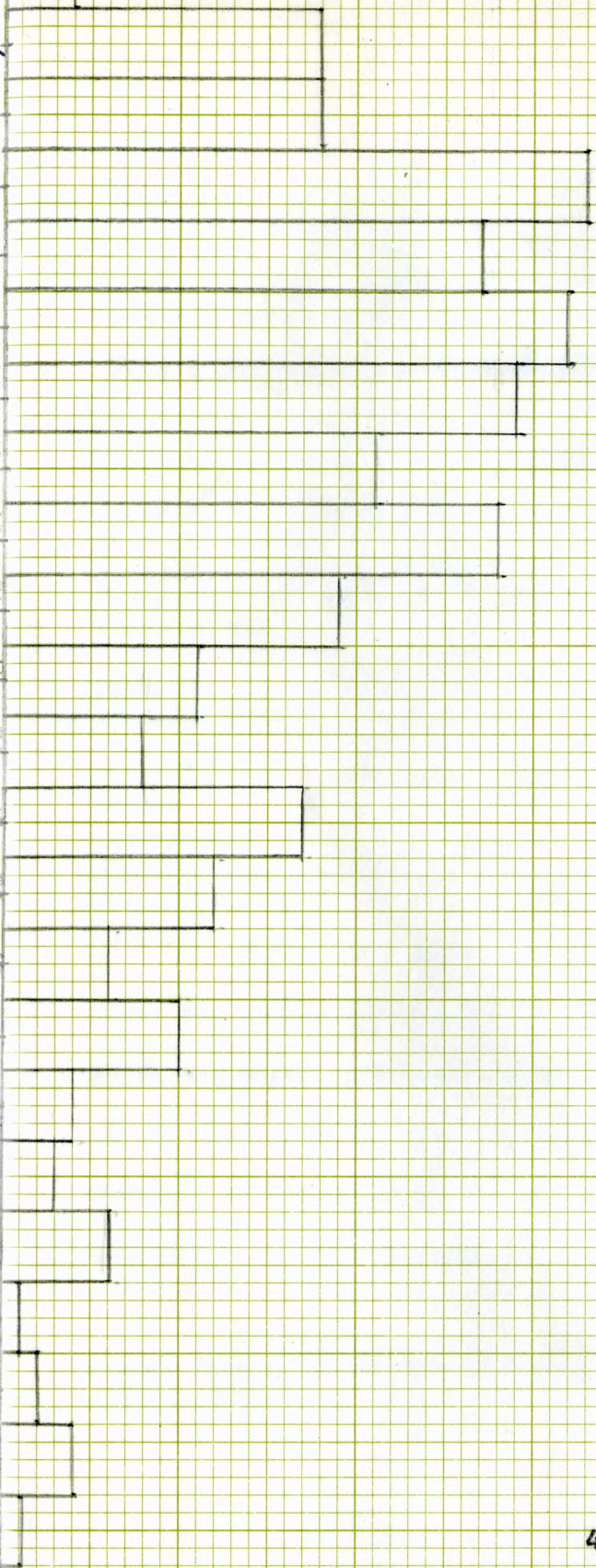
The mean number of the problems recorded for each group in each area indicate little difference. The women on the average had fewer problems in finances, home and family, adjustment to college, the future and curriculum and teaching. The one area in which women listed a somewhat higher number of problems than the men was the area of personal-psychological relations.

The former seminarians recorded more problems than their brother group in the areas of finances, and home and family. They registered fewer problems in the area of morals and religion and adjustment to college work.

The following table records the mean and median number of major problems and total major and minor problems registered by the groups. Also included is the standard deviation.

Table 17 shows the mean number of major problems of the men to exceed that of the women by only 1.36 problems. The mean total problems also indicate a small difference of but 3.3 problems. The former seminarians record 1.57 major problems less than the mean averages of group 2a, transfer men, and record a small difference in the total major and minor problems.

112 107 102 97 92 87 82 77 72 67 62 57 52 47 42 37 32 27 22 17 12 7 2



| | |
|-------------|----|
| -0.5-4.5 | 4 |
| 4.5-9.5 | 18 |
| 9.5-14.5 | 18 |
| 14.5-19.5 | 33 |
| 19.5-24.5 | 27 |
| 24.5-29.5 | 32 |
| 29.5-34.5 | 29 |
| 34.5-39.5 | 21 |
| 39.5-44.5 | 28 |
| 44.5-49.5 | 19 |
| 49.5-54.5 | 11 |
| 54.5-59.5 | 8 |
| 59.5-64.5 | 17 |
| 64.5-69.5 | 12 |
| 69.5-74.5 | 6 |
| 74.5-79.5 | 10 |
| 79.5-84.5 | 4 |
| 84.5-89.5 | 3 |
| 89.5-94.5 | 6 |
| 94.5-99.5 | 1 |
| 99.5-104.5 | 2 |
| 104.5-109.5 | 4 |
| 109.5-114.5 | 1 |
| * | |

