

A COMPARATIVE STUDY OF UNIVERSITY GRADES
WITH SPECIAL REFERENCE TO TRANSFER
STUDENTS FROM OTHER COLLEGES

by

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NATURE OF STUDY AND SOURCES OF DATA.

The purpose of this study is the comparison of the work done by students from privately endowed colleges with that done by students from public colleges. It proposes to determine whether the students who come from privately endowed colleges make as good grades in the University of Kansas as those who come from public colleges.

The particular problem with which this study is concerned is whether the work as given in the first two years in privately endowed colleges in Kansas enables the students to do work in the advanced years at the state university as well as does the work which is given in the early years in public colleges.

At the present time there is a great deal of transferring from one institution to another. This is especially true at the division point between the second and third years of the college course. Koos, in his book "The Junior College" says, "In the middle western colleges, at least for a full half of the student body of the four year period, there is a disruption by the opening of the third year."¹

Koos further states that this disruption is increasing instead of decreasing. The question of the relative effectiveness of some colleges becomes an important one, on account

L. Koos, Lenard Vincent, the Junior College (page 86) Published by the University of Minnesota, Minneapolis, May 1924.

of this extensive transferring from one institution to another. The receiving institution is frequently asked to accept the credits reported on the transcripts from other institutions at their face value.

As many of the transferring students transfer from smaller to larger institutions, it becomes possible to make a comparative study in a large institution of the grades of those students who have come from different types of smaller colleges.

In this way, an estimate may be secured of how effective the training in these different types of colleges has been.

This kind of training given in the first two years of college work probably has some direct effect on whether students do satisfactory advanced work. However, there are additional factors which contribute to the success of school work, such as other environmental influences, or the innate capacity of the individual, generally termed "intelligence."

It is not a part of this investigation to include a study of intelligence of the students, as adequate intelligence records are not available for the students concerned. However, they are doubtless a random sampling of their groups in the matter of intelligence. Then since the intelligence quotient remains practically constant for any individual over a period of years, it would not be affected much by this transfer to another college. Furthermore, the

correlation between intelligence and grades made in college is apparently not very significant.²

There are in the state of Kansas seventeen privately endowed colleges, whose work is fully accredited and which have a total enrollment of 4,964 students. There are seven fully accredited junior colleges, supported by cities. These have a total enrolment of 711 students. The five state institutions of collegiate rank have a total enrolment of 8,763 students. Thus it appears that thirty-six per cent of the total enrolment of the college students of Kansas are in the privately endowed colleges.³

It might well be asked whether this thirty-six per cent of students are receiving scholastic training equal to that received by those in the public colleges. It might even be asked why the privately endowed colleges continue to compete with the state supported schools of higher learning. The answer is that they are the product of a long development and that they actually supplement the work of the state schools.

One writer says, "Before the Nineteenth Century, the founding of academies and colleges in America was almost solely the product of religious interests and church enterprise. As a rule, the impulse that lead to the organization of higher learning was distinctly and strongly religious,

2. Pintner, Rudolf, Intelligence Testing. Published by Henry Holt and Company, New York, 1924.
3. OBrien, F. P., A Junior College in Hutchinson. Not in print.

sometimes even warmly and narrowly denominational. There has been, in the past generation, a marked movement among the denominational colleges and universities away from the sectarian spirit toward an interdenominational position."⁴

The term privately endowed college seems appropriate in connection with this study, since it includes non-sectarian colleges as well as denominational colleges.

Denominational colleges, in the United States, are numerous. For the year ending in June, 1918, the Bureau of Education received reports from 672 universities, colleges, and professional schools. Of this number, 118 were independent professional schools, 111 were public institutions, and 443 were privately endowed institutions.⁵

In the western part of the United States, the privately endowed colleges are chiefly small colleges, however in the eastern part there are large colleges and universities that are privately endowed.⁶

Ex-President Harper, of the University of Chicago, in his book⁷, "The Prospects of the Small College", says that the denominational college is inseparably connected with the

4. Crooker, Joseph Henry. Religious Freedom in American Education. Published by Unitarian Association, Boston, 1903.
5. United States Bureau of Education Bulletin, 1920. No. 30, page 5.
6. United States Bureau of Education Bulletin, 1920. No. 30.
7. Harper, William Rainey. The Prospects of the Small College (page 4). The University of Chicago Press, 1900.

denominational college and that it is the result of the American spirit. He lists some of the advantages of the small college as follows:

Contact with instructors.

