ACADEMIC FAILURE, REINSTATEMENT, AND FOLLOW-UP

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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The Ohio State University

1959

Approved by

[Signature]
Adviser
Department of Education
"It is, unfortunately, only too clear that if the individual is not truly regenerated in spirit, society cannot be either, for society is the sum total of individuals in need of redemption."

Carl Gustav Jung
ACKNOWLEDGMENTS

I should like to express my sincere appreciation to my adviser, Dr. Herman J. Peters, whose unyielding devotion to the field of guidance served as an inspiration for this candidate as he worked toward the completion of the requirements for the advanced degree in guidance. I feel fortunate in having an adviser who provided both assistance and freedom according to my needs.

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My heartfelt thanks go to my wife who gave assistance and encouragement at every step of the way. To my children, too, additional thanks, for they unknowingly and uncomplainingly have given of themselves during the course of this study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>4</td>
</tr>
<tr>
<td>The Problem</td>
<td>4</td>
</tr>
<tr>
<td>Importance of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>9</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>10</td>
</tr>
<tr>
<td>Background of the Study</td>
<td>11</td>
</tr>
<tr>
<td>Organisation of Remainder of Dissertation</td>
<td>12</td>
</tr>
<tr>
<td><strong>II. REVIEW OF THE LITERATURE</strong></td>
<td>13</td>
</tr>
<tr>
<td>Studies Dealing with Success in College</td>
<td>13</td>
</tr>
<tr>
<td>MMPI Studies Related to the Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>Studies Related to the Stern Activities Index</td>
<td>19</td>
</tr>
<tr>
<td><strong>III. METHODOLOGY</strong></td>
<td>21</td>
</tr>
<tr>
<td>The Sample</td>
<td>21</td>
</tr>
<tr>
<td>Background and Setting</td>
<td>21</td>
</tr>
<tr>
<td>Initial Steps</td>
<td>25</td>
</tr>
<tr>
<td>Processing the Data</td>
<td>26</td>
</tr>
<tr>
<td>The Instruments</td>
<td>28</td>
</tr>
<tr>
<td><strong>IV. PRESENTATION OF THE DATA</strong></td>
<td>38</td>
</tr>
<tr>
<td>Population of the Study</td>
<td>38</td>
</tr>
<tr>
<td>Readmission Procedures</td>
<td>40</td>
</tr>
<tr>
<td>Academic Situation of the Population</td>
<td>43</td>
</tr>
<tr>
<td>Reasons for Seeking College Education</td>
<td>45</td>
</tr>
<tr>
<td>Reasons for Original Dismissal</td>
<td>47</td>
</tr>
<tr>
<td>High School Background</td>
<td>48</td>
</tr>
<tr>
<td>Family Data</td>
<td>51</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Minnesota Multiphasic Personality Inventory</td>
<td>55</td>
</tr>
<tr>
<td>Stern Activities Index</td>
<td>58</td>
</tr>
<tr>
<td>Strong Vocational Interest Blank</td>
<td>59</td>
</tr>
<tr>
<td>Success of Reinstated Students</td>
<td>60</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>64</td>
</tr>
<tr>
<td>V. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>71</td>
</tr>
<tr>
<td>Summary of the Dissertation</td>
<td>71</td>
</tr>
<tr>
<td>Conclusions</td>
<td>77</td>
</tr>
<tr>
<td>Recommendations for Further Research</td>
<td>78</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>81</td>
</tr>
<tr>
<td>Group I Case Summaries</td>
<td>83</td>
</tr>
<tr>
<td>Group II Case Summaries</td>
<td>141</td>
</tr>
<tr>
<td>Group III Case Summaries</td>
<td>167</td>
</tr>
<tr>
<td>Forms Used to Collect the Data</td>
<td>256</td>
</tr>
<tr>
<td>Samples of MMPI and Stern Index Profiles</td>
<td>284</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>285</td>
</tr>
<tr>
<td>AUTOBIOGRAPHY</td>
<td>288</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Dismissals for the Year, 1957-58</td>
<td>2</td>
</tr>
<tr>
<td>2. Movement of Students from College to College</td>
<td>39</td>
</tr>
<tr>
<td>3. OSPE Classification and Survival Data</td>
<td>43</td>
</tr>
<tr>
<td>4. Remedial Mathematics and English Placement</td>
<td>44</td>
</tr>
<tr>
<td>5. Reasons for Desiring College Education</td>
<td>46</td>
</tr>
<tr>
<td>6. Reasons for Original Failure</td>
<td>47</td>
</tr>
<tr>
<td>7. Size of High School Attended</td>
<td>49</td>
</tr>
<tr>
<td>8. Rank in High School Graduating Class</td>
<td>49</td>
</tr>
<tr>
<td>9. Participation in Extra-Curricular Activities</td>
<td>50</td>
</tr>
<tr>
<td>10. Formal Education of Parents</td>
<td>52</td>
</tr>
<tr>
<td>11. Occupation of Male Parent</td>
<td>53</td>
</tr>
<tr>
<td>12. MMPI Scores</td>
<td>56</td>
</tr>
<tr>
<td>13. Relation of Beginning CPFR to Survival</td>
<td>61</td>
</tr>
<tr>
<td>14. Mean CPFR and Mean GPA</td>
<td>63</td>
</tr>
<tr>
<td>15. Five Students Who Made Best Scholastic Recovery</td>
<td>64</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Any system or organisation that is designed to operate efficiently will, by its very nature, tend to grow, and in growing create finer and finer discriminations in its standards of performance. A university is no exception to this immutable law of growth, or progress. While argumentatively, there seems to be little against producing a better product, whether it be a commodity or, in the case of a university, an individual, one by-product of such a process should give us pause; that is, the effect or impact of raised standards on those individuals within the particular system at the time of the event. No particular problem exists for goods that do not meet factory specifications, but when the goods are human beings the matter of rejection by a system takes on a completely different connotation. This means that universities (large systems), as enrollments increase (bountiful supply of raw material), will tend to expand in order to make use of the opportunity to become bigger and more effective systems. In so doing, the nature of organisational growth will raise university standards and contiguously increase the number of individuals unable to meet the specifications of performance established by the system.
Granted that many individuals totally unprepared and totally unfitted for college work do enter some universities each year and inevitably become academic failures or "rejects," there are large numbers of students who are rejected by the universities who are potentially productive individuals. That is to say that mental tests administered to them demonstrated a potential for doing college work. Yet, they were unable to perform at a satisfactory level academically, which left the university but one alternative; that being to dismiss them for academic reasons.

During the academic year of 1957-1958, for example, over 2100 students were dismissed from The Ohio State University because of academic deficiencies. Table I presents the breakdown by quarter of the academic dismissals which occurred during the academic year of 1957-1958.¹

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<thead>
<tr>
<th>Table I</th>
</tr>
</thead>
</table>

| ACADEMIC DISMISSEALS FOR ACADEMIC YEAR, 1957-1958 |

<table>
<thead>
<tr>
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<th>Regular</th>
<th>Twilight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>767</td>
<td>123</td>
</tr>
<tr>
<td>Winter</td>
<td>461</td>
<td>67</td>
</tr>
<tr>
<td>Spring</td>
<td>910</td>
<td>71</td>
</tr>
<tr>
<td>Totals</td>
<td>2138</td>
<td>261</td>
</tr>
</tbody>
</table>

¹By permission of the Office of the Registrar, The Ohio State University.
People who deal with the dismissed student (Executive Committees of College Offices, Counselors in College Offices, Counselors in Counseling Centers, and the Offices of the Dean of Men and Women) have long been more or less aware of a phenomenon associated with the process of dismissing (rejecting) students from the college community because of failure to meet grade-point requirements. This phenomenon is perceived in the behavior of the student who fails because of socio-personal discontinuities rather than through the lack of ability to do college level work. Little is known about the behavioral dynamics of such students. However, it is known that certain numbers of those students who are dismissed from college because of grades seem to undergo changes in their basic behavior which enables them to restrive successfully in their educational careers. There is additional evidence that of those students who attempt to restrive after having been dismissed, only a small portion seem to make the necessary behavioral changes, while the larger number of such individuals are unable to successfully re-establish themselves as students in the university.

Placed in the larger context of the encircling system of the society – democracy – a kind of torque is created. On one hand, the freedom of choice and by inference, the freedom to fail are fundamental premises of the democratic philosophy; however, on the other hand, an industrialised and technologically oriented culture cannot tolerate failure, nor can it afford to
lose potentially productive replacements for its man-power hungry organizations. Thus, it would seem that the university is now in a position where it must, as its torque-ratio increases, make proportionate adjustments throughout its total system to provide for changes brought about by the increase in power and scope inherent in increasing any gear-ratio. One such adjustment would require an exploration of those "parts" no longer judged usable for possible salvage with certain alterations. Stated another way: when potentially productive individuals are dismissed from various universities, return and are dismissed again, despite possession of measured potential for achievement at the college level, a closer look at such a phenomenon is imperative.

**Purpose of the Study**

The purpose of this dissertation was to study the behavior of certain students who had been reinstated in The Ohio State University after having been previously dismissed because of academic failure.

**The Problem**

This study originated in the writer's interest arising out of serving as a counselor at the university Counseling and Testing Center where dismissed students seeking readmission to the university were required to take a battery of psychological tests. This interest was heightened further by the
writer performing the function of evaluating the battery of psychological tests which all students seeking readmission to the university must take at the University Counseling and Testing Center as one requirement of their petitions.

The tragic vision engendered by the situation in which dismissed students find themselves as they seek to re-enter the university, along with the difficulty of formulating realistic and valid conclusions as to whether or not they should be re-admitted to the university from a depersonalised evaluation of a battery of psychological tests aroused considerable curiosity in the writer as to why clear-cut solutions or avenues for action were not easily made or found.

Therefore, it was proposed to study available socio-psychological and academic data of those reinstated students who were enrolled for the Winter Quarter of 1959 through Spring Quarter of 1959 at The Ohio State University.

More specifically the questions of this study are:

1. What constitutes the population of this study?
   a. Who are the dismissed students?
   b. Where do these students come from?
   c. What happens to these students at the University Counseling and Testing Center?
   d. When do these students find out whether or not they were rejected or accepted?

2. What was the situation of the population of the study at the time of their dismissal?
   a. What was the academic standing of these students?
b. What was the general ability level of these students upon enrolling in college for the first time?

c. What academic deficiencies were discernible in these students at the time of their initial enrollment?

3. What do the autobiographical data on these students reveal about their socio-psychological situation?

a. What do these students say were the reasons for their initial enrollment in college?

b. What do these students say were the reasons for their previous unsuccessful attempt at college work?

c. What were the high school ranks, sizes of high schools, and size of high school graduating classes of these students?

d. What was the participation level of these students in extracurricular activities during their high school careers?

e. What was the educational level of the parents of these students?

f. What were the occupations of the fathers' of these students?

4. What do the psychological data reveal about these students?

a. What do the Minnesota Multiphasic Personality Inventory Profiles reveal about these students?

b. What do the Stern Activities Index profiles reveal about these students?

c. What do the Strong Vocational Interest Blank profiles reveal about these students?

5. To which colleges of the university did these students go after reinstatement?
6. After reinstatement, how many of these students maintained their university status?

7. Are there any discernible student patterns, clues, or syndromes based on the socio-psychological and academic data, as used in this study, that indicate success or failure for these students?

**Importance of the Problem**

One of the tasks of an university is to prevent unnecessary failure. Various ways of accomplishing this task have been tried with various degrees of success. The assumption of such an obligation by an university usually entails the establishment of a graded system of probation wherein the offending student is warned, advised, counseled, and if improvement does not occur after a period of time, dismissed from the institution. The machinery involved in such a procedure invariably produces a system of student personnel services of which an aspect would be a university counseling center. In such a case, the counseling center generally serves as a referral agency for the various college offices and other student personnel services on the campus. This usually means that the dismissed student is referred to the counseling center for counseling and evaluation if he desires readmission to the university. In a large university, such as The Ohio State University, providing advisement counseling, and evaluation for dismissed students seeking readmission is a time consuming and expensive undertaking. Therefore, it was important
to study a group of students who had been reinstated to The Ohio State University under a new system of handling readmissions at this institution. It was also important to initiate this study as a broad preliminary investigation of the behavior of reinstated students as reflected in the results of a battery of psychological tests and their subsequent performance after reinstatement.

Philosophically, this study is important because it deals with human beings in trouble, under tension, anxious, confused, unhappy, afraid, ill, misguided, ad infinitum, in an attempt to discover more knowledge as to the nature of man, the nature of change, and ultimately bring about a situation less threatening to the "dignity of man."

Psychologically, this study is important because it deals with individuals and how they characteristically respond to various stimuli and events in their environmental transactions in regard to a particular problem; what mechanisms are important in effectively carrying out such transactions; and the effect of constricting modes of response in the individual on his ability to operate effectively in his environment.

Educationally, this study is important because of its possible implications for the public schools. That is, in providing knowledge about academic failure at the college level, insights may become available which could enable the public schools to provide experiences for their populations which would lessen the incidence of failure at the college level.
For the university, this study is important because of some of the advantages of this type of readmission procedure might be in-

A. supplying the college offices more complete and usable information than that generally at their disposal.

B. providing the beginnings of a body of knowledge concerning the behavior of dismissed students, which under continued research may well serve to lessen the incidence of academic failure by providing more effective means of handling this problem, as well as a more effective understanding of the impact of failure on the individual in our culture.

This study should have heuristic value in that it is a preliminary investigation of a source of information about reinstated students that has only recently become available for research purposes on this campus.

**Limitations of the Study**

One limitation of this study was the lack of previous research studies that dealt with data of this nature. That is, the design of this study was not replicated in the literature. Too, the study dealt with behavioral dynamics and personality, which mean drawing inferences and testing hypotheses against theoretical constructs which have yet to be substantiated in fact. Finally, the absence of a control group, and the absence of controls over intervening variables, such as: pressure from
college offices, personal contact with the subjects, direct observation of the subjects during reinstatement, might be considered a limitation of this study. However, the basic premise of the test procedure was that adequate evaluation could be accomplished in this manner without controlling exterior factors, which would seem to be more of an advantage than a limitation.

**Definition of Terms**

For the purposes of this study the following terms are defined at this time:

A. Out-Under-Rules (O.U.R.): a designation for students who have been dismissed from the university because of academic deficiency.

B. Reinstated Student (Candidate, Subject): a term connoting that the student had completed all the requirements for his petition and that his college office had accepted him back into the role of a student.

C. O.U.R. Test Battery: each dismissed student who desired reinstatement to The Ohio State University for Autumn Quarter of 1958, and thereafter, was required to take a series of tests at the University Counseling and Testing Center. The battery consisted of a general ability test, an interest inventory, two personality inventories, and an autobiographical
questionnaire. Each of these instruments will be described in
the chapter dealing with procedures of the study.

D. Successful Student: for purposes of this study
this term will be defined as Group 3, that is, those students
who are still in attendance at this university two quarters
after reinstatement.

E. Unsuccessful Student: will be defined as Group 1 and
Group 2, that is, those students who were not in attendance at
this university after one quarter's reinstatement, or after two
quarter's reinstatement.

I. BACKGROUND OF THE STUDY

It became possible to initiate this research when the
University Counseling and Testing Center of The Ohio State
University in cooperation with the five colleges of the university
established a test battery which all students seeking readmission
to the university were required to complete as one requirement of
their petition for readmission. This procedure was placed in
operation during the summer of 1958. As a result of this procedure,
a considerable amount of data could be collected on students seeking
readmission to the university.

In the process of participating in the development of this
method of handling dismissed students desiring reinstatement to
the university, and through the day-by-day contact with the procedure
as it evolved through its developmental stages, as a staff counselor,
the researcher developed an identification with the problem that served as a stimulus for undertaking the study described earlier in this dissertation.

The rationale for the selection of the psychological instruments included in the test battery, as well as the broad developmental history of the dismissal procedures and policies of the university in dealing with academic failure will be presented in Chapter III.

II. ORGANIZATION OF THE REMAINDER OF THE DISSERTATION

In Chapter II, the relevant literature has been reviewed and evaluated. Chapter III contains an explication of the procedures used in the study. Chapter IV presents the findings of the study. In Chapter V, the thesis is reviewed and the major conclusions and recommendations for further study presented.
CHAPTER II

REVIEW OF THE LITERATURE

In this chapter attention has been given to a search of literature which was judged to be related to the problem under consideration in this study. The literature was reviewed in terms of (1) studies related to success in college, (2) MMPI studies related to the dissertation and (3) the Stern Activities Index.

I. STUDIES DEALING WITH SUCCESS IN COLLEGE

Harris\(^1\) reviewed the literature on factors affecting college success. His reaction to the research that had been done on the prediction of grades, success, persistence and achievement was that the same kind of study seemed to have occurred time and time again without any attempt on the part of the researchers to avoid duplication of one another's work. He summed-up his thinking about factors affecting college success with these words:

"The essential factors in student achievement are:

1. ability (or intelligence, or scholastic aptitude...)
2. effort (or drive, or degree of motivation...)

3. circumstances (personal, social, economical, academic...)

Hoyt and Norman\(^2\) studied adjustment and academic predictability (Harris's Ability and Circumstances criteria) using the OSPE and the MMPI. They found that the Ohio State Psychological Examination predicts grades more accurately for freshmen men with "normal" MMPI Profiles than for those with very deviant profiles. They also noted no differences discernible in the percentage of under and overachievers who score high or low on any MMPI score. They suggested further research on the dynamics of under and over-achievement.

Munger\(^3\) studied the persistence of college students who ranked in either the upper or the lower third of their high school graduating classes in terms of the grades received in the first semester in college and the scores received on the OSPE. He found that no significant relationship between the persistence of his subjects in college and the means of scores on the OSPE for either

\(^1\)Ibid. p. 151


upper or lower third students. In an earlier study, which dealt
with the persistence of students who graduated from the lower
third of their high school classes, he found no significant
relationship between persistence in college of lower third students
and the means of scores on the CSPE, Nelson-Denny Reading Test,
Bell's Adjustment Inventory and Wrenn's Study Habits Inventory.
Munger noted that 9 per cent of the 891 students considered, who
had graduated from the lower third of their high school classes,
were able to graduate.¹

Hartson and Sprow² examined the relationship between
intelligence quotients obtained in high school in terms of
predicting academic success in college. Their results showed
that 80 per cent of the freshmen in their study who became
seniors had an "IQ" above 126, and 64 per cent of those who had
an "IQ" of below 116 also became seniors.

The use of previous records in estimating college success
was studied by Smith.³ He noted that there was a tendency in

¹Paul F. Munger, "Factors Related to Persistence in
College of Students Who Ranked in the Lower Third of Their High

²Hartson, and A. J. Sprow, "The Value of Intelligence
Quotients Obtained in Secondary Schools for Predicting College

³F. F. Smith, "The Use of Previous Records in Estimating
College Success," *Journal of Educational Psychology*, 1945, pp. 167-
176.
the majority of his cases for the record to lose prognostic
value after a year or two. He also concluded, as his countless
others, that the best single indicator of scholastic success in
any given semester is the previous semester record.

Jones\(^1\) offered a series of unsubstantiated generalisations
as to why students fail in college. He noted that less than 20
per cent of the academic failures do not have the ability to succeed
but presented no evidence as to the defensibility of his statement.

Munger\(^2\) in a short article reviewed his previous studies
(cited earlier) and raised the question as to whether we can
really predict who will graduate from college. His general
conclusion was that the present means of getting at the problem
are inadequate and unproductive. He suggested a new approach,
which would use the length of stay in college as the criterion of
success against which prediction of further success could be made.

Shaw and Grubb\(^3\) studied hostility in able high school
achievers and underachievers. They found "hostility is a more
pronounced characteristic of bright male underachievers than of

\(^1\)Edward S. Jones "Why Students Fail in College," Association


\(^2\)Paul F. Munger "Can We Really Predict Who Will Graduate

from College?" College and University, 1957, pp. 218-221

\(^3\)Merville C. Shaw and James Grubb "Hostility and Able

High School Underachievers," Journal of Counseling Psychology,

1958, pp. 263-266.
bright male achievers. They concluded that it would seem reasonable to infer that a basically hostile person would not react favorably to demands for better performance or to higher standards of work...as has been suggested in some quarters.

In the one study found in the literature, which dealt with academic failures and reinstatement, Giesecke and Hancock,\(^1\) reported a program at the Galesburg Undergraduate Division of the University of Illinois, which was designed for the rehabilitation of academic failures. They found that slightly more than fifty per cent of the reinstated students succeeded in their first semester back to school; and that about one-half of those failed to perform satisfactorily their second semester back in school. They offered the following conclusions:

"...Conclusion: every case was complicated by emotional factors—often causative—which made rehabilitation difficult and that it is unrealistic to expect every student to overcome in the first term following re-admission those factors which caused his failure."

The authors raised the following question concerning the practice of denying reinstatement to all students alike over a specified period of time....such a practice is open to serious question and tends to deny what is commonly known about human growth and development.

\(^1\)G. F. Giesecke and J. W. Hancock "Rehabilitation of Academic Failures," *College and University*, 1950, pp. 72-78
II. MMPI STUDIES RELATED TO THE DISSERTATION

Welsh and Dahlstrom edited a book of readings, which contains sixty-six articles dealing with the major research and clinical developments in the use of the MMPI during the last fifteen years. In addition to the articles and papers presented in their book, the editors have included a bibliography of 689 additional references, which they judged to have more than a casual reference to the MMPI.¹

Meahl and Hathaway,² in an article first published in 1937 in the Journal of Applied Psychology, and which is included in Welsh and Dahlstrom's book of readings, presented the K-factor as a suppressor variable in the MMPI. They concluded that the conscious or unconscious tendency of individuals to present a picture of themselves in taking a personality test has a considerable influence upon their scores. Meahl and Hathaway also hypothesized that the K-factor is not related to intelligence or to chronological age, but apparently to socio-economic status.


Cottle and Powell\(^1\) checked on the possibility of faking on the MMPI. They reported the results when answers to the MMPI (Booklet Form) were secured by means of throwing dice, and by means of selecting answers in terms of a table of random numbers. Their findings indicated that (1) random answers will rarely produce a profile that is within normal range and (2) that all true or all false answers will not produce a normal profile. The conclusions in terms of their findings suggested that it is highly improbable that in order to secure scores on the MMPI resenting satisfactory adjustment, there must be the censoring effect of a personality.

III. STUDIES RELATED TO THE STERN ACTIVITIES INDEX

Stern, Stein and Bloom\(^2\), in a book that Shoben described as "something new on the psychological horizons," reported their research on models of personality assessment. The Stern Activities Index arose out of the research cited in their book. The constructs of S, R, and N were presented as "personality" models. These models were named or labeled more specifically as Steropath, Rational, and Non-steropath, each model depicting a "syndrome" of behavior as


revealed in their research. As yet, there is little in the literature concerning this instrument. The studies that have been done with it are reported in the bibliography that accompanies the Manual for the Stern Activities Index cited earlier in the thesis. The index is still in the process of refinement, and as it stands today, the interpretation of this instrument is more or less dependent upon the intuitive judgment of the counselor.

One general conclusion which may be drawn from the review of the literature in this chapter was that prediction for the individual remains an unsolved, and challenging problem for the behavioral scientist.
CHAPTER III

METHODOLOGY

The methods used in this study will be described in this chapter. The description of the sample will be followed by an explication of the instruments used in the study. Finally, the procedures used in the research will be presented.

I. THE SAMPLE

The subjects studied were seventy-six undergraduate students, who had been officially reinstated in The Ohio State University, Winter Quarter, 1959. This number (76) represented thirty-six per cent of those students (212) who completed the O.U.R. Test Battery at the University Counseling and Testing Center as a partial requirement of their petition for readmission to the university, and for whom evaluation reports were forwarded from the University Counseling and Testing Center to the respective college offices that had requested the evaluation reports.

Background and Setting

Over the years, college offices had asked the University Counseling and Testing Center (formerly Occupational Opportunities Service) to evaluate certain students who were petitioning for re-admission to the university. As enrollments increased and point-
hour requirements became more rigorous, the numbers of dismissed students referred by college offices to the Counseling Center increased to such an extent that it became imperative for the agency to establish some kind of system for handling this problem.

In February of 1957 the Counseling Center presented a proposition to the Junior Council in which an attempt was made to distinguish between counseling and evaluation. The Council passed the resolution and letters were distributed to the various college offices to that effect. This meant that counselors in the Center would play a dual role with each dismissed student referred to them for evaluation. One role was designed to help them with their personal problems; and the other was designed to objectively evaluate them for the referring college office. This created a Dr. Jekyll and Mr. Hyde kind of feeling in the counselor and by its very nature added to the confused perceptions of the student as he attempted to move through this process. After several quarters this system was abandoned in favor of one which placed the evaluation of the student with one counselor, and the counseling of that student (if so desired) with a different counselor.

This procedure seemed to relieve some of the ambiguity of the previous method of handling reinstatement cases. However, after a period of several months it became apparent to the Counseling Center staff that in spite of eliminating the duality of role function, the handling of OUR's was still unsatisfactory. Too much of the counselor's time and energy was being consumed in dealing
with these dismissed students, and the resulting frustration and
discontent appeared as a danger to the other functions the
counselor performed. Therefore, the staff met and formulated the
following proposal:

A. Beginning in the Autumn Quarter, 1956, all dismissed
   students seeking readmission to this university will be given:
   1. An Autobiographical Questionnaire
   2. The Minnesota Multiphasic Personality Inventory
   3. The Strong Vocational Interest Blank
   4. The School College Ability Test
   5. (The Stern Activities Index was added later)

B. The counselor to whom the case is assigned will review
   the test results and take one of the following courses of action:
   1. Transmit to the referring agency (College Office)
      a routine statement of his judgment based on
      the results of the test battery and autobiographical data. A Psychological Report form
      will be developed for this purpose.
   2. Cause the dismissed student to schedule a fifteen
      minute interview for the purpose of answering the
      following questions:
      a. Is this a case with emotional problems
         that require medical attention?
      b. Is this student exceedingly confused about
         his goal orientation?
   3. Cause the dismissed student to schedule an hour
      long interview in order to enable the counselor to
      answer specific questions which he might have about
      the nature of the case.

This proposal was passed by the staff and later presented
to the Junior Council, which approved it.
The details of the OUR Test Battery were worked out and this procedure was put into operation Autumn Quarter, 1958, at The Counseling Center. This meant that all dismissed students who petitioned for reinstatement for Winter Quarter, 1959, would be given the test battery, and that evaluation reports would be forwarded to the referring agencies.

The data were placed in a special folder labeled OUR, and housed in a separate filing case. Each folder received a number for accounting purposes, which served to identify it, as well as separate these data from any past information gathered during a former contact with a counselor at the Counseling Center.

Two hundred and twelve OUR Test Batteries were processed for Winter Quarter petitionees, and a similar number of evaluation reports were forwarded to the referring college offices.

The evaluation reports were completed by the members of the counseling staff, after the tests were scored by the psychometrists in the Center's testing room.

Each Psychological Report form forwarded to the College Offices included a tear-out sheet for the reporting of the executive committee action on the petition to be mailed back to the Counseling Center by the College Office in question. This report was placed in the candidate's folder when it was received from the reporting college office.
Initial Steps of this Study

The O.U.R. files containing the folders of those students who had petitioned for Winter Quarter, 1959, were moved into the researcher's office at the Counseling Center in order to protect, as well as facilitate the handling of the data. A list was prepared of the folders present and checked against the expected total of 212 completed test batteries. The several found missing were uncovered and entered into the file and master list.

A search of the folders revealed a considerable number to be missing the committee action report from the college offices. A routine check throughout the Center recovered several unfiled forms, and phone calls to the college offices brought in additional reports. Approximately three weeks of the Winter Quarter had elapsed before a reasonably accurate picture of the reinstatement situation was possible. Table III shows the final enrollment of the dismissed students, and the action of the college offices.

A form was then prepared designed to serve as a master check-list for the sample (Appendixes p. ). This would permit a breakdown of the sample according to the college in which the population were enrolled. It provided for (1) name of college, (2) name of subject, (3) cumulative point-hour at time of reinstatement, (4) cumulative point-hour at the end of Winter Quarter, 1959, (5) point-hour for Winter Quarter, (6) status at end of Winter Quarter, (7) cumulative point-hour at the end of Spring Quarter, 1959, and (8) status at end of Spring Quarter, 1959.
These data were collected at the end of Winter Quarter of 1959 and at the conclusion of Spring Quarter, 1959. The college offices were visited and the Master Check-List completed with the aid of the college office records.

A flow-chart was prepared as a means of conceptualizing the nature and scope of the study as well as recording the sequential events comprising the critical points in the movement of the reinstated students through two quarters of college work. Figure 1 presents these data.

**Processing the Data**

A two-page Data Summary Sheet was developed in order to summarize the pertinent information contained in the O.U.R. (Out-Under-Rules) folders of each reinstated student in this study (Appendixes p. ). Each set of data was studied and condensed on to these forms. These data are on file at the University Counseling and Testing Center for purposes of whatever follow-up studies may be forthcoming on the population of this study.

A Case Summary was prepared from the Data Summary Sheets for each student in the study. These summaries are included in the Appendixes.

At the conclusion of Spring Quarter of 1959, the population of the study had separated itself into three groups as defined earlier in the dissertation. These groups were now redefined in terms of members appearing in each designation. That is, Group 1, who were
dismissed at the end of Winter Quarter, was composed of twenty-four previously reinstated students; Group 2, who were dismissed at the end of Spring Quarter, was composed of nine previously reinstated students; and Group 3, who were still in attendance at the end of Spring Quarter, was composed of thirty-six previously reinstated students.

The formation of the population into unsuccessful and successful reinstated students permitted the data to be studied in terms of searching for differences that might be found to exist between the two types of students in the study, that is, differences between unsuccessful and successful reinstated students.

Chi Square was used to examine those differences between unsuccessful and successful students that seemed to occur more often than one would expect from chance.

The Case Summaries were used to investigate the backgrounds of each reinstated student in terms of discovering possible differences that might be found to exist between the unsuccessful and successful reinstated students in this study.

The findings of the above procedures will be presented in Chapter IV.

The Instruments

The psychological instruments used in the O.U.R. Test Battery are described as follows:

A. The School and College Ability Test (SCAT),¹ is a device

¹School and College Ability Tests, Cooperative Test Division, Educational Testing Service.
for estimating the candidate's ability to perform academic work at the college freshmen level. It measures two kinds of ability, both of which are thought to be important in present-day college work, namely verbal ability, and numerical ability. The candidate's performance on this test is compared to a large group of freshmen representing colleges from all over the country. The test was included in the current battery to augment the prediction of academic success gained from the Ohio State Psychological Examination, taken during the candidate's original enrollment. The test is also useful in furnishing additional information for the prediction of success in special curricula which may be for one reason or another, atypical of the usual college program.

B. The Minnesota Multiphasic Personality Inventory,\(^1\) which hereafter will be referred to as the MMPI in this study, is an instrument that consists of 566 items which were chosen on the basis of their ability to differentiate between groups of clinically "normal" individuals and groups composed of persons suffering from diagnosed psychiatric disturbances. It is administered in booklet form, has no time limits, but can be completed by most people in one hour or less. The MMPI was included in the present evaluation battery as a rough

\(^1\)The Minnesota Multiphasic Personality Inventory, Hathaway-McKinley, The Psychological Corporation. (Copyright by the University of Minnesota.)
screening device to assist in the identification of persons whose psychological states might require psychiatric referral for evaluation or therapy.

The nine personality scales used on the MMPI Profiles in this study may be defined broadly as follows:

1. Hypochondriasis (Hs): an unusual amount of concern about matters of health and/or bodily functions.

2. Depression (D): a feeling of inadequacy as a person, which may manifest itself in extreme melancholy, lack of initiative, sullenness, withdrawal, and a general lack of energy. It also may appear as a "smiling depression" wherein the individual covers his inner depressed state with outward manifestations of inner contentment despite available evidence that his situation is tenuous. Finally, a high depression score on the MMPI may reflect a control mechanism that the individual has developed as a means of coping with other impulses and needs which he feels threaten his well-being.

3. Hysteria (Hy): high scores on this scale generally reflect conversion symptoms of one kind or another. That is, the individual may have developed certain compensatory behavior in order to avoid coping with the reality of a more serious problem. An example of this kind of behavior that may occur with students at all levels is illustrated by the individual who becomes deathly ill either before or during an examination.
4. Psychopathic Deviate (Pd): high scores on this scale generally reflect a personality that has little or no capacity for feeling towards others. Such persons are usually intelligent and likeable, but may get into difficulty with society because of their seemingly inability to profit from experience, and to avoid acting out some of their impulses as they occur. College students with high scores on this scale may reveal themselves by excessive cutting of classes, repeated infractions of rules and regulations for no apparent reason, and with no apparent attempt to avoid detection. Too, more serious asocial acts may occur in the course of acting out this kind of personality structure. It is difficult to reorganise the personality so structured, but careful attention to the problem through contact with a therapist or counselor generally enables such individuals to make adjustments in their behavior that enable them to avoid encountering serious difficulty in their lives.

5. Masculine-Femininity (Mf): high scores on this scale are indicative of preferring the activities and interests generally attributable to the opposite sex. Although, this scale may identify personality inversion, it is unwise to use it in that manner, in that there is no conclusive evidence that a high score on this scale reflects anything other than an interest pattern that generally is not attributable to the sex of the person taking the test.
6. Paranoia (Pa): A high score on this scale generally reflects a personality structure that manifests behavior indicative of suspiciousness, and feelings of persecution. Such individuals can become quite vindictive, and often carry "grudges" for real or imagined slights over an unusual period of time. Too, such individuals may develop such an intense feeling of persecution that they become violent and strike back at their real or imagined persecutors often with tragic results. In the case of students, as in this study, paranoid behavior may manifest itself in bitter recriminations against the university and various instructors and situations related to the dismissal of the student. Such students would show an inability to accept the responsibility for their failure and consequently have difficulty in redirecting their energies toward the achievement of realistic goals once reinstated.

7. Psychasthenia (Pt): Generally reflects phobias of one kind or another, such as: excessive washing of the hands, returning to re-check doors, counting cracks in the sidewalk, or avoiding stepping on cracks. Psychasthenia is a kind of compulsive behavior, which may manifest itself in the behavior of students in extremely neat and minute handwriting, printing, ordered note-books, and incessant demands for structuring of assignments by instructors. Maintenance
by instructors. Maintenance of such behavior by students may consume sufficient amounts of energy to interfere with the productivity of the student.

8. Schizophrenia (Sc): generally reflects unusual and bizarre behavior that may manifest itself in the expression of "weird" ideation on the part of students. However, in the case of college students, high scores on the Sc scale may reflect a considerable amount of creativity rather than what might be considered as disturbed behavior.

9. Mania (Ma): high scores on this scale generally reflect excessive ideation. That is, such an individual might appear as a person with tremendous drive, and with a wide variety of ideas. Such a person could, and often does, get into difficulty with his peers in that he tends to not complete any of the many projects which he starts. This inner-compulsion to action may rise and fall in intensity depending upon the stimuli available in the environment. The direction of the mania is the determinant of the seriousness of the characteristic. A certain amount of this characteristic would seem important for college students to possess.

C. The Stern Activities Index\(^1\) is a test which consists of 300 items asking the student to indicate his likes and dislikes

\(^1\)George E. Stern, *Stern Activities Index*, Psychological Research Center, Syracuse University, 1957.
of a number of everyday activities, and ways of dealing with common problems (e.g., I like to plan my work well in advance). From the pattern of likes-dislikes one can infer the subject's characteristic means of response to himself, his work, and his surroundings. The Index was included in this battery primarily for assessment of the student's energy level, goals and motives, and for signs of goal-conflict or inter-personal or intra-personal conflicts which might affect his academic career.

For purposes of this study the following terminology from the Stern Activities Index is defined:

1. Submissive-Restrained: a cluster of variables representing personality needs that are inter-personal and depressed.

2. Assertive-Impulsive: a cluster of variables representing the personality needs that reflect a depersonalisation of the environment for personal gain and self-aggrandisement.

D. The Strong Vocational Interest Blank\(^1\) is an untimed inventory of 400 items. It measures the similarity of the candidate's interests in various commonplace events and activities to representative groups of persons from various fields. The Strong was included in the present battery for eliciting infor-

\(^{1}\)Strong, Edward K., Jr., *Vocational Interest Blank for Men*, Stanford University Press.
nation about the similarity of the candidate's measured interests to those of persons active in the vocational field for which he proposes to train himself. Most college level people complete it within one hour's time.

For purposes of this study the following terminology is defined:

1. A-scores: the SVIB is scored in terms of A, B, and C classifications of degree of interests shown by the person taking the test in various fields represented in the inventory. An A-score or pattern of A-scores indicate that the person taking the inventory has demonstrated a high interest in that particular area and that he ought to pay close attention to the possible meanings for a future career such a score might have for him. A B-score or pattern of B-scores indicate a fair degree of interest in the fields represented by the scores, but do not represent as definite interest as might be inferred from A scores. A C-score or series of C-scores generally reflect a dislike for the particular career reflected by the category in which the score was made. In the case of reinstated students, or perhaps students in general, a series of low scores may be indicative of emotional disturbances that have been displaced or indicative of an intense dislike for the tasks and activities related to the fields represented by the C-scores. In any event, A-scores and C-scores provide the counselor and testee
with helpful clues from which to investigate the interests of the student in terms of his vocational-educational and social-personal objectives.

E. The Autobiographical Questionnaire was especially designed for inclusion in the O.U.R. Test Battery of the University Counseling and Testing Center staff. Its purpose was to collect such data and expressions of attitudes concerning the candidate's general situation, his background, his values and his motives, as might have a bearing upon his academic performance. In general, it is designed to elicit the sort of information as might otherwise be gained through a face-to-face interview with the candidate. The questionnaire contains 120 items, predominantly of the multiple-choice type. It can usually be completed by a college-level person within an hour's time.

For purposes of this study, the autobiographical questionnaire was synthesized into the case summaries of each reinstated student. As previously defined, the case summaries are included in the Appendixes of this thesis.

For purposes of this study, the Ohio State Psychological Examination (OSPE) was used in place of the School and College Ability Test. It is a test designed to measure the candidate's potential for performing academic work at the college level, as compared to entering freshmen at The Ohio State University. It has proven to be a very reliable means of predicting success
at this university, and it is used to that end in the O.U.R.
Test Battery. The form of the test in current use is timed,
taking ninety minutes to complete.

In this chapter the methods used in the study were described.
A description of the sample was followed by an explication of the
procedures and instruments used in the study.

Chapter IV will present the data.
CHAPTER IV

PRESENTATION OF THE DATA

In this chapter the data will be presented, discussed, and summarized in terms of the major questions of the dissertation. This procedure will order the chapter into four major divisions and a number of subdivisions. These divisions will be headed with the following titles: I. General information, which includes (a) population of the study, (b) readmission procedure, (c) academic situation of the population, (d) reasons for seeking college education, (e) reasons for original dismissal, (f) high school background, (g) family data; II. Psychological Test Data, which includes (a) Minnesota Multiphasic Personality Inventory, (b) The Stern Activities Index Diagnostic Summaries, (c) The Strong Vocational Interest Blank; III. Success of Reinstated Students; and IV. Summary of Findings.

GENERAL INFORMATION

Population of the Study

The population of this study was found to be composed of seventy-six students who, for academic failure, had been dismissed previously from The Ohio State University. The college in which the student was originally enrolled and the movement of the population from college to college upon reinstatement are reported in Table 2.
TABLE 2

MOVEMENT OF THE STUDENTS FROM COLLEGE TO COLLEGE

<table>
<thead>
<tr>
<th>Dismissed from:</th>
<th>Reinstated to:</th>
<th>Dismissal totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agriculture</td>
<td>Arts</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Arts</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>Commerce</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>totals</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

* Petition accepted, but student did not enroll (N = 75)

The data in Table 2 reveal that thirty-one out of the seventy-six reinstated students returned to the College of Arts and Sciences after having been previously dismissed by that college. These data also show that twelve out of eighteen students who had been previously dismissed from the College of Engineering selected the College of Commerce and Administration for their reinstatement. One of the eighteen Engineering dismissee petitioned the College of Engineering for reinstatement and was accepted by his "parent" college. However, this student failed to enroll for Winter Quarter of 1959 and no further information became available concerning his activities. Five of the
other Engineering dismisseees enrolled in the College of Arts and Sciences. The College of Education received seven of the reinstated students in this study: four students from other colleges and three of their own. The College of Commerce and Administration received twenty-six of the reinstated students in this study: nineteen from other colleges and seven of their own.

It was interesting to note that the College of Arts and Sciences received fifty-three per cent, or forty, of the reinstated students in this study and the College of Commerce and Administration received thirty-four per cent, or twenty-six, of the reinstatements. It was also noted that the College of Arts and Sciences received seventy-seven per cent, or thirty-one, of its reinstatements from petitions of students who had previously been dismissed from that college, while the College of Commerce and Administration received about seventy-three per cent of its reinstatements, or nineteen students, from petitions of those that had previously been dismissed from other colleges.

**Readmission Procedure**

The answers to the following questions are presented below:

1. from where do these students come?  
2. what happens to these students at The University Counseling and Testing Center? and  
3. when do these students find out whether or not they were rejected or accepted by the university?

Students seeking readmission to The Ohio State University must initiate their petitions at the college where they desire to resume
their educational careers. One of the requirements of the university, in the case of such petitions, is that the petitioner be referred to the University Counseling and Testing Center for the purpose of evaluation. Therefore, each college office instructs each student who seeks readmission to go to the University Counseling and Testing Center, and provides the student with a referral sheet that is, in effect, a request for evaluation of the student.

When the student comes to the University Counseling and Testing Center, he presents his referral request to one of the receptionists in the outer office. The receptionist records the event clerically, and refers the student to a psychometrist in the testing room at the Counseling Center. The psychometrist explains the test procedure, and the amount of time that the testee will need in order to complete the entire battery. The student proceeds through the series of tests, which may take from four to seven hours of his time, and from one to several days to complete, depending upon his schedule. After completing the test battery, the student is told that a report will be forwarded to his college office as soon as possible. In the meantime, the student must wait for a letter from the college office informing him of the decision of the executive committee as to whether or not his petition has been accepted.