***One Student Recorded 184 Problems.
He is Not Listed.**

TABLE 17

AVERAGE TOTAL MAJOR PROBLEMS AND AVERAGE
TOTAL MAJOR AND MINOR PROBLEMS

| Group | Major Problems | | | Total Problems Major and Minor | | |
|-----------------------------------|----------------|--------|----------|-----------------------------------|--------|----------|
| | Mean | Median | σ | Mean | Median | σ |
| Group 1 Transfer Women | 10.85 | 8.76 | 9.78 | 37.29 | 32.33 | 23.02 |
| Group 2 Transfer Men | 12.21 | 10.06 | 10.47 | 40.59 | 36.00 | 26.34 |
| Group 2a Transfer Men | 12.77 | 10.59 | 11.05 | 40.72 | 36.06 | 26.30 |
| Group 2b Former Seminarians | 11.20 | 9.25 | 9.31 | 40.36 | 34.70 | 26.60 |

Table 18 indicates percentages of the groups who underlined more than 20 major problems and those who indicated more than 60 total major and minor problems. Since this group falls in the top 25 per cent of the distribution, they would be the logical candidates for counseling. Gordon³, in his study, found a direct relationship to exist between the number of problems underlined and those who wanted counseling.

³Leonard V. Gordon, "The Reflection of Problem Changes by the Mooney Problem Check List," Educational Psychological Measurement, IX (1949), 749-52.

TABLE 18

TRANSFER STUDENTS MARKING HIGH NUMBER OF
MAJOR PROBLEMS AND TOTAL PROBLEMS

| Group | Major Problems | | Total Problems Major and Minor | |
|------------------------------------|---|---------------------|---|---------------------|
| | No. of students marking 20 or more problems | % of total group | No. of students marking 60 or more problems | % of total group |
| Group 1 Transfer Women | 20 | 17.0% | 22 | 19.6% |
| Group 2 Transfer Men | 33 | 16.3% | 45 | 22.1% |
| Group 2a Transfer Men | 22 | 16.8% | 31 | 23.7% |
| Group 2b Former Seminarrians | 11 | 15.2% | 14 | 19.4% |

There rose a question in the mind of the author regarding the possible comparison between academic achievement and the mean number of total problems as well as the comparison between academic achievement and two areas of the Check List, adjustment to college and curriculum and teaching procedure. The cumulative averages utilized included both the transfer average and the Loyola average.

Those women on probation (below 1.99) had fewer total problems than those achieving higher, and had fewer adjustment and curriculum problems. This pattern was reversed for the men. This information is indicated in Table 19.

TABLE 19

ACADEMIC ACHIEVEMENT AND THE
MOONEY PROBLEM CHECK LIST

| Group | Academic Averages | No. in category | Mean no. of tot. problems | Mean no. of total prob. for ent. grp. | Mean no. in areas IX & XI | Mean no. for 2 areas in entire population |
|--|-------------------|-----------------|---------------------------|---------------------------------------|---------------------------|---|
| Group 1 Transfer Women | .00 to 1.99 | 8 | 23.38 | 37.29 | 7.13 | 8.57 |
| | 2.00 to 2.99 | 81 | 36.95 | 37.29 | 8.97 | 8.57 |
| | 3.00 to 4.00 | <u>23</u> | 43.08 | 37.29 | 7.69 | 8.57 |
| | | 112 | | | | |
| Group 2 Transfer Men | .00 to 1.99 | 15 | 49.00 | 40.59 | 12.55 | 9.80 |
| | 2.00 to 2.99 | 151 | 39.22 | 40.59 | 9.78 | 9.80 |
| | 3.00 to 4.00 | <u>37</u> | 42.03 | 40.59 | 8.00 | 9.80 |
| | | 203 | | | | |
| Group 2a Transfer Men | .00 to 1.99 | 10 | 50.10 | 40.72 | 13.04 | 10.00 |
| | 2.00 to 2.99 | 102 | 39.24 | 40.72 | 10.00 | 10.00 |
| | 3.00 to 4.00 | <u>19</u> | 43.79 | 40.72 | 8.53 | 10.00 |
| | | 131 | | | | |
| Group 2b Former Seminar- ians | .00 to 1.99 | 5 | 46.80 | 40.36 | 11.60 | 9.43 |
| | 2.00 to 2.99 | 49 | 39.77 | 40.36 | 9.94 | 9.43 |
| | 3.00 to 4.00 | <u>18</u> | 40.17 | 40.36 | 7.44 | 9.43 |
| | | 72 | | | | |

Those men below 1.99 grade point average had a mean number of total problems in excess of the mean number for the entire group as well as for the higher achievers. The 2.00 group regarding the total number or problems showed less than the entire group. The pattern reads, whereas those who achieved lower grades had more academic and curriculum problems, those who achieved higher grades had fewer academic and curriculum problems.