Development of responsibility.

Loyal support of faculty and alumni.

Adaptation to needs of certain individuals, and

Economic advantages.

The catalogues of a number of denominational colleges have been consulted to determine the aims of such colleges. These aims have been stated in various ways. One aim which seemed to represent fairly well the content of all of them was, "To develop not only thorough scholarship but noble Christian character." One may wish to know whether these schools are realizing their aims. As leadership and Christian character are very difficult to measure, no attempt is made to measure them in this study.

Each year, the University of Kansas receives many students transferring from various colleges. A large majority of them enter the College of Liberal Arts at the University. These students may be classified into (1) those coming from the privately endowed colleges and (2) those coming from public colleges. The grades that these students make while in the University of Kansas are available for study. The grades made previously while in other colleges are shown on

their transcript record, which they must file at the University.

With these data at hand, it may be determined which of these types of students make the best scholastic record while in the University of Kansas. Since the grades in the last two college years are all made in the one institution, they are doubtless fairly comparable.

It is of course true that the grades differ within the University, that is, a certain grade might not mean the same in one department as it does in another department. More than that, grades often differ in different courses in the same department. But the same grading system is presumably used throughout the University, which tends toward at least a fair degree of uniformity.

It was necessary to choose a representative group of students from the University of Kansas for the purposes of this study. The entire junior class of the College of Liberal Arts for 1922-23 was chosen. This class included 500 students and did not involve any selection from within the group, since the entire group was taken.

It is not possible to say whether the junior class of that year represented any particular sort of selection but so far as the facts are known it did not.

The junior class of that year was chosen in order to secure the grades of students who have since had opportunity

to complete both the junior and senior years of work. This list of students was secured from the University catalogue. The records of their grades were secured from the permanent record cards in the files of the Registrar's office of the University. It was difficult to secure the record of all of the five hundred students, as some were not filed in the permanent files, but after considerable persistence all needed records were secured.

It was necessary to work out a technique for tabulating these grades. Illustrations of these tabulations will show how this was done. The tabulations include only the students of the junior class of that year.

Table I. Illustration of the manner of tabulating the grades of a student.

	1st year	2nd year	3rd year	4th year
Name of student				
College	Southwestern	K.U.	K.U.	
No. of hrs. of grades	32 C 21 D	2 A 10 C 6 B 10 D	6 B 12 C 8 D	
Total no. of hrs. of grades	53	28	26	
Weighted grade	1.60	2.00	1.85	
Name of student				
College	K.U.	K.U.	K.U.	K.U.
No. of Hrs. of grades	19 C 11 D	5 B 15 D 10 C	14 C 13 D	7 B 7 D 33 C
Total no. of hrs. of grades	30	30	27	37
Weighted grade	1.63	1.66	1.51	2.00

These illustrations of how the tabulations were made show that the A's, B's, C's and D's were tabulated separately for each year of work and for each student. Then it was necessary to have the grades transmitted by a suitable weighting system into comparable values for further study and comparison. The

system which was used for this purpose was as follows:

A = 4
 B = 3
 C = 2
 D = 1

Applying this weighting plan to the grades of a student who had in one year;

2 A's
 6 B's
 10 C's
 10 D's

one may find by simple arithmetical procedure that

2 A's = 8
 6 B's = 18
 10 C's = 20
 10 D's = 10
 Total = 56

The weighted mean grade is then found by dividing the total number of credits earned (56) by the total number of hours taken (28). In this instance, the weighted grade is 2.00.