The data represented by the battery of tests are distributed among the counselors at the University Counseling and Testing Center for purposes of evaluation and reporting to the college offices. These data are evaluated by the counselors during whatever free time
they may have during the working day. The reports are turned in to
the secretaries where they are mailed to the respective college
offices. The secretaries also file the materials making up the test
battery in a separate filing system designed to handle the records of
students Out-Under-Rules who move through this procedure of testing.

The executive committees of the college offices act on the
petitions of students seeking reinstatement as soon as sufficient num-
bers of reports from the Counseling Center are available. Most of
the college offices attempt to have all petitions processed at least
six to eight weeks before the beginning of the next quarter of work
at the university.

The student generally receives word of the action on his peti-
tion from his college office within three to four weeks after complet-
ing all of the requirements of his petition.

Only a small number of the students who came to the Counseling
Center in respect to the above procedure requested to see a counselor
concerning their situation. It was also noted that one aspect of the
program of handling reinstated students in this manner proved produc-
tive of a considerable amount of ambiguity as to whether or not the
test data should be interpreted to the testees. That is, since the
college office was the client in the case of reinstated students,
counseling not being included in the petition requirements unless
specifically requested by the student, it was thought unwise to pro-
vide information to rejected petitionees as to why they were not
accepted. It seemed that this aspect of the O.U.R. Program needed
clarification, because from a student personnel or guidance point of view, such a position on test interpretation as cited above does not appear defensible.

Academic Situation of the Population

The question, "What was the academic position of the population in this study?" was asked. It was found that the students in this study who had been dismissed for academic failure had been in college for an average of three quarters. Their Credit Point Hour Ratio (CPHR) averaged 1.415 and ranged from 0.40 to 1.90. A CPHR of 1.70 was required for continuance in college.

Table 3 presents the ability grouping of the fifty-three reinstated students for whom data related to the OSPE classification were available. The success of each class is also included.

TABLE 3
OSPE CLASSIFICATION AND SURVIVAL DATA
FOR REINSTATED STUDENTS

<table>
<thead>
<tr>
<th>OSPE Score Class</th>
<th>OSPE Percentile</th>
<th>No. of Students</th>
<th>Unsuccessful No.</th>
<th>Unsuccessful %</th>
<th>Successful No.</th>
<th>Successful %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>96-99</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>76-95</td>
<td>14</td>
<td>6</td>
<td>43.0</td>
<td>8</td>
<td>57.0</td>
</tr>
<tr>
<td>III</td>
<td>26-75</td>
<td>30</td>
<td>14</td>
<td>47.0</td>
<td>16</td>
<td>53.0</td>
</tr>
<tr>
<td>IV</td>
<td>6-25</td>
<td>6</td>
<td>2</td>
<td>33.0</td>
<td>4</td>
<td>67.0</td>
</tr>
<tr>
<td>V</td>
<td>1-5</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>53</td>
<td>25</td>
<td>47.0</td>
<td>28</td>
<td>53.0</td>
</tr>
</tbody>
</table>
Of the fifty-three students in the above table, fifty-three per cent were successful in maintaining satisfactory academic standards for two quarters. Of the total population of seventy-five students who reentered, thirty-six or forty-eight per cent met with success for the two-quarter period of the study. Seven dropped out voluntarily and the remaining thirty-three students were redisclosed.

The data suggest that counselors should keep in mind the fact that ability as measured by the OSPE is not the only factor that determines academic success or failure—that there does not seem to be any definable limit to what the individual can do under stress. The majority of the candidates tended to be in Class III, the middle classification in terms of general ability on the OSPE.

More of the reinstated students in this study were placed in remedial mathematics, either remedial arithmetic or remedial algebra, than were placed in remedial English as evident in Table 4, which provides data on fifty-three of the reinstated students.

TABLE 4

<table>
<thead>
<tr>
<th>Remedial Mathematics or English Placement of Reinstated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial Arithmetic</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

Specifically, thirty-five students were placed in remedial mathematics upon admission to The Ohio State University, while eight
of these students were placed in remedial English. No signifi-
cance could be attached to these data in view of the small
numbers of students involved, as well as the fact that some students
do not take mathematics.

Reasons for Seeking a College Education

Since mental ability as measured by general intelligence tests
is only one of the important factors that lead to college success,
an attempt to gain some insight into another vital area, motivation,
was part of the study. One basis for determining motivation was the
reasons for desiring a college education as given by the students in
an autobiographical questionnaire. They are presented in Table 5.

The data in Table 5 are separated into responses of those stu-
dents who were unsuccessful in maintaining their university status
and responses of those students who were still in attendance at the
conclusion of the Spring Quarter in 1959. The unsuccessful students
made multiple answers to the request for their reasons for coming to
college, while the successful students confined their responses to a
narrower range of categories. One interesting aspect of the general
differences between the unsuccessful students and the successful stu-
dents in the substantive content of their responses was that the
unsuccessful students appeared to emphasise the influence of others
(parents and peers) in their reasons for coming to college, while the
successful ones responded to the question in terms of (1) getting a
better job, and (2) furthering their education. The successful group
evidenced more definite goals and objectives. Further meanings were
not possible from the above findings.
<table>
<thead>
<tr>
<th>Reasons given by those who were dismissed</th>
<th>Reasons given by those who survived</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(N = 33)</em></td>
<td><em>(N = 36)</em></td>
</tr>
<tr>
<td>To discover a vocation</td>
<td>To further my education</td>
</tr>
<tr>
<td>Everyone expected it of me</td>
<td>Engineering</td>
</tr>
<tr>
<td>To make something out of myself</td>
<td>In order to get a better job</td>
</tr>
<tr>
<td>Better preparation for the future</td>
<td>Dentistry</td>
</tr>
<tr>
<td>Because of parents</td>
<td>Medicine</td>
</tr>
<tr>
<td>Medicine</td>
<td>To study what is of interest</td>
</tr>
<tr>
<td>To further my education</td>
<td>to me</td>
</tr>
<tr>
<td>Had no special goal</td>
<td>To find out my vocation</td>
</tr>
<tr>
<td>To meet my vocational objectives</td>
<td>Do not know</td>
</tr>
<tr>
<td>At parents' insistence</td>
<td>To learn</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Psychiatry</td>
</tr>
<tr>
<td>To learn a profession</td>
<td></td>
</tr>
<tr>
<td>I like to learn</td>
<td>Total</td>
</tr>
<tr>
<td>To satisfy parents</td>
<td>Total</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>36</td>
</tr>
<tr>
<td>No reason</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 33
Reasons for Original Dismissal

The autobiographical questionnaires were examined further to investigate the responses that these students made to questions dealing with reasons for their original unsuccessful attempt at college work. These data are reported in Table 6.

**TABLE 6**

RESPONSES MADE BY STUDENTS IN THIS STUDY IN RESPECT TO THE QUESTION OF WHAT CAUSED THEIR ORIGINAL ACADEMIC FAILURE

<table>
<thead>
<tr>
<th>No.</th>
<th>Response</th>
<th>N=33 Redimissed</th>
<th>N=36 Successful</th>
<th>f1*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of study</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>Trouble at home</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Lacking definite goal</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Emotional problems</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of real interest in college</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Poor housing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>The change from high school</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>Cut too many classes</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Too much social life</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Poor attitude</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11.</td>
<td>Illness in family</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Immaturity and irresponsibility</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>Depression</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14.</td>
<td>No incentive to study</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>Load too heavy</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>Curriculum confusing</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>Detest authority</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>Own fault</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>Financial problems</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>Weakness in mathematics</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>49</strong></td>
<td><strong>36</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

*f1* or frequency of response

The data in Table 6 reveal that eight students, who were unsuccessful in maintaining their university status, and nine students, who were successful in maintaining their reinstatement, responded to
the above question in terms of "a lack of study" as a causative factor in bringing about their previous academic failure. Six of the re dismissed students noted "trouble at home" as a cause of academic difficulty for them, and six successful students attributed the "lack of a definite goal" as contributing to their previous unsuccessful attempt at college work. These were the responses with the highest frequencies.

These responses of the successful students in this study suggest that they were willing, or perhaps able, to accept responsibility for their previous academic failure better than were the unsuccessful reinstated students. If so, the tentative interpretation made earlier in this section, in respect to successful students demonstrating more mature responses to the request for their reasons for coming to college than did the unsuccessful students, would appear to be supported by the above findings.

However, it was difficult to assess the above findings in view of the fact that the autobiographical questionnaire used in the study was not designed to reveal its susceptibility to faking. Nor could it reveal what effect the importance of "appearing in a good light" had for each testee as he moved through the items on the questionnaire.

**High School Background**

Further information concerning the background of the students in this study was gathered from the autobiographical questionnaire in respect to the high school ranks, sizes of high schools, and size of high school graduating classes of the students in this study. These data are reported in Tables 7 and 8.
TABLE 7

SIZE OF HIGH SCHOOLS ATTENDED BY REINSTATED STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Rural (less than 50)</th>
<th>Small (50-100)</th>
<th>Medium (100-500)</th>
<th>Large (500-1000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsuccessful</td>
<td>5</td>
<td>6</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Successful</td>
<td>4</td>
<td>5</td>
<td>25</td>
<td>2</td>
</tr>
</tbody>
</table>

The size of the high schools from which the reinstated students graduated ranged from less than fifty to over 1000 students. Sixty-six per cent, or forty-six of the students, graduated from medium sized high schools of 100-500 enrollment.

TABLE 8

RANK IN GRADUATING CLASS OF REINSTATED STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Upper-third</th>
<th>Middle-third</th>
<th>Lower-third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsuccessful</td>
<td>9</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Successful</td>
<td>11</td>
<td>18</td>
<td>7</td>
</tr>
</tbody>
</table>

In this table it is evident that thirty-five individuals or fifty-one per cent of the reinstated students had graduated in the middle-third of their high school classes. This group had seventeen or forty-eight per cent of its members re dismissed by the end of the Spring Quarter of 1959. Twenty individuals, or twenty-nine per cent,
of these students had ranked in the upper-third of their graduating classes, and they had nine, or forty-five per cent, of their group dismissed by the end of the Spring Quarter. Finally, of the fourteen students, or twenty per cent, who ranked in the lower-third of their high school graduating classes, seven persons, or fifty per cent, had been dismissed by the end of the Spring Quarter, 1959.

Of the thirty-three students from the total population of sixty-nine who had been dismissed from the university within two quarters of reinstatement, fifty-one per cent, or seventeen, of them had ranked in the middle-third of their graduating classes. Approximately fifty per cent of each category, upper-third, middle-third, and lower-third, survived their reinstatement.

Table 9 is a reporting of the extracurricular activities participation of the students during their high school years.

TABLE 9

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

<table>
<thead>
<tr>
<th>Degree of participation</th>
<th>Redimissed students</th>
<th>Successful students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 activity</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>1-3 activities</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>4-9 activities</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Totals</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

N = 69
The data reported in the above table reveal an interesting phenomenon in respect to the degree of extracurricular participation of the students during their high school careers. The number of students who participated in no activities and the number who participated strongly in four to nine activities are identical. The only difference between the successful and unsuccessful groups of students is evident in the middle category of participation in one to three activities where an excess of three of the successful students were active. The degree of extracurricular participation at the high school level is so similar that no apparent significance can be attached to this factor as a determinant of success in college for the students in this study.

Family Data

Attention to the family data available on the autobiographical questionnaire of these students revealed the extent of the formal education of their parents. Too, special attention was paid to the occupations of the male parents. Table 10 reports the extent of formal education of the parents and Table 11 lists the occupations of the fathers.

The data in Table 10 reveal that of the 134 parents reported, twenty-three, or thirty-four per cent, of the parents of unsuccessful students had not graduated from high school and fifteen, or twenty-two per cent, of the parents of successful students had not completed their high school education.
### TABLE 10

**EXTENT OF FORMAL EDUCATION OF THE PARENTS OF THE REINSTATED STUDENTS IN THIS STUDY**

<table>
<thead>
<tr>
<th>Level</th>
<th>Education of parents of the dismissed students</th>
<th>Education of parents of the successful students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mother</td>
<td>Father</td>
<td>Mother</td>
</tr>
<tr>
<td>Less than high school</td>
<td>5</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Some high school</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>High school graduate</td>
<td>20</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Some college</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>College graduate</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>33</td>
<td>33</td>
<td>33 *</td>
</tr>
</tbody>
</table>

* Three mothers not reported by students; one father not reported.

Seven, or ten per cent, of the parents of unsuccessful students had graduated from college, while ten parents of successful students, or fourteen per cent, had obtained college degrees. Sixty-two, or forty-six per cent, of all the parents reported in Table 10 had graduated from high school and seventeen, representing about thirteen per cent, were college graduates.
### TABLE 11

**OCCUPATIONS OF MALE PARENTS OF THE STUDENTS IN THIS STUDY**

<table>
<thead>
<tr>
<th>Level *</th>
<th>Parents of re dismissed students</th>
<th>Parents of successful students **</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional and Managerial</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician</td>
<td>Manager (2)</td>
<td>Physician (1)</td>
</tr>
<tr>
<td>Manager (2)</td>
<td>Contractor (2)</td>
<td>Contractor (3)</td>
</tr>
<tr>
<td>Contractor (2)</td>
<td>Minister (1)</td>
<td>Businessman (3)</td>
</tr>
<tr>
<td>Businessman (2)</td>
<td>Industrial Engineer (1)</td>
<td>Railroad Engineer (1)</td>
</tr>
<tr>
<td>Company Vice President (1)</td>
<td>Pharmacist (1)</td>
<td>Commercial Artist (1)</td>
</tr>
<tr>
<td>Clerical and Sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk (1)</td>
<td>Food Broker (1)</td>
<td>Stocker (1)</td>
</tr>
<tr>
<td>Food Broker (1)</td>
<td>Insurance (2)</td>
<td>Salesman (2)</td>
</tr>
<tr>
<td>Insurance (2)</td>
<td>Buyer (1)</td>
<td>Training supervisor (1)</td>
</tr>
<tr>
<td>Buyer (1)</td>
<td>Salesman (1)</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Railroad Conductor (1)</td>
<td></td>
<td>City Fireman (2)</td>
</tr>
<tr>
<td>Agricultcare</td>
<td></td>
<td>Civil Service (1)</td>
</tr>
<tr>
<td>Farmer (3)</td>
<td></td>
<td>Mail Carrier (1)</td>
</tr>
<tr>
<td>Skilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreman (1)</td>
<td></td>
<td>Foreman (3)</td>
</tr>
<tr>
<td>Tool and Die Maker (2)</td>
<td></td>
<td>Jeweler (1)</td>
</tr>
<tr>
<td>Skilled</td>
<td></td>
<td>Tool and Die Maker (1)</td>
</tr>
<tr>
<td>Semi-Skilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laborer (1)</td>
<td></td>
<td>Laborer (2)</td>
</tr>
<tr>
<td>Water Engineer (1)</td>
<td></td>
<td>Custodian (1)</td>
</tr>
<tr>
<td>Molder (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drill Press Operator (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machinist (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welder (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aircraft Worker (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodian (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

* Level as defined by the *Dictionary of Occupational Titles*.
** Three male parents of successful students are not included since two are retired and one is deceased.
Since the parents of successful students, as a group, demonstrate a somewhat higher degree of academic preparation, this may be considered as a favorable factor in college success for these students.

The data in Table 2 discloses that the parents of the students in this study had a wide variety of job classifications which ranged from laborer to physician. The professional and managerial occupational level, as listed in the Dictionary of Occupational Titles,\(^1\) accounted for more male parents than any other occupational level. This was not surprising in that such parents may be assumed to be in a better position to finance the education of their children than those in other occupations.

Parents of both successful and redissmissed students are widely distributed with respect to occupation. It is apparent that the level of parent occupation of the successful students exceeds those of redissmissed students in the first three classifications, (1) professional and managerial, (2) clerical and sales, and (3) services. The ratio is twenty-four to nineteen in favor of the successful students. In the latter three categories, (1) agriculture, (2) skilled, (3) semi-skilled occupations, the ratio is reversed with fourteen of the parents of the redissmissed students employed as against nine parents of the successful students. The findings seem to indicate a

\(^{1}\)Dictionary of Occupational Titles, Division of Occupational Analysis, United States Government Service, 1949.
favorable factor for these students whose male parent was employed in the first three categories.

PSYCHOLOGICAL TEST DATA

The reader will recall that several questions were asked concerning the psychological data available on the students in this study. These questions required attention to be paid to the Minnesota Multiphasic Personality Inventory (MMPI), The Stern Activities Index Summaries (SAIS), and The Strong Vocational Interest Blank (SVIB).

The Minnesota Multiphasic Personality Inventory

The MMPI, which has been described elsewhere in this dissertation, revealed several findings in respect to the population of this study. The first aspect of the MMPI that was examined was the K-factor. Broadly defined, K represents the “test-taking attitude” of the individual taking the test. The researcher observed that the K scores on the profiles of the students in this study were consistently above the mean of 13 on the profile. The mean K-scores were computed for the students and found to be higher than the mean for the K on the MMPI. These results appear in Table 12. The data in Table 12 state that the students in this study who were rediemissed from the university at the end of the Winter Quarter of 1959 had a mean K-score on the MMPI of 17. The students who were rediemissed at the end of the Spring Quarter of 1959 had a mean K-score of 16.7; while those students who were still in attendance at the end of the Spring Quarter of 1959 had a mean K-score on the MMPI of 17.1.
The above findings indicated that the majority of the students in this study made high K-scores on the MMPI, and that scores above 17 appeared to be characteristic of the successful student in this study. Therefore, it was hypothesised that fifty per cent of the successful cases would have K-scores on the MMPI of 17 or above, and fifty per cent of the unsuccessful cases would have K-scores on the MMPI of 16 and below. This hypothesis was restated in terms of a null hypothesis and test with Chi Square. The null hypothesis was then rejected with \( X^2 = 7.908 \) (df=1), which was significant at better than the .01 level. It then could be stated that K-scores of 17 or above on the MMPI were important in making predictions of success for reinstated students in this study.

In the examination of the MMPI profiles, the researcher found that fifty of the profiles had one or more personality scales with a

\[\text{1} \text{Henry E. Garrett, Statistics in Psychology and Education. New York: Longmans, Green and Company, 1953, p. 254.}\]
T-score of sixty or higher. When this finding was examined in respect to the successful and unsuccessful students, it was found that thirty-five successful students had scores of sixty or higher on one or more of their personality scales and that twenty-four unsuccessful students had similar patterns on their MMPI profiles. Since a T-score of sixty on the MMPI is one standard deviation above the mean of fifty, it was appropriate to use a score of sixty in testing the above differences with chi square. That is, the null hypothesis could be stated that successful students would not have more profiles with one or more T-scores of sixty or higher than unsuccessful students would have profiles with T-scores of sixty or below. The null hypothesis was retained with a $\chi^2 = 3.533$ (df = 1) which approached significance at the .10 and .05 level. This was interpreted as meaning that the students in this study tended to have personality scores on the scales of the MMPI that consistently revealed one or more T-scores of sixty or higher, and that this held as true for the unsuccessful student as it did for the successful one.

Each of the nine personality scales on the MMPI were then tested with chi square in terms of the null hypothesis used to test the profile patterns. The null hypothesis was retained for each scale. This meant that neither the profiles nor the individual scores on the profiles were significant in discriminating between successful and unsuccessful students in this study. It also meant that the students in this study made high scores on various scales of the MMPI at the time they took the test. This could not be interpreted to mean that high scores on the MMPI scales could be used to uncover potential
academic failures in the university population in general, but rather that such scores as were made by these students on the MMPI are a function of the attitudes and emotional feelings that were present in the testing situation.

**Stern Activities Index**

The Stern Activities Index described earlier was studied for each of the students. The researcher observed that the personality structures reflected on the profiles of these students appeared either as submissive and withdrawn or as assertive and impulsive (aggressive-ascendant).

The profiles were then separated into unsuccessful and successful student groupings and it was found that thirty unsuccessful students and twenty-one successful students had profiles that could be clinically judged as representing a constricted or submissive-withdrawn pattern of personality. This was tested with chi square using the null hypothesis that these differences would not be significantly different from chance. The null hypothesis was then rejected with \( \chi^2 = 11.56 \) (df = 1) which was significant at better than the .001 level of confidence. Therefore, it was concluded that the profiles of these students that reflect personality characteristics or patterns that indicate submissiveness and withdrawal are important in indicating potential redressal for such individuals.

The same procedure and hypothesis was used to test the opposite side of the profile. That is, aggressive-ascendancy, as reflected in the profiles of these students showed that seventeen successful students
had such characteristics on their profiles and eight unsuccessful students did also. The null hypothesis was retained in this instance with $x^2 = 2.88$ (df = 1). This meant that the "aggressive side" of the Stern Activities Index could not be considered as indicating probably success or failure for these students.

The variables on the Stern Activities Index were examined in terms of the null hypothesis that successful students would not show scores of six or higher on any one variable on the Index more frequently than would unsuccessful students. The null hypothesis was then retained for all variables tested independently except for three. These variables, aggression, sex, and deference, were significant at the .05 level with chi squares of 3.9, 2.3, and 4.6 respectively. These results were interpreted to mean that aggression, sex, and deference represented important dynamics for successful students in maintaining their university status. The writer's thinking in respect to these findings was that the successful students used deference, a dimension of submissiveness, to control their expression of hostility, and erotic impulses in such a way as to release their energies into productivity during their reinstatement.

The Strong Vocational Interest Blank

The Strong Vocational Interest Blank was examined in terms of the null hypothesis that reinstated students would not have one
or more A-scores (strong indication of interest) on their 3VIB profiles. The null hypothesis was then rejected with $X^2 = 6.04$ at the .05 level of confidence. The null hypothesis was retained when chi square was applied to the same criterion using C-scores (or dislikes) as the variable. These findings revealed that the students in this study showed definite interest patterns on the 3VIB but tended not to reveal their dislikes, and that no significant differences between successful and unsuccessful students in respect to expression of interests were found.

**Success of Reinstated Students**

The findings in respect to the question of how many of the students in this study after reinstatement failed to maintain their university status, and how many of the reinstated students managed to survive their reinstatement over a period of two quarters, reveal that thirty-three had been readmitted and that thirty-six remained in attendance at the university at the conclusion of this study.

Academic success in relation to cumulative point-hour ratio at time of reinstatement is presented in Table 13.

The findings reported in Table 13 demonstrate that the range of the cumulative point-hour ratios for reinstated students in this study at the time of their readmission was from 0.4 to 1.9. Forty per cent or two of those subjects who had low cumulative point-hour ratios of from 0.4 to 0.7 were found to have survived two quarters of reinstatement. Twenty-nine per cent or two of those
TABLE 13

THE RELATION OF BEGINNING CPHR TO SURVIVAL AS REFLECTED IN THE DATA COLLECTED ON THE REINSTATED STUDENTS IN THIS STUDY

<table>
<thead>
<tr>
<th>CPHR* at time readmitted</th>
<th>Total Students</th>
<th>Successful Students</th>
<th>Redismissed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1.6 - 1.9</td>
<td>25</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>1.2 - 1.5</td>
<td>32</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>0.8 - 1.1</td>
<td>7</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>0.4 - 0.7</td>
<td>5</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>69**</td>
<td>36</td>
<td>33</td>
</tr>
</tbody>
</table>

*CPHR or cumulative point-hour ratio.

**Seventy-six minus two withdrawals and five students who did not enroll.

students in this study with CPHR's of from 0.8 to 1.1 survived. Fifteen, or forty-seven per cent of those students with CPHR's of from 1.2 to 1.5 survived, and sixty-eight per cent or seventeen of those students with CPHR's of from 1.6 to 1.9 survived. Fifty-seven out of sixty-nine of the students in this study had beginning CPHR's ranging from 1.2 to 1.9, while only twelve of the population had CPHR's in the 0.4 to 1.1 range.
Two interpretations may be made from these data. First, the dismissed student who seeks readmission to the university is generally considered a poor risk by the college offices if his record reveals a low GPHR compiled over three or more quarters of work. Secondly, the scarcity of low GPHR students may be a result of self-selection. That is, students who are dismissed from the university with low cumulative point-hour ratios may decide to discontinue their college education. These interpretations are supported by the information in Table 13, thirty-four per cent, or four, of those students who were reinstated with GPHR's of from 0.4 to 1.1 were successful.

Further information was gathered from the mean GPHR and mean grade-point averages (GPA) of each group of students. Group 1 contains those students who were redisseminated at the end of Winter Quarter of 1959, Group 2 includes those who were redisseminated at the end of Spring Quarter of 1959, and Group 3 is composed of students who were still in good standing at the end of Spring Quarter, 1959. These findings are presented in Table 14.

Those students who were redisseminated at the end of their second quarter had dropped back considerably in the grade point averages (2.276 to 1.438), which explains their redissmission but not the cause of the dropback. Those students who were still in attendance manifested a similar regression in grade-point average during their second quarter of reinstatement, (2.507 to 2.333). However, it was
TABLE 14

THE MEAN CPHR AND MEAN GPA FOR GROUP 1, 2, AND 3 STUDENTS DURING THEIR REINSTATEMENT

<table>
<thead>
<tr>
<th>Group</th>
<th>Initial GPA</th>
<th>GPA 1st Quarter</th>
<th>GPA 2nd Quarter</th>
<th>GPA 1st Quarter</th>
<th>GPA 2nd Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>1.343</td>
<td>1.393</td>
<td>___</td>
<td>1.379</td>
<td>___</td>
</tr>
<tr>
<td>Group 2</td>
<td>1.416</td>
<td>2.276</td>
<td>1.555</td>
<td>1.438</td>
<td>1.523</td>
</tr>
<tr>
<td>Group 3</td>
<td>1.486</td>
<td>2.507</td>
<td>1.736</td>
<td>2.333</td>
<td>1.836</td>
</tr>
</tbody>
</table>

*Group 1 and 2 were unsuccessful. Group 3 was successful.

not as critical. The significance of this finding is that if the third quarter of reinstatement for these students follows a similar pattern, a number of the students who met success for two quarters will probably still be dismissed.

One finding that appeared during the examination of the success of reinstated students was that the five students who made the best scholastic recovery, as judged by grade-point averages for two quarters, were transfer students from other colleges or universities who had initially enrolled in the College of Engineering and had been dismissed after one quarter. When granted reinstatement, four entered the College of Arts and Science and one entered the College of Commerce and Administration.
### TABLE 15

**FIVE STUDENTS WHO MADE BEST SCHOLASTIC RECOVERY**

<table>
<thead>
<tr>
<th>Case No.*</th>
<th>GPA 1st Qtr.</th>
<th>GPA 2nd Qtr.</th>
<th>Previous College</th>
<th>Present College</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 1619</td>
<td>3.384</td>
<td>3.133</td>
<td>Engr.</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>58 1900</td>
<td>3.00</td>
<td>3.00</td>
<td>Engr.</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>58 0003</td>
<td>4.00</td>
<td>3.667</td>
<td>Engr.</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>58 1687</td>
<td>3.33</td>
<td>3.667</td>
<td>Engr.</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>58 1663</td>
<td>2.66</td>
<td>3.333</td>
<td>Engr.</td>
<td>Commerce</td>
</tr>
</tbody>
</table>

*Refer to case studies in Appendixes.

Each of the successful students reported in Table 15 made a 3.00 (B) average or better for their second quarter of reinstatement. They were older (19-24) than the average student (19) in this study, and had experience in the world of work and in the Armed Services. Their educational backgrounds were grounded in mathematics and sciences.

**SUMMARY OF FINDINGS**

The results reported in this chapter were studied in terms of discovering such clues, patterns, or syndromes of characteristics.
of the population that might differentiate between or indicate success or failure for these students. These findings are summarized in the following paragraphs.

General ability as measured by the Ohio State Psychological Examination did not appear to be a critical determinant of degree of academic success since scores, both for dismissed and successful students, ranged through all five OSPE classes. Lack of mathematical skills was a characteristic deficiency in respect to these students as a group. Thirty-five were placed in remedial mathematics classes upon their initial enrollment at The Ohio State University, while only eight were required to take remedial English. This finding might provide a valuable clue to the student personnel agencies involved with college-bound students in helping them to provide for the educational-vocational needs of these students.

Certain characteristics of the students in this study were revealed in their responses to the questions on the autobiographical questionnaire concerning both reasons for going to college and reasons for their previous academic failure. These responses appeared indicative of a more realistic evaluation of the situations on the part of the successful students in this study than on the part of the unsuccessful ones. A higher level of maturity and of personal responsibility was characterized in the successful students' replies.

Rank in high school graduating classes, sizes of high schools, and participation in extra-curricular activities were not particu-
larly helpful as discriminators between successful and unsuccessful students.

It was found that the occupations of the male parent of the students of this population tended toward the professional and managerial, the clerical and sales, and the service levels of the classification system used in the *Dictionary of Occupational Titles*. It was further discovered that a higher proportion of the fathers' of successful students were employed in these three upper occupational levels. Another family factor which seemed to be significant was the educational level of the parents. A higher proportion of the parents of the successful reinstated students were high school graduates; these parents also had significantly more college graduates among them than the parents of the redissmissed students. A more favorable environment for college success should result from parents who have greater understandings of the problems of attaining an education. Too, the tendency for unsuccessful students in this study to state that their previous unsuccessful attempt at college work was due to "trouble at home" added to the strength of the above inference as a clue to the difficulties encountered by unsuccessful students.

The syndrome of "test-taking attitude" reflected in the findings in respect to the K-factor on the MMPI provided a clue to the dynamics that are operant in students who take the battery of psychological tests administered to the population of this study. This factor was found to be high (mean for the students in this study
was 17), and K-scores of 17 and above were significant at the .01 level in discriminating between unsuccessful and successful students. This was interpreted to mean that those students who were highly motivated to succeed in getting back into the university, and were able to release these feelings in answering the items on the MMPI, tended to score above 17 on the K-factor and were more successful in maintaining their university status than were those students whose K-scores were 16 and below.

Another syndrome revealed by the MMPI was found to relate to T-scores on the profiles. That is, successful students appeared to have one or more personality scales on their MMPI profiles with T-scores of 61 or higher. This difference approached significance at between the .10 and .05 level.

One interpretation that the researcher made in respect to the above finding was that the reinstated students in this study appeared to have a better chance of success during their reinstatement if their MMPI profiles revealed a K-score of 17 or higher, and if their MMPI profiles revealed one or more of the personality scales to have a T-score of 61 or higher.

Two syndromes were revealed by the Stern Activities Index in respect to the students in this study. The first, was found to be a set of characteristics associated with submissiveness or withdrawal of the self from others in respect to carrying out social and interpersonal transactions. These characteristics, as a construct, were found to be significant at better than the .01 level in dis-
criminating between unsuccessful and successful students in this study. This was interpreted to mean that submissiveness tends to be negatively rewarded in the course of the transactions carried out between the university and the students in this study.

Secondly, the construct reflected in aggressive-ascendancy or assertiveness was not significant at the .05 level of confidence. However, aggression, one of the variables making up the aggressive-ascendant construct, was significant at the .05 level in discriminating between the unsuccessful and successful students in this study. This was interpreted to mean that aggressiveness, or the expression of hostility was rewarded in the environmental transactions of the successful student in this study at the university. This was not construed to mean physical aggression nor verbal vindictiveness, but rather a channeling of hostility on the part of the successful student into productive action.

Although the Strong Vocational Interest Blank revealed that the expression of high interests (one or more A-scores) was characteristic of all these students, the researcher thought that these findings were more a result of the test-taker's need to demonstrate that he was worthy of reinstatement than of a valid expression of the interests of the student taking the inventory. This interest inventory failed to discriminate between successful and unsuccessful students.

The findings reported in this chapter in respect to academic success of reinstated students contains several significant points.
Both successful and redimissed students, for the most part, had sufficient general ability as measured by the OSPE to perform effectively at the college level. Of the sixty-nine students, thirty-three had been redimissed and thirty-six remained in attendance at the university at the conclusion of the study. Several of the students who had low measured ability survived. In terms of behavioral dynamics this was interpreted to mean that motivation, drive, and persistence may play an important part in the success or failure of reinstated students. To reject the petitions of students seeking readmission to the university because of low general ability ratings may be an injustice to a number of students.

Additional factors were forthcoming from CPHR data. CPHR's of reinstated students ranged from 1.9 to 0.4 and students from the entire range were among the successful. However, the probability of success was higher for students with CPHR's of 1.6 or above, and more failed than succeeded at all levels below 1.6.

Two other findings emerged as the above data were examined. After one quarter of reinstatement, grades tended to decline, and these students as a group had a lower quarterly point-hour average after the second quarter than they had for the first quarter. The second finding was that the top five students in this study, the ones who made the highest grade-point recovery over their two quarters of reinstatement were transfer students from other universities. All five of these students had entered the College of Engineering and were dismissed after only one quarter of academic work.
This chapter has reported the results of the study and summarized the findings. The following chapter will report the conclusions of the study and offer suggestions for further research.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

I. SUMMARY OF THE DISSERTATION

One of the tasks of a university is the prevention of unnecessary failure. Therefore, most universities attempt to obviate this task by providing student personnel services, advisers, remedial courses, reading and speech clinics, and vodational-educational, and socio-personal counseling services. The latter services are generally the responsibility of a university counseling and testing center. Yet, despite the above kinds of services designed to help students with their problems as they seek educational objectives of one kind or another, many students are dismissed because of academic failure from institutions of higher education each year. For example, this study reported that over 2,100 students had been dismissed from The Ohio State University because of academic failure during the academic year of 1957-1958.

Another task of the university related to prevention of unnecessary failure is the problem of dealing with those students who become academic failures and then seek readmission to the university. Various machineries have been established to handle such problems, few of which have proved effective. The Ohio State University has used evaluation and counseling in combination, separated, and evaluation alone in dealing with students seeking readmission to the university. The responsi-
bility for such programs for the dismissed student was gradually given
to the University Counseling and Testing Center at this university.

The writer joined the staff of the University Counseling and
Testing Center in August of 1958. As a counselor, the problems asso-
ciated with dealing with students seeking readmission to the univer-
sity were brought to the researcher's attention through the process of
taking some part in the initiation of a new procedure for handling
students out - under rules who sought reinstatement to the university.

The procedure mentioned above required all students who desired
reinstatement to this university to come to the University Counseling
and Testing Center for the purpose of taking a battery of psychological
tests. This procedure was designed to eliminate the involvement of
staff time in counseling with such students on an evaluative level.
In other words, students seeking readmission to this university were
required to take a series of tests without seeing a counselor, unless
they specifically requested such action.

The above procedure produced a series of test data that were
evaluated by staff counselors during their "free" time, and a series of
reports of these findings that were forwarded to the college offices.

The executive committees of the various college offices then
acted on the petitions of each student for whom they had a psychological report from the University Counseling and Testing Center. The
student was notified of the action on his petition by the respective
college offices. A report of these committee actions was returned to
the University Counseling and Testing Center.
The weight given the psychological report by the college offices was not ascertained in this study.

The socio-psychological and academic data that were collected on those students seeking reinstatement to this university, beginning in August, 1958, was the first concentrated information of this kind available on such students. The writer's curiosity was aroused as to what these data might reveal about reinstated students and what value such a "depersonalized" testing approach might have for providing useful information which might be helpful in understanding academic failure and contributing to the eventual prevention of unnecessary academic failure at the college level.

Questions were formulated in respect to the socio-psychological and academic data available on students who petitioned the university for reinstatement for Winter Quarter of 1959. The data were collected on those students reinstated for Winter Quarter of 1959. These students numbered seventy-six and had been reinstated in (1) The College of Arts and Sciences, (2) The College of Commerce and Administration, (3) The College of Education, and (4) The College of Agriculture and Home Economics. These students were followed up over two quarters of reinstatement. The general findings are summarized in the following paragraphs:

1. The College of Arts and Sciences accounted for fifty-three per cent of the population of the students in this study (76). Seventy-seven per cent of the students reinstated to the College of Arts and Sciences had previously been enrolled in that college.
2. The College of Commerce and Administration accounted for thirty-four per cent of the population of this study (76). Seventy-three per cent of the students reinstated to the College of Commerce and Administration had previously been enrolled in other colleges.

3. The mean cumulative point-hour for the population (76) of this study at the time of their reinstatement was 1.415. This was 0.285 points below the 1.70 required of regularly enrolled students at this university for three quarters of college work.

4. The average number of quarters completed at time of dismissal for the population of this study was three.

5. The general ability level for the majority of the students in this study was in the average range on the Ohio State Psychological Examination (Class III - 26 to 75 percentile).

6. The majority of the students in this study ranked in the middle third of their high school graduating classes and graduated from medium to large sized high schools.

7. Both the unsuccessful and successful reinstated students in this study had about an equal degree of participation in extra curricular activities during their high school careers.

8. The male parents of unsuccessful students in this study had less formal education than did the male parents of successful reinstated students.
9. The majority of the male parents of both the unsuccessful and successful reinstated students in this study tended to have occupations in the professional and managerial, and clerical and sales levels of classification as designated in the Dictionary of Occupational Titles.

10. The K-factor on the MMPI discriminated between successful and unsuccessful students in this study at the .01 level. K-scores of 17 or above on the MMPI indicated the successful student in this study, more often than could be expected from chance.

11. T-scores of 61 or higher on one or more of the MMPI personality scales were not significant as a discriminator between successful and unsuccessful students in the study.

12. Individual personality scales on the MMPI tested individually were not significant as discriminators between unsuccessful and successful students in this study.

13. Submissive-withdrawal, or a cluster of needs on the Stern Activities Index indicative of a lack of self participation in environmental transactions was significant at the .01 level as a discriminator between successful and unsuccessful students in this study.

14. Aggressive-ascendancy, or an assertive-impulsive cluster of needs on the Stern Activities Index indicative of a depersonaliza-
tion of the environment was not a significant discriminator between unsuccessful and successful students in this study.

15. Aggression, or a variable on the Stern Activities Index indicative of the acceptance of hostile needs on the part of the individual, discriminated between unsuccessful and successful students in this study at the .05 level.

16. Deference, or a variable on the Stern Activities Index indicative of a need to voluntarily submit to the preferences, ideas and opinions of others, discriminated between successful and unsuccessful students in this study at the .05 level.

17. No significant differences were found between successful and unsuccessful students in this study in respect to their interest patterns on The Strong Vocational Interest Blank.

18. Forty-eight per cent of the population in this study failed to maintain their university status.

19. The Submissive-Withdrawn syndrome on the Stern Activities Index was significant at the .001 level in differentiating between unsuccessful and successful students in this study. That is, unsuccessful students in this study manifested a set of characteristics that were indicative of a personality structure having needs that are for the most part interpersonal and depressed. Such students
would have difficulty investing themselves in intellectual activity and thereby find it difficult to maintain their university status.

20. The academic, socio-psychological data available on these students were productive in revealing a syndrome of behavior that manifested itself in the following dynamics: (1) a wide range of general ability, with the majority of the students having average to above average ability for doing college work as inferred from the results of the Ohio State Psychological Examination; (2) a wide range of interests reflected on the Strong Vocational Interest Blank, with the unsuccessful students showing no discernible negative interests; (3) a tendency to make scores of sixty-one or higher on the Minnesota Multiphasic Personality Inventory personality scales, and reveal K-scores of 17 or higher on the K-scale of the same instrument; (4) a tendency to reflect either submissive-withdrawal or aggressive-ascendant personality structures on the Stern Activities Index; and (5) a tendency for the students to show a regression in grade-point average from the first to the second quarter of their reinstatement.

II. CONCLUSIONS

One inference to be drawn from the present study in respect to the academic available on the students is that reinstated students tend to encounter a "letdown" during their second quarter of reinstatement. Such an inference should be of interest to the college
offices and student personnel services at this university in terms of supplying whatever encouragement is judged relevant at this point to these students.

Another inference to be drawn from this study was that the unsuccessful students reflected a submissive and withdrawn personality structure on the Stern Activities Index. This kind of personality structure, which reflects a withdrawal of the self from active participation in environmental transactions with others, would find the intellectual demands made upon it by academic requirements of little interest, and consequently tend to become academic failures more frequently than other individuals with less constricted personality structures.

One other inference arising from this study was that, although less than fifty per cent of the students were readmitted, it was not possible to conclude that the evaluation procedure used was the factor which produced these results.

III. RECOMMENDATIONS FOR FURTHER RESEARCH

In an exploratory study such as the present one, which deals with a set of data available for the first time on a group of students readmitted to this university, a map can be drawn of the noticeable landmarks discernible to the researcher. It is the purpose of the following paragraphs to provide suggestions for further research related to these landmarks.
Perhaps one of the most important steps that should be taken next in studying the reinstated student is to contact those academic survivors who are still in attendance and enter into some kind of counseling exploration with them in terms of what their present situation might be and in terms of what suggestions they might have relative to their past two quarters of scholastic work and college life in general.

Another idea might be to study the general structure of the undergraduate program here at the university in order to determine if the results of this study are relevant. That is, that the university undergraduate program rewards the aggressive-ascendant personality, and smothers or overwhmals the submissive-withdrawn personality.

Another related study might attempt to trace the historical background of the reinstated students in this study who survived in terms of identifying certain behavior clues indicative of possible failure in college which might have been prevented through early identification.

A rewarding study might well be initiated on the personality factors which seemed most significant in this study, namely, submissiveness and aggression. One approach to such a study might be to perform factor analyses on the MMPI and the Stern Activities Index in terms of locating those factors which have heavy loadings for submissiveness and heavy loadings for aggression and develop separate scales for exploratory validation on students seeking re-admission to the university.
Finally, it is suggested that the procedures of this study be replicated using the results of this project as a modified control group against which to reflect the findings of the replication.
APPENDICES

I. Group 1 Case Summaries
II. Group 2 Case Summaries
III. Group 3 Case Summaries
IV. Forms Used to Collect the Data
V. Sample of MMPI and Stern Index Profiles
Introduction to the Case Summaries

The case summaries are organized into three sections: the first section, labeled Group 1, is a presentation of the cases of those reinstated students who were redischissed at the end of their first quarter after reinstatement; the second section, labeled Group 2, is a presentation of those reinstated students who were redished at the end of their second quarter after reinstatement; and the third section, labeled Group 3, is a presentation of those students who survived two quarters of course work after reinstatement and are eligible to continue on into their next quarter of academic work.