TABLE 20

QUESTION 1.
DID THE LIST GIVE A WELL-ROUNDED PICTURE OF PROBLEMS?

| Group | No. answering Yes | | No. answering no | | No. giving no answer | |
|------------------------------------|----------------------|------|---------------------|------|-------------------------|-----|
| | # | % | # | % | # | % |
| Group 1 Transfer Women | 84 | 75.0 | 27 | 24.1 | 1 | 0.9 |
| Group 2 Transfer Men | 151 | 74.4 | 48 | 23.6 | 4 | 2.0 |
| Group 2a Transfer Men | 92 | 70.2 | 35 | 26.7 | 4 | 3.1 |
| Group 2b Former Seminarrians | 59 | 81.9 | 13 | 18.1 | 0 | 0.0 |

The questions at the end of the Check List offer interesting insight into how the student reacted to the list of problems. The first question was mentioned earlier in this chapter. Each particular group answered as indicated in Table 20 regarding the adequate coverage of problems by the Check List.

Due to the nature of this study, the second question which requests the student to summarize his chief problems in his own words, was not utilized.

The third question of the Check List inquires whether the student, regardless of whether he enjoyed filling out the check list or not, thought it was worthwhile. In addition to posting the number of students answering positive or negative, the mean number of problems was tabulated for each group answering yes or no. Also listed for the sake of comparison are

the mean total problems tabulated for the entire group.

The results indicate that those answering yes, have a mean number of problems exceeding the average total for the entire group. Those answering no have a mean number of problems considerably lower than the average number for the entire group. This pattern did not hold true for the former seminarians. The reverse occurred. Those former seminarians answering yes had marked fewer problems than the entire group of former seminarians. They had ten fewer problems than the former seminarians who had indicated no.

TABLE 21

QUESTION 3. WAS THE LIST WORTHWHILE?

| | No. ans. yes | | Mean no. of Prob. | No. ans. no | | Mean no. of Prob. | Aver. no. of total group | No. not Answering | |
|-----------------------------------|--------------|------|-------------------|-------------|------|-------------------|--------------------------|-------------------|-----|
| | | % | | | % | | | | % |
| Group 1 Transfer Women | 69 | 61.6 | 39.30 | 40 | 35.7 | 34.78 | 37.29 | 3 | 2.7 |
| Group 2 Transfer Men | 142 | 70.0 | 41.92 | 56 | 27.6 | 38.23 | 40.59 | 5 | 2.5 |
| Group 2a Transfer Men | 90 | 68.7 | 44.28 | 37 | 28.2 | 32.95 | 40.92 | 4 | 3.1 |
| Group 2b Former Seminarians | 52 | 72.2 | 37.85 | 19 | 26.4 | 48.53 | 40.36 | 1 | 1.4 |

The last question comes in two parts. The first part inquires whether the student would wish to talk over his problems with someone on the college staff. The second part inquires whether the student knows the particular person with whom he would like to have these talks. Of course, those indicating yes to the first part are logical candidates for counseling. It is interesting to note that 113 (35.9 per cent) students of the total transfer population used, wished to speak with someone but did not know to whom. Another 63 wished to speak to someone but indicated they knew with whom they wished to have these talks.

In each instance the group answering yes, had an average number of problems considerably higher than those indicating no. This pattern would serve to verify the thinking that a direct relationship exists between the number of problems marked and a desire for counseling. A reverse pattern turned up again in the second part of the question regarding the former seminarians. Although the yes group wanted to speak to someone, yet did not know to whom, their average number of problems was less than the average number of the entire group.

Only those who answered no to the second part and yes to the first part appear on Table 23. Their average number of problems is compared to the average of the group who did not want to talk over their problems.