The grades for the first two years on any individual's transcript were tabulated together without distinguishing the two years of work as they are indistinguishable in the way they appear on the permanent record cards.

The grades of 'incomplete' and 'failure' were not included or weighted with the other grades, but were counted separately for the different groups being compared. They were tabulated in red ink to facilitate the counting of them. The transcripts from other schools do not show any record of the incompletes and failures for students who took their first two years therein. Consequently ~~this item for the~~

~~consequently~~ no comparison could be made in this item for the first two years of college work.

Table II. Number of students included in this study who spend first two years in

Privately Endowed Colleges	Public Colleges	University of Kansas	Total
105	101	294	500

Of the 105 students who came from privately endowed colleges, 35 brought transcripts from colleges outside of the state of Kansas. Of the 101 students who came from public colleges, 38 brought transcripts from outside of the state.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

In classifying the data collected, students were first grouped according to the colleges from which they came. A separate classification was made for each college from which three or more students came, excepting that the Garden City Junior College, which had only two representatives in the University, was included in the analysis.

Table III. Mean Scholarship grades* of students from denominational colleges.

Colleges from which students came	Number of students coming to K.U. as juniors 1922-3	Grades as Fresh.-Soph. in college	Average grades as Jr.-Sr. in K.U.
1. Washburn	18	2.17	2.33
2. Kansas Wesleyan	8	2.56	2.39
3. South Western	7	2.45	2.33
4. Fairmount	6	2.51	2.03
5. Baker	4	2.00	2.36
6. Monticello Seminary	5	2.67	2.50
7. Bethel	3	2.91	2.14
8. Emporia College	3	2.24	2.38
9. Catholic Colleges	6	2.88	2.51
10. Misc. Denominational Colleges	33	2.59	2.56
11. Miscellaneous Non-Sectarian Colleges	12	2.14	2.52
Total Number of students	105		

* For explanation of weighted averages used see page 7.

Table II should be read thus: Column 1 shows a list of colleges from which the students included in this study come. The heading, Miscellaneous Denominational Colleges,

includes all denominational colleges from which only one or two students came to the University in 1922. ^{Miscellaneous} Non-Sectarian Colleges includes all non-sectarian colleges from which only one or two students came to the University in the year indicated.

The number of students that came from each college is shown in Column 2 of this table. Column 3 shows the average of the grades made in the first two years of work in the college from which they came. The average grades were found by using the procedure shown in the illustration of Table I.

The averages of grades made in the last two years by the same students in the University are then shown for comparison. These averages were also found by using the weighted grades from the tabulations referred to above. By comparing the weighted averages of Column 3 with those of column 4, it may be determined whether these students made as high average grades in the University as they did in their previous college work.

In the cases of colleges represented by a small number of students, the average is of course less significant because it is less reliable.

Table IV. Mean Scholarship Grades of Students From
Public Colleges.

Colleges from which students came	Number of students coming to K.U. as juniors 1922-1923	Grades as Fresh.-Soph. in college	Average Grades as Jr.-Sr. in K.U.
1. Garden City Jr. College	2	2.86	1.98
2. Pittsburg Normal	4	3.01	2.76
3. Kansas State Normal	4	3.26	2.96
4. Kansas City (Mo.) Jr. College	38	2.56	2.58
5. Kansas State Agricultural College	14	2.31	2.32
6. Misc. Public Colleges	17	2.30	2.32
7. Other universities	22	2.65	2.69
8. Total number of students	101		

Table IV should read the same as Table III, except that Table IV includes facts for students from public colleges and Table III relates to students from privately endowed colleges.

The averages of grades were then secured for the students indicated in each of the three types of colleges included in these tables both for the first two years and the last two years of college work. These facts are shown in Table V.

Table V. Mean Scholastic Grades of Students According
To Types of College.