The cases are numbered in order to protect the candidate. The data summary forms, which identify each case and each individual, are on file at the Counseling Center. This was done to facilitate follow-up studies of the members of the population in this study, as well as to illustrate one way of compiling data of the nature of this problem.
Group 1 Case Summaries of Students
Redeemmed at End of
Winter Quarter, 1959
Introduction

The candidate entered The Ohio State University Autumn Quarter, 1956, in the College of Arts and Sciences. His cumulative point-hour ratio after four quarters' work was 1.698, which caused him to be dismissed under the 1.70 dismissal rule. His major interest was mathematics.

He petitioned for readmission to the College of Arts and Sciences for Winter Quarter, 1959, and was accepted by that college. His curricular selections were directed toward a major in mathematics.

Pre-College Data

The candidate grew up in a rural area and attended a small high school. He graduated in the top 25 per cent of his graduating class of 35 students. His grades averaged B. He held no offices, but took top prizes in several scholastic achievement tests, locally and throughout the state. He studied at the University of Cincinnati before transferring to The Ohio State University with 48 hours of K credit.

Home Data

The candidate's father is a milk-tester and farmer. His mother is a housewife and teacher. The family is large, there being eight children including the candidate. Most of the siblings are girls. Although the family was disappointed in the candidate's failure in college, they had seldom spoken to him about success and getting ahead in the past. Apparently they were upset with him because his past test record indicated him to be an exceptional person, and his performance in college did not fit their image of him.

College Data

The candidate felt that the main cause for his previous failure was "chronic depression, which made concentrated study extremely difficult." His reasons for doing better if reinstated revolved around his feeling for his parents and friends who expected him to achieve great things, and the fact that he seemed more a part of the college community than he had during his previous enrollment.
Test Data

The candidate's scores on the OSPE and the SCAT clearly indicate his intellectual potential to be in the superior range. The OSPE of Class 1 at the 99 percentile is supported at the same level by the SCAT results. His measured interests indicate a preference for exact sciences, such as: mathematics, physics, chemistry and engineering. The MMPI suggests a rather anxious person, while the Stern Activities Index manifests trends in the candidate's personality structure which are suggestive of a withdrawn, hostile isolation. The Stern also shows the candidate to have apparently sublimated all of his sexual and erotic feelings, which agrees with his general description of himself as being inhibited and shy.

Recommendations and Comments by the Evaluating Counselor to the College Office

The candidate seems to have overcome previous depression. He has friends now and feels more at home. Significant improvement might be expected. He is a rather shy, introverted guy from a large family (rural), with excellent academic potential, but needing reassurance and support to help him overcome feelings of social inadequacy. He has won "firsts" in scholarship tests throughout the state.

Disposition of the Case

The candidate made a 1.33 during Winter Quarter, 1959, which gave him a cumulative point-hour ratio of 1.43. This did not meet the conditions of his reinstatement (2.50), and he was redemissed at the end of Winter Quarter, 1959.
Case No. 58

Age 18

Introduction

This candidate entered The Ohio State University in the Autumn Quarter, 1957. His college was Arts and Sciences, and his career objective was medicine. His point-hour ratio after one quarter was 0.474, and this caused him to be dismissed from the university under the 0.75 rule for first quarter students.

He petitioned for readmission to the College of Arts and Sciences for Winter Quarter, 1959, and was accepted by that college. His curricular selection remained pre-medical.

Pre-College Data

He graduated from a large high school and ranked in the middle third of a graduating class of approximately 350 students. He had held a few minor offices and participated in athletics.

Family Data

His father is a physician. The mother is a housewife who has had three years of college. An older brother is now in his second year of medical school. A younger sister and brother are in high school and elementary school respectively.

The candidate receives full financial support from the home. The home is in the suburbs and the family appears to be in the upper social class of this community. The family have apparently stressed the importance of education to the candidate and have often discussed plans for getting ahead in the world with him.

College Data

He felt that the reason he failed in college was due to his lacking a definite goal, which seemed to prevent him from having a desire to succeed. This affected his attendance and study habits. For example, he stated that he studied no more than five hours per week, and tended to cut classes frequently.

He supported his petition for reinstatement with such statements as: "I dislike the embarrassment of dismissal for myself, and my parents. I don't honestly think my father could survive under such circumstances again. I feel I owe it to him to succeed if I am reinstated."
Test Data

The candidate's general ability, as measured by the SCAT, placed him in the low-average range for college freshmen. His measured interest favored the professions, and strongly rejected the social welfare areas. His personality seemed well within normal limits on the MMPI. The Stern Activities Index revealed trends in his personality structure which suggested an immature, self-indulgent kind of individual with very little ego-strength.

Recommendations and Comments by Evaluating Counselor to the College Office

The candidate's chances for one or more quarters' survival are fair but not good. He appears carefree, self-indulgent, and not likely to be motivated for a sustained academic effort. Parental pressure will likely interfere with his achievement motivation. Eventual success seems possible after more mature attitudes about himself and parents have been developed.

Disposition of the Case

He made a 1.47 point-hour for Winter Quarter, 1959. This brought his cumulative point-hour up to .973, which did not meet the conditions of his petition (2.25) and he was readmitted at the end of Winter Quarter.
Introduction

This student enrolled at The Ohio State University initially in the Autumn Quarter, 1956. He selected the College of Arts and Sciences for a major in Radio-Speech. At the end of six quarters' work in his selected curriculum, he had a cumulative point-hour ratio of 1.620. He was dismissed by the College of Arts and Sciences under the 1.70 dismissal rule. The date of the dismissal was June, 1956.

He petitioned for reinstatement to the College of Arts and Sciences for Winter Quarter of 1959, and was accepted by that college. His major remained Radio-Speech.

Pre-College Data

The candidate graduated from a medium-sized high school in 1956. He ranked in the middle third of a graduating class of 186. His curriculum was college preparatory in emphasis, and his scholastic achievement at graduation placed him in the C range for those graduating from his high school.

His extracurricular activities in high school were few. He held a few minor offices but does not comment as to their nature.

There is no mention of previous counseling during his high school career.

Family Data

His father is a manager of a division of a large paper-products corporation. His father's formal education included one year of college.

The candidate's mother holds a teaching certificate, which she gained after two years of college. The autobiographical questionnaire lists her as a housewife, which may be inferred to mean that she has not found it necessary, or desirable to seek employment as a teacher.

An older sister is a dental hygienist, and had completed four years of college.

The family own their own home, have two automobiles, and seemed to have steadily improved their financial condition over the years.

Although the candidate receives full financial support for his college education from his parents, they seldom discuss his future with him, nor speak of getting ahead in terms of success.
The candidate, who is 6 feet, 1 inch in height and weighs 168 pounds, has apparently enjoyed excellent health throughout his life.

The candidate's stated reasons for his previous failure were somewhat vague. He wrote: "Couldn't settle down for a good evening's studying. There were many problems which confronted me."

Additional factors in support of his reinstatement petition made by the candidate were ambiguous. He wrote: "I believe that since I overcame the problems which confronted me and since I realize more exactly what college is - that I will be able to do much better. I have now become serious about my future, since I know what I would like to do. The first one and a half to two years at OSU I wasn't sure of what I was going to do, but I have decided. Since I have now decided - I plan to strive, beyond my capabilities if necessary, to achieve my goal for my future occupation of radio and television."

The candidate's general ability, as measured by the OSPE and the SCAT, place him in the middle range of potential for doing college work. The SCAT suggests that his quantitative ability is considerably higher than his verbal facility.

The candidate's measured interests noted on the Strong Vocational Interest Blank show him to resemble those individuals in accounting, office work and buying careers. The Strong indicates that the candidate apparently rejects the professional and scientific careers. The literary, artistic and performer classifications seemed to be neither strongly accepted nor strongly rejected.

The MMPI suggested a rather anxious person, and one who apparently has a tendency to be extremely hostile and defensive. (I-10; P-4; K-22).

The Stern Activities Index revealed trends in the personality structure which suggested strong affiliation needs, dependency needs, and a considerable amount of suppressed hostility.

Recommendations and Comments by Evaluating Counselor to College Office

He has a chance to survive one or two quarters' work, but is unlikely to graduate. Student is not clear as to the causes of his past difficulties, and has few insights as to his motives and needs. He does not seem particularly motivated toward the academic life, save in respect to the social aspects.
Previous Counseling

He has had contact with a Counseling Center Counselor, but up until that time has had no particular help, other than from the usual incidental sources available to most students.

Disposition of the Case

The candidate made a 1.54 during Winter Quarter, 1959, which did not meet the conditions of his petition (2.50 per quarter), and he was redissmissed by the college with a cumulative point-hour ratio of 1.61.
Introduction

This student enrolled at The Ohio State University initially in Autumn Quarter, 1957. He entered the College of Arts and Sciences and did not declare a major during his three quarters' work in that college. His point-hour ratio at the end of his third quarter was 1.100, which caused him to be dismissed at the completion of Spring Quarter, 1958.

His petition to the College of Arts and Sciences for reinstatement for Winter Quarter, 1959, was accepted by that college. He entered with the intention of switching into Engineering.

Pre-College Data

The candidate graduated from a medium-sized high school in a graduating class of 104. His rank in this class was in the middle third and his cumulative high school grade record was classifiable as C.

He held no offices during his high school career. He mentioned lettering in sports but did not specify the type(s).

There is no reference to previous counseling of any kind during his high school career.

Family Data

The father is a clerk in an aircraft plant. His formal education concluded with his high school graduation. The mother completed two years of college and currently works as an inspector in a manufacturing plant. An older brother completed three years of college before entering the service.

The candidate receives full financial support for his education from his parents. They provided a fund for this purpose before the candidate had graduated from high school. However, they seldom discussed his future plans or talked to him about getting ahead in the world.

The family own their own home and possess a new car in the "low-priced three."

General Health

The candidate is 5 feet, 10 inches in height and weighs 172 pounds. He has apparently enjoyed excellent health throughout his life.
College Data

He originally decided to go to college in order to discover the vocation of his choice while in college.

He attributes his previous failure in college to the fact that he lacked a real interest in college, was bored, did too much loafing, did not study enough, and carried too many courses.

The subject further supports his petition by noting: "This past few months that I have not been in school I have been doing field work for a consulting engineering firm. I work in the field and in the lab. I was placed in a position of responsibility and was able to do a good job. I have learned a lot and have a real interest in college."

While in school during his previous enrollment, he spent five hours per week or less in study. He lived at home and used his own room for study purposes. He states that he could receive help from no one when he had difficulty with his school work.

During his previous enrollment he stated that he felt out of things and pretty much on his own.

Test Data

The candidate's general ability as measured by the OSPE and the SCAT placed him in the above average range for college freshmen taking these tests.

His measured interests, as demonstrated on the Strong Vocational Interest Blank, favor the social welfare, social administration, and accounting careers. The Strong suggested that he had no particular dislike other than for the career of a banker.

The MMPI indicated a rather mild anxiety and a considerable amount of "defensiveness."

The Stern Activities Index revealed personality trends suggestive of a non-emotional, phlegmatic kind of individual, who might find it difficult to make his talents known to others because of his placidity. Too, there seems to be a tendency for this individual to suppress practically all of his hostility, which would tend to consume much of his available energy to perform productive work.

Recommendations and Comments by Evaluating Counselor to College Office

The candidate has a fair chance to complete one or more quarters' work, but is unlikely to graduate. While he appears to have adequate ability, theoretical interests, and no apparent personality conflicts operating to interfere with his productivity, his present goals do not appear strong or stable, despite the clarity with which they are defined; and he is petitioning for admission to Arts and Sciences, although his goals are centered on a career in Engineering.
Previous Counseling

There is no evidence of this candidate ever having had counseling.

Disposition of the Case

He made a .666 point-hour average for Winter Quarter, 1959, which did not meet the conditions of his petition (2.25), and his college redissmissed him with a cumulative point-hour ratio of 1.01.
Introduction

This candidate first entered The Ohio State University in the Autumn Quarter, 1957. His choice of colleges was Arts and Sciences. His stated reason for coming to college was to become a teacher. He did not declare a major while in the College of Arts and Sciences. His cumulative point-hour ratio at the completion of three quarters of work in Arts and Sciences was 1.627, which fell short of the necessary 1.70 required by the university and he was dismissed from the university at the end of the Spring Quarter, 1958.

He petitioned the College of Arts and Sciences for reinstatement for Winter Quarter, 1959, and was accepted by that college. His goal-objective was stated as Radio-Speech.

Pre-College Data

He graduated from a small high school in 1957, ranking in the middle third of a graduating class of thirty-three students. His scholastic average for four years of high school work was 2.00 (C).

While in high school he held one or two major offices. He apparently did not participate in athletics, nor in intramural activities. There was no reference to previous counseling of any kind during his high school career.

Family Data

His father is a "water engineer" in a municipal water works. His formal education was completed upon graduation from high school. He is 45 years of age and in apparent good health.

The subject's mother is a housewife. Her formal education was completed upon graduation from high school. However, the candidate does mention that she has a business degree, which can be assumed to mean a degree of one kind or another from a business college. The mother is 39 years of age and in apparent good health.

The subject has a younger brother, age 8, presently in the second grade.

The candidate's family has established a fund for his college education. He states that he has partial funds available for his education, but will probably have to work during part of his college career.

He states that his parents occasionally talk over plans with him for getting ahead, and emphasize the importance of success to some extent.
The family rent a small home in a rural community. Their financial status has remained more or less static over the past several years. They own a medium priced car.

**General Health**

The candidate is 5 feet, 9½ inches in height and weighs 168 pounds. He has apparently enjoyed excellent health throughout his life. However, he does state that he has a major physical handicap, which is not specified in the data.

**College Data**

The subject originally decided to attend college in order to become a teacher. He felt that he would be able to do college level work, but was not completely sure of this because it was such a new experience.

He attributed the cause of his previous failure to poor housing and a lack of study on his part. He spent on the average of ten hours per week in study.

He supported his petition for reinstatement with the following additional information: "I want to learn. I need to learn for security. I cannot have a family without security."

During his previous enrollment he stated that he felt on the fringe of things, and pretty much out of the social life on the campus.

**Test Data**

The subject's general ability as measured by the OSPE (Class III, 35th percentile) and the SCAT (24-32 percentile band), appears as below average for college freshmen taking the tests.

His measured interests on the Strong Vocational Interest Blank indicated a primary pattern in sales careers and in those interests generally attributable to advertising personnel. No particular pattern of dislikes was discernible.

His MMPI Profile suggested that he is a person with some anxiety, but in general this appeared well within normal limits. His K score suggested a tendency to be overly anxious to please (K = 14).

The Stern Activities Index described the subject as being rather withdrawn and inhibited; cautious and controlled; affiliative and aggressive; stated simply - conflict. The Diagnostic Summary also suggested that he had little theoretical or intellectual interest in the sciences or the humanities.

**Recommendations and Comments by Evaluating Counselor to College Office**

The subject had a family conference and they apparently are rigorously supporting his reinstatement. (This may backfire). He seems a reasonable risk for reinstatement.
Previous Counseling

None.

Disposition of the Case

The candidate made a 1.785 point-hour for Winter Quarter, 1959. This did not meet the conditions of his petition (2.25) and he was re-dismissed by the College of Arts and Sciences after one quarter with a cumulative point-hour ratio of 1.661.
Introduction

This candidate first entered The Ohio State University in the Autumn Quarter, 1956. He selected a Pre-Dental curriculum in the College of Arts and Sciences. His stated reason for coming to college was: "To further my education. At the time I had no incentive."

His cumulative point-hour ratio after four quarters of work in Arts and Sciences was 1.274, which did not meet the 1.70 required by the university and he was dismissed at the end of Autumn Quarter, 1957.

He petitioned for reinstatement to the College of Arts and Sciences for Winter Quarter, 1959, and was accepted by that college. His goal-objective if reinstated was a Bachelor of Arts degree.

Pre-College Data

The subject graduated from a medium-sized high school in 1956. He ranked himself in the middle third of a graduating class of 87. The candidate stated that he did not know his grade-point average with which he graduated.

During his high school career he held one or two minor offices. He played football.

There is no reference to his ever having had counseling of any kind in the past.

Family Data

His father is a food broker. The father has a commerce degree. He is forty-seven years of age and in apparent excellent health.

The candidate's mother is a school teacher. She has her master's degree.

His brother, who is the same age (19) as the candidate, is a sophomore here at Ohio State.

The subject has several sources of income for his college education: (1) family providing full financial support, (2) he has enough in savings to manage, (3) he has partial funds available but will probably have to work, and (4) his wife will work to help him meet expenses.

He stated that his parents frequently talked with him in respect to his getting ahead, and the importance of success.

His family own their own home and possess two automobiles. He owns a secondhand (1955) Ford, and lives in an apartment with his wife.

He stated that his parents were very disappointed in his previous failure, and have always insisted that he go to college.
General Health

He is 6 feet, 1 inch in height and weighs approximately 165 pounds. He has apparently enjoyed excellent health throughout his life.

College Data

The subject originally decided to attend college in order to further his education. He noted that at the time he did not have incentive for this task.

His stated reasons for his previous failure were: "I had no incentive to study and I was living with my parents at the time and couldn't get along with them. Also I could not comprehend the Chemistry that I was taking."

He further supported his reinstatement wish with the following: "Previously when I was a student I couldn't seem to get along with my parents. They completely dominated my life, saying when I could and couldn't leave the house and when I could have dates. Our relationship was one of constant turmoil."

"Now our relationship is very much improved now that I am married. At first they were against this but now they have accepted the fact that I am on my own. This has made it much easier for me and I know that without the pressure of my parents I will be able to set an effective schedule of study."

Test Data

The candidate's general ability as measured by the SCAT demonstrated him to have average verbal facility but very low quantitative ability for college freshmen taking this test. He did not take the Ohio State Psychological Examination.

His measured interests (Strong) indicated interest patterns typical of businessmen, sales managers, real estate people and life insurance salesmen. His interest patterns in the professional and scientific areas were markedly low.

His MMPI Profile suggested a considerable amount of defensiveness on his part, as indicated by the K-score of 20.

His Stern Activities Index Summary suggested an individual who might be characterized as being shy, inhibited, withdrawn and overly-controlled. The Stern also reflected an individual with little or no achievement needs, and a somewhat smothered theoretical-intellectual orientation toward college life.

Recommendations and Comments by Evaluating Counselor to College Office

Previous academic effort was hampered by his parents, and was not in the field of his own choosing. He is married now and free from parental influence. He might persist for one or two quarters, but is unlikely to graduate. He does not have the interests of dentists or any
of the scientific occupations, but seems to have the characteristics of business men—especially in sales.
Case No. 58 1643

Age 19  Female

Introduction

This student first enrolled at The Ohio State University for the Autumn Quarter, 1957. She selected Pharmacy as her curricular direction in the College of Arts and Sciences. At the completion of three quarters of work her cumulative grade-point average was 1.463, which fell below the 1.70 required by the university, and she was dismissed from the university in June, 1958.

She petitioned for reinstatement in the Winter Quarter, 1959, and was accepted by the College of Arts and Sciences, who placed a condition on her petition, indicating that she must make a 2.25 quarterly grade-point average until such time as her cumulative point-hour ratio would reach 1.70 or above. She declared her objective this time as Mathematics.

Pre-College Data

The subject graduated from an academy in June, 1957. She carried a college preparatory curriculum, in which she averaged 1.00 (D), and ranked in the lower twenty-five per cent of her graduating class of 131 students.

While in the academy, she held no offices and apparently was on the "outer fringe" of her peer group.

There was no evidence of counseling of any kind during her pre-college life.

Family Data

Her father is a moulder in a foundry. He apparently did not complete secondary school (in Lithmania). He is fifty-one years of age and in apparent good health.

The candidate's mother is a "guider" in a machine product company. Her educational career evidently stopped before graduating from high school (in Lithmania).

The subject is an only child.

The home is bilingual and the mother tongue is favored (Lithuanian).

The candidate's family provides full financial support for her education. They frequently discuss getting ahead and improving their position with the candidate.

The family live in their own home. They do not possess an automobile. The financial position of the family has gone up and down from time to time.
General Health

The subject is 5 feet, 5 inches in height and weighs approximately 110 pounds. She has enjoyed apparent good health throughout her life.

College Data

The candidate's reasons to which she attributed her previous failure were:
1) "Too big a load."
2) "I got into some work that confused me completely."
Her reason for coming to college was stated as follows:
"It had always been my desire to attend college."
If reinstated, she "plans to work so hard that she will never be dismissed again."
Her goal if reinstated is to get a degree in mathematics, although she is not quite certain of the choice that she has made.

Test Data

Her general ability as measured by the SCAT and inferred from the scores she made on the Mathematics and English Placement tests is inconsistent. That is: she placed in Mathematics 400, a remedial math course, yet demonstrated above average mastery of mathematical concepts on the SCAT. She placed in the regular English 416 for entering Ohio State freshmen, yet she scored below average on the SCAT in the verbal areas of that test.
Her measured interests (Strong) resemble those of office workers, laboratory technicians and dentists. No strong dislikes were discernible.
Her MMPI Profile was well within normal limits on all her variables covered by this inventory.
Her Stern Activities Index Diagnostic Summary suggests a rather sensual person, but one who tends to be very cautious, controlled and placid. The Summary also suggests a person who tends to be highly oriented toward intellectual pursuits, but not driven by overly-strong achievement needs.

Recommendations and Comments by Evaluating Counselor to College Office

She has a handicap in basic communication skills (language). Continued attempts in math and science courses seem fruitless, but she seems unable to desist from persisting toward this goal. She might complete one or two quarters, but is unlikely to graduate.
Disposition of the Case

At the conclusion of the first quarter after reinstatement, she had made a 1.295 for the Quarter, which did not meet the conditions of her petition. She was redischmissed at the end of Winter Quarter, 1959, with a cumulative point-hour ratio of 1.281.

<table>
<thead>
<tr>
<th>Description</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative PHR at first dismissal</td>
<td>1.463</td>
</tr>
<tr>
<td>Point hour at end of Winter Quarter</td>
<td>1.295</td>
</tr>
<tr>
<td>Point hour at redismisssal</td>
<td>1.281</td>
</tr>
</tbody>
</table>
Introduction

This student first entered The Ohio State University in Autumn Quarter, 1956. His long range plans for a career involved becoming a physician or psychiatrist. With such career plans in mind he enrolled in the College of Arts and Sciences in what appears to be a pre-med curriculum.

He was dismissed from the university after he had completed six quarters of work. His cumulative point-hour ratio at dismissal was 1.519.

He was accepted by the College of Arts and Sciences as a reinstated student for Winter Quarter, 1959.

If reinstated, he stated he intended to enter the area of psychology for his major concentration of study.

Pre-College Data

The subject graduated from a small high school in June, 1956. He was in the upper ten per cent of his graduating class of 80 students. His scholastic average for his four years was 2.7 (B plus).

He was active in extracurricular activities in high school, having held several major and minor offices.

There was no evidence of counseling of any kind during his pre-college educational career.

Family Data

The candidate's father graduated from high school. He is a general foreman in a large steel corporation. At fifty-one years of age he is in apparent good health.

The mother is a dietitian in a high school. Her education was completed with the high school diploma. Her age is forty-nine and she apparently is in excellent health.

The candidate has two sisters and two brothers. He is the oldest, and as yet the only member of the family to go to college.

The family home, which they own, is in a small community. They own a late model car and their general financial position has risen steadily over the years.

The subject felt that his parents seldom talked to him about getting ahead in the world or about success.
General Health

The candidate is 6 feet, 1½ inches in height, and weighs approximately 175 pounds. He is proud of his physique and apparently has enjoyed excellent health throughout his life.

College Data

He attributed his previous failure to the following: "Crowded and adverse living conditions with which I was dissatisfied. Also an undecided vocation and lackadaisical attitude."

The subject supported his petition with the following additional factors: "Desire, and moral support from home. Also I just feel like becoming a student."

He selected psychology as his vocational objective if reinstated. He felt that he was unsure about this.

Test Data

His general ability as measured by the OSPE is Class II (94 percentile), and SCAT at the 80-87 percentile range. This placed him in the above average range for those taking these tests.

His measured interests resemble those individuals who are working in such careers as: sales, and social welfare. His dislikes are related to the scientific and professional fields such as: psychologist, dentist and mathematician.

The subject's MMPI Profile manifested an extremely high K-score (25), which suggested that he is an extremely defensive kind of person, and somewhat anxious as well.

The Stern Activities Index seemed to describe him as a rather aggressive, egocentric kind of person, with a rather suppressed sexuality and emotionality need pattern. Too, the Stern suggests that his orientation toward the theoretical and intellectual activities of university life is rather weak.

Recommendations and Comments by Evaluating Counselor to College Office

The changes are probably irrelevant to expected academic success. He may complete one or more quarters' work but is unlikely to graduate.

Disposition of the Case

At the conclusion of Winter Quarter, 1959, the candidate had a grade point for the quarter of 2.00, which did not meet the conditions of his reinstatement (2.25), and he was dismissed with a cumulative point-hour ratio of 1.570.

<table>
<thead>
<tr>
<th>CPHR at Dismissal, 1958</th>
<th>1.463</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPHR at end of Winter Quarter, 1959</td>
<td>2.00</td>
</tr>
<tr>
<td>CPHR when dismissed</td>
<td>1.570</td>
</tr>
</tbody>
</table>
Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1957. He did not declare a major field of interest at that time, and at no subsequent time has he stated his reasons for coming to college or specified a vocational goal or objective.

He was dismissed from the university after one quarter's work with a grade-point average of 0.563. This was under the new 0.75 rule for first quarter students initiated in the Autumn Quarter, 1957.

He petitioned Arts and Sciences for reinstatement in August, 1958 and was denied. His petition to Arts and Sciences for Winter Quarter, 1959, was accepted by that college under the conditions that he make a 2.25 quarterly grade point average.

Pre-College Data

He graduated from a small high school in May of 1957, ranking in the lower third of a graduating class of 56 students. He felt that his scholastic average for the four years was about a C, or 2.00.

While in high school he apparently did not participate in extra-curricular activities of any kind.

There is no evidence of his ever having had previous counseling in high school. He did have contact with a counselor in the Counseling Center at the time of his first petition (August, 1958).

Family Data

The father is a high school graduate. He is fifty-one years of age and in apparent good health. His profession is contractor and he is self-employed.

The mother is a high school graduate; she is fifty-seven years of age and in apparent good health. She is a housewife.

A younger brother, age 18, is a high school senior.

The candidate's grandparents lived with the family over a period of sixteen years.

The family live in "the suburbs" in a private home which they own. They are providing full financial support for the candidate's education, including room and board at home.

The subject stated that they (the family) seldom conferred with him about such things as success, getting ahead, planning and the like.
General Health

The subject is 6 feet, 1 inch in height, and weighs approximately 170 pounds. He apparently has been in excellent health throughout his life.

College Data

He attributed his previous failure to: "The change from High to College."

He supported his petition with additional factors such as: "I will do my best."

He did not declare a major field of interest.

Test Data

His general ability as measured by the OSPE and the SCAT is low for college freshmen. (Class V-3 percentile OSPE). The SCAT did not reveal any disparity between it and the OSPE.

The candidate's entrance tests placed him in Remedial Algebra and Remedial English.

The Strong Vocational Interest did not show any strong likes or definite dislikes. It was a study in neutrality.

The MMPI Profile suggested personality trends which might well interfere with his effective use of his energy in the college situation.

The Stern Activities Index described an individual who appears to be extremely withdrawn, inhibited, cautious and controlled. The Stern also indicated that he might be considered as having little orientation toward intellectual transactions which are typically present in the college environment.

Recommendations and Comments by Evaluating Counselor to College Office

There is no indication for optimism. His poor academic work extends back into high school. He has low measured general ability. Personality factors are apt to interfere with directing what available energy he has into academic pursuits. It is recommended that this candidate not be readmitted.

Disposition of the Case

At the conclusion of Winter Quarter, 1959 the candidate has a grade-point average of 1.50, which did not meet the conditions of his petition (2.25), and he was readmitted with a cumulative point-hour ratio of 1.50.

| CPHR at dismissal | 0.563 |
| Winter Quarter, 1959 | 1.50 |
| CPHR at readmission | 1.50 |
Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1957. His curricular choice was "pre-medical."

He was dismissed from his college after completing three quarters' work for which he had earned a cumulative point-hour ratio of 1.519. A cumulative point-hour ratio of 1.70 was necessary to remain active.

He petitioned his college for reinstatement for Winter Quarter, 1959, and was accepted. His curriculum remained the same (pre-medical).

Pre-College Data

The candidate graduated from a medium-sized high school in June of 1958. He ranked in the middle third of his graduating class of 135 students. He stated that his scholastic average for the four years was 2.7 (a strong C average).

He held several major and minor offices while in high school. He lettered in varsity football.

He apparently has not had counseling of any kind during his high school or college career.

Family Data

The father, age fifty-one, is in insurance sales. He completed eleven years of public schooling before closing his formal education. He is in good health.

The mother is a housewife and a registered nurse. She is in good health at age forty-five.

A younger brother, age 15, is presently in high school.

The family own their own home which is in the suburbs. Their financial position has improved steadily over the years. They are supplying funds for the candidate's education whenever he needs support. He states that he has enough in savings to handle his financial responsibilities with a minimum of help from home.

He stated that his family seldom talked to him about success and getting ahead.

General Health

The subject is 6 feet, 2 inches in height and weighs about 200 pounds. He has apparently enjoyed excellent health throughout his life.
College Data

He attributed his previous failure to: "Not enough study. Cut too many classes. Never made effective use of my time."

He supported his petition with the following additional factors: "All this past summer I have been studying for my next math course. I also have been attending night high school in Akron refreshing my memory in physics and mathematics. I've thought about this quite a bit and this is my choice." His choice is to continue in a pre-medical curriculum.

Test Data

His general ability to do college work places him in the above average range for college freshmen taking the OSPE and the SCAT. Specific scores were: Class II - 78 percentile on the OSPE; verbal percentile band of 71-86; quantitative percentile band of 45-68 on the SCAT; the total score on the SCAT was 68-80 percentile band.

The subject's measured interests (Strong Vocational Interest Blank) indicated strong interests in the career patterns of professional, scientific, technical and social welfare individuals working in these areas. He indicated only one strong dislike on the device—banking.

His MMPI Profile was not suggestive of any unusual personality disturbances which might interfere with his college work. (K-10).

The Stern Activities Index Summary described him as an individual who might be "smothering" his emotionality under various kinds of defenses. That is, he seems to have repressed or suppressed his emotional being. This may suggest a dissipation of much of his available energy in defending against the necessity of recognizing his sexuality, which in turn would leave little power for activating sufficient "drive" to achieve in college.

Recommendations and Comments by Evaluating Counselor to College Office

The subject has attended night school for review in math and science while awaiting reinstatement. However, his chances of completing a pre-med curriculum are slim. There might have been a better chance if he had selected another curriculum. He may possibly complete one or two quarters, but is unlikely to graduate.

Disposition of the Case

He had a 1.566 Winter Quarter grade-point average, which did not meet the conditions of his reinstatement (2.25) and he was redismissed. At dismissal his cumulative point-hour ratio was 1.507.

<table>
<thead>
<tr>
<th>CFHR at first dismissal</th>
<th>1.519</th>
</tr>
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<tbody>
<tr>
<td>FHR at end of Winter Quarter</td>
<td>1.466</td>
</tr>
<tr>
<td>CFHR at time of red dismissal</td>
<td>1.507</td>
</tr>
</tbody>
</table>
Case No. 58 1614

Age 19

Female

Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1957. Her curriculum was "general exploratory." She stated that her reason for entering college was mostly due to the influence of her mother.

She was dismissed from her college after completing three quarters of work with a cumulative point-hour ratio (CPHR) of 1.392. A CPHR of 1.70 was necessary.

Her petition for Winter Quarter, 1959, was accepted by the Arts College. She declared Occupational Therapy as her goal objective if reinstated to the university.

Pre-College Data

The subject graduated from a small high school in January of 1957. She ranked in the top ten per cent of a graduating class of 75, and carried a scholastic average of 3.4 (strong B average) for her four years' work.

While in high school she held several minor offices, and won awards from the National Honor Society and Future Teachers of America. She also participated in church activities.

There is little evidence of her ever having had counseling of any kind during her high school career.

Family Data

The father, age fifty-nine, works as a custodian. His formal education extended through the eighth grade. He is in apparent good health.

The mother, age forty-seven, is a senior nurse's aide. She is a high school graduate. She has fair health, according to the candidate.

The candidate has ten brothers and sisters. She is the only member of the family to enter college.

She lived at home during her previous enrollment, and states that she will live there again if she is reinstated. The home is in the outskirts of a city, and is owned by the family. The family's financial position has improved steadily over the years.

The subject has enough in savings to support herself.

She stated that her parents emphasised the importance of getting ahead and improving their position to a small extent. She said that her parents never discussed plans for getting ahead in the world with her.
General Health

She is 5 feet, 5 inches in height and weighs 117 pounds. Although she apparently has enjoyed excellent health throughout her life, she stated that she worried about it somewhat. She wears glasses all the time.

College Data

She attributed her previous unsuccessful attempt at college work to: "The main problem was the way things were at home and after a while I lost all desire to come to school and I just did not care."

Further factors, which the candidate offered in support of her petition, were contained in the following paragraph:

"I am not worried financially or about my health and I have the encouragement and help of my family plus my own desire to graduate from college as soon as possible. I am no longer engaged and thinking of marriage, nor am I worried about my social standing and friendships with the students here on the campus. If I am not accepted here I will go elsewhere to continue my education. My mother will no longer be working, thus taking most of the responsibilities of taking care of the home off my shoulders."

Test Data

The subject's general ability, as measured by the OSPF and the SCAT, indicated her to rank in the middle range for those taking these tests. Her verbal facility appears to be her strongest asset for college performance. Her numerical manipulative ability appears as low for college freshmen. (Note E in Math 400 and Math 401-remedial courses).

The candidate's measured interests (Strong) reflected high interest scores in the Nurse and Physician categories. No low scores were noted.

Her MMPI Profile suggested a rather cold individual, and one quite anxious to please. (K score of 19P. Pt.K = 69; Ma = 63).

The Stern Activities Index Summary described an individual with little "ego-strength" and a tendency toward excessive submission to others. (Inhibited, withdrawn, cautious and controlled).

Recommendations and Comments by Evaluating Counselor to College Office

Her personal life possibly is better, therefore she might persist for one or more quarters but is unlikely to graduate. Only a fair bet.
### Disposition of the Case

The candidate had a Winter Quarter grade-point average of 1.263, which did not meet the conditions of her petition (2.25), and she was readmitted with a cumulative point-hour ratio (CPHR) of 1.357.

<table>
<thead>
<tr>
<th>CPHR at time of first dismissal</th>
<th>1.392</th>
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<tbody>
<tr>
<td>CPHR at time of readmission</td>
<td>1.263</td>
</tr>
<tr>
<td>CPHR at time of readmission</td>
<td>1.357</td>
</tr>
</tbody>
</table>
Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1956. He carried a "general exploratory curriculum." His stated reason for entering college was: "Everyone expected me to."

He was dismissed from his college at the end of one quarter with a point-hour of 0.200. (He carried 20 credit hours and passed one 2 hour course - Air Science).

His petition to the Arts College for Winter Quarter was accepted and he entered as an Arts-Education major.

Pre-College Data

The subject graduated from a medium sized high school in June, 1956. He ranked in the lower 25 per cent of a graduating class of 100 students.

While in high school he held one or two minor offices. He won no awards or honors while in high school.

There is no evidence of his ever having had counseling of any kind during his high school career.

Family Data

The father, age forty-seven, works as a buyer in an aircraft company. He completed two years of college. The candidate stated that his father's health was good.

The mother, age forty-seven, is a housewife. She has had two years of college. Her health is listed as good.

There is an older brother, age 25, who completed two years of college before seeking a career as a social worker.

The subject lived at home during his previous enrollment and plans to remain at home if reinstated. The home is located in a small community and is owned by the family. Their financial position has improved steadily through the years. The family is providing full financial support for his education. He stated that the family occasionally discussed "getting ahead" and the importance of "success" with him.

General Health

The subject is 5 feet, 8½ inches in height and weighs 175 pounds. He has apparently enjoyed excellent health throughout his life.
**College Data**

The candidate attributed his previous unsuccessful attempt at college work to: "Too much social life. Not enough studying."

He offered the following by way of additional support for his petition:

"I am older and I hope more mature. I also have a goal in life (History Teacher). I have finished my military obligation."

**Test Data**

The subject's general ability as measured by the SCAT (he did not take the OSPE), indicated average to above average ability in the verbal area (the ability to manipulate verbal concepts). His quantitative ability appeared low for entering college freshmen.

The measured interests of the candidate appeared well defined in the social welfare career areas. He vigorously rejected the professional and scientific career areas.

The MMPI Profile suggested a rather anxious person. The K-score of 23 indicated a person who might be considered extremely defensive, and anxious to appear in the best possible view before others.

The Stern Activities Index Summary described the candidate as being overly-dependent and socially oriented in terms of satisfying this need structure. There is apparently a considerable amount of unexpressed hostility which may be inferred to have operated during his previous enrollment when he seldom if ever attended his classes. The inference is simply that such behavior served him as an "acting-out" vehicle for his suppressed hostility.

**Comments and Recommendations by Evaluating Counselor to College Office**

He might persist one or two quarters but is unlikely to graduate. His poor academic record extends back into high school. The subject's goals do not appear well-defined or stable. His persistence, however, appears high. He appears capable of pretty mature, intellectual involvement. I would be hesitant to predict success. I feel an additional opportunity to succeed academically would be justifiable.

**Disposition of the Case**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Point-Hour Ratio at first Dismissal</td>
<td>0.200</td>
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<tr>
<td>Point-Hour Ratio earned in Winter Quarter, 1959</td>
<td>0.750</td>
</tr>
<tr>
<td>Cumulative Point-Hour Ratio at Redismissal</td>
<td>0.444</td>
</tr>
</tbody>
</table>
Introduction

This student first enrolled in the College of Engineering at The Ohio State University in Autumn Quarter, 1957. His stated reason for entering upon an Engineering career was: "My parents' request."

He was dismissed from the College of Engineering after his third quarter with a cumulative point-hour ratio of 1.50.

His petition to the College of Arts and Sciences for Winter Quarter, 1959 was accepted and he enrolled as a Speech major.

Pre-College Data

The subject graduated from a large high school in June of 1957. He ranked in the top twenty-five per cent of his graduating class of 278 students. He listed himself as a 2.5 or C plus student, and declared that his high school curriculum was one of Math and Science.

While in high school the candidate held a few major and minor offices.

There is no evidence that he had contact with counseling of any kind during his high school career.

Family Data

The father, age forty-four, is a broker and builder in his own corporation. He is a high school graduate. The candidate did not list the state of health of his father.

The mother is a housewife, age forty. Again, the candidate failed to list the state of health of his parent.

There is a younger sister, age 16, who is a high school student.

The candidate's parents have established a fund for his education. The family's financial position has evidently improved steadily over the years. They own their own home on the outskirts of a city.

The subject's parents are still married but separated.

The subject felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, but never discussed plans for getting ahead in the world with him.

General Health

He is 6 feet in height and weighs 140 pounds. He has apparently enjoyed excellent health throughout his life.
College Data

The subject attributed his previous unsuccessful attempt at college work to: "I won't be forced to do something that I don't want to do."

He listed the following as additional support for his petition:
(1) "I will be taking courses that I want to take rather than those selected by others."
(2) "Realization that a degree is necessary to do anything."

Test Data

The subject's general ability, as measured by the OSPE and SCAT, placed him in the middle range (class III OSPE) in ability to do college work. The SCAT indicated a somewhat above average ability to handle numerical concepts.

His MMPI Profile suggested that he might tend to be very defensive (K-score of 23), stubborn (Pd-T of 74), and distractible (Ma-T of 68).

The Stern Activities Index Summary described him as having strong "manipulative" needs, which if not satisfied or at least controlled, might make it difficult for him to avoid becoming so defensive that he would be unable to accomplish any kind of achievement during his reinstatement. He appears as hostile, defensive, rigid, self-indulgent and pragmatic. Little ego-strength is seen.

Comments and Recommendations by Evaluating Counselor to College Office

He seems to feel that he "has his parents off of his back." He openly states that he resisted them by not studying. Clash of wills calls himself stubborn. He has a reasonable chance of succeeding in college to a point of graduation. He seems to care only about theatre, which might help him keep his point-hour up. His measured interests are in the physical sciences, but he probably would not accept this. Theatre technician is realistic in terms of his test patterns, but most of this represents his defiance of authority, and therefore assumes utmost importance.

Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Point-Hour Ratio at first Dismissal</td>
<td>1.50</td>
</tr>
<tr>
<td>Point-Hour Ratio earned in Winter Quarter, 1959</td>
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</tr>
<tr>
<td>Cumulative Point-Hour Ratio at Redismissal</td>
<td>1.323</td>
</tr>
</tbody>
</table>
Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1954. His reason for coming to college was: "because everyone else did." He had no particular goal in mind.

He was dismissed from his college at the end of his third quarter with a cumulative point-hour ratio of 1.30.

His petition to the College of Arts and Sciences for Winter Quarter, 1959 was accepted and he enrolled in the college as a Radio and Television major.

After his dismissal he consulted a psychologist in order to work on his problem associated with not succeeding in college.

Pre-College Data

The candidate graduated from a large high school in June of 1954. He ranked in the lower twenty-five per cent of a graduating class of 450 seniors. He did not list his scholastic average for the four years.

While in high school he held one or two minor offices. While counselors were available at his high school, no mention of having used their services was made by the candidate.

Family Data

The father, age forty-eight, is a pharmacist. He is in good health.

The mother, age forty-five, is a housewife. She graduated from high school. Her health is listed as good.

Two younger brothers (17 and 9) are in the public schools.

The family's financial position has improved steadily over the years. They own their own home, which is on the outskirts of a city. They are providing full financial support for the subject's education.

He felt that his parents emphasized getting ahead and improving their position to a great extent, and often discussed plans for getting ahead in the world with him.

General Health

He is 5 feet, 10 inches in height and weighs about 158 pounds. Except for a long-lasting illness of one year's duration, he has apparently enjoyed excellent health throughout his life.
College Data

The subject attributed his previous unsuccessful attempt at college work to: "A lack of desire."