TABLE 22

QUESTION 4, PART 1.
WOULD YOU LIKE TO TALK OVER THESE PROBLEMS?

| Group | No. ans. yes | | Mean no. of Prob. | No. ans. no | | Mean no. of Prob. | Aver. no. of total group | Unanswered | |
|-----------------------------------|--------------|------|-------------------|-------------|------|-------------------|--------------------------|------------|-----|
| | | % | | | % | | | | % |
| Group 1 Transfer Women | 42 | 37.5 | 43.26 | 68 | 60.7 | 33.79 | 37.29 | 2 | 1.8 |
| Group 2 Transfer Men | 124 | 61.1 | 45.06 | 75 | 36.9 | 32.64 | 40.59 | 4 | 2.0 |
| Group 2a Transfer Men | 77 | 58.8 | 46.92 | 50 | 38.2 | 30.28 | 40.72 | 4 | 3.1 |
| Group 2b Former Seminarians | 47 | 65.3 | 41.96 | 25 | 34.7 | 37.36 | 40.36 | 0 | 0.0 |

TABLE 23

QUESTION 4. THOSE ANSWERING "YES" TO PART 1,
AND "NO" TO PART 2.

| Group | No. ans. yes Part 1, no Part 2 | | Mean number of problems | Mean number of those ans. no to Part 1 |
|-----------------------------------|-----------------------------------|------|----------------------------|---|
| | # | % | | |
| Group 1 Transfer Women | 28 | 25.0 | 43.46 | 33.79 |
| Group 2 Transfer Men | 85 | 41.9 | 44.31 | 32.64 |
| Group 2a Transfer Men | 53 | 40.5 | 49.38 | 30.28 |
| Group 2b Former Seminarians | 32 | 44.4 | 35.91 | 37.36 |

*The totals for Part 2 of Question 4, were 57 yes, 193 no.
65 unanswered.

Those who indicated that they wished to talk over their problems with someone and knew the particular person on the college staff they wished to speak to, appear in Table 24.

TABLE 24

QUESTION 4. THOSE ANSWERING "YES" TO PART 1,
AND "YES" TO PART 2.

| Group | No. ans. Yes | | Mean no. of problems | Mean no. of those ans. no Part 1 |
|-----------------------------------|--------------|--------|----------------------|----------------------------------|
| | Part 1, Yes | Part 2 | | |
| | # | % | | |
| Group 1 Transfer Women | 12 | 10.7 | 42.86 | 33.79 |
| Group 2 Transfer Men | 39 | 19.2 | 45.43 | 32.64 |
| Group 2a Transfer Men | 24 | 18.3 | 41.50 | 30.28 |
| Group 2b Former Seminarians | 15 | 20.8 | 51.73 | 37.36 |

The women in this group marked a similar mean average number of problems as did those women who did not know to whom they could speak to. Group 2a, male transfer students, marked on an average 8 fewer problems than did those male transfer students who did not know to whom to relate their problems. Group 2b, former seminarians, marked approximately 15 more problems than did those former seminarians who did not know to whom they could relate their problems.

The findings here are similar to the previous table. There is a considerable difference in total problems marked between those wanting to talk over their problems not knowing with whom and those who simply do not wish to talk over their problems. As in the previous table, this does not hold true of the former seminarians.

The final Chapter will serve to summarize as well as indicate some implications regarding this data.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Purpose

The purpose of this study, as stated in the chapter of introduction, was to give a detailed breakdown of the components of a transfer student. More specifically, the study was to give a detailed profile of the values, problems and academic achievement of the transfer student at Loyola University and was to indicate how these interact within the transfer student. Questions were stated regarding the transfer student and these areas.

In addition to this purpose, the study was to help fulfill the need for more studies of transfer students to possibly provide generalizations, the need for more studies in depth, the need for a study of transfer students at Loyola University, and lastly, the need for a study of students transferring from minor and major seminaries to Loyola University.

It is with sincere hope that the following summarizations, conclusions, implications and suggestions will be looked upon as a springboard for future studies at Loyola University regarding this group of transfer students the author has attempted to know. These statements are not meant to be all inclusive. The author hopes the reader, with his knowledge of educational environment, will derive new and different ideas in addition to these stated.

Introduction and Procedure

A total number of 315 transfer students were chosen out of 920 transfer students for this study. Only 14 of the students studied were from out of state.

Approximately three-fourths of the students were residents of Chicago; the remaining one-fourth were from suburbs.

Approximately 6 of 10 studied came from four year institutions or universities, 2 of 10 from junior colleges, and 2 of 10 from minor or major seminaries.

Proportionately few transfer students belong to fraternal organizations, approximately one-third participated in some co-curricular organization.

Almost half of the transfer student group came from families of three or more children. One of every three former seminarians came from families of five or more. The parents of former seminarians were slightly less in percentage of parents attending college than the parents of the other two groups.

A total of 71 per cent of the transfer population requested to participate responded. Ultimately 34.2 per cent of the entire transfer population (920 students) were retained for the study.

A total number of 33 variables were recorded for each student on data processing cards. Other items were hand recorded. The 1401 computer was utilized for processing data, and computing means, medians and standard deviations.

ResultsValue:

Profiles of values for each transfer group approximated those established by the norm group.

Comparisons between the social value of the Allport-Vernon, Lindzey Study of Values Test and the social psychological and personal psychological problem areas of the Mooney Problem Check List indicated no consistent pattern. The men transfer students scoring low in this value had recorded a considerable number of problems more than did the average male transfer student.