Type of College	Number of Students Studied	Mean for the first Two Years	Mean for the last Two Years
Privately Endowed	105	2.43	2.43
Public Colleges	101	2.55	2.51
University of Kansas	294	2.41	2.49
Total no. of students	500		

In the interpretation of Table V, one may note that: The students from the privately endowed colleges do exactly as well in their scholastic record after they are in the University of Kansas as they did during the first two college years and almost as well as those students who have taken their entire work at the University of Kansas. Those students who took work in some public college previous to their coming to the University of Kansas made the highest scholastic average of the three groups while in the University.

This table further shows that those students from public colleges made a little lower average in their scholastic record in the University of Kansas, than they did during the preceding two years of work. In contrast to this, those who took their entire work in the University of Kansas increased their own average grades during the last two years.

There was a wide range of difference in grades among the institutions comprising the privately endowed colleges, so that the average for this group is not altogether true for any one of the privately endowed colleges. Perhaps the same thing might be said of the public colleges concerned in this study.

There are several reasons why the records of grades of the first two years made by students from the privately endowed and the public colleges are not as completely reliable as the grades which were made in the University of Kansas.

In the first place, the grading systems are different in the various institutions. Secondly, when the transcripts come to the Advanced Standing office of the University of Kansas, some of these records have to be translated into the system that the University uses. Then, in the third place, there is some possibilities of errors or changes in transcribing the grades which are sent in from these colleges.

It was thought that median grades might be more significant than the mean grades, accordingly the medians were found for the grades in these three types of colleges. They are shown in the next table.

TABLE VI - Median Scholastic Grades of Students according to type of college.

Type of College	No. of Students from these colleges	Median for the first two years	Median for the last two years
Privately endowed	105	2.444	2.404
Public colleges	101	2.570	2.459
University of Kansas	294	2.345	2.411
Total No. of students	500		

In the interpretation of Table VI, one may note that the students from the privately endowed colleges do almost as well in their scholastic record after they are in the University of Kansas as they did during the first two college years, and almost as well as those students who have taken their entire work at the University of Kansas. Those students who

took work in some public college previous to their coming to the University of Kansas made the highest scholastic average of the three groups while in the University.

This table further shows that those students from public colleges made a little lower average in their scholastic record in the University of Kansas than they did during the preceding two years of work. In contrast to this, those who took their entire work in the University of Kansas increased their own average grades during the last two years.

The 'incompletes' and 'failures' which were tabulated separately for all the students involved in this study are shown in Table VII. (See following page.) The letter "I" is used to designate incomplete and the letter "F" to designate failure. This table shows that the 105 students from the privately endowed colleges received 124 hours of I's and 345 hours of F's in the last two years of their work in the University of Kansas. This record gives an average per individual of .59 hours of I's and 1.64 hours of F's for each of the two years.

The 101 students from the public college group received 295 hours of I's and 519 hours of F's during the last two years of their work, which give an average per student of 1.4 hours of I's and 2.57 hours of F's for each of these years.

The 294 students who took their entire college work in the University of Kansas received 580 hours of I's and 657

TABLE VII - "Incompletes" and "Failures" of the 500 Students. (Mean averages)

Type of College	No. of Students in 1st 2 yrs.	No. of I's in 1st 2 yrs.	Average of I's per yr.	No. of F's in 1st 2 yrs.	Average of F's per yr.	No. of I's in last 2 yrs.	Average of I's per 1 yr.	No. of F's in last 2 yrs.	Average of F's per yr.
Privately Endowed	105		No. Record			124	.59	345	1.64
Public Colleges	101		"			297	1.49	519	2.57
University of Kansas	294	561	.97	1212	2.09	580	1.00	657	1.14

hours of F's in the last two years of their work. This gives them an average of 1.00 hours of I's and 1.14 hours of F's. These same students made 561 hours of I's and 1212 hours of F's in the first two years of their work at the University of Kansas, giving an average of .97 hours of I's and 2.09 hours of F's for each student for each year.

In the interpretation of Table VII, one may note that the average number of F's is smaller for the third group than for the other two groups. Also that there is a great reduction in the average number of F's received in the last two years by the students who took their entire work in the University of Kansas. Students from privately endowed colleges held by far the best record on the average number of hours of work that was incomplete.