He wrote the following paragraph in support of his petition for reinstatement:

"Being older now than when I first attended O.S.U., my outlook on life has changed completely. I know now that college is very important and that I want and need it very much. Also planning on getting married makes quite a difference because I can't only think of myself but of my wife. Being accepted to Ohio State means more to me now than school has ever meant before in my life. I want it very much. I know that if accepted all my energy will be focused on school."

During his previous enrollment he studied on the average of five hours per week. He lived alone in his own apartment.

Test Data

The candidate's general ability as measured by the OSPE and SCAT indicated him to be in the lower ranges of those taking the tests.

His MMPI Profile suggested a high anxiety level to be operant, and extreme defensiveness. (K-score of 22).

The Stern Activities Index Summary suggested that he characteristically responds to others in terms of his manipulative needs engendered from some apparently free-floating hostility. The guise of helping others (nurturant) may well serve this need structure in those individuals thus motivated. There is considerable introspective activity, which may well be serving the candidate as an “escape-hatch or valve” for his painful experiences in the "real" world. However, the total picture on the Stern's does not appear nearly as intense or ominous as does the MMPI Profile.

His measured interests are those of workers in the social welfare, teaching social sciences, and sales career areas. There is a definite rejection of the professional and scientific areas.

Comments and Recommendations by Evaluating Counselor to College Office

Two years in the Army may have provided additional maturity and motivation. He may be able to complete a quarter or two of work, but is not likely to graduate. Highly motivated but: 1) high school background is poor, 2) has a reading problem, 3) basic math and English are weak, and 4) personality structure suggests difficulty in coping with pressure. In brief, I can only make an extremely poor prognosis for his academic success.
| Description                                                                 | Value  \\
|-----------------------------------------------------------------------------|--------
| Cumulative Point-Hour Ratio at First Dismissal                            | 1.30   \\
| Point-Hour Ratio at end of Winter Quarter, 1959                           | 1.666  \\
| Redismissed with a Cumulative Point-Hour ratio                            | 1.363  \\

**Disposition of the Case**
Case No. 58 1624

Age 19

Introduction

This student first enrolled in The College of Education at The Ohio State University in Autumn Quarter of 1957. His curriculum was Physical Education. His stated reason for coming to college was: "I wanted to make something out of myself."

He was dismissed from his college at the end of the Spring Quarter, 1958, after completing three quarters of work with a GPA of 1.52. His petition to the College of Arts and Sciences for Winter Quarter, 1959 was accepted by that college, and he enrolled in the Pre-Medical curriculum.

Pre-College Data

He graduated from a large high school in June of 1957. He ranked in the top twenty-five per cent of his graduating class of 250 students, and had a 3.00 (B) average for his four years in a scientific college preparatory high school curriculum.

While in high school, he held several major and minor offices. He was elected vice president of his class.

He stated that he has never had counseling or testing before coming to Ohio State.

Family Data

The father, age forty-seven, is a physician and in good health. The mother, age forty-six, is a housewife. She is a graduate nurse, and in apparent good health. The candidate is the only offspring.

The family's financial position has improved steadily through the years. They own their own home on the outskirts of a city. They are providing full financial support for the subject's education.

General Health

He is 6 feet in height and weighs 185 pounds. He has apparently enjoyed excellent health throughout his life.

College Data

He attributed his previous unsuccessful attempt at college work to: "Not enough studying. Too much noise in our section of the dorm."

He wrote the following paragraph in support of his petition for reinstatement:

[Paragraph not visible in image]
"I feel that last year I was mixed-up. I did not know what I wanted to study and so I changed colleges. But now after giving it thought I am sure I want to continue on into Pre-Med. I also think that if given another chance I would make a good showing."

Test Data

His general ability according to the OSPE placed him in the lower range for those taking the test (Class IV). His SCAT Verbal score indicated somewhat higher verbal facility than that suggested by the OSPE ranking, and the SCAT Quantitative score suggested him to have above average ability in grasping problems involving the manipulation of numerical concepts.

The Strong Vocational Interest Blank did not reveal any well developed interest nor any strong dislikes on the part of the candidate.

The MMPI Profile suggested a fairly diffuse anxiety level to be operant, and a kind of "scatter-gun" intellectual orientation (Na shows a T-score of 68). Too, he apparently is quite defensive (K-score of 18).

The Stern Activities Index Summary suggests that he has strong social needs, which may well prevent him from releasing his energy into academic pursuits. Considerable hostility is indicated but apparently is suppressed under the guise of placid and deliberate behavior. He seems to be rather rigid, and to have little ego-strength.

Comments and Recommendations of Evaluating Counselor to College Office

The chances are fair for one or two quarters, but he is unlikely to graduate. The level of aspiration seems too high for the candidate's general ability level. He seems conflicted in terms of his academic and social goals, which apparently contributes to his underlying anxiety state. He seems like an extremely poor risk for Pre-Medical curriculum.

Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Point-Hour Ratio at first dismissal</td>
<td>1.52</td>
</tr>
<tr>
<td>Point-Hour Ratio at end of Winter Quarter, 1959</td>
<td>1.117</td>
</tr>
<tr>
<td>Redismissed with Cumulative Point-Hour Ratio of</td>
<td>1.430</td>
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Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1957. He selected Journalism as his major area of interest. His reason for coming to college was listed as: "To further my education and learn a profession."

He was dismissed from his college at the end of his third quarter of college work. His cumulative point-hour ratio at the time of his dismissal was 1.438.

The candidate's petition to the College of Arts and Sciences for Winter Quarter, 1959 was accepted, and he enrolled with the same goal in mind as before—Journalism.

Pre-College Data

He graduated from a medium-sized high school in May of 1957. He ranked in the middle third of his graduating class of 113 seniors. His scholastic average at graduation was 2.5, which is equivalent to a C-plus letter grade.

While in high school he held several major and minor offices. He was awarded a "Quill and Scroll Certificate," which can be inferred to relate to his journalistic interest and activity.

He stated that he had not had testing, counseling or psychological help before entering The Ohio State University.

Family Data

The father, age forty-six (at death), was a New York Central railroad conductor. He completed the tenth grade.

The mother, age forty-three, works for the United States Air Force. She graduated from high school. The subject listed his mother's health as excellent.

An older sister, age 23, works as a technical assistant. She has a high school diploma.

The family is providing full financial support for the subject's education. The financial position of the family has improved steadily over the years. They own their own home, which is located in a residential section of a city.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a moderate extent, and often discussed plans for getting ahead in the world with him.
**General Health**

He is 5 feet, 9 inches in height and weighs 140 pounds. He has apparently enjoyed excellent health throughout his entire life.

**College Data**

The subject attributed his previous unsuccessful attempt at college work to: "Emotional disturbances (father's death)."

He wrote the following paragraph in support of his petition for reinstatement:

"I have done more reading, as the results of the OSPE showed I was weak in reading. I have the complete financial and moral support of my family."

**Test Data**

His general ability appeared above average on the OSPE and average to below average on the SCAT. The scores were:

- **OSPE** . . . . Class II 91 percentile
- **SCAT** . . . . Verbal 43-66 percentile band
- Quantitative 20-43 percentile band
- Total 32-42 percentile band

One explanation for the differential between the two sets of test scores might be considered the impact of the traumatic disturbance of the father's death upon the candidate—a kind of before and after behavioral and attitudinal change.

His measured interests were shown to be strongest in the Social Welfare and Social Science career categories. He tended to reject the exact sciences, as illustrated by the career of an Engineer or Chemist.

The MMPI Profile suggested a rather intense state of anxiety and a definite "defensiveness" on the part of the subject (K-21).

The Stern Activities Index Summary suggested that he might be a person who has little awareness of himself, and is aware of others only as a source of succor and blame expectation. He appeared in the Summary as tightly controlled and very cautious. There was little means of expressing his hostile feelings available to him; in fact, the profile suggested definite trends towards completely suppressing any aggressive needs he might have. He apparently, as suggested by the test results, does not have any particular intellectual or theoretical interest, which would make college work somewhat of a chore for him.

**Comments and Recommendations of Evaluating Counselor to College Office**

He may persist for one or two quarters, but is unlikely to graduate. He has high ability level, but apparently has not developed any interest or motivation along intellectual and theoretical lines, at least, not in terms of school work. He is a poor risk.
### Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPHR at time of first dismissal</td>
<td>1.438</td>
</tr>
<tr>
<td>Point-hour at end of Winter Quarter, 1959</td>
<td>1.875</td>
</tr>
<tr>
<td>CPHR at time of redissmanal</td>
<td>1.537</td>
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</tbody>
</table>
Age 24

Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1952. He selected a Pre-Dental curriculum at that time. He listed his reason for coming to college as: "To further my education."

He was dismissed by his college at the end of Spring Quarter, 1954, after he had completed six quarters' work. His GPA at this time was 1.55. (None of his courses had been failed).

His petition to the College of Arts and Sciences for Winter Quarter, 1959 was accepted, and he enrolled in the same curriculum he had been in during his previous enrollment (Pre-Dental).

He stated that before coming to Ohio State he had never taken tests, or received counseling or psychological help.

Pre-College Data

The subject graduated from a large high school in June of 1952. He ranked in the middle third of his graduating class of 250 seniors. He had taken a general high school course, and ended his high school career with an 80 grade-point average (C-pluses or low B average).

While in high school, he held one or two minor offices. He earned no honors, awards or prizes, and listed no leisure time activities or hobbies.

Family Data

The father, age sixty-three, is a self-employed restaurant owner. He completed the fifth grade in Canton, China. His health is good.

The mother, age forty-eight, is a waitress. She completed the fifth grade in Canton, China. Her health is listed as good by the candidate.

One brother and three sisters, ages 22-29, are either in college, or have graduated with degrees of one kind or another.

The candidate's family is supplying full financial support for his education. Their financial position has changed very little over the years. They own their own home, which is located on the outskirts of a city on a residential street.

A foreign language is spoken in the home.

The subject felt that his parents emphasised the importance of getting ahead and improving their position to a considerable extent, and occasionally discussed plans for getting ahead in the world with him.
College Data

He attributed the causes of his previous unsuccessful attempt at college work to: "Undecided on course of study."

He wrote the following sentence in support of his petition for reinstatement: "Four years of experience in the Air Force."

Test Data

The subject did not take the OSPE. The SCAT indicated him to have a little above average verbal and quantitative ability as compared with other freshmen taking this test.

His measured interests favored those of the Dentist and those of the people working in the Technical and Crafts career areas. He did not indicate any strong dislikes on the Strong Profile.

His MMPI Profile suggested a mild depression, and a fairly high "defensiveness." (K-16).

The Activities Index suggested that the subject might appear as a withdrawn, submissive, controlled kind of person; and as a kind of stereotype of the Oriental. There was an indication of a tremendous amount of energy available to him, but the placidity and emotional suppression may well consume most of this energy in maintaining these controls.

Comments and Recommendations by Evaluating Counselor to College Office

He may persist for one or two quarters, but is unlikely to graduate. I do not feel that his desires are sufficient to carry him through a Pre-Dental program.

Disposition of the Case

| CPFR at time of first dismissal   | 1.550 |
| CPFR at time of his readmission | 1.568 |
| Point-hour at end of Winter Quarter, 1959 | 1.666 |
Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn of 1956. He did not declare a major area of interest. His stated reason for coming to college was: "Because of my parents."

He felt that he would not be able to do the work when he came to college. His thinking about this revealed that he was uneasy about leaving home.

He was dismissed by his college after completing three quarters of work. At this time his GPFR was 1.161.

His petition for Winter Quarter, 1959 to the College of Arts and Sciences was accepted (petition denied in November of 1957 and May of 1957). He enrolled in Arts and Sciences with Chemistry as his major area of interest.

The subject wrote that before coming to The Ohio State University he had never had testing, counseling or psychological help.

Pre-College Data

He graduated from a large high school in June of 1956. He ranked in the top twenty-five per cent of his graduating class of 240 seniors. His scholastic average, in a college preparatory curriculum for four years' work was an 84, which should stand for a B-minus letter grade.

While in high school, he held several major and minor offices. He did not win any awards or honors which he cared to list. His leisure time activities are of the kind which can be engaged in by one's self.

Family Data

The father, age sixty-one, is a drill-press operator. He completed the sixth grade in Yugoslavia. His health is listed as good by the subject.

The mother, age fifty-four, is a "general-worker" in a bakery. Her health is listed as fair.

An older brother, age 26, has his M. D. degree and is a physician.

The candidate has enough in savings to provide for his education. The financial position of the family has changed very little over the past few years. They live on the outskirts of a city in a residential section in a home which they own.

The subject felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans for getting ahead in the world with him.

A foreign language is spoken in the home by the mother and father.
General Health

The candidate is 5 feet, 11 inches in height and weighs about 180 pounds. He apparently has enjoyed excellent health throughout his life. He noted that he once had a speech problem but it no longer is of consequence.

College Data

He attributed his previous unsuccessful attempt at college work to the following: "Imaturity and irresponsibility."

He wrote the following paragraph in support of his petition for reinstatement:

"I feel that I have the ability to strive as an individual for a better education. I promise that I will make every possible effort in doing good work as a student."

Test Data

The subject's general ability appeared to be average to below average for college freshmen. His ability to manipulate numerical concepts seems to be his strongest academic asset.

His measured interests (Strong) indicate that he apparently has developed interest in those things appealing to chemists, mathematicians, science teachers and accountants. The Strong did not disclose any definite dislikes on the part of the subject.

His MMPI Profile suggested that the subject was somewhat inconsistent in answering the items of the inventory, and that he evidently reacted defensively to the test as a whole. (K-14).

The Stern Index suggested that he may be smothering his individuality under rigid and compulsive control of his impulses. His energy level is high, but evidently consumed by maintaining defenses against real or imagined blame expectations. His orientation toward intellectual and theoretical activities appears as well-developed. Counseling is indicated in order for him to examine his behavior at length with a person who can help him release his energy constructively.

Comments and Recommendations of Evaluating Counselor to College Office

He has a fair chance to survive one or two quarters but is unlikely to graduate. Background for present curriculum is very poor. I can't see how he can make the 2.00 required, despite his high energy level.

Disposition of the Case

| CPHR at time of first dismissal | 1.161 |
| Point hour earned in Winter Quarter, 1959 | 0.938 |
| CPHR at time of redissmissal | 1.111 |
Introduction

This student first enrolled in the College of Arts and Sciences at The Ohio State University in Autumn Quarter, 1957. He declared a Pre-Medical major field of interest and so scheduled his courses. His reason for coming to college was listed by the candidate as follows: "The more education a man has the better he can support his wife and children comfortably and offer them security."

He was dismissed by his college after completing three quarters, with a cumulative point-hour ratio of 1.412.

He petitioned for Winter Quarter, 1959 and was accepted by the College of Arts and Sciences. His curricular choice remained as Pre-Medical.

He states that he has not had previous counseling, testing or psychological help.

Pre-College Data

The subject graduated from a fairly large high school in June of 1957. He ranked in the middle of his graduating class of 200 seniors. He listed his total grade point average as 2.50 (C-plus).

While in high school he held one or two minor offices. He won several letters in band, first prize on a talent show, and a music scholarship during his high school career. His leisure time is taken up with managing his band, playing basketball and dancing.

Family Data

The father, age forty-seven, works as a general laborer in a depot. He attended a junior college. His health is listed as good.

The mother, age forty-five, is a school teacher. She has her bachelor's degree. Her health is listed as good.

An older brother, 23, has finished one year of college, and plans to continue.

The family is providing full financial support for the candidate's education. Their financial position has gone up and down from time to time. They own their own home, which is located in a residential area in the city.

The subject felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they occasionally discussed plans for getting ahead in the world with him.
General Health

He is 5 feet, 11 inches in height and weighs about 160 pounds. He has evidently had one or two major illnesses during his life. He noted that he has been informed that he has a speech problem.

College Data

The subject attributed his previous unsuccessful attempt at college work to the following: "I did not study properly for college work. I studied according to high school standards. Also I did not attend classes properly."

He wrote the following paragraph in support of his petition:

"When I was in high school, I could cut classes and still make good grades. I could also get by with very little study. In my change from high school to college life I thought this could still be done. But now I have found out differently and I am going to change this if reinstated. I realise what a big mistake I made all last year. In my three quarters that I did attend the university, the grades I did make were without study or attending classes. Therefore I am certain that with the proper attitude I could do very well. Also for the sake of my parents I would like to prove that I can make good."

Test Data

General ability of the subject appeared as low-average. That is in the lower range of the Class III OSPE ranking, with a similar pattern on the SCAT. His reading level was at the 6 percentile on the OSPE.

His measured interests are not discernible on the Strong. The MMPI Profile suggests a fair amount of underlying anxiety to be operant in the candidate, along with considerable defensiveness. (K-17)

His Stern's Index suggested a strong need for affiliation, and socialisation in general. There was also a suggestion that he apparently lacks considerable ego-strength, although the emergent trends in this area would indicate the possibility of growth with additional maturity.

Comments and Recommendations of Evaluating Counselor to College Office

Admit him only as a poor risk in present curriculum selection.

Disposition of the Case

CPHR at time of first dismissal 1.412
Point hour ratio for Winter Quarter, 1959 1.666
CPHR at time of redissual 1.347
Introduction

This student first enrolled in the College of Engineering at The Ohio State University in Autumn Quarter, 1956. His major field of interest was Chemical Engineering. His stated reason for coming to college was: "So I could have a profession rather than just a job."

He was dismissed by his college after completing six quarters of work, with a cumulative point-hour ratio of 1.562.

His petition to the College of Arts and Sciences for Winter Quarter, 1959 was accepted and he enrolled with mathematics as his major area of interest.

He transferred 90 K credits from Wittenberg College where he had taken a Pre-Engineering course of study.

The subject stated that he has not had previous counseling, testing or psychological help.

Pre-College Data

He graduated from a very large high school in 1954. He ranked about in the middle of his graduating class of 550 seniors. His four-year grade-point average was somewhere between 80-85%.

While in high school, he held one or two minor offices. He won no honors or awards. His leisure time activities involve stamp collecting and constructing Hi-Fi sets.

Family Data

The father, age sixty, is a tool and die maker. He completed high school in Germany-Berufschule. His health is apparently good.

The mother, age fifty-eight, is a housewife. She completed high school in Germany. Her health is good, according to the candidate.

Two older sisters, (33 and 31), are married and housewives. They completed high school.

The subject has funds in savings for his first quarter, but will probably have to work during the second quarter, along with his wife in order to maintain himself in college.

The family's financial position has changed very little over the past few years. His parents own their own home. The candidate lives in an apartment with his wife.

He felt that his parents emphasised getting ahead and improving their position to a great extent, and that they occasionally discussed plans for getting ahead in the world with him.
General Health

He is 5 feet, 7 inches tall and weighs 175 pounds. His health has been excellent since birth.

College Data

He attributed the causes of his previous unsuccessful attempt at college work to his feeling that he was in the wrong field and therefore lost interest when his point-hour began to drop. He supported his petition with the following paragraph:

"I am now married and have a more mature outlook on college. I feel that I now have a better opportunity to better work because I can regulate my affairs better in my own home rather than depending on a landlady or her tenants or my room-mates. Also, now that I have had a chance to be on the outside looking in, I don't want it to happen again."

Test Data

OSPE and SCAT results indicate he has average to above average potential for doing college work. His measured interests appear strongest in the accounting and business areas on the Strong. No strong dislikes were noted. His MMPI Profile suggests a mild anxiety state and a rather definite attitude of defensiveness (K-17).

His Stern Activities Index suggested that he is a persistent, high-drive kind of individual with strong defenses against releasing hostility and emotionality. A fairly rigid picture suggesting considerable inner conflict which may or may not be within his awareness is apparent.

Comments and Recommendations by Evaluating Counselor to College Office

He is now married, and realizes that he was previously in the wrong field. His measured interests do not resemble those of mathematicians, but rather those of accounting and purchasing personnel. However, his compulsiveness and persistent behavior may explain his success in mathematics and his set toward this career. He is a detail man. He is not likely to graduate in Arts and Sciences.

Disposition of the Case

<table>
<thead>
<tr>
<th>CPHR at the time of first dismissal</th>
<th>1.562</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point-hour at the end of Winter Quarter, 1959</td>
<td>1.666</td>
</tr>
<tr>
<td>CPHR at the time of rediss dismissal</td>
<td>1.614</td>
</tr>
</tbody>
</table>
Introduction

The candidate first enrolled in the College of Commerce and Administration in Winter Quarter, 1954. His major field of interest was Business Organization. The subject stated that his initial reason for coming to college was: "To enable me to meet my vocational object thru learning of educational objectives."

He was dismissed from his college at the end of the Winter Quarter, 1956. He petitioned for reinstatement in Autumn Quarter, 1956 and was accepted. He was readmitted at the end of Autumn Quarter, 1957 by special action of the executive committee of the College of Commerce. His cumulative point-hour ratio at that time was 1.776 for 9 quarters of completed college work.

His petition to the College of Education for Winter Quarter, 1959 was accepted, and he enrolled with the goal in mind of completing a Bachelor of Fine Arts degree.

Pre-College Data

The candidate graduated from a fairly large high school in June of 1949. He ranked in the middle of his graduating class of 219 seniors. His scholastic average for a four year college preparatory curriculum was average—C.

While in high school he held several major and minor offices. He participated in sports. He won no special awards. He did not list any hobbies or leisure time activities other than an interest in sports.

The subject noted that he did not have previous testing, counseling or psychological help before enrolling in The Ohio State University.

Family Data

The father, age seventy-five, is a restaurant owner. He completed the eighth grade in Corinthia, Greece. His health is fair.

The mother, age fifty-nine, is a housewife. She completed ten years of school in Greece. Her health is listed as good by the subject.

The candidate has enough in savings to support himself. The family's financial position has improved steadily over the years. They own their own home, which is located on the outskirts of a city on a residential street.

He felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans for getting ahead in the world with him.
A foreign language was spoken in the home by the father and mother since before the candidate was ten years old.

**General Health**

The subject is 5 feet, 10 inches in height and weighs about 150 pounds. Although he states that he hardly thinks about his health, he noted that he missed enough classes because of illness to interfere with his studies. His health apparently is good, but not excellent.

**College Data**

He attributed the previous unsuccessful attempts at college work to: "Due to troubles at home (father sick) and traveling to here and home again--taking care of my father's business."

He supported his petition for reinstatement with the following paragraph:

"The will and determination of some to finish school much my goal. Also recommendation from employer's and other people in high respected offices who know me and my ability to succeed in attainment of the goals in sight."

**Test Data**

The subject did not take the OSPE. The SCAT indicated that his general ability in comparison to other freshmen taking the test ranked in the average to below average range of scores. He appeared very low in the ability to handle numerical concepts. His measured interests were service oriented; personnel director, administrator and teacher categories. He definitely rejected the exact sciences.

The MMPI Profile suggested that he answered the items on the inventory inconsistently, and quite defensively. (K-17)

The Stern Activities Index suggested that he tends to be inhibited, withdrawn, dependent, cautious and submissive. It appeared as if he has smothered himself in defensive and controlling mechanisms to a point of having little or no ego-identity. There is little indication of any means at his disposal for expression of hostile and aggressive feelings.

**Comments and Recommendations of Evaluating Counselor to College Office**

He might finish one quarter or two perhaps, but is unlikely to graduate. College appears as a route to a job only. He had 1550 acquaintances and 150 friends while in college (his statement). He has a strong need to be loved, looked up to, can't risk displeasure... easily influenced to be a "good-time-Charlie."
### Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.776</td>
</tr>
<tr>
<td>Point hour at end of Winter Quarter, 1959</td>
<td>1.682</td>
</tr>
<tr>
<td>CPHR at time of redissnial</td>
<td>1.764</td>
</tr>
</tbody>
</table>

* Unusual case in that his peers needed 1.70 to avoid dismissal, and his CPHR still remains above the required CPHR.
Introduction

This student first enrolled at the university in the College of Arts and Sciences. He selected Geology as his major field of interest. His reason for coming to college was: "To better prepare myself for the future." (Date of first enrollment was September of 1953).

He was dismissed from his college at the end of the Spring Quarter, 1955 after completing six quarters of work. He petitioned for readmittance to the same college for Winter Quarter, 1956 and was accepted. He was readmitted after two quarters of work with a 1.50 cumulative point-hour ratio for eight quarters of college work.

His petition for readmittance to the College of Education of The Ohio State University was accepted for Winter Quarter of 1959. His major object was a degree in elementary education.

He wrote that he did not receive counseling in high school, but has had testing and counseling while here at the university.

Pre-College Data

The subject graduated from a small high school in 1953. He ranked in the lower twenty-five per cent of his graduating class of 70 students. His grade-point average at graduation was 2.00 or C.

While in high school he held one or two minor offices. He lettered in Band during high school. His leisure time activities are taken up with working on his car, working on radios, cleaning and repairing things, and doing some church work.

Family Data

The father, age fifty-eight, is a tool and die maker. He completed the tenth grade. His health is listed as good.

The mother, age fifty-six, is an office worker. She is a high school graduate. Her health is listed as good by the subject.

An older brother, age 30, is an optometrist.

The family's financial position has improved steadily over the years. They are providing full financial support for the candidate's education. The home is owned by the parents, and it is located in the city in a residential section.

A foreign language is spoken in the home. A grandmother and uncle have lived in the home since 1948.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

He is 5 feet, 10 inches in height and weighs 150 pounds. He apparently has enjoyed excellent health throughout his life.

College Data

He attributed his previous unsuccessful attempts at college work to: "The first time I was not mature enough to be in college and to realize the value of a college education. The second time I returned to college too soon after leaving the Navy. I had too many things I wanted to do and not enough time to do them in."

He added another paragraph in support of the above which follows:

"I feel that I am ready to return to college and to do the very best I can. I will put forth my maximum effort to stay in school."

Test Data

The general ability level of the candidate appeared in the broad middle range of those taking the OSPE and the SCAT. The SCAT results indicated him to be in the upper middle group for college freshmen taking the test.

His MMPI Profile suggested a mildly anxious state, as well as a tendency toward being defensive (K-16).

The Stern Activities Index suggested that his personality need-structure tended to be conflicted in terms of defensiveness, submissiveness, and affiliativeness versus intense needs for dominance and manipulative transactions with others. It appeared that he might have extreme difficulty in satisfactorily reducing his feelings of hostility and aggression through the "dominance" construct, since he tends to control this through excessive submission and affiliation.

Comments and Recommendations of Evaluating Counselor to College Office

Time span out of school and additional maturity are the only factors which indicate a favorable prognosis. The somewhat higher test scores made on the SCAT by the candidate are questionable in terms of his age when administered. He may persist one or two quarters but is unlikely to graduate.

Disposition of the Case

| CPFR at time of second dismissal | 1.50 |
| Point hour at end of Winter Quarter, 1959 | 1.647 |
| CPFR at time of third re-dismissal | 1.58 |
Introduction

This student first enrolled in the College of Arts and Sciences in the Autumn Quarter of 1956. He selected Optometry as his major field of interest. His reason for coming to college was stated as: "I wanted to better myself and get ahead in the world."

He was dismissed by his college at the end of the Autumn Quarter, 1957 with a cumulative point-hour ratio of 1.40.

His petition to the College of Commerce and Administration for Winter Quarter, 1959 was accepted, and he enrolled with Industrial Management as his major field of interest.

He did not list counseling or testing as part of his high school experience.

Pre-College Data

The subject graduated from a fairly large high school in June of 1956. He ranked in the top ten per cent of his graduating class of 225 seniors. He listed a 2.8 (B-minus) grade-point average at graduation. His curriculum was college preparatory.

While in high school he held one or two major offices, and took part in talent and speech contests.

Family Data

The father, age forty-seven, works in an aircraft plant. He graduated from high school. His health is good.

The mother, age thirty-eight, is a high school graduate, and currently is employed in a large rubber factory in Akron. Her health is good.

A younger brother, age 18, is interested in journalism.

The family has established a fund for the candidate's education, and he has enough in savings to support himself if the need arises. The family's financial position has improved steadily over the years. They own their own home which is located in the city in a residential section.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent (recently), and rarely discussed plans with him for getting ahead in the world.

General Health

The candidate is 5 feet, 8 inches in height and weighs about 135 pounds. His health, although he states that he was seldom if ever ill
during his life, evidently bothered him in college because he stated that he missed classes in college very often due to illness.

**College Data**

He attributed his previous unsuccessful attempt at college work to the following: "Problems at home that led to financial problems and also nervous strain. I was behind so far in my work before things were straightened out that I could not regain my grade-standing."

He wrote the following paragraph in support of his petition for reinstatement:

"I feel that I can rightly say that I am college material. It has taken a good shock to make me settle down and being dismissed was the shock. I will not bring a car down to school and I have dropped out of my fraternity in order to devote all of my time to my studies. My grave problems at home are all straightened out and I am in good financial standing. If I did not think that I could make my grades, I would be the first to admit it and I would drop out of school on my own accord. Another factor which is prominent in my dismissal but which I failed to note above is the fact that I was working at the Ohio Union three nights a week last fall quarter."

**Test Data**

The subject's general ability appeared in the lower middle range of the OSPE (Class III-26 percentile), and in the middle range of the SCAT (48-62 percentile band).

His MMPI Profile suggested a rather disturbed psychological state but not intense enough to warrant investigation, unless requested by the candidate.

His Stern's Summary appeared to describe him as a person who could be considered a good risk for achievement at the college level. His aggressive-ascendant characteristics are balanced by deferent and placid trends, which may well help him avoid inconsistent behavior such as can be inferred from his high Ma T-score of 78 on the MMPI.

**Comments and Recommendations of Evaluating Counselor to College Office**

He has been studying on his own since dismissal and has taken steps to control his extracurricular activities while on the campus. Minor and significant academic changes could be expected. He has a fairly good chance at survival if interest in getting a degree can be maintained.

**Disposition of the Case**

- CPHR at time of first dismissal: 1.40
- Point hour earned Winter Quarter, 1959: 1.235
- CPHR at time of his readmission: 1.384
Introduction

This student first enrolled in The College of Arts and Sciences in the Summer Quarter of 1957. He did not list a major field of interest at that time. His reason for coming to college was stated as follows: "I had been told by most everyone that a college education was important and that I ought to go."

He was dismissed by his college after three quarters of work and summer school (four quarters actually), with a cumulative point-hour ratio of 1.402.

His petition to the College of Commerce and Administration was accepted and he enrolled for Winter Quarter, 1959 in that college. He declared Marketing as his major field of interest.

Pre-College Data

The candidate graduated from a small high school in May of 1957. He ranked in the middle of a graduating class of 81 seniors. His grade-point average at graduation was listed by the subject as 2.00 (C).

While in high school, he held one or two major offices. He participated on student council; was homecoming king, and gave a graduation speech. His hobbies are listening to good music, and talking and relaxing with a friend.

There is no evidence of previous counseling during high school.

Family Data

The father, age forty-nine, is an industrial engineer. He completed one year of college. His health is listed as excellent.

The mother, age forty-eight, is a housewife, high school graduate, and is in excellent health.

An older brother, age 23, graduated from Ohio State, and is now an Ensign in the United States Navy.

The family has provided a fund for the subject's education. Their financial position has improved steadily over the years. They own their own home which is located in the city in a residential area.

The candidate felt that his parents often emphasized the importance of getting ahead and improving their position, and often discussed plans for getting ahead in the world with him.

General Health

He is 5 feet, 11 inches in height and weighs about 158 pounds.
College Data

He attributed his previous unsuccessful attempt at college work to the following: "Lack of effort due to an immature attitude toward college and its importance, plus the inability to recognize the tremendous opportunity that is offered."

He wrote the following paragraph in support of his petition for reinstatement:

"Since leaving OSU I have met and talked with many different types of people. This is an important part of education, I believe, as it broadens one's concept of life and the world, etc. Now my outlook has been broadened also. It has become apparent that only the men with the good education reach the top. I know that I could never be satisfied working as a laborer, struggling to support the family. I like the idea of living comfortably and moderately that comes from ambitious, hard work, and accomplishments. College is the first step along this path. It is a big step, and thus has taken on the characteristic qualities of a challenge."

Test Data

The candidate's general ability appeared above average on the OSPE (Class II-79 percentile), and in the average range for college freshmen on the SCAT (42-55 percentile band).

His measured interests resembled those of office workers, purchasing agents, and morticians. The candidate apparently strongly disliked those activities favored by such people as scientists, engineers, chemists, accountants and physicists.

His MMP Profile suggested a mild anxiety state, with some defensiveness, as indicated by his X-score of 16.

His Activities Index Summary suggested a well-balanced personality structure. The theoretical-intellectual section of the Summary indicated him to lack a basic orientation to either the sciences or the humanities, which of course might be construed to mean little or no real interest in academic pursuits.

Comments and Recommendations by Evaluating Counselor to College Office

There is some evidence of maturing related to job experience and to his college failure. Significant changes might be expected. He has a reasonably good chance at persisting to a degree. Appears as a good risk as compared to other applicants for reinstatement.

Disposition of the Case

CPHR at end of first attempt at college work 1.402
Point hour at end of Winter Quarter, 1959 1.412
CPHR at end of second attempt at college work 1.402
Group 2 Case Summaries of Students Redischissed at the End of Spring Quarter, 1959
II. Group 2 Summaries

Case No. 58 1604

Age 21 Male

Introduction

This student first enrolled at The Ohio State University in Autumn of 1957. He transferred two quarters of credit from the University of Tennessee, and two quarters of credit from the Northwestern University. His reason for going to college from high school was phrased as follows: "I felt then as I do now that in this day and age, a college education is the most valuable thing a person can have. I still feel that way, and would like one more chance to show it."

He petitioned the College of Commerce and Administration for reinstatement in the Summer of 1958, but was denied readmittance.

His petition to the college from which he was dismissed, Arts and Sciences, accepted for Winter Quarter of 1959. He enrolled with Sociology as his major field of interest.

He provided no information as to previous counseling, testing or psychological help obtained during his pre-Ohio State activities.

Pre-College Data

The subject graduated from a large high school in 1956. He ranked in the lower twenty-five per cent of a graduating class of 275 students. His grade-point average, in a general curriculum was about a "C".

While in high school, he held one or two minor offices. He won no distinctive awards while in high school. He did win "an outstanding paper-boy award" for his work on a paper route. His leisure time is filled with: dating, cards, movies, and dancing.

Family Data

The father, age fifty-one, is vice president of a provision company. He completed one and a half years of college. His health is excellent.

The mother, age forty-eight, graduated from the University of Chicago with a degree in Education. She is currently a housewife, and in fair health.

A younger sister, age 20, is married, a housewife, and a high school graduate.

The family is providing full financial support for the candidate's education. Their financial position has improved steadily over the years. They own their own home, which is located in a small community.
He felt that his parents emphasised the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans for getting ahead in the world with him.

**General Health**

The candidate is 5 feet 11 inches in height and weighs 165 pounds. Except for a long-lasting, severe illness, of one year's duration, the candidate apparently has enjoyed excellent health throughout his life.

**College Data**

The candidate attributed his previous unsuccessful attempt at college work to the following: "Spring Quarter, my mother was very ill. I stated all this in my petition to the Commerce College. Living in a fraternity house is really not very good for study. I will do that again." (probably left "not" out of last sentence)

The candidate wrote the following paragraph as supportive information for his petition for reinstatement: "My mother, whose serious illness Spring Quarter was a source of worry for me, is now well again. If reinstated, I will recognize the fact that I am getting a break that probably will not be open to me again and will most certainly take advantage of it.

I have been doing a lot of thinking since my dismissal, and realise how much I really want to continue my college education. If reinstated I am quite confident that I will meet the requirements set up for me."

**Test Data**

OSPE not taken. SCAT indicated above average general ability. Measured interests high in Social Welfare, Science Teacher, Office Worker, and Sales Manager areas. Rejected professional careers. MMPI suggested little in the way of psychological disturbances, other than a trend to be defensive, as indicated by the E-score of 12 on the Profile.

The Stern Index suggested a fairly well-structured personality, perhaps a little overly cautious, but this does not appear as a constricting trend. He apparently strongly rejects scientific activity which might cause him some difficulty at the college level. In general, there seems to be little reason for this difficulties personality wise.
Comments and Recommendations of Evaluating Counselor to College Office

Reasonable chance to complete one or two quarters. Although he appears to have the ability to complete school, he does not seem to perceive school from a frame of reference which would result in his successfully directing his energies over a long period of time toward academic pursuits.

Disposition of the Case

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<td>CPHR at end of Winter Quarter, 1959</td>
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<td>Point-hour earned at end of Spring Quarter</td>
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<td>CPHR at end of Spring Quarter, 1959</td>
<td>1.988</td>
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STATUS AT END OF THE STUDY  Group II - redissmissed

*Transferred to Commerce Spring Quarter.
Introduction

This student first enrolled at The Ohio State University in Autumn of 1955. His major field of interest changed from Fine Arts to Anthropology after a few quarters of work. His reason for coming to college was stated as: "Because of my desire to become a dentist."

This student was dismissed at the end of Summer Quarter, 1958, because of an E (failure) in Physics 412, a five-hour course, and the only one he took that summer. His cumulative-point hour ratio dropped to a 1.814 because of the five hours of E.

Accepted by the College of Arts and Sciences for Winter Quarter, 1959, the candidate enrolled with Dentistry as his major objective.

The candidate apparently has never had testing, counseling, or psychological help, either in high school or college. (The OUR Test Battery is his first contact with a Counseling Agency.)

Pre-College Data

The subject graduated from a "Preparatory" high school in 1954. He ranked in the lower twenty-five per cent of a graduating class of sixty-five students, although his grade-point average was listed as eighty-four per cent.

While at his high school, he did not hold any offices, nor win any awards. His leisure time activities are of the non-hobby type.

Family Data

The father, age forty-two, is a salesman, high school graduate; he presently is in excellent health.

The mother, age thirty-nine, is a housewife, high school graduate; the candidate lists her health as good.

A younger sister, age fifteen, is in the tenth grade.

The family is providing full financial support for the candidate's education. Their financial position has improved steadily over the years. They live in a private, one-family house, which they own. It is located in the city, in a residential section.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a small extent, and that they occasionally discussed plans with him for getting ahead in the world.
**General Health**

The candidate is 6 feet in height and weighs 178 pounds. He apparently has enjoyed excellent health throughout his life.

**College Data**

The candidate attributed his previous unsuccessful attempt at college work to the following:

"Physics."

The candidate supported his petition with the following paragraph:

"The reason for my dismissal was that I took only one course in summer school and failed it, and since I had no point hour I was dismissed. I will have to get a degree to enter Dental School now and I need about 43 hours for a degree and if I must wait until Spring Quarter it will be impossible for me to have a chance for Dentistry next year. I will have to wait until 1960."

The candidate studied on the average of ten hours per week during his previous enrollment.

**Test Data**

This student's general ability appeared average, as it was measured by the SCAT. He did not take the OSPE.

His measured interests were mostly in the social welfare areas, with emergent interests in "contact sales." He seemed to have a strong interest in the job category represented by a Y.M.C.A. director.

His MMPI Profile suggested that the client was reacting to a certain amount of anxiety when he took the test. His defensiveness was below comment. That is he had a K-score of 12, which appears to fall within normal limits for those taking the inventory.

The Stern Index suggested the candidate to be overly cautious and controlled. His intense need to "help others" appears to agree with the Strong's high score in the Y.M.C.A. director area. There seems to be enough ego-structure available to the candidate so that we might expect a more effective release of energy with a lessening of the intensity of some of his defense and control.

**Comments and Recommendations by Evaluating Counselor to College Office**

Reasonable chance at persisting for one or two quarters. He is unlikely to graduate. Dismissal has raised candidate's anxiety level, which in turn has increased his motivation, but it is not likely that he will be able to sustain this drive.
Disposition of the Case

<table>
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<td>CPHER at end of Winter Quarter, 1959</td>
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<td>Point-hour earned Spring Quarter, 1959</td>
<td>1.333</td>
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<tr>
<td>CPHER at end of Spring Quarter, 1959</td>
<td>1.786</td>
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STATUS AT END OF THE STUDY: Group II – reassessed
Introduction

This student first entered The Ohio State University Autumn Quarter, 1955. His choice of curricula centered on a Liberal Arts program. His reason for coming to college was: "For vocational aspects."

He did not feel that he would be able to do college level work. He arrived at the latter conclusion because of "dissatisfaction with home life."

Dismissed after three quarters of work, the candidate had a CPHR of 1.345.

Reinstated for Winter Quarter of 1959, the candidate declared Pre-law as his major field of interest.

He apparently did not have pre-college counseling of any kind.

Pre-College Data

The candidate graduated from a large high school in 1955. He ranked about in the middle of his graduating class of 350 students. His grade-point at graduation was between a C-plus and a B average.

While in high school, the candidate held several major and minor offices. He won no special recognition in high school. He did achieve certain distinctions in DeMolay. His leisure time activities are evidently confined to his DeMolay activities.

Family Data

The candidate's father, age forty-two, works for the State Highway Department. He completed the twelfth grade. His health is listed as good.

The candidate's step-father, is not described by the candidate, except where difficulty with him is concerned.

The mother, age forty, (divorced and remarried) completed the twelfth grade. She is a bookkeeper at a Real Estate Office.

There is a half brother, whom the candidate does not describe.

The candidate has partial funds available, but will probably have to work part time to help finance his college education. If reinstated he plans to live in his own apartment, and alone.

He felt that his parents did not emphasize getting ahead and improving their position, and that they rarely discussed plans with him for getting ahead in the world. He also noted that they were seldom, if ever, home.
General Health

The candidate is 5 feet 10 inches in height and weighs about 190 pounds. He worries somewhat about his health, but apparently has never been ill, other than with the usual illnesses that beset most men.

College Data

During previous college enrollment, the candidate studied on the average of ten hours per week. He attributed his previous unsuccessful attempt at college work to the following: "Nervous tension created by step-father and lack of interest due to tension."

The candidate supported his petition for reinstatement with the following additional information: "The nervous tension has been eliminated as I now live by myself." "I believe now that I more fully realise the benefits of a college education."

Test Data

The candidate's general ability, as measured by the SCAT, indicated above average potential for performing at the college level.

His measured interests resembled those of Printers, mathematics-physics-science teachers, policemen, social welfare workers, and accountants. He definitely rejected those items which would have shown him to be interested in the area represented by an Industrial Arts Teacher.