Problems:

The mean number of major problems for the women was 10.85, 12.77 for the male transfers and 11.20 for the former seminarians.

The mean number of total problems marked by women was 37.29 and 40.72 for the male transfers, and 40.36 for the former seminarians. Approximately 20 per cent of each group marked over 60 problems.

A comparison was made between academic achievement and the Mooney Problem Check List. Although no consistent pattern was indicated, those who had poor grades marked considerably more problems than those who had average or above average grades. Those who had above average grades had a tendency to mark fewer problems than the average group.

Another comparison was made with the number of problems marked in the problem areas adjustment to college work, and curriculum and teaching, with academic achievement. The pattern discovered was that

those who recorded higher grades marked fewer problems in these two problem areas as might be expected.

Of the total transfer group studied, 74 per cent stated the Problem Check List gave them a well-rounded picture of their problems, 67 per cent stated it was worthwhile filling out.

The average number of problems marked by those stating the Check List was worthwhile was considerably greater than those stating it was not worthwhile.

Of the total transfer group, 57 per cent stated they would like to talk over their problems with someone from the college staff. Thus, it can be said that the transfer student does wish to resolve his problems. Approximately 68 per cent of those wishing to talk over their problems indicated they did not know with whom.

Academic Achievement

The transfer women recorded a .04 academic average less than that recorded at the previous institution attended. The transfer male surprisingly recorded a .01 gain. The former seminarian recorded a considerable drop of .24 in comparing academic achievement at Loyola as compared to the previous institution attended.

Compared to native women at Loyola, the transfer women students, on an average, record a .02 lower score. The transfer men record an identical .02 grade point average lower than the native men at Loyola. The former seminarians, however, indicate a .18 average better than the native male student.

Approximately 76 per cent of the women transferred to Loyola after two or more semesters at the former institution. This was characteristic of 70 per cent of the male population. Approximately one of four in the total population transferred after four or more semesters. The former seminarians recorded one of three in this category.

About one-half of the total population lost credit hours in the transfer. The women had an average loss of 7 credit hours opposed to 9 credit hours for the men.

Implications

The response from the students can be evaluated as encouraging regarding the possibility of further inquiries into the personalities of student groups, or in areas similar to these regarding the students. Perhaps the publicizing of these general findings can continue to encourage this cooperation.

Transfer students, in general, should be orientated with heavy emphasis on academic counseling. This area of lack of adjustment, although not unique to Loyola transfer students, appears to have been neglected. Their willingness to discuss their problems, both academic and personal, yet not knowing with whom, cannot be construed so much as apathy as perhaps a lack of communication between the academic and counseling services and themselves.

The comparatively large percentage of transfer students marking a large number of total problems, yet indicating they do not avail themselves

of counseling services, is of serious concern to the author. Although an item analysis was not made of the individual items underlined by the students, a spot check did indicate a number of these to be serious. Perhaps an emphatic attempt should be made to guide the transfer student into counseling services upon his entering Loyola.

Although the areas of adjustment to college work and curriculum and teaching represent two areas that are relatively non-threatening to the student, thus enhancing a more free response, the combined mean averages of these problem areas was approximately 25 per cent of the total problems marked. This is, no doubt, an indication of serious concern on behalf of the transfer population regarding these two areas.

Further Research

The various sub-groups which could be derived from the transfer students studied could assist to further verify the conclusions as well as shed new light on these findings.

A study of students at Loyola University transferring from junior colleges, as well as a study of those solely from four year institutions, would be worthwhile.

Of course, a comparable study of native students regarding their values and problems would serve to bolster and clarify these findings as assist the native student in addition to the transfer student.

An item analysis of the Mooney Problem Check List is a desirable complement to this study. This analysis would serve to pin-point specific problems characteristic to the groups. More intense study regarding the

individual and the counseling situation is needed.

The former seminarian is a group which would encourage more intense study.

Although true of many transfer students, it is commonly held that the former seminarian must undergo considerable adjustment upon transferring to another institution upon leaving the seminary. Perhaps his goal in life must now be an entirely new one, his problems can be considerably different and more complex, his values challenged and subject to considerable change. It would be helpful, indeed, to those in charge of seminarians if more information were available on how to counsel those choosing to transfer. More information could also assist those currently in the process of adjusting to the changes indicated. Further study in this area is also indicated by a lack of related literature.

Increasing enrollment and increasing mobility will continue to bring about transfers. These can benefit from continued studies and applied remedial measures in this area of higher education.

APPENDIX I

This is a study of the student who has attended a Junior College, College, University, Minor or Major Seminary and his perception of himself.