Scatter diagrams were prepared to show the relation between grades made the first two years and the grades made the last two years by each of the three groups of students.

TABLE VIII - Comparison between grades of the first two-years and of the last two years of students from privately endowed colleges.

Average of grades of first two years

		1.00	1.20	1.40	1.60	1.80	2.00	2.20	2.40	2.60	2.80	3.00	3.20	3.40	3.60	3.80	
		1.19	1.39	1.59	1.79	1.99	2.19	2.39	2.59	2.79	2.99	3.19	3.39	3.59	3.79	3.90	
Average of grades of last two years	1.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	1
	1.19:	:	:	:	:	:	1	:	:	:	:	:	:	:	:	:	1
	1.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.39:	:	:	1	:	2	:	:	:	:	:	:	:	:	:	:	3
	1.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.59:	:	:	:	:	1	:	1	:	:	:	:	:	:	:	:	2
	1.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.79:	:	:	:	:	1	1	2	1	:	:	:	:	:	:	:	5
	1.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.99:	:	:	1	1	3	:	:	1	:	:	:	:	:	:	:	6
	2.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.19:	1	1	2	2	1	:	6	2	:	1	:	:	:	:	:	15
	2.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.39:	:	1	:	:	5	3	1	:	:	4	1	:	:	1	:	16
	2.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.59:	:	:	3	:	2	3	4	1	1	1	:	1	:	:	:	16
	2.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.79:	:	:	1	:	4	1	1	2	:	2	:	1	:	:	:	12
	2.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.99:	:	:	1	:	2	:	2	:	2	:	2	:	:	:	:	7
3.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.19:	:	:	:	:	:	:	1	1	1	1	:	:	:	:	:	4	
3.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.39:	:	:	:	:	:	:	:	:	:	1	:	:	:	:	2	3	
3.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.59:	:	:	:	1	:	:	:	1	2	:	1	1	:	:	:	6	
3.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.79:	:	:	:	:	:	:	:	:	:	:	:	:	:	1	:	1	
3.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.99:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	1	1	
TOTALS	0	0	2	9	4	19	11	16	11	4	12	2	3	1	4	98	

Coefficient of Correlation (Pearson Method) $r = .524$ P.E., .049

In Table VIII a greater number of students have grades above 3.00 in their freshman-sophomore years than do the same students in their junior-senior years. But no such difference appears in comparing the grades below 1.80 in the two periods.

The total is seven less than previously reported because it does not include those students who had not completed two years of work before coming to the University.

TABLE IX - Comparison between grades of the first two years and grades of the last two years of students from public colleges
 Average of grades of first two years of college.

		Average of grades of first two years															
		1.00:	1.20:	1.40:	1.60:	1.80:	2.00:	2.20:	2.40:	2.60:	2.80:	3.00:	3.20:	3.40:	3.60:	3.80:	
		1.19:	1.39:	1.59:	1.79:	1.99:	2.19:	2.39:	2.59:	2.79:	2.99:	3.19:	3.39:	3.59:	3.79:	3.99:	
Average of grades of last two years	1.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.19:	:	:	:	1	1	:	:	:	1	:	:	:	:	:	3	
	1.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.39:	:	:	1	:	:	:	:	:	:	:	:	:	:	:	1	
	1.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.59:	1	1	:	:	:	:	:	:	:	:	1	1	:	:	3	
	1.69:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.79:	1	1	2	1	3	2	:	:	1	:	:	:	:	:	10	
	1.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	1.99:	:	:	:	1	1	2	:	1	1	:	:	:	:	:	6	
	2.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.10:	:	:	1	:	1	1	1	:	1	:	1	:	1	:	7	
	2.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.39:	1	1	4	1	1	1	4	:	1	:	:	:	:	:	14	
	2.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.59:	:	:	1	2	4	2	7	2	1	:	:	:	:	1	19	
	2.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.79:	:	:	:	3	3	1	1	4	1	:	:	:	:	:	13	
	2.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	2.99:	:	1	:	:	1	2	1	1	:	:	:	:	:	:	6	
3.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.19:	:	:	1	:	1	:	:	2	:	:	:	:	:	:	4		
3.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.39:	:	:	1	:	1	:	1	:	2	1	:	:	:	:	5		
3.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.59:	:	:	:	:	1	1	:	:	1	:	:	2	:	:	5		
3.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.79:	:	:	:	:	:	1	:	:	:	1	:	2	:	:	4		
3.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:		
3.99:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	1		
TOTALS		1	1	2	6	10	14	13	9	15	13	7	4	0	5	1	101