His MPI Profile suggested that he answered the items with a considerable amount of inconsistency, as well as a considerable amount of defensiveness. (K-score of 21)

His Stern Index suggested an individual with high-drive, but one who apparently is dissipating much of his available energy in combating conflicting dependency and autonomy needs. The hostility towards his step-father is suppressed on the profile, as a matter of fact, this is little evidence of aggressive trends, other than his expressed need for dominance.

Comments and Recommendations of Evaluating Counselor to College Office

Reasonable chance for the completion of one or two quarters, but is unlikely to graduate. Has moved into private room away from the anxiety producing home situation. FBI goal via law seems realistic in terms of his ability, and measured interests in law enforcement and accounting. Rather dependent with "out-sized needs for friendships." Seems more like a Commerce "type." Has secondary interests in working-with-people occupations.
### Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>GPA</th>
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<tbody>
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<td>CPER at time of his first dismissal</td>
<td>1.345</td>
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<td>CPER at end of Winter Quarter, 1959</td>
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<td>Point-hour earned Spring Quarter, 1959</td>
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<td>CPER at end of Spring Quarter, 1959</td>
<td>1.275</td>
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**STATUS AT END OF STUDY**  Group II - dismissed
Introduction

This student first entered The Ohio State University Autumn Quarter, 1956, in the College of Arts and Sciences. She did not declare a major field of interest, and stated that her reason for coming to college was: "I had the mental ability and I like to learn things."

She was given EM credit for the first freshman English course. However, despite passing a 99 percentile OSPE score, she proceeded to fail English 417, the next English course in sequence, two times. Her second quarter was worth 0.214 to her. The college dismissed her at the end of Winter Quarter, with a GPFR of 1.000.

Pre-College Data

The candidate graduated from a medium-sized high school in 1956. She ranked in the top twenty-five per cent of a graduating class of 125 students. Her grade-point at graduation was above a 3.00 (B-plus).

While in high school, she held one or two minor office. In high school, she won local high school scholastic honors in: English, Sciences, mathematics, general, and on the OSPE.

Leisure time activities were listed as: reading, discussion groups (often technical or philosophical), driving, dancing. She has considered the following vocational objectives: Teaching, psychiatry, housewife.

Family Data

The father, age forty-eight, is a factory guard, in good health. He completed the eleventh grade.

The mother, age fifty-five, is a high school graduate, and has a teaching certificate. Her health is fair.

The candidate is an only child.

The family is providing partial funds for her education, and the candidate has partial funds available to help.

The financial position of the family has improved steadily over the years. They own their own home, which is in the country.

The candidate felt that her parents emphasized the importance of getting ahead and improving their position to a small extent, and that they occasionally discussed plans with her for getting ahead in the world.
General Health

The candidate is 5 feet 3 inches in height and weighs 108 pounds. She worries about her health. She has an illness that recurs once a year, and has missed a considerable amount of school because of illness. She has been informed that she has a slight speech problem.

College Data

The candidate felt that the reason for her previous unsuccessful attempt at college work was: "Wrong mental attitudes." She supported her position with the following: "Two years of thinking. A strong desire to continue my education."

Test Data

CSPE and SCAT results indicated superior general ability. Measured interests of Social Workers and Psychologists. Her MMPI Profile suggested a mild concern with illness, some hysteria of an undetermined nature, and a tendency toward an overproductivity of ideas. (X-13)

The Stern suggested a dynamic, high-drive, ego-centric, autonomous, out-going, aggressive-ascendant of an impulsive nature. It would be difficult for such a person to "fit" into routinised kinds of classroom situations typical of many beginning freshmen programs. (This smells of the problem of what to do with the gifted student.)

Comments and Recommendations of Evaluating Counselor to College Office

Problem essentially attitudinal and motivational. Brilliant mind, as yet operating at constricted level. She can make it if she gives half a try. Her motivation now is to get a college education. So there is no reason to deny her the chance.

Disposition of the Case

| CPFR at time of first dismissal | 1,000 |
| Point-hour earned Winter Quarter, 1959 | 3.00 |
| CPFR at end of Winter, 1959 | 1.315 |
| Point-hour earned Spring Quarter, 1959 | With- |
| CPFR at end of the Spring Quarter, 1959 | drew |

STATUS OF THE CASE AT END OF STUDY Group II - Withdraw
Age 19

Introduction

This student first enrolled in The Ohio State University Autumn Quarter, 1959, in the College of Commerce and Administration. He did not declare a major field of interest at that time.

His stated reason for coming to college was: "Because college is the best place to continue your education and offers a wider field than any other source."

Dismissed from his college after three quarters of work, he had a GPA of 1.64.

Commerce accepted his petition for Winter Quarter of 1959. He enrolled with Insurance as his major field of interest.

Pre-Congress Data

The candidate graduated from a small high school in 1950. He took a general high school program, and graduated about in the middle of his class of 70 graduating seniors. His grade-point average was estimated to be eighty-three per cent or C, by the candidate.

While in high school, he held one or two minor offices. He won no special recognition. His leisure time activities were listed as: Tennis and stamp collecting.

No counseling experienced during high school.

Family Data

The father, age fifty, is an insurance agent. He completed two years at a business school. His health is listed as good.

The mother, age fifty, has a B.S., degree, and is a teacher. Her health is listed as good, by the candidate.

A younger brother, age 16, is in the tenth grade.

The family is providing full financial support for the candidate's education. Their financial position has improved steadily over the past few years. They own their own home, which is located on the outskirts of a city, on a residential street.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet in height and weighs 150 pounds. He apparently, except for one long lasting illness of a year, has enjoyed excellent health throughout his life.

College Data

The candidate felt that the cause of his previous unsuccessful attempt at college work was due to the following: "Not being equipped with the basic skills of English. Also not realising the responsibility and competition which I would encounter."

Test Data

Candidate's general ability: below average on OSPE and SCAT tests.

His measured interests were those of Vocational Agriculture Teachers, and Real Estate Salesmen. He tended to reject the occupational groups represented by professional people and accountants. (Professional defined as Group I on the Strong.)

His MMPI Profile revealed no unusual personality trends. The K-score of 18 indicated that his "test-taking" set was very defensive.

His Stern Index suggested an individual searching for identity, and making certain progress toward this goal. He appeared on the Index as a fairly autonomous person with affiliation needs, which do not appear to be motivated from a nurturant base, nor in terms of obtaining succorance from others. His intellectual orientation appeared diffuse in terms of inconsistent action patterns.

Comments and Recommendations of Evaluating Counselor to College Office

Has had tutoring and taken English courses while O.U.R. Minor improvement could be expected. Deserves another chance, probably can not perseverer at the 2.00 level. His career objectives of Insurance or teaching are in congruence with his measured interests.

Disposition of the Case

| CPFR at time of first dismissal | 1.64 |
| Point-hour earned Winter Quarter, 1959 | 1.80(dism, waived) |
| CPFR at end of Winter, 1959 | 1.677 |
| Point-hour earned Spring Quarter, 1959 | 1.800 |
| CPFR at end of the Spring Quarter, 1959 | 1.700 |

STATUS OF THE CASE AT END OF STUDY Group II - redissmissed
Introduction

The candidate entered The Ohio State University Autumn Quarter of 1956, in the College of Arts and Sciences. He did not declare a major field of interest during his stay in that college. His reason for coming to college was: "At first I had no real purpose."

He was dismissed after completing three quarters of work in Arts. His dismissal GPA was 1.00.

He petitioned the College of Commerce and Administration for reinstatement for Winter Quarter of 1959 and was accepted. His area of interest was "business."

Pre-College Data

The candidate graduated from a large high school in 1956. He ranked about the middle of his class of 400 graduating seniors. In a college preparatory curriculum he finished with a 2.7 estimated grade-point average. (C-plus)

While in high school he held a few major and minor offices. He won no special recognition during high school. His leisure time activities were listed as: playing the piano, reading, and automobile racing.

He has not had previous counseling, testing or psychological help.

Family Data

The candidate's father, age fifty-eight, is a Superintendent of a synthetic products company. He completed high school. His health is good.

The candidate's mother, age fifty-five, is a housewife; high school graduate, and in good health.

An older brother, age twenty-five, had a college degree, and is a salesman.

The candidate's family is providing full financial support for his education. Their financial position has improved steadily over the years. They own their own home, a private one-family house, located on the outskirts of a city, on a residential street.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 11 inches in height and weighs 162 pounds. He has enjoyed excellent health throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "My inability to adjust to what to me was a new experience, and taking advantage of my lack of supervision."

Test Data

The candidate's general ability appeared in the average range for entering college freshmen on both the OSPE and SCAT tests. His measured interests were high in the social welfare occupational groups: e.g., Social Science High School Teacher, Personnel Director and so on.

He rigorously rejected high mathematics and those professions associated with skill in that subject.

His MPI Profile suggested a "abnormal" concern with health problems or bodily functions, and a defensiveness in taking the test as indicated by the K-score of 18. (Note that he claimed excellent health on the autobiographical questionnaire.)

The Stern Index suggested an individual of intense ego-centric intrusive characteristics, who might have a very difficult time suppressing his aggressive-eccentric drive to power, which probably conflicts with his affiliation need implying people are important to him.

Comments and Recommendations of Evaluating Counselor to College Office

Clearer definition of his vocational goals accomplished as a result of his work experience. He has well-laid vocational plans which will provide him with what was missing before dismissal. Tends to be a high-drive kind of person. Has interpersonal problems because people are important to him, but now, he should be able to overcome this and succeed.

Disposition of the Case

<table>
<thead>
<tr>
<th>CPHR at time of first dismissal</th>
<th>1.00</th>
</tr>
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<tbody>
<tr>
<td>Point-hour earned Winter Quarter, 1959</td>
<td>2.054(dism.waived)</td>
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<tr>
<td>CPHR at end of Winter, 1959</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
<td>1.333</td>
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<tr>
<td>CPHR at end of the Spring Quarter, 1959</td>
<td>1.301</td>
</tr>
</tbody>
</table>

STATUS OF THE CASE AT END OF STUDY Group II - readmitted
Introduction

This student first enrolled in the College of Engineering at The Ohio State University Autumn Quarter, 1957. His reason for coming to college was stated as: "It has always been my ambition and the ambition of my friends."

He was dismissed by his college after completing three quarters of work. His dismissal GPA was 1.40.

The candidate's petition to the college of Commerce and Administration was accepted for Winter Quarter of 1959. His major field of interest at this time was Accounting.

Pre-College Data

The candidate graduated from a large high school in 1957. His grade-point average of 3.3 at graduation placed him about in the top twenty-five per cent of his class of 215.

While in high school, the candidate held one or two major offices. He won a scholarship from a local club. His leisure-time activities were listed as: reading, swimming and basketball.

No previous counseling, testing or psychological help was indicated.

Family Data

The father, age thirty-nine, is a machinist. He completed the tenth grade. His health is good.

The mother, age forty, is a coil insulator. She completed high school and is presently in good health.

The candidate is an only child.

The family is providing full financial support for the candidate's education. Their financial position has improved steadily over the years. They rent their home, which is located in a residential section in the city.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a moderate extent, and that they often discussed plans with him for getting ahead in the world.

General Health

The candidate is 5 feet 10 inches in height and weighs 125 pounds. He has apparently enjoyed excellent health throughout his life.
College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Too much playing around and not enough time spent in serious study. Not really qualified for the study I took."

He supported his present position with the following paragraph: "I think I am entering a field in which I am more qualified, than I was in Engineering. I want to prove to myself that, although I failed, I can and will succeed."

Test Data

His general ability appeared in the average range on the OSPE, and somewhat higher than average on the verbal section of the SCAT. The SCAT also indicated an above average quantitative aptitude for the candidate.

His measured interests were strong in the technical and accounting areas. He tended to reject the highly professional, Engineers, Psychologist, Dentist, and Physicist.

His MMPI Profile was well within normal limits on the personality scales. His K-score of 14 indicated a certain amount of defensiveness to be operant as he answered the items on the inventory.

The Stern Index suggested an individual with strong affiliation and dependency needs complicated by a tendency to withdraw and suppress emotionality. A reasonable amount of ego-structure appeared on the circumples, but the submissive-restrained trends would suggest that the power present in the ego-structure is discipated in ego-centric-infantile pleasure seeking activities.

Comments and Recommendations of Evaluating Counselor to College Office

New goal, accounting, more in keeping with measured interests. Has some resemblance to technical-craftsmen group, (father's occupation). If he can apply self-discipline and cut out play, he should make it in Commerce and Administration, but I doubt if he is ready yet.

Disposition of the Case

<table>
<thead>
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<th>Event</th>
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<td>CPHR at end of the Spring Quarter, 1959</td>
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</table>

STATUS OF THE CASE AT END OF STUDY Group II - redissmissed
Introduction

This student enrolled in the Arts and Sciences here at The Ohio State University Autumn Quarter, 1957. Her major interest was Nursing. Her reason for coming to college was stated as follows: "To enter the School of Nursing, so that I could become a Nurse. My parents wanted me to be a Nurse."

After completing two quarters in the School of Nursing, the candidate transferred to the College of Education into a Music-Education curriculum.

She was dismissed from the College of Education at the end of her third quarter of work at Ohio State with a cumulative point-hour ratio of 1.471.

Her petition to the same college was accepted for Winter Quarter, 1959, and the candidate enrolled with the same career objective in mind—Music-Education.

Pre-College Data

The candidate graduated from a medium-sized high school in 1957. She ranked in the top twenty-five per cent of her graduating class of 130 seniors. She had maintained a B-plus scholastic average in a college preparatory curriculum.

While in high school, the candidate held a few major and minor offices. She won several honors in extracurricular activities, and was a member of a Girls Ensemble and Clarinet Trio during high school.

No evidence of educational-vocational guidance during high school was noted.

Family Data

The candidate's father, age fifty-seven, works for a trucking firm. He completed the tenth grade. His health is listed as good.

The candidate's mother, age fifty, a high school graduate, is listed to be in good health, and a housewife, by the candidate.

A younger brother, age eighteen, completed the tenth grade in high school before joining the Navy.

The family's financial position has improved steadily over the years. They are providing full financial support for the candidate. The family lives in a private one-family house, which they own, and which is located on the outskirts of a city.

The candidate felt that her parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans for getting ahead in the world with her.
General Health

The candidate is 5 feet 5 inches in height and weighs 140 pounds. She has apparently enjoyed excellent health throughout her life.

College Data

The candidate attributed her previous unsuccessful attempt at college work to the following: "I did not want to be a Nurse. My courses were mostly mathematics and science, which I do not like nor enjoy. I wanted to be a music student and resented having to go into the School of Nursing."

The candidate supported her petition for reinstatement with the following paragraph: "1. My grades in music. 2. I have continued my voice lessons throughout the summer from a professor of music. 3. My high school record."

Test Data

Her general ability, as measured by the OSPE and SCAT tests, appeared to fall in the lower range of the middle classifications of those taking the test. (Class III OSPE at the 29 percentile)

Her measured interests resembled those of Artists, Librarians, and musicians. She tended to reject technical and scientific areas.

Her MVI Profile was significant only in that it revealed a tendency for the candidate to select an excessive number of items in terms of their social acceptability. (K-20)

Her Stern Activities Index Summary suggested a tendency for the candidate toward the recognition of others only as a source of blame or humiliation. This would tend to create behavior characterized by a withdrawal of the "self" from transactions with others, tolerating them only in an excessively submissive approach to interacting with them. Much of her ego-strength appears to have been smothered by the above.

Comments and Recommendations by Evaluating Counselor to College Office

Minor improvement in scholastic performance might be expected. She blames parents for directing her into Nursing. Change to Music-Education brought little significant change. Recommendation for reinstatement negative.

Disposition of the Case

GPHR at the time of first dismissal 1.471
Point-hour at end of Winter Quarter, 1959 1.675
(discussion was waived by the college)
GPHR available to Candidate for Spring Qtr., 1959 1.567
Point-hour earned at end of Spring Qtr., 1959

STATUS AT END OF STUDY Group II - withdraw
Case No. 58 1947

Age 19

Introduction

The student first enrolled in The Ohio State University in the College of Education Autumn Quarter, 1957. Her major field of interest was declared as being Elementary Education. Her reason for coming to college was stated as: "To become an Elementary School Teacher."

She was dismissed by her college at the end of her second quarter of work with a cumulative point-hour ratio of 0.94.

Her petition for Winter Quarter, 1959, was accepted by the College of Education and she resumed her plans towards becoming an elementary school teacher.

She apparently has never had testing, counseling or psychological help, either during her high school career or while in college.

Pre-College Data

The candidate graduated from a small high school in 1957. She ranked in the top twenty-five per cent of her graduating class of sixteen students. She had maintained a B average for her four years.

While in high school, the candidate held one or two major and minor offices.

She raises and shows (and sells) pure-bred sheep as a business which is putting her through school. She has won numerous honors with her sheep in State, County and International Livestock shows. Has won numerous awards in 4-H activities. Her leisure time activities are reading, dancing, listening to records and livestock.

Family Data

The candidate's father, age forty-three, a high school graduate, is a farmer and farm owner. His health is good.

The candidate's mother, age forty-two, a high school graduate, is a housewife and in fair health.

Two younger brothers, ages fifteen and eleven, are in the public schools.

The family's financial position has improved steadily over the years. They own their own farm.

The candidate felt that her parents emphasised the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans for getting ahead in the world with her.
General Health

The candidate is 5 feet 8 inches in height and 135 pounds. She has apparently enjoyed excellent health throughout her life.

College Data

The reason for the candidate's previous unsuccessful attempt at college work was described by her in the following paragraph: "I was discouraged because I was undecided and did not know how to budget my time and study. My mother and father felt that they had not given me enough responsibility, which I have been given in the nine months since my dismissal."

Test Data

The candidate's general ability as measured by the OSPE and SCAT tests, indicated average to above average ability to do college work as compared to other freshmen taking the tests. (Class III - 74 percentile)

Her measured interests resembled those of Nurses and Social Science Teachers. There were no definite dislikes expressed by the subject.

Her MMPI Profile appeared well within normal limits. The K-score of 15 suggested a need on her part to appear in a good light to others.

The Stern Activities Summary suggested a highly dependent kind of individual who characteristically suppresses their inner-needs and impulses with a resulting excessive submissiveness to others and a complete avoidance of the investment of the "self" into such transactions as may occur in the process of living in the environment.

Comments and Recommendations by Evaluating Counselor to the College Office

Changes probably irrelevant to expected academic success. Has a fair chance to survive for one or two quarters but is unlikely to graduate.

Disposition of the Case

<table>
<thead>
<tr>
<th>CPFR at time of dismissal</th>
<th>0.94</th>
</tr>
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<tbody>
<tr>
<td>Point-hour at end of Winter Quarter, 1959</td>
<td>2.00</td>
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<tr>
<td>CPFR at beginning of Spring Quarter, 1959</td>
<td>1.255</td>
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<tr>
<td>Point-hour at end of Spring Quarter, 1959</td>
<td>1.765</td>
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<tr>
<td>CPFR at end of Spring Quarter, 1959</td>
<td>1.382</td>
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STATUS AT END OF THE STUDY: Group II - Redisson
Introduction

This student first enrolled in the College of Agriculture at The Ohio State University in Autumn of 1953. His reason for coming to college was: "I wanted to get an education to prepare myself for getting better jobs."

He was dismissed by his college after three quarters of work with a cumulative point-hour ratio (CPHR) of 1.21.

His petition to the College of Agriculture and Home Economics for the Winter Quarter of 1959 was accepted, and the candidate enrolled in the Business Management curriculum.

Before entering college, the candidate apparently had not had testing, counseling or psychological help of any kind.

Pre-College Data

The subject graduated from a large high school in 1952. He ranked in the middle third of his graduating class of 375 seniors. His scholastic average at graduation was "C".

While in high school, the candidate held one or two minor offices. He apparently did not win any prizes, awards or honors while in high school. His leisure time activities are mostly of the type of handyman around the house, helping dad, doing minor repairs around the home.

Family Data

The candidate's father, age fifty-five, is a wailer. He graduated from high school. His health is good.

The candidate's mother, age fifty-two, is a registered nurse, and in good health.

An older sister, age thirty, is a housewife. Completed eleventh grade.

The family's financial position has improved steadily over the years. They own their own home, located on the outskirts of a city.

The candidate has partial funds available for his education, and his wife plans to work in order to help him through school.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet 2 inches in height and 160 pounds, he apparently has enjoyed excellent health throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "My three failures were caused by lack of intelligent study on the material required. The one in math, 401 was caused by a poor background in that subject."

Test Data

OSPE and SCAT test data indicated that the candidate has average to above average potential for college work. (OSPE of Class II - 77 percentile)

His measured interests are for those areas represented by Social Welfare Workers, Policemen, and mathematics-physics-science teachers. He appeared to dislike mathematics in general and literary areas.

His MMPI Profile suggested an anxious and extremely defensive kind of person. (K-score of 24)

His Stern Activities Index Summary suggested that the candidate is a rather conflicted kind of person in terms of a fragmented ego-structure, which seems amothered by excessive needs for control and caution. One could infer the internalization of a strong authority figure (probably the father), which has caused the candidate to feel inadequate, have a confused self-concept, and become extremely defensive, in an attempt to protect what "self-integrity" he has, or is aware of.

Comments and Recommendations of Evaluating Counselor to College Office

Some positive events have occurred: marriage, night school, which might well augur minor improvement in academic achievement. He needs to continue work on his objectives and goals. As he is, I suspect that his motivation will die out as time goes by.

Disposition of the Case

CPHR at time of last dismissal 1.21
Point-hour at end of Winter Quarter, 1959 3.20
CPHR at end of Winter Quarter, 1959 1.82
Point-hour at end of Spring Quarter, 1959 1.33
CPHR at end of Spring Quarter, 1959 1.439

STATUS AT END OF THE STUDY Group II.—re dismissed
Introduction

This student first enrolled in The Ohio State University Autumn Quarter of 1955, in the College of Arts and Sciences. His major area of interest was Pre-med. His stated reason for coming to college was: "I wanted to attend college because I desire to become a doctor."

He completed two quarters before being dismissed from his college with a CPHR of 0.617.

Accepted Winter Quarter of 1959 by Arts and Sciences, the candidate declared himself as a member of the freshmen Arts and Sciences program.

Pre-College Data

The candidate graduated from a large high school in 1955. He ranked in the middle of his class of 280 graduating seniors. His grade-point at graduation was estimated at a 2.7 (c-plus).

While in high school, the candidate held a few major and minor offices. He was president of the choir and vice president of a youth group in his church, and lettered in high school football.

Leisure time activities of the candidate were listed as: softball, basketball, tending calves on his farm, and superintendent of intermediate department at his Sunday school.

No high school counseling indicated.

Family Data

The candidate's father, age forty-three, is a minister. His health is fine.

The candidate's mother, age forty-three, is a housewife. She graduated from a seminary. Her health is listed as fine by the candidate.

The family is providing full financial support for the candidate's education. Their financial position has improved steadily over the years. They own their own home, which is located in the country.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 11 inches in height and weighs 200 pounds. His health has been excellent throughout his life.

College Data

The candidate felt that his previous unsuccessful attempt at college work was due to the following: "Previously I did not feel as one of the students here, as an intruder, and I started cutting classes and not studying at all. The bigness of the University overwhelmed me. After that I went into the Navy."

He supported his position with another paragraph: "I am older than I was when I was here before, and I know that I will not be troubled with the feeling of not being accepted, and one of the crowd, I would appreciate the chance."

Test Data

General ability of the candidate appeared as low-average on the OSPE (Class III at the 39 percentile), and changed into the above average range on the SCAT, which he took after being out of school for several quarters.


MMPI Profile suggested mild anxiety, and about the usual amount of defensiveness found in individuals who have experienced dismissal, (K-score of 19)

The Stern Index suggested a highly motivated, high-drive, kind of individual, who is apparently overly-controlled, inhibited, dependent and characteristically spends a lot of time in private, psychological thinking.

Comments and Recommendations of Evaluating Counselor to College Office

A fair risk, unlikely to graduate. I recommend admittance. Service may well have given him the motivation, learning, experience, etc. which will now help him in school.

Disposition of the Case

CPHR at time of first dismissal 0.617
Point-hour earned Winter Quarter, 1959 2.058
CPHR at end of Winter, 1959 1.098
Point-hour earned Spring Quarter, 1959 1.388
CPHR at end of the Spring Quarter, 1959 1.173

STATUS OF THE CASE AT END OF STUDY Group II - readmitted
Group 3 Case Summaries of Students Who Maintained Their Reinstatement
III. Group 3 Summaries

Case No. 58 1573

Age 19  Male

Introduction

This student enrolled in The Ohio State University, College of Arts and Sciences in Autumn of 1957. His reason for coming to college was stated as: "To better my education and to better my chances at getting a good job." He did not declare a major field of interest.

He was dismissed from his college after one quarter of college work with a 0.733 CPRH (cumulative point-hour ratio).

Accepted back into the College of Arts and Sciences for Winter Quarter of 1959, the candidate did not declare a major field of interest.

The candidate evidently has never sought the services of a counselor, or had these services available to him before coming to college.

Pre-College Data

The subject graduated from a medium-sized high school in 1957. He ranked in the middle of a graduating class of 115 seniors. His grade-point average at graduation was listed as 2.5 (C-plus).

While in high school the candidate held several major and minor offices. He won letters in football, basketball, golf, and during freshmen football (Autumn Quarter, 1957) won his numerals on the Ohio State University Freshmen team. His leisure time activities are fishing, hunting, sports, and wood-carving.

Family Data

The candidate's father, age forty-four, is a foreman in a marble quarry. He completed the eleventh grade. His health is good.

The mother, age forty, is a housewife, and in good health. She completed the eleventh grade.

A younger brother, age seventeen, is in the tenth grade in high school.

The candidate has enough funds in savings to support his educational endeavor. The family's financial position has improved steadily over the years. They own their own home, which is located on the outskirts of a city on a residential street.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 10 inches in height and weighs 180 pounds. He apparently has not been ill more than his peers, but he seems to express an awareness of his health indicating a vague anxiety about it. He states that he should probably wear glasses but does not.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Mainly because I did not spend enough time and effort with my studies, I didn't have a real desire to study."

The subject supplied the following ideas as additional information in support of his petition for reinstatement: "If I was given help when I need it or guidance when I have a problem, I believe I would be able to complete a college education."

Test Data

The candidate's OSPE scores indicate a low general ability: Class IV at the 8th percentile.

The candidate's SCAT scores indicate low-average general ability: Verbal 17-34 percentile band; Quantitative 29-48 percentile band.

The candidate's measured interests resemble those of Professional, Technical and Accounting careers. He seemed to reject social welfare areas.

The candidate's MMPI Profile suggested psychopathic trends to be present in his personality make-up according to the way he answered the items on the inventory. His defensiveness suggested strong acceptance needs to be present. (Inferred from the K-score of 21)

His Stern Activities Index described an individual with practically no ego-structure. It reflected a very cautious, controlled, deferent and dependent person with intense needs to surround himself with others. However, one suspects - from the test picture - that the "self" of the candidate is assiduously kept extant from others in the environmental transactions. It is difficult to conceive of the candidate as an aggressive individual from the data on the Stern. However, his long history of success on the football field suggests that he early found a sociably acceptable way to express the hostility which he attempts to deny and suppress in his every day transactions.

Comments and Recommendations by Evaluating Counselor to College Office

Poor chance for academic success. Low ability, low tool-subject mastery, non-academic interest pattern. Suggest that his
interests be directed toward a career requiring less than college-level preparation.

**Disposition of the Case**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<td>Point-hour earned Spring Quarter, 1959</td>
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<td>CPHR at end of Spring Quarter, 1959</td>
<td>1.765</td>
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</tbody>
</table>

**STATUS AT END OF THE STUDY**  
Group III - survivor
Case No. 58 1678

Age 19

Introduction

This student first enrolled as a pre-dental student in the College of Arts and Sciences Autumn Quarter, 1957. His reason for coming to college was stated as follows: "To further my education so that I will be more successful in my chosen vocation."

Accepted by the College of Arts and Sciences for Winter Quarter, 1959, the candidate enrolled in a liberal arts program. He apparently had given up his original goal of dentistry.

The candidate did not use the guidance facilities of his high school for the purposes of counseling, testing, or psychological help.

Pre-College Data

The candidate graduated from a large high school in 1957. He ranked in the lower twenty-five per cent of a graduating class of 500 students. He had taken a general high school curriculum and had maintained a 1.8 grade-point average at graduation.

While in high school, the candidate held one or two minor offices. He won no special awards. His leisure time activities were listed as: "sports and tape recorder."

Family Data

The father, age forty-five, is a heating plant contractor. He did not complete high school. His health is good.

The mother, age forty-four, is a high school graduate, is a housewife and in good health.

An older sister, age twenty-two, is a high school graduate, and presently employed as a secretary.

The family is providing full financial support for the candidate. Their financial position has improved steadily over the years. They own their own home, which is located on the outskirts of a city.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet in height and weighs 160 pounds. He has apparently enjoyed excellent health throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "This is very easy to answer. I blame no one but myself, I did not study enough and this is the result."

The candidate wrote the following paragraph in support of his petition for reinstatement: "I feel that I have awakened to the fact that I am missing a great opportunity. Because of what happened, I want to go back to college even more. I have to prove to myself that I am just as good as the next man. I just want one more chance to try again. I still feel that I have the ability and also newly acquired desire to graduate from school."

Test Data

General ability of the candidate appeared in the lower range of Class III OSPE scores (33 percentile), with an 8th percentile score in reading. His SCAT resembled the general outcome of the OSPE.

His measured interests revealed no pattern of likes or dislikes.

His MMPI Profile suggested the candidate was reacting to a fair amount of anxiety when he answered the items on the inventory, and that he seemed to have a need to appear in the best possible light as a person. The latter inference arises out of his K-score of 21.

The Stern Index suggested that the candidate is not particularly oriented toward the kinds of activities and particular demands found in college work. His general personality structure does not present a picture of excessive structuring. Trends toward submissiveness and caution appear but enough ego-structure is apparent to suspect that he is capable of overcoming obstacles and hurdles placed in his path.

Comments and Recommendations of Evaluating Counselor to College Office

Candidate's chances to survive one or two quarters fair but not good. Vocational goals unrealistically high. Measured interests show no similarity to occupational groups.
### Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
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<td>CPHR at the end of Winter Quarter</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
<td>2.133</td>
</tr>
<tr>
<td>CPHR at end of Spring Quarter, 1959</td>
<td>1.883</td>
</tr>
</tbody>
</table>

**STATUS AT END OF THE STUDY**  
*Group III - survivor*
Case No. 58 1619

Age 23

Male

Introduction

This student first enrolled at The Ohio State University in the College of Engineering for Spring Quarter, 1958. He was a transfer student, having had one year or pre-engineering at Willing- ton College and one year at Miami University before transferring to this university.

His major field of interest was electrical engineering before his dismissal at the end of Spring Quarter, 1958, with a GPA of 1.30.

Reinstated Winter Quarter of 1959, in the College of Arts and Sciences, the candidate declared Physics as his major.

The candidate did not declare previous counseling or testing.

Pre-College Data

The candidate graduated from a fairly large high school in 1953. He ranked in the top ten per cent of his graduating class of 125 seniors. He had maintained a 3.55 grade-point (B-plus) average at graduation, in a college preparatory curriculum.

While in high school the candidate held a few major and minor offices. No honors, prizes, awards were listed by the candidate. His leisure time activities apparently are confined to basketball.

Family Data

The father, age sixty-one, is a city fireman. He completed the eighth grade. His health is apparently good.

The mother, age fifty-seven, is an elementary school teacher. She completed two years of college. Her health is listed as good.

An older sister, age twenty-six, is a housewife. She completed the twelfth grade.

The candidate has enough in savings to support his education. The financial position of the family has changed very little in the past years. They live in a private one-family house which they own. It is located in a very small community.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a small extent, and that they never discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet 3 inches in height and weighs 165 pounds. He has apparently enjoyed excellent health throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Just getting by my first two years. Unable to adjust to the ways a quarter system in just one quarter. Poor planning of time in regard to specific subjects."

Test Data

General ability of the candidate appeared as above average to superior on the SCAT. His best rating was made in the performance of tasks involving the manipulation of numerical concepts.

His measured interests resembled those of engineers, production managers, and mathematics, physics and science teachers. His dislikes were centered in the social welfare areas.

The MMPI Profile suggested that the candidate's anxiety level was raised considerably by the dismissal, and that he was quite defensive about this. (/score of 20)

The Stern Index suggested a hostile and aggressive kind of person, who might have some difficulty in keeping his ascendancy needs undercover, or at least controlled enough to avoid antagonising others. There appeared little ego-structure, and little indication of impulse expression. There is the impression of a considerable amount of power available to this individual, but as yet it appears to be completely available to the candidate.

Comments and Recommendations of Evaluation Counselor to College Office

Chances for one or two quarters work fair but not good. He has attended two other universities, but grade records are not available. Despite respectable measured academic ability, we feel that this candidate's need for a highly personalized use of his available energies, his essentially non-academic background, and his conflicted interests will work against his eventually completing a degree at The Ohio State University. Prognosis: "fair to poor."

Disposition of the Case

<table>
<thead>
<tr>
<th>CPFR at time of dismissal</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Point-hour earned Winter Quarter, 1959</td>
<td>3.384</td>
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<td>CPFR at end of Winter Quarter</td>
<td>2.233</td>
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<td>Point-hour earned Spring Quarter, 1959</td>
<td>3.133</td>
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<tr>
<td>CPFR at end of Spring Quarter</td>
<td>2.533</td>
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STATUS AT END OF THE STUDY GROUP III - SURVIVOR
Case No. 58 2062

Age 20

Female

Introduction

This student first enrolled at The Ohio State University Autumn Quarter of 1956. Her major field of interest was not declared. Her reason for coming to college was: "I wanted to learn all I could about the things that I was interested in."

She was dismissed by her college after completing six quarters of work. Her GPA at that time was 1.964, (2.00 required)

Accepted for Winter Quarter, 1959 by the College of Arts and Sciences, the candidate enrolled, declaring Journalism as her major.

Pre-College Data

She graduated from a large high school in 1956. In a graduating class of 327 students, she ranked in the top ten percent, with a grade-point average of 3.5 (B-plus).

While in high school, the candidate held a few major and minor offices. She was a National Honor Society member; placed third on an English Scholarship Test; won an Exquire (scholastic) award; and, was awarded several shorthand certificates (5) and pins (2). Her leisure time activities are listed as reading, sewing, sketching and photography. She apparently had no high school counseling.

Family Data

The father, age fifty-one, is a self-employed contractor. He completed the twelfth grade. His health is listed as good.

The mother, age forty-six, completed the twelfth grade, and is a secretary. Her health is listed as good.

Three brothers, ages twenty-seven, twenty-five, and twenty-three, are, in the order of their ages, working toward an Engineering degree in college, working as a contractor with their father, working with the father as a contractor.

General Health

The candidate is 5 feet 5 inches in height and weighs 145 pounds. She has apparently enjoyed excellent health throughout her life.
College Data

The candidate attributed her previous unsuccessful attempt to do college level work to the following: "Poor preparation and not enough of it; in some cases, such as science work, no background in the field."

Test Data

The candidate's general ability, as measured by the OSEP and the SCAT, indicated her to have above average ability in the manipulation of verbal concepts. The SCAT suggested average to below ability with numerical concepts.

OSEP..............Class II at the 91 percentile

The candidate's measured interests resembled those of office workers, stenographers, secretaries, and occupational therapists.

Her MMPI Profile suggested that the candidate is extremely anxious to appear in the best possible light when answering such questions as present the alternative of appearing less acceptable. Her K-score of 27 appeared as unusually high, and supports the last statement above.

The Stern Index suggested the candidate to have intense autonomy needs. There is a tendency for her to suppress hostility and aggressive impulses, but it appears as if her only outlet for aggression is through her need for independence.

Comments and Recommendations of Evaluating Counselor to College Office

No real reason offered for past performance. Likely to complete one or two quarters successfully but is unlikely to graduate. Although, this student has demonstrated, both in the past and in the present, the ability to achieve, problems of personal adjustment appear to be operating to reduce her efficiency. There is an outside chance that she may be able to overcome what ever discontinuity is present, but with the present evidence we have available, our prognosis must remain poor at this time.

Disposition of the Case

CPHR at time of her first dismissal 1.964
Point-hour end of Winter Quarter, 1959 2.00
CPHR at end of Winter Quarter, 1959 1.969
Point-hour earned Spring Quarter, 1959 2.00
CPHR at end of 'Spring Quarter, 1959 1.972

STATUS AT END OF THE STUDY Group III - survivor
Introduction

This student first enrolled in Autumn of 1957 as a Pre-Optometry student in the College of Arts and Sciences. His reason for coming to college was: "I want to have a vocation that I will be happy with later in life. I came to college to learn the business end of life and increase my interest in optometry."

He was dismissed from his college after three quarters of work with a CPHR of 1.649.

Accepted by the same college from which he was dismissed for Winter Quarter, 1959, the candidate enrolled with the same career objective in mind as before, Optometry.

There is no evidence of previous counseling, testing or psychological help before entering The Ohio State University.

Pre-College Data

The candidate graduated from a large high school in 1957. In a graduating class of 500 students, he ranked in the lower twenty-five percent of the class. He maintained a "weak" C average for his four years of high school work in the college preparatory program.

While in high school, the candidate held a few major and minor offices. He was active in band and music, and won recognition in these areas while in high school. His leisure time activities involve him with his car, sports, and listening to music.

Family Data

The father, age fifty-four, is a jeweler. He completed high school. His health is listed by his son as being perfect.

The mother, age forty-seven, is a housewife, a high school graduate, and in perfect health, according to the candidate.

A younger brother, age fifteen, is a ninth grade student.

The family is providing a full financial support for the candidate's education. Their home is a private, one-family house, which they own, and is located on the outskirts of a city, on a residential street. Their financial position has improved steadily over the years.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 11 inches in height and weighs about 140 pounds. He has apparently enjoyed excellent health throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "I feel that I can not do my best in school while living in a fraternity. I did not realize the seriousness of the studies, but I realize that now."
The candidate wrote that his confidence had returned for another try at college life, and supplied the following paragraph as supporting evidence: "I don't feel that I applied myself to my fullest ability during my past year at the university, and now my whole career depends on school so I feel that I can do the work."

Test Data

His general ability, as measured by the OSPE and the SCAT, placed him in the average range for entering college freshmen. The SCAT indicated that his ability to manipulate numerical concepts is above average for entering college freshmen.

His measured interests resembled those of architects, and purchasing agents. He tended to reject Social Welfare occupations.

His MMPI Profile did not suggest any undue amounts of anxiety, nor states of psychological disturbance. His defensiveness score (K-15) was not unduly high.

His Stern Index suggested that he might have strong acceptance needs which are not being met because of a trend toward withdrawal. He appears on the Index as having suppressed aggressive and hostile feelings in terms of defending against criticism and blame expectancy.

Comments and Recommendations by Evaluating Counselor to College Office

Increased family and social pressure to complete college education. Minor improvement in academic performance might be expected. Reasonable chance at persistent to a degree. While these forces are presently motivating the student to produce; they may also tend to "backfire" in the future and create resentment which may deter his achievement.

Disposition of the Case

| CPHR at the time of the first dismissal | 1.649 |
| Point-hour at end of the Winter Quarter, 1959 | 2.666 |
| CPHR at the end of the Winter Quarter, 1959 | 1.861 |
| Point-hour earned for Spring Quarter, 1959 | 2.176 |
| CPHR at end of Spring Quarter, 1959 | 1.921 |

STATUS AT END OF THE STUDY: Group III - survivor
Case No. 58 2078

Age 19

Male

Introduction

This student first enrolled Autumn Quarter, 1957, in the College of Commerce. He declared no major field of interest at that time. His reason for coming to college was: "To be a Naval Officer or Photographer."

He was dismissed by Commerce after three quarters of work, with a 1.65 CPFR (Cumulative point-hour ratio).

He petitioned the College of Arts and Sciences for reinstatement for Winter Quarter of 1959 and was accepted. His declared major field of interest was History, Political Science or Fine Arts.

(Elsewhere in his autobiographical questionnaire he stated that he plans to be a Marine Officer or a Fashion Photographer.)

He has never consulted a professional counselor in terms of his vocational plans nor in terms of his socio-personal problems.

Pre-College Data

He graduated from a medium-sized high school, typically known for sending over ninety per cent of its graduates to college. He ranked in the lower ten per cent of a graduating class of 161 in 1957. He took a general high school course and had "just enough" of a grade-point average to permit him to graduate with his class.

While in high school, he held no offices. He won some recognition in religious activities, and in "Junior Achievement."

His leisure time activities include: stereo and musical entertainment; photography, magazines and newspapers, few dates, movies, and Naval Reserve Team (Drill).

Family Data

The father, age forty-five or forty-six, is a manager in an undefined company. He completed several quarters of college. His health is excellent.

The mother, age forty or forty-one, is a housewife. She graduated from high school. Her health is excellent, according to the candidate.

Two younger sisters, ages ten and six, are students.

The family has provided a fund for his education, and therefore are listed as providing full financial support. Their financial position has improved steadily over the years. They own their own home, which is located on the outskirts of a city on a residential street.
The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they occasionally discussed plans with him for getting ahead in the world.

**General Health**

The candidate is 6 feet 1 inch in height and 150 pounds, he has enjoyed excellent health throughout his life. (Notes that he feels somewhat inferior)

**College Data**

The candidate attributed the cause of his previous unsuccessful attempt at college work to the following: "I became too involved in N.R.O.T.C. activities towards the end of the quarter (Spring '58) and on top of all that our Armory burned down - and I didn't know when to quit helping clean-up, and go study (I was a fool)."

In support of his petition, he wrote the following paragraph: "I am at present taking a rapid reading course at Baille Institute on Wednesday nights before Reserve meetings. I have not loafed during my extended summer vacation; I work on the Greens Crew at Scioto Country Club from June to November and at F. & R. Lazarus from November to present date and thru Christmas. Captain McCombs, Professor of Naval Science thought enough of my possibilities to apply for a Bureau of Personnel, Washington, D. C., Probation before he received word of my dismissal for Fall Quarter '58. Besides it will be a do or die situation."

**Test Data**

General ability appeared average (Class III at 66 percentile). SCAT concurred with the O3FE in placing him in average ranges. Measured interests do not reveal likes or dislikes on Strong.