THIS IS NOT A TEST.

It is important that you write down your first impression. Do not spend time weighing issues. Your FIRST IMPRESSIONS are most important. WORK FAST.

For various correlations it is necessary to have the information on the questionnaire attached to the tests. This is not an individual study but rather a group study. This information will be seen only by myself in the course of tabulation. It will be held in the strictest confidence by me and by my faculty advisor, and even he will not know the names.

We feel this is an important contribution to the University, a study of the ever increasing number of students transferring from the institutions stated. Thank you for your kind cooperation.

Walter F. Block
Director of Housing

Suggested time distribution:

| | |
|------------|---------------------------|
| 5 Minutes | Questionnaire |
| 20 Minutes | Study of Values |
| 30 Minutes | Mooney Problem Check List |

QUESTIONNAIRE

1. Name in full _____
2. Permanent address _____
3. Month of birth _____ Year of Birth 19____
4. Class (Year) _____ 4 a. Sex
1 _____ Male _____
2 _____ Female _____
3 _____
4 _____
5. Marital Status
Single _____
Married _____
Other _____
6. Campus
LT _____
LSC _____
7. Type of institution(s) last attended
Chicago Junior College _____
Junior College outside Chicago _____
Four Year College _____
University _____
Minor Seminary _____
Major Seminary _____
8. Veteran _____
Non Veteran _____
9. Number of children in family
1 _____
2 _____
3 _____
4 _____
5 or more _____
10. Are you attending Loyola on a scholarship or grant in aid
Yes _____
No _____

1950
REVISION

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY

Assisted by LEONARD V. GORDON

Bureau of Educational Research
Ohio State University

C COLLEGE
FORM

Cir. Tot.

HPD

FLE

SRA

SPR

PPR

CSM

HF

MR

ACW

FVE

CTP

Age..... Date of birth..... Sex.....

Class in college..... Marital status.....
(Freshman, Sophomore, etc.) (Single, married, etc.)

Curriculum in which you are enrolled.....
(Electrical Engineering, Teacher Education, Liberal Arts, etc.)

Name of the counselor, course or agency
for whom you are marking this check list.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS

This is not a test. It is a list of troublesome problems which often face students in college—problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps.

First Step: Read the list slowly, pause at each item, and if it suggests something which is troubling you, underline it, thus "34. Sickness in the family." Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

Second Step: After completing the first step, look back over the items you have underlined and circle the numbers in front of the items which are of *most concern* to you, thus,

" 34. Sickness in the family."

Third Step: After completing the first and second steps, answer the summarizing questions on pages 5 and 6.

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The Psychological Corporation

304 East 45th Street, New York 17, N. Y.

1. Feeling tired much of the time
2. Being underweight
3. Being overweight
4. Not getting enough exercise
5. Not getting enough sleep
6. Too little money for clothes
7. Receiving too little help from home
8. Having less money than my friends
9. Managing my finances poorly
10. Needing a part-time job now
11. Not enough time for recreation
12. Too little chance to get into sports
13. Too little chance to enjoy art or music
14. Too little chance to enjoy radio or television
15. Too little time to myself
16. Being timid or shy
17. Being too easily embarrassed
18. Being ill at ease with other people
19. Having no close friends in college
20. Missing someone back home
21. Taking things too seriously
22. Worrying about unimportant things
23. Nervousness
24. Getting excited too easily
25. Finding it difficult to relax
26. Too few dates
27. Not meeting anyone I like to date
28. No suitable places to go on dates
29. Deciding whether to go steady
30. Going with someone my family won't accept
31. Being criticized by my parents
32. Mother
33. Father
34. Sickness in the family
35. Parents sacrificing too much for me
36. Not going to church often enough
37. Dissatisfied with church services
38. Having beliefs that differ from my church
39. Losing my earlier religious faith
40. Doubting the value of worship and prayer
41. Not knowing how to study effectively
42. Easily distracted from my work
43. Not planning my work ahead
44. Having a poor background for some subjects
45. Inadequate high school training
46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Purpose in going to college not clear
50. Doubting the value of a college degree
51. Hard to study in living quarters
52. No suitable place to study on campus
53. Teachers too hard to understand
54. Textbooks too hard to understand
55. Difficulty in getting required books
56. Not as strong and healthy as I should be
57. Allergies (hay fever, asthma, hives, etc.)
58. Occasional pressure and pain in my head
59. Gradually losing weight
60. Not getting enough outdoor air and sunshine
61. Going in debt for college expenses
62. Going through school on too little money
63. Graduation threatened by lack of funds
64. Needing money for graduate training
65. Too many financial problems
66. Not living a well-rounded life
67. Not using my leisure time well
68. Wanting to improve myself culturally
69. Wanting to improve my mind
70. Wanting more chance for self-expression
71. Wanting a more pleasing personality
72. Losing friends
73. Wanting to be more popular
74. Being left out of things
75. Having feelings of extreme loneliness
76. Moodiness, "having the blues"
77. Failing in so many things I try to do
78. Too easily discouraged
79. Having bad luck
80. Sometimes wishing I'd never been born
81. Afraid of losing the one I love
82. Loving someone who doesn't love me
83. Too inhibited in sex matters
84. Afraid of close contact with the opposite sex
85. Wondering if I'll ever find a suitable mate
86. Parents separated or divorced
87. Parents having a hard time of it
88. Worried about a member of my family
89. Father or mother not living
90. Feeling I don't really have a home
91. Differing from my family in religious beliefs
92. Failing to see the relation of religion to life
93. Don't know what to believe about God
94. Science conflicting with my religion
95. Needing a philosophy of life
96. Forgetting things I've learned in school
97. Getting low grades
98. Weak in writing
99. Weak in spelling or grammar
100. Slow in reading
101. Unable to enter desired vocation
102. Enrolled in the wrong curriculum
103. Wanting to change to another college
104. Wanting part-time experience in my field
105. Doubting college prepares me for working
106. College too indifferent to student needs
107. Dull classes
108. Too many poor teachers
109. Teachers lacking grasp of subject matter
110. Teachers lacking personality