Coefficient of Correlation (Pearson Method) $r = .467$ P.E., .0527

In Table IX a greater number of students have grades lower than 1.80 in their junior-senior years than do the same students in their freshman-sophomore years. But no such difference appears in comparing the grades above 3.00 in the two periods.

TABLE X - Comparison between grades of the first two years and the last two years of students at University of Kansas only
Average of grades of first two years.

		1.00	1.20	1.40	1.60	1.80	2.00	2.20	2.40	2.60	2.80	3.00	3.20	3.40	3.60	3.80	
		1.19	1.39	1.59	1.79	1.99	2.19	2.39	2.59	2.79	2.99	3.19	3.39	3.59	3.79	3.99	
Average of grades of last two years	1.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	1.19:	:	:	:	1	1	1	1	1	:	:	:	:	:	:	:	3
	1.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	1.39:	:	1	:	:	:	:	:	1	:	:	:	:	:	:	:	2
	1.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	1.59:	:	:	4	2	1	:	:	:	:	:	:	:	:	:	:	7
	1.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	1.79:	1	2	2	4	:	2	1	1	:	:	1	:	:	:	:	14
	1.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	1.99:	:	:	4	8	7	6	3	2	2	:	:	:	:	:	:	32
	2.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2.19:	:	2	5	3	7	7	7	4	3	:	:	:	:	:	:	38
	2.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2.39:	:	1	1	7	11	3	7	4	1	4	1	:	:	:	:	39
	2.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2.59:	:	1	2	6	10	13	14	13	6	6	4	:	1	:	:	76
	2.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2.79:	:	:	:	1	1	1	2	5	4	3	1	1	:	:	:	19
2.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
2.99:	:	:	:	:	:	1	2	3	1	4	1	1	:	:	:	13	
3.00:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
3.19:	:	:	:	:	:	2	2	3	1	2	:	2	:	:	:	12	
3.20:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
3.39:	:	:	:	:	:	:	1	1	1	1	6	4	5	2	:	21	
3.40:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
3.59:	:	:	:	:	1	:	:	:	:	:	1	:	1	:	1	4	
3.60:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
3.79:	:	:	:	:	:	:	:	:	1	:	:	1	1	1	:	4	
3.80:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
3.99:	:	:	:	:	:	:	:	:	:	:	:	2	1	2	:	5	
TOTALS	1	7	18	32	39	35	41	36	30	20	15	9	9	4	3	289*	

Coefficient of Correlation (Pearson Method) $r = .6863$ P.E., .021

* There were 294 students in this group but five did not stay long enough after enrolling in the junior year to have any grades recorded.

In Table X twice the number of students have grades below 1.80 in their freshman-sophomore years ~~than~~^{as} do the same ^{group of} students in their junior-senior years. But no such difference appears in comparing the grades above 3.00 in the two periods.

There were seven students from privately endowed colleges who had not completed 60 hours of college work before coming to the University. These were not included in the preceding tabulation as it was considered that their records were not entirely comparable to those of students who had completed 60 hours or more of college work. The coefficient of correlation found for the three types of colleges are assembled for comparison in the next table.

TABLE XI. Coefficients of Correlation between grades made in the first two years and those made in the last two years stated for students from the three types of colleges.