MMPI Profile suggested some unusual answers were given to items on the inventory, and that the candidate tended to select socially acceptable answers whenever possible, despite inconsistency in doing so. His K-score was 19.

The Stern Index suggested a rather conflicted individual. That is: a person with strong needs for dominance in terms of the manipulation of others for self-aggrandisement and power, against intense submissive needs. In brief, the career of a Naval Officer is not unrealistic in terms of what is shown on the Stern. There is a trend noticeable on the MMPI and the Stern which suggests a tendency toward schizophrenic behavior, but this would need to be given a great deal more of clinical attention before a positive diagnosis could be made.
Comments and Recommendations of Evaluating Counselor to College Office

One to two quarters likely, but not all the way. Doubt if his basic interests are academic; he seems mainly concerned with NROTC. Perhaps enlistment would solve his problems?

Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Points/Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPHR at time of his first dismissal</td>
<td>1.650</td>
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<tr>
<td>Point-hour at end of Winter Quarter, 1959</td>
<td>2.375</td>
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<td>CPHR at end of Winter Quarter, 1959</td>
<td>1.797</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
<td>2.278</td>
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<td>CPHR at end of Spring Quarter, 1959</td>
<td>1.897</td>
</tr>
</tbody>
</table>

STATUS AT END OF THE STUDY  Group III - survivor
Introduction

This student first enrolled Autumn Quarter, 1956, in the College of Arts and Sciences at The Ohio State University. Her major field of interest and career objective was Physical Therapy. Her reason for coming to college was stated as follows: "Because it was something that I always had wanted to do and in order to become a Physical Therapist I had to."

She was dismissed by her college after four quarters of work, with a cumulative point hour of 1.430.

Her petition to Arts and Sciences for Winter Quarter of 1959 was accepted and she resumed her work toward becoming a Physical Therapist.

No previous counseling, testing or psychological help was indicated by the candidate.

Pre-College Data

The candidate graduated from a large high school in 1956. She ranked in the top twenty-five per cent of a graduating class of 400 students. She carried a 3.5 (B-plus) grade-point average at graduation.

While in high school the candidate held no offices of note. She won no honors while in high school. Her leisure time activities are: sewing, playing the piano, watching T.V., and reading.

During her previous enrollment she studied on the average of ten hours per week.

Family Data

The father, age forty-six, is a "stocker." He graduated from high school. His health is excellent.

The mother, age forty-six, is a graduate of Miami University, holding a B.S. and a B.A. degree. She is a teacher. Her health is good.

A younger brother, age seventeen, is a senior in high school. The family has established a fund for the candidate's education, and the candidate has partial funds available to help out.

The family's financial position has changed very little in the past few years. They own their own home located in the city on a residential street. They presently own two cars.

The candidate felt that her parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans for getting ahead in the world with her.
General Health

The candidate is 5 feet 6 inches in height and weighs 148 pounds. She has apparently been healthy throughout her life, although she stated that she missed enough classes due to illness to cause this to interfere with her studies.

College Data

The candidate felt that the causes of her previous unsuccessful attempt at college work was due to the following reasons: "Bad study habits—illness—occasional flue and hemorrhoids. Ill use of time.

She wrote the following paragraph in support of her petition: "After working in the field of Physical Therapy I realize the amount of training I need before I am able to do a good job. I am sure that I want to attend college as a major in Physical Therapy."

Test Data

Her general ability appeared to be in the upper range of the middle group of entering freshmen taking the tests. (OSPE 74 percentile)

Her measured interests resembled those of Occupational Therapists, nurses and teachers. She tended to reject the literary areas.

The MMPI Profile suggested a rather unusual combination of psychological states, which ought to check out clinically sometime in the near future, if the candidate is willing. The illness noted under the College Data section seems to be more than organic. Her defensiveness is indicated by a L-score of 21.

The Stern Index suggested that the candidate is the kind of individual who might be described as withdrawn, inhibited, cautious and controlled. She apparently has developed so many defense mechanisms against external and internal threats that the only ego-structure available seems to be of a narcissistic and self-indulgent structure.

Comments and Recommendations of Evaluating Counselor to College Office

Reasonable chance to eventually graduate. She has clearly defined her goals, and the maturity of her interests appears high. Present need structure appears consonant with her present academic pursuits. I would expect her to have a difficult time with the physical sciences, but never-the-less consider her a good risk.
### Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPFR at time of her first dismissal</td>
<td>1,430</td>
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<td>Point-hour earned Winter Quarter, 1959</td>
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<td>CPFR at end of Winter Quarter</td>
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<td>Point-hour earned at end of Spring Quarter, 1959</td>
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<td>CPFR at end of Spring Quarter</td>
<td>1,616</td>
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**STATUS OF CASE AT END OF STUDY Group III - survivor**
Introduction

This student first enrolled in the College of Commerce Autumn Quarter of 1957. His area of interest was Advertising. His reason for coming to college was stated as follows: "To get a better education and to decide on which vocation I would prefer to enter."

He was dismissed by his college after three quarters of work, with a CPHR of 1,440.

A change of direction occurred after dismissal, the candidate petitioned the College of Arts and Sciences for reinstatement. His area of interest was declared as Radio and Television Announcing.

Previous counseling has been with college office counselors in terms of vocational selection and scheduling mechanics.

Pre-College Data

The candidate graduated from a large high school in 1957. He ranked in the middle of a graduating class of 450 students. His grade-point at graduation from a college preparatory curriculum was a 2.00 or C average.

While in high school, the candidate held one or two minor offices. He took first place in a Sales Contest during high school. His leisure time activities are listed as: reading, movies, listening to records and dates.

Family Data

The father, age forty-five, is a salesman. A high school graduate, he is in excellent health.

The mother, age forty-three, a high school graduate, is a housewife.

There is a younger brother, age twelve, who is a student.

The family is providing full financial support for the candidate's education. Their financial position has improved steadily over the years. They own their own, private, one-family house, which is located in the city, in a residential section. They are a two-car family.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 10 1/2 inches in height and weighs about 135 pounds. He apparently has enjoyed excellent health throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "I believe that working to stay in college required too much of my time. But my finances are now much better, and I will not have to work any more." (Note that he stated earlier his parents were providing full financial support)

The candidate provided the following paragraph in defense of his position: "If my petition is accepted and I return to Ohio State University Winter Quarter I will not be working, I will have no financial worries, and I will be living in a rooming house either by myself or with a friend whose grades have been very good, and he will be able to help me with my studies if necessary. I will no longer be associated with a fraternity and therefore I feel that much of the social demand that was upon me will be released. I definitely believe that I will be able to make the grade."

Test Data

The candidate did not take the OSPE. His SCAT scores indicated his general ability to fall somewhat below the middle range for entering freshmen, but still classifiable as average potential for college work.

His measured interests resembled those of purchasing agents, businessmen, and salesmen. He rejected the professional areas.

His MMPI Profile seemed well within normal limits. His K-score of 18 indicated a need to appear in a good light, which seems typical for most of the individuals who petition for reinstatement.

His Stern Index suggested an individual with strong socializing needs, a strong ego-structure, a immature psycho-sexual development, and a high energy level. In brief, with more experience and maturity the individual described by this inventory could become quite an effective individual and have expectations for a considerable amount of success.

Comments and Recommendations of Evaluating Counselor to College Office

Leaving fraternity, changing living quarters, changing vocational objective. Reasonable chance at eventual graduation. Recommend a reduced spring quarter load. Suggest that English 418 be delayed until the second quarter after reinstatement.
Disposition of the Case

CPHR at time of first dismissal 1.440
Point-hour earned Winter Quarter, 1959 2.00
CPHR at end of Winter Quarter, 1959 1.575
Point-hour earned Spring Quarter, 1959 2.00
CPHR at end of Spring Quarter, 1959 1.658

STATUS AT END OF THE STUDY Group III - survivor
Case No. 58 2001

Age 27

Male

Introduction

This student first enrolled in the College of Commerce and Administration Autumn Quarter of 1949. Dismissed in 1951, after completing six quarters of work, he petitioned Commerce for reinstatement and was accepted for Winter Quarter 1953. He "dropped" fifteen hours with 6 absences and was redisplayed.

His initial reason for coming to college was: to play football. After working in the Cleveland area for several years, and taking courses at Fenn College and Western Reserve (Cleveland), he returned to The Ohio State University, petitioned the College of Arts and Sciences for reinstatement for Winter Quarter of 1959 and was accepted. His area of interest at this time was declared as Economics.

He received no counseling, testing or psychological help during his high school career. He had counseling (vocational) from the Occupational Opportunities Center here at Ohio State in 1952.

Pre-College Data

The candidate graduated from a large high school in 1949. He ranked in the middle of a graduating class of 200 students. He had a 2.7 or C-plus grade-point average at graduation from a college preparatory curriculum.

While in high-school, the candidate held one or two minor offices. He won no special awards, prizes or honors during high school. His leisure time activities were listed as: hunting, swimming, and camping.

Family Data

The father, age sixty-two, is a contractor. He graduated from Cornell University. His health is excellent.

The mother, age sixty, is a homemaker, and a high school graduate. The candidate is an only child.

The family's financial position has improved steadily over the years. They own their own home, a private, one-family house, located in a very small community. They own two automobiles.

The candidate has enough in savings to finance his education. He felt that his parents emphasised the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 10 inches in height and weighs 200 pounds. His health has been excellent during his life to date.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "No goal nor college ambition." The candidate supported his position with the following paragraph: "I have learned responsibility and have also acquired more respect for authority. I can point to my "C" average earned while employed and attending school in Cleveland, I feel that only by acquiring a college education will I be able to contribute to society and therefore be content knowing that I have done my best."

During previous enrollment, he studied about 10 hours per week.

Test Data

He did not take the OSPE. His SCAT results demonstrated above average ability in manipulating verbal concepts, and rather low ability in manipulating numerical concepts.

His measured interests resembled those of people in Social Welfare, and sales occupational groups. He rejected those occupational groups dealing with the higher professions and science.

His MMPI Profile appeared as well within normal limits. His K-score of 21 indicated the candidate to be quite defensive.

The Stern Index suggested an individual who might be described as being highly aggressive, autonomous, dominant, and critical. Also, a person with high levels of energy, and intense needs for achievement. This pattern includes an ego-structure of considerable strength, although it appears to be oriented toward personal gain, rather than any humanistic motive. It is possible to conceptualise this individual as a hard-driving executive or military leader.

Comments and Recommendations of Evaluating Counselor to College Office

The candidate had no previous goal except football and socializing. Now has a vocational goal. He is now a good risk for eventual graduation. Highly competitive, aggressive type, with the characteristics of men in contact-sales occupational groups. Added maturity, and success experiences at Fenn College and Western Reserve has given him a better self-concept, more tolerance for authority; he now may be able to channel his high energy level into productive college work.
### Disposition of the Case

<table>
<thead>
<tr>
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<th>Value</th>
</tr>
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<td>CPHR at time of second dismissal</td>
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<td>CPHR at end of Winter Quarter, 1959</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
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<td>CPHR at end of Spring Quarter, 1959</td>
<td>1.507</td>
</tr>
</tbody>
</table>

**STATUS OF CASE AT END OF THE STUDY** Group III - survivor
Case No. 58 1761

Age 20  Male

Introduction

This student first enrolled in the College of Arts and Sciences Autumn of 1956. His area of interest was Pre-Dentistry at that time. His reason for coming to college was stated as: "To become an Orthodontist."

He was dismissed from his college after completing six quarters of work. His GPFR at this time was 1.592.

His petition to the College of Arts and Sciences for Winter Quarter, 1959 was accepted and the candidate enrolled with a dual purpose. He is considering either an Arts and Science degree or a degree in Physical Education. He appears to favor the latter.

High school counseling apparently was not available to him.

Pre-College Data

The candidate graduated from a medium-sized high school in 1956. He ranked in the middle of a graduating class of 118 students. His grade-point average, in a general high school curriculum, at graduation was between a C and B.

While in high school, the candidate held a few major and minor offices. He was student representative to The Ohio State Legislature. Represented his high school in State Track meets, and was a member of the Ohio State Marching Band for two years. His leisure time activities were listed as follows: water-skiing, outdoor cooking, football, baseball and handball.

Family Data

The father, age forty-seven, is a manager in a tool and die company. He graduated from high school. His health is good.

The mother, age forty-four, is a housewife, and a high school graduate. Her health is good.

A younger sister, age sixteen, and a younger brother, age fourteen, are students.

The family is providing full financial support for the candidate's education. Their financial position has improved steadily over the years. They own their own home, a private, one-family house, located on the outskirts of a city, on a residential street. They own two automobiles.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet 1 inch in height and weighs 147 pounds. His health has been excellent during his life to date.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Subjects which I didn't understand the putting of too much time on them and letting my other studies go. Not budgeting my time."

The candidate supported his position with the following paragraph: "I suppose the greatest thing in my mind is that I want to come back to The Ohio State University and earn a degree. My parents are behind me, they want me to return to college but are not forcing me. I feel that I enrolled in the wrong department in the first place. I never was much of a scholar in mathematics which was the basic part of the courses in which I received non-passing grades. I know that in my own mind that I can succeed in college."

He studied over thirty hours per week during last enrollment.

Test Data

The OSPE and SCAT results indicated the candidate's general ability to be in the average range for entering freshmen taking the tests.

His measured interests were similar to Technical and Craftsmen occupational groups. He had not particular dislikes on the Strong.

His MMPI Profile suggested a fair amount of anxiety to be present, which may well be relevant to his anxiousness to be reinstated to the university. (K-score of 11)

His Stern Index suggested an individual with a well-developed ego-structure, which apparently is not operating effectively for the candidate because of conflicted needs and controls. His intellectual and theoretical interests appear directed toward academic pursuits, and with less rigidity on the part of the candidate in terms of avoidance of expression of hostility and aggression, there is reasonable hope for achievement for him.

Comments and Recommendations by Evaluating Counselor to College Office

Strongly motivated to return and this is supported by his parents. He is not likely to graduate but should be able to persist for two or more quarters. I recommend reinstatement as a good risk,
Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPHR at the time of first dismissal</td>
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<tr>
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<td>Point-hour earned at end of Spring Quarter</td>
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<td>CPHR at end of Spring Quarter, 1959</td>
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STATUS AT END OF THE STUDY  Group III - survivor
Introduction

This student first enrolled in the College of Arts and Sciences Autumn of 1957. His major area of interest at that time was science. His reason for coming to college was stated as: "To earn a D.D.S. degree."

He was dismissed by his college after completing three quarters of work with a GPA of 1.632.

Accepted back into Arts and Sciences for Winter Quarter of 1959, the candidate remained interested in obtaining his degree in Dentistry.

He apparently has not had previous counseling before or during his college career.

Pre-College Data

The candidate graduated from a small high school in 1957. He ranked in the middle of a graduating class of 65 seniors. He had maintained a grade-point average of 2.5 (C-plus) at graduation.

While in high school, the candidate held two major offices. He won no prizes, awards or special honors in high school. His leisure time activities were listed as: bowling, swimming, football, dates, coin collecting, hunting and sight-seeing.

Family Data

The father, age forty-eight, is a training supervisor for a large corporation. He graduated from Ohio State in 1932 with a degree in Education. Health listed as excellent.

The mother, age forty-seven, is a secretary and a high school graduate. Her health was listed as good.

The candidate has enough in savings to support his education. The financial position of the family has improved steadily over the years. They own their own home, which is a private, one-family house, located in a very small community.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.

General Health

The candidate is 6 feet 1 inch in height and weighs 185 pounds. His health has been excellent during his life to date.
College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Poor study habits—terrible study conditions—playboy roommate—unadjusted to college work."

The candidate supported his position with the following: "I have matured enough that I am now much more serious. I know that I am mentally capable. I intend to take Ps. 411 (A How to Study Course) and room with a boy who has a 3.00 cumulative average and knows what studying is."

Test Data

The OSPE and the SCAT indicated that the candidate's general ability level is in the upper ranges of the middle group of entering freshmen who take the tests.

His measured interests are high in most of the Professional and Scientific occupational groups. He did not show any particular dislikes on the Strong. There was an emergent pattern noticeable in the Social Welfare areas.

His AMPI Profile was well within normal limits for college freshmen. His K-score of 12 did not indicate undue amounts of defensiveness, despite his anxiousness to be reinstated.

His Stern Index suggested an individual with high-drive and high achievement needs, but one who seems to be constricted with dependency needs. One outlet, for otherwise rigidly controlled aggressive needs, appears to be a intense need in the dominance characteristic, which is essentially manipulative in terms of power and self-aggrandizement. The ego-structure appears as smothered by the dependent, control, cautious and withdrawn defense mechanisms.

Comments and Recommendations by Evaluating Counselor to College Office

Student can not accept responsibility for previous failure, making it extremely unlikely that he will be able to alter his response-set to academic pursuits. Interest pattern not congruent with the occupational group he plans at present to enter. He plans to take Ps. 411. His chances would improve if he were admitted at a later date. (Admit as 1 or 2 quarters risk but unlikely to graduate.)

Disposition of the Case

<table>
<thead>
<tr>
<th>CPFR at time of first dismissal</th>
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<td>CPFR at end of Spring Quarter, 1959</td>
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STATUS AT END OF THE STUDY Group III - survivor
Introduction

This student first enrolled Autumn of 1957 in the College of Arts and Sciences. He did not declare a major field of interest at that time. His reason for coming to college was stated as follows: "I decided to attend college in order to get a higher education so that I could be better as a person. Because I like geology and would be happy working as a Geologist."

He was dismissed from his college after completing three quarters of work. His CPRH at that time was 1.429.

His petition for Winter Quarter, 1959, to the College of Arts and Sciences was accepted and he enrolled with the same career objective in mind as before—Geology.

The candidate did not have counseling during high school.

Pre-College Data

The candidate graduated from a large high school in 1957. He ranked in the middle of his class of 300 graduating seniors. His grade-point average in a college preparatory curriculum was 2.00 (c).

While in high school, the candidate held no offices. He was elected as a Junior Executive—Junior Achievement Program. His leisure time activities were listed as follows: Church, collecting rocks, polishing gems, reading general, dates once a week.

Family Data

The father, age forty-nine, is self-employed and runs his own upholstering business. He completed the tenth—eleventh grade. Health is listed as excellent.

The mother, age forty-five, helps the father in the family business. She completed the same amount of school as did the father. The candidate has partial funds available for his education, but will probably have to work part time.

The family's financial position has improved steadily over the years. They own their own home, which is a private one-family house, located in the city, in a residential section.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet 1 inch in height and 140 pounds. He has enjoyed excellent health throughout his life, although he notes that he feels somewhat inferior (his referent point is vague).

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "My knowledge of grammar, vocabulary, and proper study habits were weak."

The candidate supported his position with the following: "I now have a tutor, Mr.____. After he and I discussed my problem I went to Mr.____, Psychology 411. He suggested that I purchase a book entitled, "Word Power Made Easy" by Norman Lewis. He also suggested that I simply increase my vocabulary by memorization of word lists. Mr.____ has given me assignments in reading comprehension. He has also shown me more clearly the proper means of developing study habit. After following these suggestions I believe I now can do college level work."

Test Data

Results of the OSAE and the SCAT indicate the candidate to have average potential for college work. The SCAT indicated some improvement on the candidate's ability to manipulate verbal concepts.

His measured interests resembled those of architects, artists, physicians and chemists. Rejected baker strongly, but no others.

The MPI suggested Schizophrenic tendencies, which might be examined more closely by a clinician, if the need arises. His K-score of 5 seemed significant in that it is so much below the mean of the other reinstated students taking the battery.

The Stern Index suggested an extremely aggressive-ascendant, ego-centric kind of person, with few well developed controls. It would appear that such an individual would have difficulty in not revealing the manipulative needs behind his motives in his transactions with others.

Comments and Recommendations of Evaluating Counselor to College Office

One to two quarters possible but is unlikely to graduate.

Although drive for academic achievement is high, there are indications present which suggest that the candidate will be unable to successfully direct his energies toward academic pursuits.

Disposition of the Case

| CPHR at time of the first dismissal | 1.429 |
| Point-hour at end of Winter Quarter, 1959 | 2.588 |
| CPHR at end of Winter Quarter, 1959 | 1.727 |
| Point-hour earned Spring Quarter, 1959 | 2.00 |
| CPHR at end of Spring Quarter, 1959 | 1.805 |
| STATUS AT END OF THE STUDY | Group III - survivor |
Introduction

This student first enrolled in the College of Arts and Sciences Autumn of 1957. His major interest was not declared. He gave the following reason for coming to college: "Because I wanted an education, a much higher or more complete knowledge of life, etc."

He was dismissed from his college after completing three quarters of work. His GPA at this time was 1.673. Accepted back into the same college from which he was dismissed earlier, the candidate (Winter Quarter) again did not declare a field of interest.

No previous counseling was indicated... has had series of counseling contacts since dismissal.

Pre-College Data

The candidate graduated from a large high school in 1957. He ranked in the lower twenty-five percent of a graduating class of 400 seniors. His grade-point was estimated to be 2.20 (C).

While in high school, the candidate held several major and minor offices. He won no prizes, honors or awards in school. His leisure time activities were listed as: Church, YFC groups, and musical associations.

Family Data

The father, age fifty, is a businessman. Candidate stated that he had never discussed how much education his father had—he estimated that his father had went up to or through high school.

The mother, age forty-seven, is a housewife. Again, she had never discussed how much education she had. She estimated that his mother had gone to or through high school.

He listed his father's health as excellent, and his mother's as good (now).

The family is providing full financial support for the education of the candidate. Their financial position has improved steadily over the years. They own their own home, a private, two or three-family house, located on the outskirts of a city, on a residential street. They also own two or more automobiles, new and in the low-priced three.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans with him about getting ahead in the world.
General Health

The candidate is 5 feet 9 inches in height and weighs 163 pounds. His health evidently has been good during his life, although he mentions that he missed enough classes do to illness to interfere with his college work.

College Data

The candidate attributed his previous difficulty to "Broken love affair, its untold misery, homesickness, which was intensified by the bad love affair--eye trouble, especially for a slightly prolonged study."

He supported his position with the following paragraph:

"I feel that I am capable of handling any situation that may arise in the future. I feel that nothing is strong enough to distract me from my studying now. When I entered OSU I broke up with a young lady with whom I was childishly overly infatuated with; I was so deprived, being away from home all alone etc., and I had depended on my close friendship so much that it just disturbed my childish plans so that I was emotionally disturbed so that I did little about (about 1 hour a day) studying the first quarter. It gradually improved, especially after I became acquainted with more youths on the campus. If a similar thing could happen and it has, since then, I could tell her where to go (and what to do) and not be too affected. (smile)"

Test Data

General ability on OSPE indicated high verbal ability (Class II) while the SCAT indicated an over-all high-average ability in mathematics and verbal performance.

Measured interests pointed to Osteopathy, managerial, and social welfare occupational groups. Tended to reject groups with mathematics.

His MMPI Profile suggested a fairly diffuse anxiety level with a general consistency of intensity suggesting pre-psychotic trends. His K-score of 17 indicated a concern for appearing in a good light.

The Stern Index suggested a high-drive, aggressive-ascendant kind of person who might be having difficulty accepting his hostile feelings in terms of finding acceptable outlets for these needs.

Comments and Recommendations by Evaluating Counselor to College Office

The candidate feels that he is under better emotional control now; has gotten glasses; made reading improvement. Possible chance at eventual graduating. Seems to have a need to dominate (manipulate)
people to counteract his dependency feelings. Seems to deserve another chance, but might take an emotional tumble and be unable to cope, despite best intentions now.

**Disposition of the Case**

<table>
<thead>
<tr>
<th>CPHR at time of first dismissal</th>
<th>1.673</th>
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<tr>
<td>Point-hour earned Winter Quarter, 1959</td>
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<td>CPHR at end of Winter Quarter, 1959</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
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<tr>
<td>CPHR at end of Spring Quarter, 1959</td>
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</table>

**STATUS AT END OF THE STUDY**  
Group III - survivor

*Administrative error took him off probation end of Winter Quarter, therefore, he remained on the 1.7 CPHR rule.*
Case No. 58 1594

Age 22

Introduction

This student first enrolled in the College of Engineering at The Ohio State University in Autumn of 1957.

His reason for coming to college was: "I wanted an education."

He was dismissed from his college after three quarters of work which he ended with a 1,00 CPR.

Reinstated to the university for Winter Quarter of 1959, the candidate enrolled in the College of Arts and Sciences without a declared career objective.

There was no evidence of the candidate having had previous counseling during his college or pre-college days.

Pre-College Data

The candidate graduated from a large high school in 1954. He ranked in the lower twenty-five per cent of a graduating class of 300 students. He graduated with a seventy-three per cent grade-point (probably a low C average).

While in high school the candidate held no offices. His leisure time activities were listed as: hunting, reading, camping, sports, athletics, and drafting.

He won a Parachutist's Wings while in the service.

Family Data

The father, age fifty, is a commercial artist. The candidate did not know how much education his father had completed.

His mother, age forty-five, is a secretary, and a high school graduate.

Both parents are in good health according to their son.

The candidate's wife will work to help him with his education. The candidate's family have found their financial position becoming worse over the past few years. They live in an apartment on the outskirts of a city, on a residential street.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a small extent, and that they discussed plans with him for getting ahead in the world rarely.

General Health

The candidate is 5 feet 10 inches in height and weighs 155 pounds. His health has been excellent throughout his life, but he states that he missed enough classes because of illness to interfere with his studies.
**College Data**

The candidate attributed the cause of his previous unsuccessful attempt at college work to the following: "Mostly financial."

The candidate supported his petition with the following paragraph: "As I have stated here before I had financial troubles during my first year here at the university. At several points during the year my financial troubles were so serious I had to drop out of school and go to work, but unfortunately there were very few jobs and with my experience it would have been almost impossible for me to find one. I realize that this trouble has affected my studies and I feel certain now that this trouble has been eliminated that I can pursue my studies as they should be pursued."

**Test Data**

His general ability, ranges from the 50 percentile on the O3FE to the 75th and 84th percentile on the SCAT Verbal and Quantitative scales. In brief his general ability is average to above average for entering college freshmen.

His measured interests resemble engineers, chemists, production managers, social welfare personnel, and accountants. He did not reveal his dislikes on the Strong.

His MMPI Profile suggested a person full of ideas, with no particular psychological disturbance to interfere with the carrying out of his ideas. K-score of 12 seems low in terms of how he probably felt after being dismissed knowing the reason was not a lack of ability.

His Stern Index suggested an individual who tends to defend against expression of hostility through the covering behavior of placidity and prudery. There is an indication of a strong authority figure somewhere in the candidate's background, if we may assume the over-developed super-ego to be of this nature. The manipulative, dominance need, which appeared rather intense on the Index, may be his means of releasing pent-up hostility—a kind of displacement.

**Comments and Recommendations of Evaluating Counselor to College Office**

Fair prognosis for one or two quarters of work. Prognosis might change to good if candidate were motivated to undertake rather extensive counseling aimed at self-exploration and formulation of firmer goals.

**Disposition of the Case**

<table>
<thead>
<tr>
<th>Status at Time</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>CPHR at time of first dismissal</td>
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<td>CPHR at end of Winter Quarter, 1959</td>
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<td>Point-hour earned Spring Quarter, 1959</td>
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<td>CPHR at end of Spring Quarter, 1959</td>
<td>1,726</td>
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</table>

**Status at End of the Study**: Group III - survivor.
Introduction

This student first enrolled Autumn of 1953 in the College of Arts and Sciences. His selected field of interest was Pre-Pharmacy. His reason for coming to college was stated as: "I really don't know."

He was dismissed after seven quarters of work with a CFHR of 1.573.

The candidate changed directions after dismissal, as is indicated by his career objective for his reinstatement Winter Quarter of 1959 in the College of Arts and Sciences of International Studies.

No high school counseling was indicated by the candidate.

Pre-College Data

The candidate graduated from a very large high school in 1953. He ranked in the middle of his class of 1000 seniors. He maintained a 2.5 or C-plus grade-point for graduation.

While in high school, the candidate held no offices, and won no special recognition. His leisure time activities were listed as: listening to music (classical contemporary and progressive jazz), reading, sailing, watching T.V. and talking over current events with friends. (Note the autonomy—see Stern Index for confirmation)

Family Data

The father, age sixty, is a retired man. He completed the eighth grade. His health is good.

The mother, age fifty-five, is a clerk typist and currently employed. She is a high school graduate, and presently in good health.

There is a nine year old half brother.

The candidate has partial funds available for his education, but will probably need to work part-time to help finance his education.

Their financial state (the family) has changed very little in the past few years. A home is owned, but it is not clear with whom the ownership lies, with the step-father or the real father.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 4 inches in height and weighs 110 pounds. Except for a long lasting illness of one year, and a tendency to worry about his health, the candidate has apparently not missed a great deal of school because of illness.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Lack of interest and possibly immaturity."

Test Data

The general ability level of the candidate was indicated to be in the lower range of the Class III OSPE grouping, and on the above average range of the Verbal section of the SCAT.

His measured interests resembled those of all the occupational groups on the Strong except those indicative of business and sales interests.

His MMPI Profile suggested a fairly high level of anxiety to be present, and extreme defensiveness (K-score of 26).

His Stern Index described the candidate as being extremely independent (autonomy), withdrawn, and somewhat inhibited. There appears a kind of immature trend indicating an intrusive need for the candidate to interject himself into his environment in terms of self-aggrandizement, but with little reciprocity intended, as a matter of fact, the candidate indicated on the Stern that he has absolutely no need to affiliate with people, nor any need to receive, absolutely no need, their support, love, affection. (His recognition of this "immaturity" in earlier statements in this case summary indicates a vague awareness of this behavior, which may have changed since his dismissal.)

Recommendations and Comments by Evaluating Counselor to College Office

Seemingly the candidate has matured to a degree since his last enrollment. Significant improvement in scholastic work should be expected. Has good chance to persist to graduation. Is a better than average bet for survival if readmitted.

Disposition of the Case

CPHR at time of first dismissal 1,573
Point-hour earned Winter Quarter, 1959 2,625
CPHR at end of Winter Quarter, 1959 1,695
Point-hour earned Spring Quarter, 1959 3,00
CPHR at end of Spring Quarter, 1959 1,843

STATUS OF THE CASE AT END OF STUDY Group III - survivor
Case No. 58 1641

Age 18 Male

Introduction

This student first enrolled Autumn Quarter, 1957. His college was Arts and Sciences, and he did not declare a major area of interest. His stated reason for coming to college was: "I decided to attend college so that I could get a good job."

Dismissed by his college after completing three quarters of work with a GPA of 1.633, the candidate petitioned for reinstatement to the same college for Winter Quarter of 1959. Accepted by the Arts College, he enrolled with Political Science in mind as a major.

No high school counseling indicated by the candidate.

Pre-College Data

The candidate graduated from a small high school in 1957. He ranked in the top twenty-five percent of a graduating class of thirty seniors.

While in high school, he held a few major and minor offices. He won no special awards, prizes, or recognition. His leisure time activity was listed as: racing boats.

Family Data

The father, age fifty-one, a high school graduate, is presently working as a salesman. His health is listed as good.

The mother, age forty-six, a high school graduate, is a housewife, and in good health.

An older sister, age twenty, is a secretary, and high school graduate.

A younger brother, age twelve, and sister, age ten, are in school.

The candidate has enough in savings to see him through his education.

The family's financial position has changed very little in the past few years. They own their own home, a private, one-family house, located in a very small community.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 9 inches in height and weighs 165 pounds. His health has been excellent during his life to date. The candidate has been informed that he has a speech problem.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "I missed too many classes. I had no close friends, and I did not take interest in work."

He felt that he was more mature now, and therefore more capable of performing the tasks with which he must contend in college.

Test Data

The candidate's general ability level, as measured by the SCAT, appeared about in the middle range for entering college freshmen.

His measured interests resembled the occupational groups of business, clerical, accounting, and social welfare. No intense dislikes were apparent.

His MMPI Profile indicated that he tended to answer the items on the inventory inconsistently (L-score of 7), and that he tended to select those answers which tended to place him in the best possible light (K-score of 18). The anxiety level did not seem disproportionate to his present situation.

The Stern Index suggested that this individual might be described as one with suppressed needs concerning emotionality. This "covering" behavior usually produces a flat affect of non-emotionality in the individual's impact on others. This kind of behavior probably is intensified by his tendency to deny hostility and the trend toward submissive capitulation to others. He apparently protects his "ego" from the degrading characteristics of the above modes of response by escaping into a private, phantasy world of his own where he can achieve great heights unchallenged.

Comments and Recommendations of Evaluating Counselor to College Office

Chances for academic success poor. Candidate is confused about what kind of person he wants to be. College is sort of a searching for identity. Experiences (real or perceived) rejection from the campus community and responded to it by withdrawing
(cutting classes, escaping into solitary play activities, etc.).
Probably can do college work if personal-social troubles are
worked out. If readmitted suggest that he be housed in a
university dormitory, preferably Baker Hall.

**Disposition of the Case**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA at the time of the first dismissal</td>
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<tr>
<td>Point-hour earned Winter Quarter, 1959</td>
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<tr>
<td>GPA at end of the Winter Quarter, 1959</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
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<tr>
<td>GPA at end of Spring Quarter, 1959</td>
<td>1.951</td>
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**STATUS AT END OF THE STUDY** Group III - survivor
Introduction

This student first enrolled Autumn of 1953 in the College of Arts and Sciences. His major area of interest was economics. His stated reason for coming to college was: "To educate myself beyond the level of high school and to prepare for the future."

Dismissed from his college after completing six quarters of work, his GPHR was 1.583.

His petition for reinstatement was accepted by his college for Winter Quarter, 1959, and he enrolled with the same career objective in mind—economics—as before and in the same college.

No high school counseling was indicated by the candidate.

Pre-College Data

The candidate graduated from a large high school in 1953. He took a general high school course and graduated in the lower twenty-five per cent of his class of 300 or more seniors. He estimated his grade-point average at graduation to be 2.00 or C.

While in high school, the candidate held a few (one or two) major and minor offices. He won no special awards, honors or prizes. His leisure time activities were listed as: chess.

Family Data

The father, age fifty-nine, works for the New York Central Railroad. He completed the tenth grade. His health is good.

The mother, age forty-eight, completed the eighth grade. She is in good health and a housewife.

An older sister, age twenty-eight, completed tenth grade and married.

An older brother, age twenty-six, completed the ninth grade and is now a "lather." A younger sister, age twenty-one, completed the eighth grade, and is presently unemployed.

The family's financial position has changed very little in the past few years. They rent their home, which is located in the city, in a residential section.

The candidate's wife will work to help put him through school, and they have his O.I. Bill income to make things a little easier.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to almost no extent, and that they never discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 9 1/2 inches in height and weighs 185 pounds. Except for one year down with a serious illness, the candidate has had excellent health throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "I tried to put in too many hours at work, mainly due to my financial position."
Ten hours per week in study, because of work schedule.

Test Data

The OSPE indicated the candidate's general ability to be below average for entering college freshmen (Class IV at the 18 percentile). The SCAT indicated average to high-average verbal ability, and the same kind of trend in his ability to manipulate numerical concepts. (A change in behavior apparently has occurred.)

His measured interests resembled those in the higher professions: psychologist, mathematicians, science teachers. No pattern of dislikes were discernible.

The MPI Profile suggested that the candidate is quite defensive, but not reacting to any particular psychological disturbance which might cause his difficulty with his present plans. (K-score of 22)

The Stern Index suggested a fairly well-rounded personality structure, although somewhat withdrawn. He appeared as a high-drive, or highly motivated person.

Comments and Recommendations of Evaluating Counselor to College Office

Older, married, appears more staid in outlook. One or more quarters probable, but not likely to graduate. Marginal ability, but highly motivated to attain an education. I recommend his readmission as a fair risk.

Disposition of the Case

CPRH at time of the first dismissal 1.583
Point-hour earned at end of Winter Quarter, 1959 3.333
CPRH at end of Winter Quarter, 1959 1.805
Point-hour at end of Spring Quarter 2.00
CPRH at end of Spring Quarter, 1959 1.827

STATUS OF THE CASE AT END OF STUDY Group III - survivor
Introduction

This student first enrolled Autumn of 1957. He selected Engineering as his career objective and managed to complete three quarters of work in the College of Engineering before being dismissed by the college with a GPA of 1.644.

The candidate changed colleges, he petitioned and was accepted by the College of Arts and Sciences for Winter Quarter, 1959. No major was declared, the candidate preferred to take a general program hoping to establish an interest as he progressed. No high school counseling was indicated by the candidate.

Pre-College Data

The candidate graduated from a medium-sized high school in 1957. He ranked about in the middle of his graduating class of 130 students. He had a 3.20 grade-point average for his four years college preparatory high school program.

While in school, the candidate held a few major and minor offices.

He won recognition as follows: 3rd place in Model Building; 2nd place in driving rodeo; a flight to Florida (2); qualified 2nd on firing range in U. A. Airforce; made American Legion All-Star Baseball team.

Leisure time activities were listed as: Model Building; working with the police; drawing and painting; music (playing, listening, arranging); sports and guns.

Family Data

The father, age forty-seven, is a professor at The Ohio State University. He is in good health.

The mother, age forty-six, is a housewife. Completed three years of college. She is in good health.

A younger brother, age seventeen, is a student.

The family's financial position had changed very little over the past few years. They own their own home, have two automobiles, and live in the city, in a residential section.

The candidate was partially financed from a fund established by his parents, but states that he will probably have to work part time in order to see himself through college.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a small extent, and that they rarely discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet 4 1/2 inches in height and weighs 194 pounds. His health is excellent and has been so throughout his life.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Not knowing what I wanted and feeling unsure of the college I was in."

He wrote the following paragraph in support of his position: "I want back in and I believe I'm capable of the work and have the ability to learn. I more fully realize the need of a college education to be successful. I talked to a counselor and took tests that I believe helped me to understand myself more and I think this will also help. I believe I'm more ready to come back than I was when I first entered college."

Test Data

The OSPE placed the candidate's general ability in the middle classification (Class III); the SCAT, taken a year or so later, placed the candidate in the above average range for entering college freshmen.

His measured interests are fragmented, no pattern discernible. He rigorously rejects teaching.

WPI Profile suggests a person with a kind of compulsive urge to express ideas, to start a lot of things, projects and so on. It also indicated the usual defensiveness found in petitioning students. His E-score of 18 supports the last contention.

His Stern Index suggested a trend toward a cynical detachment and withdrawal. The Index also suggested a strong tendency toward inhibited behavior. In brief; cynical, critical, autonomous, aggressive, and inhibited kinds of behavior are possible for this individual, in terms of the way he described himself on the Stern's activities index.

Comment and Recommendations of Evaluating Counselor to College Office

Has done serious thinking. Talked to counselor and others concerning vocational goals. Significant changes might be expected if he returns. He should be better than average risk for persistent to a degree. Shows intellectual curiosity. Lost drive after his first quarter when doubts arose as to the appropriateness of Engineering career choice. Seems to have profited from this failure experience and should achieve now.
Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA at first dismissal</td>
<td>1.644</td>
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<tr>
<td>Point-hour at end of Winter Quarter, 1959</td>
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<td>GPA at end of Winter Quarter, 1959</td>
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<td>GPA at end of Spring Quarter, 1959</td>
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</tr>
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</table>

STATUS OF CASE AT END OF STUDY  Group III - survivor
This student first enrolled Autumn Quarter of 1957, in the College of Arts and Sciences. Her major field of interest was not declared. Her reason for coming to college was stated as: "I originally decided to attend college to become a doctor. It was a life-long dream that I had always had."

She was dismissed after three quarters of work with a CPHR of 1.50. Her petition for reinstatement to Arts and Science was accepted for Winter Quarter of 1959, and she enrolled with no particular career objective in mind.

There was no evidence given of previous (pre-college) counseling.

The candidate graduated from a medium-sized high school in 1958. She ranked in the top ten per cent of her class of 105 classmates. Her grade-point average in a college preparatory program was 3.70 (A).

While in high school, the candidate held a few major offices and a few minor offices. In high school, she won firsts in Chemistry Preliminary Scholarship tests; 3rd in Spanish State Scholarship test, 3rd in Biology State Scholarship test; Medal for Spanish excellence; and two scholarships to The Ohio State University and one from "Anthony Wagner High School."

Her leisure time is spent in reading and listening to records.

The father, age forty, is a laborer. Education unknown. Health is listed as good by the candidate.

The mother, age thirty-nine, is a housewife, in good health. She completed the ninth grade. Both parents come from Brownsville, Texas.

The family's financial position has been up and down over the past few years. They rent a house in the country.

The candidate has two scholarships, partial funds available, and stated that she will probably have to work part-time. (Note to Mr. Harrison in Scholarship Office for consultation on this case).

The candidate felt that her parents emphasised the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans with her for getting ahead in the world.
There are five other brothers and sisters, ages sixteen, eleven, nine, eight and six. The father is the only wage-earner.

General Health

The candidate is 5 feet 3 inches in height and weighs 130 pounds. The candidate wears glasses. Her health has been excellent to date.

College Data

The candidate attributed her previous unsuccessful attempt at college work to the following: "My surroundings were not too satisfactory, because there was too much social life in the dorm. I also had problems at home which I constantly worried about."

She wrote the following paragraph in support of her petition: "I also believe that another factor in my dismissal was that I was not used to being on my own. But since dismissal I have lived alone and I think I am more grown-up now and since I have worked for my money I believe I will study harder...."

Test Data

General ability: OSPE Class II at the 79 percentile. SCAT suggested her to have higher quantitative ability than verbal.

Measured interests were strongest on the nurse category and lowest in the occupational group represented by a business teacher.

The MMPI suggested pre-psychotic trends which may have appeared because of her environmental situation at home, and the impact of this on her as she attempted to adjust to college life on this campus. (K-13)

The Stern Index suggested a kind of compulsion toward an idealized goal. (Her "life-long" desire to become a doctor) It also noted a trend toward ego-centric behavior along with a tendency toward impulsiveness. Despite the evidence of past academic performance on tests of a high level, there seemed to be little indication of the candidate feeling intellectually or theoretically interested in the humanities or science.