Third Step: Answer the following four questions.

QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?
.....Yes.No. If any additional items or explanations are desired, please indicate them here.

2. How would you summarize your chief problems in your own words? Write a brief summary.

221. Frequent headaches
 222. Menstrual or female disorders
 223. Sometimes feeling faint or dizzy
 224. Trouble with digestion or elimination
 225. Glandular disorders (thyroid, lymph, etc.)
226. Not getting satisfactory diet
 227. Tiring of the same meals all the time
 228. Too little money for recreation
 229. No steady income
 230. Unsure of my future financial support
231. Lacking skill in sports and games
 232. Too little chance to enjoy nature
 233. Too little chance to pursue a hobby
 234. Too little chance to read what I like
 235. Wanting more worthwhile discussions with people
236. Disliking someone
 237. Being disliked by someone
 238. Feeling that no one understands me
 239. Having no one to tell my troubles to
 240. Finding it hard to talk about my troubles
241. Afraid of making mistakes
 242. Can't make up my mind about things
 243. Lacking self-confidence
 244. Can't forget an unpleasant experience
 245. Feeling life has given me a "raw deal"
246. Disappointment in a love affair
 247. Girl friend
 248. Boy friend
 249. Breaking up a love affair
 250. Wondering if I'll ever get married
251. Not telling parents everything
 252. Being treated like a child at home
 253. Being an only child
 254. Parents making too many decisions for me
 255. Wanting more freedom at home
256. Sometimes lying without meaning to
 257. Pretending to be something I'm not
 258. Having a certain bad habit
 259. Unable to break a bad habit
 260. Getting into serious trouble
261. Worrying about examinations
 262. Slow with theories and abstractions
 263. Weak in logical reasoning
 264. Not smart enough in scholastic ways
 265. Fearing failure in college
266. Deciding whether to leave college for a job
 267. Doubting I can get a job in my chosen vocation
 268. Wanting advice on next steps after college
 269. Choosing course to take next term
 270. Choosing best courses to prepare for a job
271. Some courses poorly organized
 272. Courses too unrelated to each other
 273. Too many rules and regulations
 274. Unable to take courses I want
 275. Forced to take courses I don't like
276. Having considerable trouble with my teeth
 277. Trouble with my hearing
 278. Trouble with my feet
 279. Bothered by a physical handicap
 280. Needing medical advice
281. Needing a job during vacations
 282. Working for all my expenses
 283. Doing more outside work than is good for me
 284. Getting low wages
 285. Dissatisfied with my present job
286. Too little chance to do what I want to do
 287. Too little social life
 288. Too much social life
 289. Nothing interesting to do in vacations
 290. Wanting very much to travel
291. Too self-centered
 292. Hurting other people's feelings
 293. Avoiding someone I don't like
 294. Too easily led by other people
 295. Lacking leadership ability
296. Too many personal problems
 297. Too easily moved to tears
 298. Bothered by bad dreams
 299. Sometimes bothered by thoughts of insanity
 300. Thoughts of suicide
301. Thinking too much about sex matters
 302. Too easily aroused sexually
 303. Having to wait too long to get married
 304. Needing advice about marriage
 305. Wondering if my marriage will succeed
306. Wanting love and affection
 307. Getting home too seldom
 308. Living at home, or too close to home
 309. Relatives interfering with family affairs
 310. Wishing I had a different family background
311. Sometimes not being as honest as I should be
 312. Having a troubled or guilty conscience
 313. Can't forget some mistakes I've made
 314. Giving in to temptations
 315. Lacking self-control
316. Not having a well-planned college program
 317. Not really interested in books
 318. Poor memory
 319. Slow in mathematics
 320. Needing a vacation from school
321. Afraid of unemployment after graduation
 322. Not knowing how to look for a job
 323. Lacking necessary experience for a job
 324. Not reaching the goal I've set for myself
 325. Wanting to quit college
326. Grades unfair as measures of ability
 327. Unfair tests
 328. Campus activities poorly co-ordinated
 329. Campus lacking in school spirit
 330. Campus lacking in recreational facilities