Type of College	Coefficient of Correlation	P.E.
Privately Endowed College	.5241	.049
Public Colleges	.4170	.052
University of Kansas	.6863	.021

From Table XI it is seen that the correlation between the grades made the first two years and the grades made the last two years is higher for the students who took their entire work at the University of Kansas than for either of the other two types of colleges. Being better adjusted to the institution may be one factor that has caused this higher correlation. The correlation is higher for the privately endowed college than for the public college.

It is necessary to know how these students who came to

the University from other institutions ranked in the colleges from which they came to determine the degree of selection which they represented with reference to the total students in the first two years in those colleges. To ascertain this information, it was necessary to secure a tabulation of the actual grades which were made by these students as a basis of the comparison to be made. However, such tabulations were not available even in the colleges comprising these groups.

In order to secure such data, it was necessary to visit the colleges and tabulate facts directly from their records. It seemed impossible to make this analysis for all of the colleges from which the students included in this study had come. A few typical colleges were employed in this analysis to represent all.

TABLE XII. Showing what selection "Transfer Students" are of their own college classes in Freshman-Sophomore years.

Name of College	Total Enrolment of the Fr. & Soph. years of these colleges	Mean Average grade of all Fr. & Soph. students in school yr. '21-2	Mean Average grade of transfer students who came to the University	No. of these transfer students, 1922-23
Central College (Jr. Col.)	53	3.37	3.07	10
McPherson College	182	2.67	2.49	11
Baker	378	2.25	2.10	6
K.C. (Mo.) Jr. Col.	925	2.57	2.56	38
Univ. of Kansas	2146	2.22	2.41	249

The averages which are shown in the third and fourth columns of Table XII were worked out by means of the weigh-

ing system which has already been explained and employed in this report.

The grades of all freshman and sophomore students of the school year of 1921-22 were tabulated for the purpose of securing the average of the college grades during the first two college years. The record of the freshman grades of that year were more available than those of the preceding year. Accordingly the grades of two successive freshman years were treated as comparable and those of the latter included in this *analysis*.

The average of all freshman and Sophomore grades made in the school year 1921-22 at Central College is higher than the average for the portion of those students who came to the University of Kansas for their junior and senior work. If these grades for the year indicated are a true index, the University may be getting students from that college which are not as good as the average of its students. The same thing seems to be true concerning Baker and McPherson College.

Central College, McPherson College and Baker are denominational colleges. Kansas City (Missouri) Junior College is supported by the city. Thus the two types, privately endowed and public colleges, are represented in this table.

v If the years studied are truly representative, and if the privately endowed colleges investigated are typical privately endowed colleges, then the University of Kansas is getting students from the privately endowed colleges who

rank slightly below the college average in scholastic work.

However, with similar provisos in mind, the better students of the first two years of University work are the ones who continue their work in the University for the last two years, their average grades in the last two years are higher than their average in the first two years.

SUMMARY AND CONCLUSIONS

1. Thirty-six percent of the students enrolled in colleges in Kansas are in privately endowed colleges. Many transfer students from these colleges come to the state university to complete the last two years of their college work.

2. From the transcripts of these students filed with the Registrar's office at the University and from their later scholastic records filed in the same office, this comparison of student grades was made.

3. The records examined concerned 500 students who were in the junior class in the College of Liberal Arts of the University in the year 1922-1923. Of these, 294 had taken freshman-sophomore work in the University; 101 in other public colleges and 105 in privately endowed colleges.

4. The students who had taken freshman-sophomore work

at the University showed an increase in median grade in the junior-senior years. The reverse was true of those coming from private colleges and other public colleges, yet the latter group earned the highest median grade of the three groups in the junior-senior years at the University.

5. The smallest average number of "failures" in the junior-senior years was made by the students who had taken their first two years at the University.

6. The coefficient of correlation between grades of the first two years and the last two years was .47 for the other public colleges, .53 for the privately endowed colleges and .69 for the students who took their entire work at the University of Kansas. The highest coefficient pertained to the latter group.

7. An analysis made in a few typical colleges of grades in the first two years of work suggests that the students who come to the University for the junior and senior years of work in general are slightly below the scholastic average of the college classes from which they come.

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