Comments and Recommendations of Evaluating Counselor to College Office

One to two quarters good risk, but unlikely to graduate. She does not perceive the necessity of having intellectual-theoretical involvement in medicine. Highly motivated but without intellectual interest in her course work she will have a difficult time. Present goals appear based on emotional needs. If she recognizes this and corrects for it her chances will be much better.
### Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>CPKR at time of first dismissal</td>
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<td>CPKR at end of Winter Quarter, 1959</td>
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<td>CPKR at end of the Spring Quarter</td>
<td>2.023</td>
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**STATUS OF THE CASE AT END OF STUDY** Group III - survivors
Case No. 58 1900

Age 20  Male
This student transferred to Ohio State from Miami University, where he studied Architecture from 1956-1958. He enrolled for Spring Quarter in the College of Engineering here, and continued his study of Architecture. His reason for coming to college was stated as: "In order to advance myself along the lines of my chosen vocation."

He was dismissed after one quarter of work because of a CPFR of 1.529. (He brought twenty-one credits from Miami)

His petition to Arts and Sciences for Winter Quarter of 1959 was accepted and he enrolled as an Arts and Science student.

Pre-College Data

The candidate graduated from a small high school in 1956. He ranked about in the middle of a graduating class of eighty seniors. He estimated his grade-point at about 2.00 (C).

While in high school, he held one or two minor offices. He won no special recognition in extracurricular activities. His leisure time activities were listed as: painting, designing for pleasure, and sailing.

There was no evidence of pre-college counseling.

Family Data

The father, age fifty-six, is a garage owner, and in fair health. His education stopped at the sixth grade.

The mother, age forty-eight, has a teacher’s certificate. She graduated from The Ohio State University. Her health is good.

A younger brother, age nineteen, is a high school student. The candidate’s family has established a fund for his education. The candidate stated that he has partial funds available, but he will probably have to work part time.

The family’s financial position has improved steadily over the years. They own their own home, on the outskirts of a city. Three cars are owned by the family.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent. The parents never discussed plans with him for getting ahead in the world.

General Health

The candidate is 6 feet in height and weighs 185 pounds. He has apparently enjoyed excellent health throughout his life.
College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Math, was the cause of my failure. I knew the fundamentals but fell down in the using of the little mistakes."

He supported his position with the following paragraph: "My past record at Miami indicates that I have above average ability in architecture.

Test Data

General ability: SCAT suggests high-average ability; he did not take the OSPK.

Measured interests: architecture, personnel director were high. He did not express his dislikes on the Strong.

The MMPI Profile suggested little in the way of personality conflicts apt to interfere with his achievement. He evidently has a compulsion toward excessive ideation, but if the direction is productive, college is an excellent place to release this kind of behavior. His K-score of 18 appeared no more or no less defensive than the other reinstated students.

The Stern Index suggested a high-drive, highly motivated kind of individual, who does not seem conflicted nor lacking in ego-strength.

Comments and Recommendations of Evaluating Counselor to College Office

Should go all the way this time. Recommend readmittance as a good risk.

Disposition of the Case

| CFHR at time of first dismissal | 1.529 |
| Point-hour earned Winter Quarter, 1959 | 3.00 |
| CFHR at end of Winter Quarter, 1959 | 1.863 |
| Point-hour earned Spring Quarter, 1959 | 3.00 |
| CFHR at end of the Spring Quarter, 1959 | 2.074 |

STATUS OF THE CASE AT END OF STUDY Group III - survivor
Case No. 58 ORS3

Introduction

Dismissed from the College of Engineering in 1954 after an erratic three quarters of work begun in 1952, the candidate stayed out of school until he petitioned for reinstatement for Winter Quarter of 1959. At this time he wished readmittance to Arts and Sciences. (His point-hour at dismissal was 1.00) His major area of interest, if reinstated, was to be mathematics.

Since dismissal he has worked for three months at a paper mill, enlisted for three years in the Army, studied mathematics at Ohio University in Chillicothe.

Pre-College Data

The candidate graduated from a fairly large high school in 1952. He carried a C average at graduation, which placed him in the middle of a graduating class of 200 seniors.

While in high school the candidate held no offices. He won no special recognitions while in high school.

Leisure time activities of the candidate were listed as photography, hiking, target shooting, and reading.

Family Data

The father, age fifty-three, is in poor health, disabled and presently in a rest home in Chillicothe. He completed the sixth grade.

The mother, age forty-nine, a high school graduate, is presently working as a private secretary. She is in good health.

An older brother, age twenty-six, completed the tenth grade, now is a clerk. A younger brother, age twenty-one, graduated from high school, now in the USAF.

The candidate has enough in savings to finance his college education.

The family's financial position has changed very little in the past.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they occasionally discussed plans with him for being able to get ahead in the world.
General Health

The candidate is 6 feet 2 inches in height and weighs 190 pounds. He wears glasses all the time. His health, although he worries somewhat about it, apparently has been excellent during his life to date.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Lack of a specific vocational goal resulting in little interest in studies."

He supported his position with the following paragraph: "I should have a much lighter schedule than before in Engineering College. I have become interested in additional leisure-time activities which I did not have three years ago; this would help to keep out of discouraging routines or ruts. I took a semester course in analytical geom. and calculus at the Ohio University branch "c" in Chillicothe and made a grade of "A" for the semester.

Test Data

OSPF scores in 1954: Class III at the 68 percentile. SCAT results in 1959: 87-92 percentile total suggested above average ability.

Measured interests resembled those of architects, dentists, physicists, engineers and chemists. Vigorous rejection of the social welfare areas.

NMPI Profile suggested an almost incapacitating "depression," however, one suspected from examination of other data, and other scores on the NMPI that this so-called depression represents a considerable amount of "inner hostility." (E-score of 14)

Stern Activities Index scores suggested a person with intense energy and drive, but one who has withdrawn himself from "the reality of others." The individual described would have little commerce with others, other than in terms of intrusive, non-reciprocal interaction.

Comments and Recommendations of Evaluating Counselor to College Office

Greater maturity in general and better academic preparation, should make it all the way this time. Would feel more confident if the candidate were planning in a different field of study. Also feel that he could profit from individual counseling in terms of personal areas, greater development of self-awareness, formulation of personal goals.
### Disposition of the Case

<table>
<thead>
<tr>
<th>Event</th>
<th>Value</th>
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<tr>
<td>CPHR at time of first dismissal</td>
<td>1.00</td>
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<tr>
<td>Point-hour earned Winter Quarter, 1959</td>
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<td>CPHR at end of Winter, 1959</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
<td>3.667</td>
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<td>CPHR at end of the Spring Quarter, 1959</td>
<td>2.118</td>
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**STATUS OF THE CASE AT END OF STUDY**  
*Group III - survivor*
Introduction

This student first enrolled Autumn of 1957 in the College of Engineering at The Ohio State University. Before coming to Ohio State, the candidate had studied Pre-law at Kent State from 1956 to 1957. His stated reason for coming to college was: "Because you must have a college degree if you want to get ahead."

The candidate was dismissed from his college after completing three quarters of work. His GPHR at that time was 1.75. His petition to the College of Arts and Sciences for Winter Quarter of 1959 was accepted, and the candidate enrolled with Pre-law as his career objective.

Pre-College Data

The candidate graduated from a medium-sized high school in 1956. He ranked in the top twenty-five per cent of his class of 150 seniors. His grade-point at graduation was 3.5 (B-plus).

While in high school, the candidate held a few major and minor offices. He won no special recognition in high school.

His leisure time activities were listed as reading, and "do-it-yourselfing."

Candidate stated that he took a "misleading" high school counseling test, which caused him to make wrong choices, which he does not specify.

Family Data

The father, age fifty, is a chemist. He completed two years of college. His health is listed as good.

The mother, age fifty, a high school graduate, in "fair to good" health, is listed by the candidate as a homemaker.

An older sister, age twenty-five, has a college degree, as does an older brother, age twenty-two. There is a younger brother, age eleven, in the sixth grade.

The candidate has enough in savings to finance his college education.

The family's financial position has improved steadily over the years. They own their own home, which is located in a small community.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they discussed plans with him for being able to get ahead in the world often.
General Health

The candidate is 5 feet 8 1/2 inches in height and weighs 140 pounds. He wears glasses and once had a speech problem. His health, which he stated that he was proud of, evidently has been excellent during his life to date.

College Data

The candidate attributed previous unsuccessful attempts at college work to the following: "An outstandingly poor quarters work, coupled with a rather unusual (for me) lack of understanding, and finally, interest in my classes.

He supported his position with the following paragraph: "While at Kent I was enrolled in the Pre-law curriculum, midway through the year I began to have serious doubts as to whether I was better suited for Engineering...father helped...now I know about Engineering."

Test Data

General ability of the candidate: the SCAT indicated above average ability in the manipulation of verbal concepts and average to above average ability in the manipulation of numerical concepts.

His measured interests were not discernible on the Strong, since he expressed no particular likes or dislikes.

His NUPPI Profile indicated a strong tendency toward defensiveness in his test-taking attitude with this instrument. (E-score of 20)

His Stern Index suggested an individual who appears as a hostile, critical, independent, non-intellectually oriented kind of person. The hostility implied by the autonomy is apparently suppressed, or at least denied on the Index by the candidate. There appeared little evidence of the candidate possessing a need for achievement, nor the energy with which to persist. It appears as though the candidate has no means, of expressing his hostility which has caused him considerable inner conflict. Suggest extended counseling.

Comments and Recommendations of Evaluating Counselor to College Office

Good chance at graduation. Seemed defensive and lacking in constructive insights. Other than for this a favorable prognosis may be made.

Disposition of the Case

<table>
<thead>
<tr>
<th>Course</th>
<th>Points Earned</th>
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<td>Winter Quarter, 1959</td>
<td>1.750</td>
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<td>Winter Quarter, 1959</td>
<td>1.957</td>
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<tr>
<td>Spring Quarter, 1959</td>
<td>2.555</td>
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<tr>
<td>Winter Quarter, 1959</td>
<td>2.078</td>
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STATUS OF THE CASE AT END OF STUDY: Group III - Survivor
Introduction

This student first enrolled in the Pre-Optometry curriculum in the College of Arts and Sciences for Autumn of 1956.

His stated reason for coming to college was: "To better myself in order to contribute to the welfare of the country."

He was dismissed after two quarters of work with a GPA of 0.345. He petitioned for reinstatement in March of 1958 and was denied by the College of Arts and Sciences.

His petition to Arts and Sciences for Winter Quarter, 1959 was accepted and he enrolled with Journalism as his major interest.

No previous counseling was described by the candidate.

Pre-College Data

The candidate graduated from a medium-sized high school in 1951. He ranked in the middle of his class of 112 graduating seniors. He took a general high school curriculum, and had a "B" grade-point average at graduation.

While in high school, the candidate held one or two major offices. He won no special recognition. His leisure time activities were listed as writing fictional stories and playing with his children.

Family Data

The father, age fifty-eight, is a fireman. He completed the seventh grade. His health is listed as good.

The mother, age (deceased), was a high school graduate.

An older brother, age twenty-eight, is a high school graduate presently working as a salesman. A younger sister, age twenty, is a high school graduate, presently working as a stenographer.

The candidate's wife will work in order to help him finance his education. They live in an apartment on the outskirts of a city.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.

General Health

The candidate is 5 feet 5 inches in height and weighs 150 pounds. The candidate has missed enough classes due to illness to
cause difficulty with his studies. He feels fortunate with his health, but worries somewhat about his future.

**College Data**

The candidate attributed his previous unsuccessful attempt at college work to the following: "Lack of studying and working a full time job."

He supported his present position with the following paragraph: "My wife will be working, therefore I will not have to work. My financial position is 100 per cent better now. I have even more desire now to obtain a degree from 0,5.U. I am more settled now than before.

**Test Data**

General ability of the candidate: both the OSPE and the SCAT rated the candidate in the below average range for entering college freshmen (Class IV at the 21 percentile OSPE)

Measured interests resemble those of printers, policemen, and social service occupational groups. He rejected accounting.

His MMPI Profile was extremely suggestive of abnormality in terms of the wide spread of high scores on all the scales. (K-12)

His Stern Index suggested a person with intense needs to help others (nurturant), and intense needs in terms of receiving help in return (sucorance), yet with little expressed need for affiliation with others. There appeared a tendency to withdraw from a "personalised" participation in whatever transactions his daily interaction with others might occur. Finally, although there seemed to be a fairly strong ego-structure, it appeared conflicted, or smothered by defensive and covering kinds of behavioral mechanisms.

**Comments and Recommendations of Evaluating Counselor to College Office**

Candidate's chances for academic success poor. Some evidence of serious psychological disturbance which would minimize the possibility of academic success at this time.

**Disposition of the Case**

| CPHR at time of first dismissal | 0.545 |
| Point-hour earned Winter Quarter, 1959 | 2.660 |
| CPHR at end of Winter, 1959 | 1.041 |
| Point-hour earned Spring Quarter, 1959 | 2.200 |
| CPHR at end of the Spring Quarter, 1959 | 1.317 |

**STATUS OF THE CASE AT END OF STUDY**  **Group III - survivor**
Introduction

This student first enrolled Autumn Quarter of 1953 in the College of Commerce and Administration. His career objective was Industrial management. His reason for coming to college was: "Freshmen High School."

Dismissed from Commerce after completing seven full quarters and two part-time quarters of work, he had a 1.69 GPA, and petitioned for reinstatement in November of 1956, which was denied.

His petition for Winter Quarter of 1959 was accepted by Commerce and the candidate enrolled with the same career objective in mind.

Pre-College Data

The candidate graduated from a small high school in 1953. He ranked in about the middle of his class of fifty graduating seniors. He did not remember his grade-point average at graduation.

While in high school the candidate held a few major and minor offices. He won no special recognition. His leisure time activities were listed as antique car rebuilding and amateur astronomy.

No previous counseling was noted by the candidate.

Family Data

The father, age fifty-three, is a physician, graduated from Western Reserve.

The mother, age fifty-four, has her B.A. degree, and is a housewife.

The candidate listed his father’s health as fair, and his mother’s health as good.

The candidate has enough in savings to finance his education.

The financial position of the candidate’s parents has improved steadily over the years. They own their own home, which is located in a small community.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

The candidate is 5 feet 10 inches in height and weighs 165 pounds. He has enjoyed excellent health throughout his life, although, he stated that he missed enough classes due to illness to interfere with his work.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Imaturity mainly, smart aleeness, too close to see what I was throwing away."

He wrote the following as supportive of his present position: "I can honestly state that now I have a true desire for a college degree. This is something that I didn't know much about before."

"I intend to get letters from friends who have known me for the past two years and can testify to this desire."

"I will get letters both from my former employer and the officer in charge of me while I was in the Air Force, telling you of the work that I did for them."

Test Data

General ability level: candidate did not take the OSPE, but his SCAT results indicate superior verbal and quantitative ability.

No particular likes or dislikes were apparent on the Strong, therefore his measured interests can not be noted.

His MMPI Profile suggested personality disturbances to be operant, and also emphasized the defensiveness of the candidate as he took this particular inventory. (K-score of 22)

The Stern Index suggested an aggressive-hostile young man who characteristically is withdrawn and inhibited in his behavior, although apparently possessing strong affiliative needs. The ego-structure appeared fragmented and weak. His intellectual-theoretical orientation appears skewed toward science and definitely away from the humanities. There seems to be strong needs for achievement and high energy level with which to perseveres.

Comments and Recommendations of Evaluating Counselor to College Office

Changes, marriage, more autonomous development, and clarification of vocational goals. Significant changes in academic achievement should occur, permitting the candidate to persist toward a degree. Success directly related to whether parental relationships have been ordered, and whether student has matured sufficiently to release his potential into productive channels.
Disposition of the Case

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<td>CPHE at end of Winter, 1959</td>
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<td>Point-hour earned Spring Quarter, 1959</td>
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<td>CPHE at end of the Spring Quarter, 1959</td>
<td>1,80</td>
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STATUS OF THE CASE AT END OF STUDY  Group III - survivor
Case No. 58 2015

Age 19   Male

Introduction

This student first enrolled Autumn of 1957 in the College of Commerce and Administration. His objective at that time was Pre-Law. His stated reason for coming to college was: "For self-improvement and continuing my education are two primary reasons of course, a major objective of mine is to become a success in some field of merit."

He was dismissed from his college after completing three quarters of work with a GPA of 1.40.

He enrolled for Winter Quarter of 1959, after reinstatement, in Commerce with the same career objective as previous—Pre-Law.

Pre-College Data

The candidate graduated from a medium-sized high school in 1957. He ranked about in the middle of a graduating class of 120 seniors. He had an estimated "C" grade-point average at graduation, (Mil Acad)

While in high school, the candidate held several major and minor offices. He won recognition in several extracurricular activities, such as varsity crew, cheerleading, La Crosse, and on the school paper.

Leisure time activities were listed as LaCrosse, piano, chess and bridge, reading, going to the movies, and resting.

Family Data

The father, age forty-seven, is a contractor. He is a high school graduate and in good health.

The mother, age forty-three, is a housewife, high school graduate, and in good health.

The family is providing full financial support for the candidate's education. Their financial position has gone up and down over the past few years. They own their own home, which is located in a very small community. Two or more automobiles are in the family.

The candidate felt that his parents emphasised the importance of getting ahead and improving their position to a great extent, and that they occasionally discussed plans with him for getting ahead in the world.

An older brother, age twenty-one, is a Sophomore in college.
General Health

The candidate is 5 feet 10 1/2 inches in height and weighs 135 pounds. His health has apparently been excellent throughout his life; although, he stated that he has missed enough classes due to illness to have it interfere with his work.

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "At the end of the second quarter, I had an accident. Because of financial reasons I rebuffed the college office's suggestion of dropping out of school. I came back the third quarter with two quarters of work. Another reason is that my parents were in the act of separating. I thought of this often—too often. A third reason is that there was such a change in educational systems that I felt unprepared for college."

Test Data

General ability of the candidate: both the CSEF and the SCAT indicated average general ability for the candidate.

His measured interests were those of sales managers, life insurance agents, salesmen, and advertising men. He strongly disliked the professional, scientific, and skill occupational groups.

His MMPI Profile showed strong indications of serious psychological disturbances, or at least trends toward such states, and the candidate was referred through channels to a psychiatrist for ambulatory treatment. (K-6)

The Stern Index suggested a high-drive, aggressive-descendant kind of person with intense introspective needs. (The introspective activity can be seen on the MMPI Se., or Schizophrenic scale)

Comments and Recommendations of Evaluating Counselor to College Office

Changes irrelevant to expected academic success. Candidate's chances for one or two quarters is fair, but not good. See little chance of change unless personality structure is reorganised. Goals are vague and confused. Student has been unable to realistically assess his ability level. Recommend that he not be admitted.

Disposition of the Case

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CPER at time of first dismissal</td>
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<td>CPER at end of Winter, 1959</td>
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<td>Point-hour earned Spring Quarter, 1959</td>
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<tr>
<td>CPER at end of the Spring Quarter, 1959</td>
<td>1.738</td>
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STATUS OF THE CASE AT END OF STUDY  GROUP III - SURVIVOR
Case No. 58 1879

Introduction

This student first enrolled Autumn Quarter of 1956 in the College of Engineering at The Ohio State University. His career objective was industrial engineering. His reason for coming to college was stated as: "I wanted to further my education to the extent that I would be capable of taking over my father's business."

Dismissed with a 1.50 GPA after completing six quarters of work, the candidate enrolled in Commerce and Administration for Winter Quarter of 1959 after being accepted by that college as a reinstated student. His object was declared as industrial management.

Pre-College Data

The candidate graduated from a very small high school in 1956. He ranked in the lower twenty-five per cent of a graduating class of twenty-three seniors. He had a low "C" average at graduation (70 per cent).

While in high school, the candidate held no offices. He won eight trophies in driving competition while in high school. His leisure time activities were listed as: flying, automobile work, hunting and fishing, and HI-PI.

No previous counseling indicated by candidate.

Family Data

The father, age fifty-five, is a tool and die maker, is self-employed, owns his own business. He completed the tenth or eleventh grade. His health is good.

The mother, age fifty-two, is a freshman at O.S.U., and a housewife. Her health is good.

A younger brother, age sixteen, is in the tenth grade.

The candidate has enough in savings to support his own education.

The financial position of the family has improved steadily over the years. They own their own home, which is in the city, in a residential section. Two or more automobiles are in the family.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.
General Health

The candidate is 6 feet 1 inch in height and weighs 145 pounds. He has had excellent health throughout his life. He has been informed that he has a speech problem. (Note the mother's enrollment at 035)

College Data

The candidate attributed his previous unsuccessful attempt at college work to the following: "Not enough study and a lack of interest in the courses which weren't going to be beneficial in the vocation which I had chosen."

He wrote the following in support of his present position: "I'm not known as being a quitter. I have started something and I want to finish it. I am fairly certain that I am capable of doing the work, and after being out of school for five months, I realize the importance of an education."

Test Data

Both the OSTE and the SCAT indicated average general ability in dealing with verbal concepts. The SCAT, however, pointed out superior ability in dealing with quantitative concepts (94-99.2 percentile).

Measured interests of production manager, farmer, carpenter, with rejection of social service and literary occupational groups.

MSPI Profile suggested extreme defensiveness on the part of the candidate in taking this inventory. (K-score of 25) The rest of his profile was not indicative of problematic areas.

The Stern Index suggested a high-drive individual, who has a fairly strong ego-structure. However, the submissive, inhibited, and withdrawn variables, indicating defending against freely expressing some facet of the self, are intense enough to suggest conflict worth discussing and exploring with a counselor. The non-intellectual-theoretical orientation of the candidate confirms his cause of dismissal cited above.

Comments and Recommendations of Evaluating Counselor to College Office

Significant improvement in college work might be expected. He has a good chance at persisting for one or more quarters. I recommend his reinstatement as a fair risk.

Disposition of the Case

<table>
<thead>
<tr>
<th>CPFR at time of first dismissal</th>
<th>1.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point-hour earned Winter Quarter, 1959</td>
<td>2.333</td>
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<tr>
<td>CPFR at end of Winter, 1959</td>
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<tr>
<td>Point-hour earned Spring Quarter, 1959</td>
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<td>CPFR at end of the Spring Quarter, 1959</td>
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STATUS OF THE CASE AT END OF STUDY: OXFORD III - SURVIVOR
Introduction

This student first enrolled in the College of Engineering at The Ohio State University in the Autumn Quarter of 1956. His objective at that time was Aeronautical Engineering. His stated reason for coming to college was: "When I was a junior in high school, I decided that I would like to make Engineering my vocation and took the necessary college preparatory courses."

He was dismissed by the College of Engineering after completing five quarters of work with a cumulative point-hour ratio of 1.49.

He petitioned the College of Commerce for Winter Quarter of 1959 and was accepted by that college. His objective was stated as Industrial Management.

Pre-College Data

He graduated from a large high school in 1956. He ranked in the top twenty-five per cent of his class of 350 graduating seniors. He carried a "C-plus" grade-point average at graduation.

While in high school he held one or two minor offices. He won no special recognition save in high school athletics. His leisure time activities were listed as: music, sports and social events.

Family Data

The father, age forty-two, is a traffic manager for a large company. He completed the eleventh grade. His health is excellent.

The mother, age forty-two, is an assembly line worker, and a high school graduate. Her health is good, according to the candidate.

A younger sister, age 12, is in the sixth grade.

The subject's family is providing full financial support for his education. Their financial position has improved steadily over the years. They own their own home, which is located in the country.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans with him for getting ahead in the world.

General Health

He is 5 feet, 8 inches in height and weighs 130 pounds. He has enjoyed excellent health throughout his life.
College Data

He attributed his previous unsuccessful attempt at college work to the following: "During my first year, I was not working and obtained satisfactory grades. However, my second year I worked about 25 hours per week, and I found myself either too tired or without adequate time for studying. Because of this my grades fell."

He added the fact that his father has convinced him that there is a place for a commerce graduate in a firm which the father has intimate connections with, and because of this reason, the candidate is determined to succeed if reinstated.

Test Data

His general ability, as measured by the OSPE and the SCAT, indicated average to slightly above average general ability.

His measured interests were those of Production Managers, Public Administrators, Senior Accountants and Office men. No definite dislikes were manifested, save for the occupational group represented by Artists.

His MMPI Profile suggested defensiveness (K-17) as he answered the items on the inventory, but the other scales on the profile itself were well within the normal limits.

The Stern Index suggested an overly controlled, dependent, submissive, withdrawn, inhibited kind of person with little or no ego-strength. The impact of the Index suggests to the observer that the candidate has internalized a fearful authority figure and in so doing has suppressed all of his hostility and aggression in avoiding persistent expectations of criticism and blame. (Note Hs of 65 on MMPI).

Comments and Recommendations of Evaluating Counselor to College Office

A change of curriculum to one more appropriate for his measured interests should produce significant changes. He has a good chance to persist to a degree.

Disposition of the Case

| CPHR at time of first dismissal | 1.49 |
| Point-hour earned Winter Quarter, 1959 | 2.294 |
| CPHR at end of Winter Quarter, 1959 | 1.602 |
| Point-hour earned Spring Quarter, 1959 | 2.333 |
| CPHR at end of the Spring Quarter, 1959 | 1.688 |

STATUS OF THE CASE AT END OF STUDY G - 3 - S
Case No 58 xxx

Age 19

Male

Introduction

This student first enrolled in Autumn Quarter of 1957 in the College of Commerce and Administration. His career objective was not stated at that time. His reason for coming to college was: "In hopes to secure good employment after graduation."

He was dismissed from his college after completing three quarters of work with a cumulative point-hour ratio of 1.60.

His petition to the College of Commerce for Winter Quarter of 1959 was accepted and he enrolled still uncertain of his major field of interest.

Pre-College Data

The candidate graduated from a large high school in 1957. He ranked about in the middle of his class of 420 graduating seniors. He had a "C" grade point average at graduation in a college preparatory curriculum.

While in high school he held a few major and minor offices. He won no special recognition while in high school. His leisure time is spent in collecting records.

He has talked to counselors about a career choice, but does not clarify what he means by counselors and where this occurred.

Family Data

The father, age forty-five, is a laborer. He completed the eighth grade in Yugoslavia. His health is good.

The mother, age forty-three, completed the tenth grade in the United States. Her health is good and she is a housewife.

Two older sisters, ages 24 and 22, are high school graduates, but do not have an occupation, according to the candidate.

He has enough in savings to support himself in college.

The family's financial position has not changed much over the years. They own their own home, possess two automobiles, and live in the city, in a residential section.

He felt that his parents did not emphasize getting ahead and improving their position, and that they rarely discussed plans with him for getting ahead in the world.

General Health

He is 5 feet, 11 inches in height and weighs 150 pounds. His health has been excellent during his life to date.
College Data

He attributed his previous unsuccessful attempt at college work to the following: "Too much social life and personal problems."

Test Data

The subject's general ability is as follows: Class II at the 79 percentile on the OSPE, and average to above average on the SCAT. The SCAT indicated somewhat higher quantitative ability than verbal for the candidate.

His measured interests were similar to the occupational groups represented by Office Workers, Purchasing Agents, and Morticians. He rejected Industrial Arts Teaching and Technical-Crafts.

His MMPI Profile suggested personality disturbances to be operant. It pointed up the candidate's defensiveness in taking the test with a K-score of 16.

The Stern Index suggested an individual with a well-developed ego-structure, although certain trends toward authoritarianism are noticeable. However, it is possible that the dominance need is extant as a means of expressing otherwise suppressed hostility.

Comments and Recommendations of Evaluating Counselor to College Office

He has shown minor improvement in scholastic success; should expect to complete one or two quarters. He is confused, depressed, but lacking insight into his problems. He is motivated socially and economically rather than academically. He lacks confidence but is expected to live-up to parents' expectations for him and "go farther" than they did.

Disposition of the Case

<table>
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<tr>
<th>CPHR at time of first dismissal</th>
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<td>Point-hour earned Spring Quarter, 1959</td>
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<td>CPHR at end of the Spring Quarter, 1959</td>
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STATUS OF THE CASE AT END OF STUDY   G - III - S
Introduction

This student first enrolled in the College of Engineering at The Ohio State University in Autumn Quarter of 1955. His major field of interest was Industrial Engineering. His reason for coming to college was: "I have come to the realization of the great necessity of an education today."

He completed eight quarters in Engineering before being dismissed with a cumulative point-hour ratio of 1.800.

He petitioned the College of Commerce and Administration for Winter Quarter of 1959 and was accepted. His objective was stated as Industrial Management.

Pre-College Data

The candidate graduated from a very small high school in 1955. He ranked in the top ten per cent of a graduating class of twenty-five seniors. His grade-point average at graduation was 3.944.

While in high school, he held several major and minor offices. He did not declare any special awards or honors won while in high school. His leisure time activities were listed as: golf, flying, and the major sports.

No previous counseling, testing, or psychological help was indicated.

Family Data

The father, age fifty-eight, is a mail carrier. He completed the ninth grade. His health is fair, according to his son.

The mother, age fifty-one, is a secretary; is a high school graduate, and in good health.

An older brother, a high school graduate (age 26), is a decorator.

The family is supplying financial aid to the candidate, and he has enough in savings to support himself if the need arises.

The family's financial position has improved steadily over the years. They own their own home, a private, one-family house, located in a very small community. Two cars are owned.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a small extent, and that they rarely discussed plans with him for getting ahead in the world.

General Health

He is 6 feet, 1 inch in height and weighs 203 pounds. He has
enjoyed excellent health throughout his life.

**College Data**

He attributed his previous unsuccessful attempt at college work to the following: "Choosing the wrong field due to my lack of information, and the vast changes in environment."

**Test Data**

His general ability as measured by the SCAT indicated above average to superior ability in manipulating numerical concepts, and average to somewhat above average verbal facility.

His measured interests were closest to Real Estate Salesmen. He rigorously rejected City School Superintendent interests, but expressed no other particularly heavy rejections. In general, a fairly negative response-set can be seen on the Strong Profile.

The MMPI Profile was well within normal limits on the personality scales, but suggested inconsistencies to be present, with the L-score of 6, and a defensive "test-taking" attitude to have been operant, with the K-score of 18.

The Stern Index suggested a tightly controlled individual with strong dependency needs.

**Comments and Recommendations of Evaluating Counselor to College Office**

He has a reasonably good chance at persisting for a quarter or more. However, if he finds success experiences in Commerce, and subsequently develops an interest and purpose related to this—it is well within his potential to persist to a degree. I would consider him to be a fair risk as a potential graduate from this institution.

**Disposition of the Case**

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<th>Description</th>
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<td>Point-hour earned Spring Quarter, 1959</td>
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<td>1.972</td>
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**STATUS OF THE CASE AT END OF STUDY** G - 3 - 3
Case No. 58 1597

Age 19  Male

Introduction

This student first enrolled in the College of Engineering at The Ohio State University in Autumn Quarter of 1957. His declared interest was Engineering. His reason for coming to college was stated as: "To get an education so that I might be able to make a satisfactory living."

He was dismissed from the College of Engineering after completing three quarters of work. His dismissal cumulative point-hour ratio was 1.525.

His petition to the College of Commerce and Administration for Winter Quarter, 1959 was accepted and he enrolled with Sales or Management as possible career objectives.

Pre-College Data

He graduated from a medium-sized high school in 1957. He ranked in the top twenty-five per cent of a graduating class of 104 seniors. His grade-point average at graduation was estimated to be 3.00.

While in high school he held several major and minor offices. He won "citizenship awards" and piano awards. His leisure time activities were listed as: dating, working around the yard, and playing pool.

No previous counseling, testing or psychological help was indicated.

Family Data

The father, age forty-two, is an insurance salesman. He is a high school graduate. His health is listed as good.

The mother, age forty-one, is a housewife. She is in good health, and completed the twelfth grade before marriage.

The candidate is an only child.

The family established a fund for his education, and he has enough in savings to see him through as well.

The financial position of the family has improved steadily over the years. They live in a private one-family house, which they own. It is located in the city, in a residential section.

The subject felt that his parents emphasised the importance of getting ahead and improving their position to a moderate extent, and that they often discussed plans with him for getting ahead in the world.
General Health

He is 6 feet, 1 inch in height and weighs 180 pounds. He has enjoyed excellent health throughout his life.

He attributed his previous unsuccessful attempt at college work to the following: "Poor housing conditions. Not realizing the amount of effort necessary to be successful. No companionship."

He supported his present position with the following paragraph: "I am sure that I will have to settle down to business and get a college education if I intend to make a suitable living for myself. I feel sure that I will be much more successful if given another chance."

Test Data

The OSPE indicated above average general ability (Class II at 77 percentile), while the SCAT indicated average verbal facility and above average quantitative aptitude.

His measured interests indicated a liking for occupational groups represented by Production Managers, Farmers, Aviators, Carpenters, Teachers, and Social Service and Accounting. He rejected the Professional.

The MMPI Profile suggested a rather high anxiety level, but nothing out of control. His K-score of 17 suggested a defensiveness in taking the test.

His Stern Index suggested a fairly well-structured ego-development. The extreme need for submissiveness appeared to conflict with aggressive-ascendant needs. It seemed to suggest "adolescent" rebellion against authority which as yet has not been resolved.

Comments and Recommendations of Evaluating Counselor to College Office

Minor academic improvement might be expected. A change in housing conditions might help—but I feel that his vocational plans are still vague. I do not think he will be able to mobilize his efforts for a sustained drive and thereby cannot recommend him for readmission at this time.

Disposition of the Case

CPHR at time of first dismissal 1.525
Point-hour earned during Winter Quarter, 1959 2.294
CPHR at end of Winter Quarter, 1959 1.692
Point-hour earned during Spring Quarter, 1959 2.278
CPHR at end of the Spring Quarter, 1959 1.802

STATUS OF THE CASE AT END OF STUDY G - 3 - 3
Introduction

This student first enrolled in the College of Engineering at The Ohio State University in Autumn Quarter, 1952. His career objective was Mechanical Engineering. His reason for coming to college was stated at that time as: "Because I wanted to, but I was skeptical of Engineering at that time because I was induced to take it by my parents."

He was dismissed from the College of Engineering after completing six quarters of work with a cumulative point-hour ratio of 1.30.

He spent three years in the Armed Services, and worked a year before petitioning the College of Commerce and Administration for reinstatement for Winter Quarter, 1959. He declared Industrial Management as his major.

Pre-College Data

The subject graduated from a small high school in 1952. He ranked in the top ten percent of a graduating class of 30 students. His grade-point average at graduation was estimated at 3.70.

While in high school he held one or two major offices. He won a general scholarship to The Ohio State University. He placed third in the country on a Senior Scholarship Test. He was elected to National Honor Society. His leisure time activities were listed as: model building, golf, tennis and reading.

No previous counseling, psychological help or testing was indicated.

Family Data

The father, age forty-six, is a maintenance man. He completed high school and is presently in good health.

The mother, age forty-five, is a housewife, and is in good health. She completed high school.

Three younger sisters, ages 22, 20 and 16 are listed as: housewife, student, and student, in the order of their ages.

The candidate has the G. I. Bill allotment checks, a fund established by his parents, and a wife who will work to help him maintain himself through school.

His family owns their own home, located in the outskirts of a city on a residential street. Their financial position has improved steadily over the years.

He felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

The subject is 5 feet, 8 inches in height and weighs 146 pounds. Save for one year-long illness, he has enjoyed excellent health throughout his life.

College Data

He attributed the previous unsuccessful attempt at college work to the following: "Did not have the right study habits. Uncertain about the courses to follow."

He supported his present position with the following statement: "I have been out four years in which time I have matured. I understand myself much better now and know what course of life I want to lead. I have my army service behind me and this is no longer a problem I was facing at the time of my previous enrollment. I have been successful in my employment. This has given me faith in myself. I know I can get along well in college now."

Test Data

His general ability as measured by the OSPE in 1952 was in the average range for college freshmen. The SCAT taken in 1959 indicated average to above average verbal and quantitative ability.

The measured interests of the candidate resemble those of Personnel Directors, Social Service Workers, and Accounting Specialists. He rejected Technical-Crafts Occupational groups.

His MMPI Profile appeared within normal limits on the personality scales. A K-score of 16 indicated the candidate's defensiveness as he answered the questions on the inventory. ("Plus - getting need").

The Stern Index suggested a high-drive, aggressive-ascendant kind of person, who might be having some difficulty in controlling his intense needs for dominance—manipulation of others in terms of power and self-aggrandizement.

Comments and Recommendations of Evaluating Counselor to College Office

Changes: 1) successful and developmental job experience; 2) marriage and emancipation from the home; 3) military service; 4) age and general maturity; 5) probably improved finances; and 6) better choice of majors. He should persist to graduation. Prognosis very good.
Disposition of the Case

CPHR at time of first dismissal 1.30
CPHR at end of Winter Quarter, 1959 2.667
CPHR at end of Winter Quarter, 1959 1.552
CPHR at end of the Spring Quarter, 1959 3.333
CPHR at end of the Spring Quarter, 1959 1.743

STATUS OF THE CASE AT END OF STUDY G - 3 - 3
Case No. 58 1633

Age 24     Male

Introduction

This student first entered the College of Engineering at The Ohio State University in Autumn Quarter, 1953. He was dismissed from his college at the end of his fourth quarter, Autumn of 1954, by special administrative action. (He did not list this dismissal in his autobiographical questionnaire.)

His petition to the College of Education for Spring Quarter of 1955 was accepted and he made a 2.37 average for that quarter and a 1.937 for the Autumn Quarter. (He was dismissed by the College of Education after completing these two quarters of work ostensibly because of not maintaining a 2.00 average upon readmission. That is: his cumulative average for two quarters of work after reinstatement was 2.156, but his cumulative average for his six quarters of work on this campus was 1.692. He was dismissed because of past behavior, not because of present behavior).

His reason for coming to college was stated as: "So that I would be better equipped to take a job."

There was no evidence of his having had counseling or psychological help during his high school career.

Pre-College Data

The subject graduated from a medium-sized high school in 1951. He ranked in the middle of his graduating class of 151 seniors. He carried a 71 per cent cumulative grade-point average for graduation. While in high school he held no offices, and won no prizes, honors or awards. His leisure time activities include such things as: working with plaster and clay, woodworking, and some sport participation.

Family Data

The father, age sixty, is a plant foreman. He completed the eighth grade in Italy. His health is good.

The mother, age fifty-nine, is a housewife. She completed the sixth grade in Italy.

Three older sisters, ages 34, 28, and 27, reveal a Master's Degree in Education, a Master's Degree in Guidance, and two years in college before taking a position as a junior accountant, achieved in the order of the presented ages.

The family's financial position has improved steadily over the years. They are providing full financial support for the subject's education. He also states that he has enough in savings to take care of his needs. The family live in a private two or three family home,
which they own. It is located in the city near a business section.

The candidate felt that his parents emphasized the importance of getting ahead and improving their position to a great extent, and that they often discussed plans for getting ahead in the world with him.

A foreign language has been spoken in the home since before the candidate was ten years old.

**General Health**

He is 5 feet, 9 inches in height and weighs 205 pounds. He worries somewhat about his health, but appears to have enjoyed above average health over the years.

**College Data**

He transferred 48 hours of credit (K) from The University of Buffalo in 1953.

He attributed his unsuccessful attempt at college work at this university to the following: "I started in a field which was not suited to my abilities. The poor grades I received in Engineering were the cause of my failure."

He wrote a supporting paragraph in which he noted that he had accumulated a great deal of credit in college which would be more valuable if finished with a degree. Also, he stated that his defining of Designing as his objective for a career, should provide him with the necessary motivation and assurance to succeed.

**Test Data**

His general ability appeared as low for entering college freshmen here at The Ohio State University. (OSPE of 23 percentile-Class IV). His mastery of tool subjects was deficient enough to cause him to be placed in remedial English and remedial Mathematics courses. The SCAT suggested that he was somewhat stronger in quantitative ability than verbal ability.

His MIPI Profile suggested a tendency in the candidate to answer the items of the inventory inconsistently and with a fair amount of defensiveness. (K-14)

His measured interests resembled those of Osteopaths, Carpenters, Printers, Math-Science and Industrial Arts Teachers, Policemen and Y.M.C.A. Directors. No definite dislikes emerged.

His Stern Index suggested him to be highly gregarious, but his motives for affiliation appear as self-supportive, rather than as mutual and reciprocal. His ego-strength is apparently strong enough to overcome external threats, as well as internal conflicts. This latter inference was drawn from his high-drive, persistence and striving scores revealed on the Stern Diagnostic Summary.
Comments and Recommendations of Evaluating Counselor to College Office

He has a reasonable chance to persist to a degree. Two years in military service seem to have had a positive effect on his self-acceptance, and enabled him to make a more realistic self-evaluation in terms of his present situation.

Disposition of the Case

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<table>
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<td>CPHR available to the candidate at start of Spring Quarter</td>
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<tr>
<td>CPHR after surviving two quarters</td>
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STATUS OF THE CASE AT END OF STUDY G - 3 - 3
Introduction

This student first enrolled at The Ohio State University in Autumn Quarter, 1956. She enrolled in the College of Education. Her reason for coming to college and her feeling about college work was stated as follows: "No, I did not think I could do the work. I was frightened because my high school teachers stressed the point that most people flunk out of college."

After two quarters in the College of Education the candidate transferred to the College of Arts and Sciences where she selected Journalism as her field of interest.

She was dismissed by the College of Arts and Sciences at the end of her third quarter at this university with a cumulative point-hour ratio of 1.35.

Her petition for reinstatement in Winter Quarter of 1959 was accepted by the College of Education and she enrolled with the objective of obtaining a degree in Elementary Education.

She apparently did not receive counseling or psychological help during her high school career.

Pre-College Data

She graduated from a medium-sized high school in 1957. She ranked in the middle third of her graduating class of 100 seniors. Her grade-point average at graduation was stated by the subject as 3.00.

While in high school she held one or two major offices. She was active in writing activities, and was a member of "Quill and Scroll," a journalistic order. She likes leisure time activities involving the writing of stories, poems, and reading books on various subjects. She also likes drawing.

Family Data

The father, age forty-eight, is a printer foreman at this university. He completed high school. His health is listed by the subject as good.

The mother, age forty-three, is a housewife. She completed high school, and is presently in good health.

A younger brother, age 5, is in kindergarten.

A grandmother has lived with the family during most of the subject's life.