TOTAL. . .

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| | MR |
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| | ACW |
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| | FVE |
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| | CTP |
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111. Poor posture
112. Poor complexion or skin trouble
113. Too short
114. Too tall
115. Not very attractive physically
116. Needing money for better health care
117. Needing to watch every penny I spend
118. Family worried about finances
119. Disliking financial dependence on others
120. Financially unable to get married
121. Awkward in meeting people
122. Awkward in making a date
123. Slow in getting acquainted with people
124. In too few student activities
125. Boring weekends
126. Feelings too easily hurt
127. Being talked about
128. Being watched by other people
129. Worrying how I impress people
130. Feeling inferior
131. Unhappy too much of the time
132. Having memories of an unhappy childhood
133. Daydreaming
134. Forgetting things
135. Having a certain nervous habit
136. Being in love
137. Deciding whether I'm in love
138. Deciding whether to become engaged
139. Wondering if I really know my prospective mate
140. Being in love with someone I can't marry
141. Friends not welcomed at home
142. Home life unhappy
143. Family quarrels
144. Not getting along with a member of my family
145. Irritated by habits of a member of my family
146. Parents old-fashioned in their ideas
147. Missing spiritual elements in college life
148. Troubled by lack of religion in others
149. Affected by racial or religious prejudice
150. In love with someone of a different race or religion
151. Not spending enough time in study
152. Having too many outside interests
153. Trouble organizing term papers
154. Trouble in outlining or note-taking
155. Trouble with oral reports
156. Wondering if I'll be successful in life
157. Needing to plan ahead for the future
158. Not knowing what I really want
159. Trying to combine marriage and a career
160. Concerned about military service
161. Not having a good college adviser
162. Not getting individual help from teachers
163. Not enough chances to talk to teachers
164. Teachers lacking interest in students
165. Teachers not considerate of students' feelings
166. Frequent sore throat
167. Frequent colds
168. Nose or sinus trouble
169. Speech handicap (stuttering, etc.)
170. Weak eyes
171. Working late at night on a job
172. Living in an inconvenient location
173. Transportation or commuting difficulty
174. Lacking privacy in living quarters
175. Having no place to entertain friends
176. Wanting to learn how to dance
177. Wanting to learn how to entertain
178. Wanting to improve my appearance
179. Wanting to improve my manners or etiquette
180. Trouble in keeping a conversation going
181. Being too envious or jealous
182. Being stubborn or obstinate
183. Getting into arguments
184. Speaking or acting without thinking
185. Sometimes acting childish or immature
186. Losing my temper
187. Being careless
188. Being lazy
189. Tending to exaggerate too much
190. Not taking things seriously enough
191. Embarrassed by talk about sex
192. Disturbed by ideas of sexual acts
193. Needing information about sex matters
194. Sexual needs unsatisfied
195. Wondering how far to go with the opposite sex
196. Unable to discuss certain problems at home
197. Clash of opinion between me and parents
198. Talking back to my parents
199. Parents expecting too much of me
200. Carrying heavy home responsibilities
201. Wanting more chances for religious worship
202. Wanting to understand more about the Bible
203. Wanting to feel close to God
204. Confused in some of my religious beliefs
205. Confused on some moral questions
206. Not getting studies done on time
207. Unable to concentrate well
208. Unable to express myself well in words
209. Vocabulary too limited
210. Afraid to speak up in class discussions
211. Wondering whether further education is worthwhile
212. Not knowing where I belong in the world
213. Needing to decide on an occupation
214. Needing information about occupations
215. Needing to know my vocational abilities
216. Classes too large
217. Not enough class discussion
218. Classes run too much like high school
219. Too much work required in some courses
220. Teachers too theoretical

3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing?
.....Yes.No. Could you explain your reaction?

4. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?Yes.No. If so, do you know the particular person(s) with whom you would like to have these talks?Yes.No.

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APPROVAL SHEET

The thesis submitted by Walter F. Block has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

July 17, 1945
Date

John A. Hollington, Ch. D.
Signature of Adviser