The candidate is providing part of the funds for her education, and receives additional support from her family. Their financial position has not changed much over the years. They live in a private
one-family house which they own. It is located on the outskirts of a city. They own a second-hand car.

She felt that her parents emphasized the importance of getting ahead and improving their position to a moderate extent, and that they often discussed plans with her for getting ahead in the world.

**General Health**

The candidate is 5 feet, 3 inches in height and weighs 140 pounds. She has apparently enjoyed excellent health during most of her life.

**College Data**

She attributed her previous unsuccessful attempt at college work to the following: "I was not emotionally mature enough for college. I lacked confidence, also I had too many hours first quarter."

She presented the following paragraph in support of her petition for reinstatement:

"... 1) I have a sincere desire to be successful in college, 2) It is very important for me to prove to myself that I can do it, and, 3) I certainly would hate to give up college just because I had a rough time with it at first."

**Test Data**

Her general ability, as measured by the GSPE and the SCAT, appeared in the broad average range for entering college freshmen. Her verbal facility is stronger than her ability to work with numerical concepts.

Her measured interests resembled those of Social Workers and Elementary School Teachers. Definite patterns of dislikes were discernible in the Mathematics and Scientific areas.

Her MMPI Profile suggested that she apparently is reacting to a considerable amount of inner disturbance of a psychological nature. She apparently was inconsistent in answering the items on the inventory, and seemed to indicate a need to select socially acceptable answers. (K-score of 15).

The Stern Activities Index Summary suggested that she has strong hostility needs which are apparently denied. Apparently, this subject uses people as a cover for her inner conflicts. There is little evidence of a reciprocal kind of behavior in her social transactions. There is a strong rejection of theoretical and intellectual orientation toward the sciences, with an intense interest shown toward the humanities.
Comments and Recommendations by Evaluating Counselor to College Office

I recommend reinstatement as I consider her a good risk for survival. Counseling at The University Counseling and Testing Center seems to have helped her evolve positive changes in her general attitude and personality.

Disposition of the Case

<table>
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<tr>
<th>Description</th>
<th>Points</th>
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</table>

STATUS OF THE CASE AT END OF STUDY: G - 3 - 3
I recommend reinstatement as I consider her a good risk for all. Counseling at The University Counseling and Testing Center to have helped her evolve positive changes in her general attitude and personality.

Calculation of the Grade

- CPHR at time of last dismissal: 1.35
- Point-hour for Winter Quarter, 1959: 3.00
- CPHR at the beginning of Spring Quarter: 1.50
- Point-hour for Spring Quarter, 1959: 2.00
- CPHR at end of Spring Quarter, 1959: 1.541

US OF THE CASE AT END OF STUDY G - 3 - 3
Introduction

This case is included only as an example of how difficult it is to maintain one’s self in school under emotional disturbances from within. Too, it exemplifies the democratic aspects of higher education.

This student petitioned for reinstatement to the College of Education for Winter Quarter, 1959. He had previously been dismissed three times and reinstated twice. His cumulative point-hour ratio for thirteen quarters of work was 1.754. The college office requested psychiatric clearance, and psychological evaluation for the candidate before accepting him for the third time.

His career objective is Interior Design and he hopes to complete his Bachelor of Fine Arts Degree with this in mind.

His original reason for coming to college was as follows: "Could not advance further fast enough due to lack of education and experience."

Pre-College Data

He graduated from a large high school in 1946. He ranked in the middle of a graduating class of 500 seniors. His curriculum was Fine Arts and he had a C-average for his high school career.

While in high school he held one or two minor offices. He engaged in such leisure time activities as: building furniture, picture framing, listening to records and decorating homes.

No evidence of counseling, testing or psychological help was listed as having occurred during his high school career.

Family Data

The father, age fifty-three, is a Civil Service employee. He completed the eighth grade. His health is listed as fair.

The mother, age forty-six, completed the sixth grade. She is presently a housewife and the candidate lists her health as fair.

A younger sister, after graduating from high school, took a job as a receptionist.

His family's financial condition has changed very little over the years. He has partial funds available for his education and his wife plans to work in order to help while he is in college.
General Health

He is 5 feet, 8 inches in height and weighs 135 pounds. He worries somewhat about his health, and missed a considerable amount of class time during college because of illness.

College Data

He attributed his previous unsuccessful attempts at college work to the following: "Lack of energy and initiative." He supported his petition with the following factors: "Health factors cleared up. Sufficient funds."

Test Data

His general ability, as measured by the OSPE and the SCAT, indicated above average potential for college work. (Class II OSPE 80 percentile). The SCAT indicated a very low ability in terms of manipulation of numerical concepts; it concurred with the OSPE in terms of the candidate's verbal ability.

His measured interests resembled those of Psychologists, Architects, Personnel and Social Workers and Musicians. He tended to dislike activities of a teaching nature.

His MMPI Profile suggested that he has a fairly generalised anxiety level of some intensity, as well as being quite defensive in terms of making himself appear as good as possible as he answered items contained in this inventory. (K-20)

His Stern Index suggested a high-drive kind of individual who could be considered fairly well oriented toward the theoretical and intellectual kinds of interests typified by a college environment. The withdrawal and inhibition suggested in the summary evidently is more intense than revealed if we accept his reason for his previous unsuccessful attempts at a college career.

Comments and Recommendations by Evaluating Counselor to College Office

He has a reasonably good chance for persisting to a degree. Significant changes should occur. Since the candidate's claim of being emotionally disturbed during his previous enrollments, and since he has now received psychiatric clearance from The University Health Service, there seems little reason to deny him readmittance to the university.

Disposition of the Case

<table>
<thead>
<tr>
<th>CPHR at last dismissal</th>
<th>CPHR at end of Winter Quarter</th>
<th>PH for Winter Quarter, 1959</th>
<th>CPHR at end of Spring Quarter, 1959</th>
<th>PH for Spring Quarter, 1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.754</td>
<td>2.231</td>
<td>1.784</td>
<td>2.786</td>
<td>1.825</td>
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</table>

STATUS OF CASE AT END OF SPRING QUARTER, 1959 G - 3 - S
Age 24

Male

Introduction

This student first enrolled in the College of Arts and Sciences in Autumn Quarter of 1952. His major field of interest at that time was Radio Speech. His reason for coming to college was stated as follows: "Because in the present days, one must have a higher education in order to live and work at other than labor. Also I felt a need and curiosity to know more in certain fields I was interested in."

He was dismissed from his college with a 1.40 cumulative point-hour average.

Accepted by the College of Education as a reinstated student in Winter Quarter, 1959, the candidate declared himself interested in Science and Physics.

There is no evidence available as to what counseling he may have had during high school. The assumption is none.

Pre-College Data

He graduated from a small high school in 1952. He ranked in the top twenty-five per cent of his graduating class of 86 seniors. His graduating grade-point average was a "B."

While in high school he held one or two minor offices. He won honors at science exhibitions and at music auditions. His leisure time activities involve him in listening to music and playing music, building hi-fidelity equipment, playing golf and bowling.

Family Data

The father, age forty-nine, is a greenskeeper employed by the city. He completed high school and is listed as in good health.

The mother, age forty-six, is a housewife. She completed two years of college. Her health is listed as good.

The candidate is an only child. He has partial funds for his education and must work part time. His family cannot help him.

General Health

He is 6 feet, 4 inches in height and weighs 190 pounds. He has enjoyed excellent health throughout his life.
He attributed his previous unsuccessful attempt at college work to the following: "Became disinterested in courses, worried about Army and money. Did not really know what I wanted to do."

He presented the following paragraph as additional support for his petition for reinstatement:

"Other than what has already been stated, I never really conscientiously studied before. I'm sure I was just as capable before as I would be now, but the attitude is different. If I didn't really want to come back to school, regardless of views by parents and friends, I would not even bother with petitioning. But I do want to complete college and I am sure I will do sufficiently well, given another chance to try it.

Test Data

His general ability appeared to be above average for those taking the OSPE and the SCAT. (OSPE was Class II at the 82 percentile)

His measured interests were not discernible on the Strong, since he appeared to neither like nor dislike any of the careers depicted.

His MMPI Profile suggested a fair amount of anxiety to be operand, as well as a need to appear in as good a light as possible. The last inference is taken from his K-score of 16.

The Stern Activities Index suggested that the candidate typically withdraws his "self" from environmental transactions. He is excessively dependent on others for succor, but in terms of using others to satisfy his intense need for dominance.

Comments and Recommendations by Evaluating Counselor to College Office

The five years between last dismissal and current petition includes his military service. He has a good chance at succeeding to a degree. I recommend his reinstatement.

Disposition of the Case

CPHR at time of dismissal 1.40
Point-hour at end of Winter Quarter, 1959 1.909
CPHR at end of Winter Quarter, 1959 1.52
Point-hour earned in Spring Quarter, 1959 3.20
CPHR at end of Spring Quarter, 1959 1.885

STATUS OF THE CASE AT END OF STUDY 6-3-5
Introduction

This student enrolled in the College of Agriculture at The Ohio State University in Autumn Quarter of 1956. His interest was Dairy Technology. His reason for coming to college was: "To improve myself, and it was expected of me."

He was dismissed by his college after completing six quarters of work, with a cumulative point-hour ratio of 1.60.

Accepted back into the College of Agriculture for Winter Quarter, 1959, the candidate listed his goal as Dairy Science and Animal Science.

He apparently had no contact with trained personnel people, such as school counselors, during his high school career.

Pre-College Data

He took a college preparatory course in high school in which he maintained a 2.5 grade point average for his four years. This placed him in the middle of his graduating class of 250 students in 1956.

While in high school he held one or two minor offices. He stated that he was elected to the National Honor Society, and that he was quite successful in Boy Scout activities--Order of the Arrow. Leisure time activities include listening to Hi-fi, reading, sports (active and passive participation), and dating.

Family Data

The father is deceased. He was a high school graduate. The subject did not list his occupation or his age at time of his death.

The mother, age forty-nine, is a clerk in a grocery store. A high school graduate, she presently is in good health.

One sister, age 22, has a B.S. Degree from The Ohio State University and is a nurse. A younger sister, age 14, is currently in the ninth grade.

The family's financial position has not changed much over the past few years. They own their own home, which is a two or three family affair located in the city in a residential area.

The candidate has enough finds in savings to see him through college.

He felt that his parents emphasized the importance of getting ahead and improving their position to a small extent, and that they occasionally discussed plans with him for getting ahead in the world.
General Health

He is 6 feet, 3 inches in height and weighs 240 pounds. He has apparently enjoyed excellent health throughout his life.

College Data

He attributed his previous unsuccessful attempt at college work to the following: "Working, inability to study, and not studying."
He added the following as support for his petition:
"I am entering a Y.M.C.A. reading and comprehensive course."

Test Data

His general ability, as measured by the OSPE and the SCAT, demonstrated average to superior potential for college work; the test results were: OSPE of Class III at the 69 percentile. SCAT Verbal score of 60-78 percentile; Quantitative Score of 94-99 percentile; Total Score in the 84-89 percentile band.

His measured interests were of the outdoor variety: Veterinarian, Farmer and Forest Ranger. He did not reject any particular area of work.

The candidate's MMPI Profile was well within normal limits. Some defensiveness was noted in his K-score of 16.

His Stern Activities Index suggested that he is an easy-going, withdrawn kind of individual with high energy level, which may be expended in maintaining his controls over emotional needs as yet expressible. One senses a great deal of repressed energy in the candidate, which is capable of explosive emergence.

Comments and Recommendations by Evaluating Counselor to College Office

He has a reasonable chance to go all the way. A good risk; I recommend his reinstatement.

Disposition of the Case

| CPHR at time of first dismissal | 1.60 |
| Point-hour earned in Winter Quarter, 1959 | 3.20 |
| CPHR at end of Winter Quarter, 1959 | 1.82 |
| Point-hour earned in Spring Quarter, 1959 | 1.80 |
| CPHR at end of Spring Quarter, 1959 | 1.82 |

STATUS OF THE CASE AT END OF STUDY  G - 3 - 8
DATA SUMMARY SHEET

CASE NUMBER_________________ NAME ____________________________

Date of first dismissal Quarter dismissed ____________________________

Petitioned for reinstatement to the College of ___________________________
College from which student was dismissed ____________________________

CPHR at dismissal Required CPHR__________________________

Petition for reinstatement was accepted by College of____________________
for Winter Quarter 1959. Petition carried conditions: ______________________

Student enrolled Winter Quarter did not enroll Winter Qtr. ____________

CPHR at end of Winter Quarter ____________________________
Status ____________________________

CPHR at end of Spring Quarter ____________________________
Status ____________________________

Test Data

Ohio State Psychological Examination (OSPE) CLASS PERCENTILE ______
READING________MATH REASCIENTS PLACEMENT________ENGLISH PLACEMENT ______

School and College Ability Test (SCAT) Verbal Quant Total ______

Strong Vocational Interest Blank
High Scores (A and B) Group Occupations ____________________________

Low Scores (C range) Group Occupations ____________________________

Minnesota Multiphasic Personality Inventory (MMPI)

T-Scores Hs_D_Hy_Pd_Mf_Pa_Pt_Sc_Ma_ (L_F_K) ________________

Code ____________________________

Recommendations and Comments by Evaluating Counselor to the College Office

________________________________________________________

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### CIRCUMPLEX PROFILE

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**PERSISTENCE - STRIVING**

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**THEORETICAL - INTELLECTUAL**

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Inferences drawn from this data: ____________________________________________________________

_____________________________________________________________________________________

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<tr>
<th>NAME</th>
<th>BEGINNING CPHR</th>
<th>WINTER QUARTER CPHR</th>
<th>STATUS AT END OF WINTER QUARTER</th>
<th>SPRING QUARTER CPHR</th>
<th>STATUS AT END OF SPRING QUARTER</th>
</tr>
</thead>
</table>

Master Sheet for Collection of Sample
PSYCHOLOGICAL REPORT

University Counseling and Testing Center

Date_________

In re: Petition for reinstatement

To: Executive Committee, College of _____________________________

Candidate ____________________________ (Last) (First) (Middle)

Reporting Counselor: _____________________________

The following diagnosis and summary recommendations are based upon an analysis of data obtained from tests and questionnaires only, unless otherwise indicated. All referrals for reinstatement-evaluation are given the following battery of tests:

1. School and College Ability Test
2. Minnesota Multiphasic Personality Inventory
3. Stern Activities Index
4. Strong Vocational Interest Blank
5. Biographical Questionnaire (UCIC)

In addition to the tests listed above, scores from the following tests are usually available:

   a. Ohio State Psychological Examination
   b. O.S.U. Mathematics Placement Tests
   c. O.S.U. English Placement Tests

Brief descriptions of each of these tests are printed on the last pages of this form.

Other diagnostic methods used (if none, write "none"): _____________________________

DIAGNOSTIC SUMMARY

I. College Attitude
   Ability to perform academic work of college level, as compared to other Ohio State University students:

   1. Very high
   2. High
3. Average
4. Low
5. Very Low

II. Tool-Subject Mastery
Mastery of mathematics and English skills, as compared to students in the college of_____________________.

II-A. Mathematics
1. Very High
2. High
3. Average
4. Low
5. Very Low

II-B. English Skills
1. Very High
2. High
3. Average
4. Low
5. Very Low

III. Energy
The amount of energy which the student is able to invest in academic pursuits, as compared to college students at Ohio State:

1. Very High
2. High
3. Average
4. Low
5. Very Low

IV. Goals
The extent to which the candidate's basic needs and drives are complementary to, or consistent with, the general academic goals of the University.

IV-A. Candidate's goals appear to be:
1. Clearly defined
2. Emergent (or developing), but still flexible
3. Undefined and vague
4. Conflicted

IV-B. Candidate's goals appear to be:
1. Very similar to University goals
2. Complementary to University goals
3. Inconsistent with University goals
4. Unrelated to University goals

IV-C. If candidate's goals are clearly defined, they are:
1. Realistic appraisals of personal abilities and societal demands
2. Unrealistic appraisals of personal abilities and societal demands

(Complete IV-C only if 1 or 2 under IV-A is checked).
V. **Support and Surroundings**

The effect of personal environment and social surroundings upon candidate's academic efforts (e.g., family attitudes toward college, value of friends, etc.). The candidate's general surroundings and associations:

1. Will probably be supportive of his academic efforts
2. Will not interfere with his academic efforts
3. Will likely interfere with his academic efforts

VI. **Changes and Developments**

Significant changes or developments, occurring in the candidate's life since his dismissal, which might affect academic outcomes:

VI-A. Nature of significant changes or developments (if none noted write "none")

VI-B. Probable direction of change:

1. Significant improvement in scholastic performance might be expected
2. Minor improvement in scholastic performance might be expected
3. Changes are probably irrelevant to expected academic performance

**PROGNOSIS**

1. Candidate has a reasonably good chance of succeeding in his college work to the point of graduation with a degree.
2. Candidate has a reasonably good chance of completing one or more quarters of college work successfully, but is not likely to graduate.
3. The candidate's chances to survive for one or more quarters of regular academic work are fair, but not good.
4. The candidate's chances for academic success are poor.

**COMMENTS AND RECOMMENDATIONS**
Please detach and mail to: The University Counseling and Testing Center, Room 10, Student Services Building, after action upon this candidate's petition has been completed:

Date__________________

Name of candidate__________________________________________________________

(Last) (First) (Middle)

Action:

___________Petition was accepted

___________Petition was denied

Conditions, if any:____________________________________________________________

____________________________________________________________

____________________________________________________________

Signed____________________
BIOGRAFHICAL QUESTIONNAIRE

REINSTATEMENT EVALUATION FORM 1

University Counseling and Testing Center
The Ohio State University

INSTRUCTIONS

The purpose of this form is to bring together certain important facts that will help us with our evaluation of your petition for reinstatement.

Please encircle the letters corresponding to all statements which apply to you, or in other cases, fill in the blanks provided. Note that some multiple choice items may have more than one choice which might correctly apply to you. In such cases, please encircle all appropriate choices.

If you are not sure which answer or answers are correct for you, make the best guess you can.

Please answer all questions. Respond frankly and work rapidly — your first reaction will usually be the best one.

a- Today’s date____

b- Name ____________________________________________ (Last) (First) (Middle)

c- Age______________ d- Birthdate ___________________________

(Loc) (Day) (Year)

e- Sex______________ f- Race______________________

g- Religious preference ________________________________

h- Birthplace_______________________________________

i- Present Address__________________________________ Phone____

j- Home Address____________________________________ Phone____

2- Colleges or Universities that I have attended, other than O.S.U. (list most recent college first):

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>LOCATION</th>
<th>DATES</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-______________</td>
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</table>
3- I am petitioning for reinstatement to the following 0.3.U. college:
   a- Arts and Sciences
   b- Agriculture
   c- Commerce and Administration
   d- Education
   e- Engineering

4- I intend to enter the following department (or area) of this college:

5- I was dismissed from:
   a- ____________________________ (0.3.U. College)
   b- ____________________________ (Department and Major)
   c- ____________________________ (Date of dismissal)

6- At the time of my dismissal from 0.3.U., my cumulative grade-point average was:
   a- just about a 2.00, or better
   b- between a 2.00 and a 1.75
   c- between a 1.75 and 1.50
   d- just about a 1.00
   e- below a 1.00

7- Prior to this present petition, I have requested reinstatement to this University, as follows:

   DATE OF PETITION  COLLEGE  ACTION  
   a- ____________________________ 
   b- ____________________________ 
   c- ____________________________ 
   d- ____________________________ 
   e- ____________________________ 

   Accepted or denied

8- My marital status:
   a- single
   b- engaged
   c- married
   d- divorced
   e- widowed
   f- No. of children_________
9- Since my dismissal, I have been doing the following:

10- Has anyone ever suggested that you seek out the services of the Counseling and Testing Center:

Yes________
No________

b- Relationship of this person to you ________________________

11- In college the courses in which I earned my lowest grades were:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>a-</td>
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<td>b-</td>
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</table>

12- In high school the courses in which I earned my lowest grades were:

<table>
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<tr>
<th>COURSE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>a-</td>
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</table>

13- In college, the courses in which I earned my highest grades were:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>a-</td>
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<td>b-</td>
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14- In high school, the courses in which I earned my highest grades were:

<table>
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<tr>
<th>COURSE</th>
<th>GRADE</th>
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<td>c-</td>
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</tbody>
</table>
15- My studies have prevented me from:

a- engaging in social activities
b- getting enough exercise
c- getting enough sleep
d- being helpful and friendly to others
e- studies have never seriously interfered with my other activities

16- List three O.S.U. professors, instructors or staff persons who would know you best:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>COLLEGE OR DEPT</th>
<th>LENGTH OF TIME KNOWN</th>
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</table>

17- If reinstated, I will live:

a- at home with my parents
b- at home with my wife in an apartment or house
c- at home of a relative in town
d- at the home of an employer in town
e- with friends in town
f- in a rooming house
g- in my own apartment alone
h- in an apartment with a roommate
i- in a college dormitory
j- I have not decided upon living arrangements

18- During my previous college attendance, my housing conditions were:

a- comfortable
b- crowded
c- happy
d- dreary
e- too public
f- confusing
g- noisy
h- inspiring
i- depressing
j- uncomfortable
k- very poor for study

19- If I were to be reinstated in college, my financial arrangements would be as follows:

a- My family is providing full financial support
b- I have enough in savings to support myself
c- I have partial funds available, but will probably have to work during a part of my college career
d- I will borrow the money to attend college
e- My family has established a fund for my college education  
f- My wife (or husband) will work to help meet expenses  
g- My employer will provide funds for my education  
h- I am not sure how I will finance my education

20- I entered the first grade of elementary school:  
a- before I was 5 years old  
b- when I was just about 5 years old  
c- between the time that I was 5 and 6 years old  
d- when I was just about 6 years old  
e- between ages 6 and 7  
f- when I was 7 or more years old

21- During my last year of attendance at U.3.U., I "dropped":  
a- more than 5 courses  
b- 3 to 5 courses  
c- 2 courses  
d- 1 course  
e- no courses

22- I repeated the following school grades, or attended them for longer than one regular school year (please circle those grades repeated):  
a- nursery, kindergarten, I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII  
b- I attended each of the above grades in regular sequence and repeated none.

23- I skipped or did not attend the following school grades (please circle those grades not attended):  
a- nursery, kindergarten, I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII  
b- I attended all of the above grades in regular sequence and skipped none.

24- When taking subjects that I disliked, I have characteristically worked:  
a- hard at them, but tried to get out of them  
b- hard at them, and tried to develop an interest in them  
c- hard at them, and let it go at that  
d- hard enough to get by, and tried to get out of them  
e- just hard enough to get by, but tried to develop some interest in them  
f- just hard enough to get by, and let it go at that

25- Office I have held in high school or college include:  
a- several major and minor offices  
b- a few major and minor offices  
c- one or two major offices  
d- one or two minor offices  
e- no offices
26- In elementary school, I was punished for "bad conduct":
   a- once or twice a week
   b- almost every week
   c- almost every month
   d- once or twice a year
   e- rarely
   f- never

27- My college record indicates that I skipped class:
   a- often
   b- fairly often
   c- occasionally
   d- seldom
   e- never

28- In my college classes, I usually:
   a- kept pretty quiet
   b- took some small part in the discussion
   c- took an active part in the discussion
   d- discussed, even when no one else did

29- In high school, my standing in my graduating class was:
   a- first
   b- in the top 10 per cent
   c- in the top 25 per cent
   d- about in the middle of the class
   e- in the lower 25 per cent
   f- within the lowest 10 per cent

30- Details regarding the high school from which I graduated:
   a- Name of High School ________________________________
   b- Location ________________________________
   c- Date of graduation __________________
   d- number of students in graduating class (Approximately)____
   e- Approximate grade-point average at graduation___________
   f- My high school curriculum (general, college prep., etc.)____

31- Grades are important to me:
   a- in order to get better recommendations for future jobs
   b- to show that I am "really learning" new material and "getting new ideas"
   c- to win out in competition with other students
   d- to please members of my family
to become eligible for student activities
f- to gain recognition as a scholar among my friends
g- to meet the requirements for a degree
h- to "win back" or gain the respect of instructors
i- grades are not especially important to me

32- When I have trouble with school work, I can get help from:
   a- parents
   b- older brothers and sisters
   c- roommates and friends on campus
d- my girl, or boyfriend
e- my wife, or husband
f- instructors, or graduate students of my acquaintance
g- tutors
h- no one

33- When I was in college, I used to go home:
   a- almost every weekend
   b- once every two weeks or so
c- around once a month
d- less often than once a month
e- I lived at home

34- My usual place of study during college was:
   a- a dorm room
   b- the library
c- a quiet place on campus that I found for myself
d- some part of the Ohio Union
e- my own room at home
f- at home, on the kitchen table or some similar arrangement
g- I couldn't find any suitable place to study

35- I would estimate that while in college, I spent on the average, about:
   a- five hours per week or less in study
   b- ten hours per week or so in study
c- fifteen or twenty hours per week in study
d- twenty-five or thirty hours per week in study
e- over thirty hours per week in study

36- Changes from one school to another have been:
   a- difficult for me
   b- somewhat difficult
c- made easily enough
d- made very easily

37- Most of my closest friends are:
   a- about my own age
   b- a few years older than I am
38- In college, I usually felt:
   a- right in the middle of things
   b- pretty much a part of the group
   c- kind of on the fringe of the crowd
   d- out of things, pretty much on my own

39- At the present time, I have:
   a- no acquaintances
   b- one or two acquaintances
   c- several acquaintances
   d- many acquaintances

40- At the present time, I have:
   a- no close friends
   b- one or two close friends
   c- several close friends
   d- many close friends

41- I have worked especially hard to become good at:
   a- mixing with people
   b- getting along with boys
   c- getting along with girls
   d- school work
   e- getting along with instructors
   f- helping people to get along with each other
   g- some sport
   h- some manual skill

42- During my previous college attendance, my roommate was:
   a- studious
   b- good natured
   c- popular
   d- quiet
   e- immature
   f- demanding
   g- sociable
   h- idealistic
   i- conceited
   j- materialistic
   k- respectable
   l- unclean
   m- religious
   n- disturbing
   o- loud
   p- understanding
   q- lazy
   r- I had no roommate

43- The words that best describe my acquaintances in college:
   a- none
   b- very few
   c- several
   d- average number
271

e- quite a few
f- very many
g- Approx. number __________

44- The words that best describe my friendships in college:
   a- none
   b- few
   c- several
   d- average number
   e- quite a few
   f- very many
   g- Approx. number __________

45- My family and I have:
   a- always lived in the same house except for trips, visits, etc.
   b- lived in the same town and neighborhood but moved at least once.
   c- lived in the same town, but changed neighborhoods at least once.
   d- moved from one town to another at least once, but always in the same general part of the country.
   e- moved from one town to another in various parts of the country.
   f- not lived together

46- My family's financial position:
   a- has changed very little in recent years
   b- has become worse
   c- has improved steadily over the years
   d- has gone up and down from time to time

47- My parents emphasised the importance of getting ahead and improving our position to:
   a- a great extent
   b- a moderate extent
   c- a small extent
   d- almost no extent

48- My parents discuss plans for getting ahead in the world with me:
   a- often
   b- occasionally
   c- rarely
   d- never

49- The car or cars we now own are:
   a- new; medium or high-priced American model
   b- new; in the "low priced three"
   c- new; in the "foreign economy car" group
   d- new; in the "foreign luxury car" group
272

e- new; in the "sports car" group
f- old, which we bought new
g- second-hand
b- we do not own an automobile

50- I grew up in:

a- a rural area some distance from other houses
b- a rural area, but near other houses
c- the outskirts of a town or city
d- a town or city

51- A foreign language has been spoken in our home (check all appropriate categories):

a- by both my father and my mother
b- by my father, but not by my mother
c- by my mother, but not by my father
d- since before I was ten years old
e- no foreign language has ever been spoken in our home

52- Regarding my parents (check all appropriate categories):

a- they are still married
b- my father is not living
c- my mother is not living
d- they are separated
e- they are divorced
f- my father has remarried
g- my mother has remarried

53- We now own:

a- two or more automobiles
b- one automobile
c- no automobile

54- My family makes its home in:

a- a private, one-family house, which we own
b- a private, one-family house which we rent
c- a private, two or three-family house which we own
d- a two or three-family house where we pay rent
e- an apartment
f- an apartment or flat directly over a place of business or a store

55- My home is:

a- in the country
b- in a very small community or village
c- on the outskirts of a city, on a residential street
d- on the outskirts of a city, on a street with stores or factories
e- in the city, in or near a business section
f- in the city, in a residential section
56. **Father:**
   - **a.** His full name
     - (Last)  (Middle)  (First)
   - **b.** Age
   - **c.** Birthplace
   - **d.** State of health
   - **e.** Occupation
   - **f.** Business or firm
   - **g.** His address
   - **h.** Grade in school completed
   - **i.** Degree

57. **Mother:**
   - **a.** Her full name
     - (Last)  (Middle)  (First)
   - **b.** Age
   - **c.** Birthplace
   - **d.** State of health
   - **e.** Occupation
   - **f.** Business or firm
   - **g.** Mother’s address
   - **h.** Grade in school completed
   - **i.** Degree

58. **Brothers and Sisters:** (List oldest first, then next oldest, etc.)

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>AGE</th>
<th>SEX</th>
<th>GRADE IN SCHOOL</th>
<th>OCCUPATION</th>
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<tbody>
<tr>
<td>Oldest</td>
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59. **Other persons** (besides father, mother, brothers and sisters) who have lived in my home at one time or another are:

<table>
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<tr>
<th>RELATIONSHIP</th>
<th>APPROXIMATE DURATION OF STAY</th>
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</table>
60- My family's attitude toward my attending college:
   a- Are opposed to my going to college
   b- Are indifferent to what I do
   c- Mildly feel that it would be nice if I finished college
   d- Would like to see me take some college (or go as far as I can), but not necessarily finish.
   e- Would be very disappointed if I were not to complete college
   f- Firmly insist that I attend college
   g- Firmly insist, not only that I attend college, but that I successfully complete it this time.

61- At some time or other, I have:
   a- read a great deal
   b- won a letter in sports
   c- had a girl (or boy) trouble
   d- been picked up by police
   e- won some prize in scholarship
   f- been afraid of snakes
   g- been afraid of germs and illness
   h- been afraid of the dark
   i- been afraid of high places
   j- led the crowd

62- My usual reaction to competition has been that I;
   a- performed better than usual under stiff competition
   b- did not do as well as usual under stiff conditions
   c- do not recognize the fact that I must compete

63- When I lose in competition, I:
   a- just try harder
   b- usually feel pretty low and give up
   c- don't remember having any particular reaction of any kind

64- I take a dare:
   a- usually
   b- sometimes
   c- rarely
   d- never

65- I have gotten into fights or quarrels with others:
   a- never
   b- once or twice
   c- several times
   d- frequently

66- The following words or phrases describe me as a person:
   rebellious, leader, mixed-up, capable, irritable, stubborn, pessimistic, tolerant, patient, inhibited, friendly, lazy,
trusting, striving, a follower, calm, impetuous, mistrustful, talented, jealous, cynical, cheerful, submissive, self-confident, conscientious, excitable, tired, idealistic, tactful, anxious, having deep faith, sickly, dependent, industrious, dull, ambitious, frustrated, cooperative, versatile, progressive, unhappy, sensitive, depressed, liberal, indecisive, plodding, restless, witty, easy-going, weak-willed, sociable, lonely, shy, party-boy (or girl).

67- My attitude toward my health and physique is as follows:

   a- I worry somewhat about it
   b- I have some fears about my future
   c- I feel somewhat inferior
   d- I hardly think about my health
   e- I feel quite fortunate
   f- I feel proud of my health and physique

68- During my elementary school years, I:

   a- was ill much of the time
   b- had a severe or long-lasting illness during one year
   c- had a certain illness that recurred at about the same time every year
   d- was ill in about the same amount as most of my classmates
   e- was seldom if ever ill

69- During college, I:

   a- missed classes very often due to illness
   b- missed enough classes due to illness to cause some trouble with my studies
   c- missed no more than a couple of days a quarter due to illness
   d- have seldom, if ever missed a class due to illness

70- As far as my speech is concerned, I:

   a- have been informed that I have a speech problem
   b- once had difficulties with my speech, but presently have none
   c- have no speech problems

71- Regarding hearing, I:

   a- have been told that I have a hearing difficulty
   b- had a hearing difficulty as a child, but presently have none
   c- hear well enough so that hearing is not a problem to me
   d- have perfect hearing

72- Regarding glasses:

   a- I wear them all the time
   b- I wear them only for reading
   c- I wore glasses as a child, but do not presently need them
d- I should probably wear glasses, but do not
e- I do not need glasses

73- My weight:_______________
74- My height:_______________

75- Concerning my physical health, I:
   a- have a major physical defect
   b- suffer from several minor chronic difficulties
   c- suffer from one annoying minor chronic difficulty
   d- must watch my health
   e- have frequent colds and minor infections
   f- feel tired most of the time
   g- am usually fairly well and strong
   h- am in perfect health

76- I read mostly:
   a- popular fiction, mystery stories, etc.
   b- biographies
   c- radio handbooks, car manuals, "do-it-yourself" publications
   d- magazines
   e- newspapers
   f- textbooks
   g- old classics, like Dickens, etc.

77- During my lifetime, I have visited the following number states, other than OHIO:
   a- one state
   b- two states
   c- five to ten states
   d- ten to fifteen states
   e- fifteen states or more

78- I play a musical instrument:
   a- professionally
   b- very well
   c- fairly well, but mostly for my own pleasure
   d- a little
   e- I do not play a musical instrument

79- I guess that I spend four hours or more per week in the following:
   a- social chats or "bull sessions"
   b- dancing
   c- attending shows with other people
   d- going to parties and social get-togethers of various kinds
   e- drinking and talking in taverns like "Larry's" or "The Burg"
   f- listening to records or tapes
   g- engaging in sports, games, or athletics
   h- playing cards
   i- aimless wandering about, or loafing
80- I watch T.V.:
   a- less than one hour per day
   b- one or two hours per day
   c- more than two hours per day

81- I would guess that I go to the movies:
   a- once per month or less
   b- about twice per month
   c- once a week or so
   d- more than once per week

82- Magazines which I read quite frequently are (please underline):

  western magazines, comics, movie magazines, true romances, popular mechanics or scientific magazines, mystery or detective magazines, picture-news magazines, (like Life), trade or business magazines (like Printer's Ink), news magazines (like Time), religious magazines, feature and story magazines (like Saturday Evening Post), home-making magazines (like American Home, parents' magazines, science-fiction magazines, sports magazines, travel magazines (like Holiday), fashion magazines (like Vogue), entertainment guides (like T.V. Guide), consumer magazines (like Consumers Reports), foreign periodicals (like Punch).

83- During the past month, I have read:
   a- more than three books
   b- two or three books
   c- one book
   d- no books

84- The number of books in my house amount to about:
   a- a roomful, a library
   b- two or more bookcases full
   c- one bookcase full
   d- a few books - 15 or 20
   e- not more than 5 books
   f- none at all

85- Other prizes or honors I have won:

   a-__________________________________________________________
   b-__________________________________________________________
   c-__________________________________________________________
   d-__________________________________________________________
   e-__________________________________________________________
   f-__________________________________________________________
86- I engage in the following leisure-time activities or hobbies:
   a-
   b-
   c-
   d-
   e-
   f-

87- At present, I:
   a- have no job
   b- have a job which I dislike
   c- have a job which on the whole, I neither like nor dislike
   d- like my job pretty well
   e- like my job very much

88- I have been considering the following vocational objectives:
   a-
   b-
   c-

89- a- My present place of employment:
   b- Description of duties
   c- Number of hours per week:
   d- Hours I work (8:30-5:00, Mon. thru Fri., etc.)

90- Persons I have consulted concerning my choice of a vocation (father, teacher, minister, etc.):
   a-
   b-
   c-
   d-
   e-
91- In my lifetime, I have worked:

a- in one place only
b- in two or three places
c- in four or five places
d- in six or seven places
e- in eight or more places
f- I have never held a job

92- Regarding my vocational objective, I:

a- have no question about it at all
b- am very certain about it
c- am quite certain, but open to anything new that might look better
d- have made a choice, but am somewhat doubtful about it
e- am quite undecided
f- have utterly no plans at all

93- I plan to attend college:

a- for one or two years
b- for three years
c- for the full four years
d- for from one to three years beyond undergraduate school
e- for more than three years of graduate school
f- for as long a time as my abilities will allow me
g- I don't know how long I will stay in college

94- Ten years from now, I expect to be earning:

a- less than 3 thousand dollars per year
b- between 3 and 5 thousand dollars per year
c- between 5 and 7 thousand dollars per year
d- between 7 and 10 thousand dollars per year
e- more than 10 thousand dollars per year

95- Why did you originally decide to attend college?

96- How would you describe the reactions of your family toward your previous dismissal?

97- (a) When you first came to college, did you personally feel that you would be able to do the work?

______ Yes
______ No
(b) What led you to this conclusion?

98- What would you say were the causes of your previously unsuccessful attempt at college work?

99- What will you do if your petition for reinstatement is denied by the College Office?

100- What leads you to feel that you might be anymore successful at college work now, than you were before your dismissal?

101- In the event that you were reinstated, but later were dismissed again, what course of action would you take?

102- What further factors can you present in support of your petition for reinstatement?

103- During my previous enrollment, I was active in the following religious groups on campus (if none, write "none"):

104- I write letters:

   a- less often than once every 2 or 3 months
   b- more often than once every 2 or 3 months, but less than once a month
   c- more often than once a month, but less than once a week
   d- about once a week
   e- more often than once a week

105- I generally devote the following amount of time to tasks around my home which might be described as "family duties":

2- less than three hours per week
b- between 3 and 7 hours per week
c- between 1 and 2 hours per day
d- more than 2 hours per day
e- I have no family duties

106- Most of my close friends are:

a- college graduates
b- people who went to college for awhile but who are now working
c- people who went to work right after high school, and who don't plan to go to college
d- people who are presently college students

107- In my job (or past job), I liked it (or disliked it) most because of:

a- the people I worked with
b- the kind of work I was supposed to do
c- the salary
d- the general working conditions

108- During my previous college attendance, I lived:

a- at home with my parents
b- at home with my wife in an apartment or house
c- at the home of a relative in town
d- at the home of an employer in town
e- with friends in town
f- in a rooming house
g- in my own apartment alone
h- in an apartment with a roommate
i- in a college dormitory
j- in a fraternity or sorority house

109- compared to other students who have been dismissed from O.S.U. for academic reasons, I have, to the best of my knowledge:

a- more ability than most of them
b- about the same amount of ability as most of them
c- less ability than most of them

110- Compared to O.S.U. students generally, I have, to the best of my knowledge:

a- more ability than most of them
b- about the same amount of ability as most of them
c- less ability than most of them
111- Compared to other students who have been dismissed from O.S.U. for academic reasons, I would estimate that I:

a- studied harder than most of them
b- didn't study any harder than most of them
c- studied less than most of them

112- To the best of my knowledge, I:

a- studied harder than the average O.S.U. student
b- studied no harder than the average O.S.U. student
c- did not study as hard as the average O.S.U. student

113- During my previous enrollment at O.S.U., I was associated with the following fraternity or sorority: (Please name)

a-
b- I was not affiliated with a fraternity or sorority

114- If I were to be reinstated, I would like to join the following social or extra-curricular groups:

115- I am:

a- married
b- engaged
c- "pinned"
d- going steady
e- playing the field
f- not much interested in dating and such

116- I first began to feel that I was in trouble with my college studies:

a- right away -- in the first few weeks of classes
b- after my first midterm
c- at the end of my first quarter
d- at the end of my second quarter
e- at the end of my freshman year
f- at some time after the end of my freshman year

117- The date of my FIRST enrollment at O.S.U.

(Quarter) (Year)
118- If married, give date of marriage: ____________________________
               (Month)    (Year)

119- In ten years, I would like to own a home costing:

   a- 8 to 10 thousand dollars
   b- 10 to 15 thousand dollars
   c- 15 to 25 thousand dollars
   d- 25 to 30 thousand dollars
   e- 30 to 40 thousand dollars
   f- more than 40 thousand dollars

120- I have had counseling, testing, or psychological help of some nature in the past:

   __________ Yes
   __________ No

If "yes", please explain further:
## The Minnesota Multiphasic Personality Inventory

**Name**: ____________________________

**Address**: __________________________

**Occupation**: __________________________

**Date Tested**: __________________________

**Education**: __________________________

**Marital Status**: __________________________

**NOTES**: __________________________

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### Male

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### Raw Score

X to be added ____________________________

Raw Score with X ____________________________

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**Signature**: ____________________________

**Date**: ____________________________

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**THE PSYCHOLOGICAL CORPORATION**

**522 Fifth Avenue**

**New York 10, New York**

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# The Minnesota Multiphasic Personality Inventory

Starks R. Hathaway and J. Charnley McKinley

## Female

### Test Scores

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### Notes

- Raw Score
- Date Tested
- Occupation
- Education
- Age
- Marital Status
- Referred by

### Signature

- Date

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**Raw Score**

- $\ldots$

**K to be added**

- $\ldots$

**Raw Score with K**

- $\ldots$
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Giesecke, C. F., and Hancock, J. W. "Rehabilitation of Academic Failures," College and University, 1950, 26:72-78.


Munger, Paul F. "Can We Really Predict Who Will Graduate from College?" College and University, 32: 218-221, Winter, 1957.


AUTOBIOGRAPHY

I, Paul Leon Gardner, was born in Elyria, Ohio, on January 21, 1921. I received my secondary education at Elyria High School, following which I studied at Miami University in Oxford, Ohio, from 1940 to 1942. From 1942 to 1946 I served in the Armed Forces during World War II. From 1946 to 1948 I studied at Utah State University in Logan, Utah, where I completed the B. S. degree in Zoology and a M. S. degree in Speech and Drama by 1951. I taught in Las Vegas High School, Las Vegas, Nevada, from 1949 until 1956, at which time I resigned my position in order to move to The Ohio State University to establish residence for the advanced degree in Guidance. During my residence at The Ohio State University I served as instructor in the Education program in the College of Education for freshmen. One year of my experience at The Ohio State University was devoted to functioning as a full-time counselor at The University Counseling and Testing Center. I am now employed by the State of Ohio in the State Department of Education, Guidance Services Section, as an Assistant State Supervisor of Guidance Services.